



# Balmoral School Strategic Plan 2024 - 2026

To value diversity and to develop curious, confident and connected learners

POU	<p><b>Provide high quality teaching and learning through a challenging school wide local curriculum</b></p>	<p><b>Provide Professional Learning responsive to the needs of all ākonga</b></p>	<p><b>Provide a safe, inclusive and responsive environment</b></p>	<p><b>Ensure that Te Ao Māori is represented as a taonga and Māori ākonga experience success as Māori</b></p>
Goal	<p>Increase ākonga learning opportunities through innovative and progressive programmes and consistency of practice</p>	<p>Provide professional learning that supports curriculum, leadership and pedagogical development</p>	<p>Expect all ākonga to make progress using a culturally responsive pedagogy within a broad curriculum</p>	<p>Honour our commitment to Te Tiriti o Waitangi</p>
How	<ul style="list-style-type: none"> <li>• Implement Te Mātaiaho</li> <li>• Facilitate in-class support and feedback for staff</li> <li>• High quality literacy and numeracy teaching and learning</li> <li>• P4C, Inquiry, Play Based (broad, holistic and tangible)</li> <li>• High aspirations held for all</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership development</li> <li>• Develop curriculum knowledge in our staff</li> <li>• Collaborative teaching practice and cycle of professional growth</li> <li>• Engage with Kāhui Ako Initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous review of curriculum</li> <li>• Offer diverse pathways to success by fostering both creative and critical thinking abilities</li> <li>• Provide wellness support</li> <li>• Mental Health taught within curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Foster new and develop existing relationships with whānau , hapu and iwi</li> <li>• Ensure school wide programmes reflect Te Ao Māori</li> <li>• Actively embrace and integrate Te Reo Māori</li> </ul>
Success	<ul style="list-style-type: none"> <li>• Ākonga demonstrate growth in their learning</li> <li>• Ākonga can talk about their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are able to lead in variety of areas both within and across schools</li> <li>• Multiple leadership opportunities</li> <li>• Consistency in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Ākonga are engaged in learning across the curriculum</li> <li>• Tamariki and staff feel safe and have a sense of accomplishment</li> <li>• An awareness of Hauora</li> </ul>	<ul style="list-style-type: none"> <li>• All ākonga are proud, thriving and achieving in our environment</li> <li>• Te Ao Māori is valued and visible in our kura</li> </ul>
<b>School Values</b>				
<b>Manaaki, Respect</b>		<b>Mana Tū, Integrity</b>	<b>Tō tātou, Inclusiveness</b>	<b>Manawaroa, Resilience</b>

**This Strategic Plan has been developed through consultation with the Balmoral Community  
The Board has prioritised the development taking into consideration the Education (School Planning and Reporting) Regulations 2023**

- The national education and learning priorities for early childhood education, primary education, and secondary education.
- The curriculum policy statements
- Strategic goals based on the identities, needs, and aspirations of our school community
- The importance of giving effect to Te Tiriti o Waitangi including a curriculum that
  - reflects local tikanga Māori, mātauranga Māori, and te ao Māori;
  - achieving equitable outcomes for Māori students
  - reasonable steps to make instruction available in tikanga Māori and te reo Māori

**The Board will develop an annual plan setting out how it will meet these goals.**

### **Vision Story**

Te Kura o te Roto a Rangi is a place where children can obtain the highest quality education, where we are challenged, safe, able to innovate and make mistakes, and achieve great things. Everyone will experience the joy of learning. It will be a place where people feel a sense of belonging, good friends are made, and great stories told. Kaiako and ākonga will gain a greater understanding of their place in the world and role as kaitiaki. Whānau will play an active role in supporting their child's learning. Together we will respect the concept of diversity, inquire, celebrate who we are and discover our nation's heritage.

Strategic Goal 1	Primary Objective	Links to Education Requirements	What do we expect to see	How will we achieve or make progress towards our strategic goal	How will we measure success
Increase ākongā learning opportunities through innovative and progressive programmes and consistency of practice	All of section 127 (1) applies Section 164 Section 165	<ul style="list-style-type: none"> <li>NELP 1,2,3,4,5,6</li> <li>Te Mātaiaho and Common Practice Model</li> <li>The Literacy and Communication Strategy</li> <li>Attendance and Wellbeing Strategy</li> <li>Wellbeing in Education Strategy</li> <li>The NZ Child and Wellbeing Strategy</li> <li>Ka Hikitia</li> <li>The Action Plan for Pacific Education 2020-2030</li> <li>NZSTA Guidance for giving effect to Te Tiriti o Waitangi</li> </ul>	Our local school curriculum reflects Te Mātaiaho and our community's priorities for their tamariki and local tangata whenua priorities	We will implement the necessary curriculum refresh changes through ongoing development of local curriculum in relationship with parties	Annual tracking of our school curriculum development and implementation plan of Te Mātaiaho
			School leaders, Kaiako and ākongā are excited and engaged with their local curriculum	We will build awareness and grow understanding of Te Mātaiaho with Kaiako and school community	Annual ākongā, whanau and kaiako feedback methods to measure engagement and understanding of our local curriculum
			Kaiako are clear and confident on the learning that matters within our local school curriculum	We will engage with ongoing PD opportunities about Te Mātaiaho, Inquiry, Play and P4C	Annual ākongā learning and progress achievement data analysis
			We have systems and processes in place to report on and measures individual and school-wide student progress	We will engage with on-going PD opportunities about Te Mātaiaho	Annual ākongā learning and progress achievement data analysis and feedback gained from student wellbeing survey

Strategic Goal 2	Primary Objective	Links to Education Requirements	What do we expect to see	How will we achieve or make progress towards our strategic goal	How will we measure success
Provide professional learning that supports curriculum, leadership and pedagogical development	All of section 127 (1) applies Section 164 Section 165	<ul style="list-style-type: none"> <li>NELP 1,2,3,4,5,6</li> <li>Te Mātaiaho and Common Practice Model</li> <li>The Literacy and Communication Strategy</li> <li>Attendance and Wellbeing Strategy</li> <li>Wellbeing in Education Strategy</li> <li>The NZ Child and Wellbeing Strategy</li> <li>Ka Hikitia</li> <li>The Action Plan for Pacific Education 2020-2030</li> <li>NZSTA Guidance for giving effect to Te Tiriti o Waitangi</li> <li>The Leadership Strategy for the teaching profession of Aotearoa New Zealand (2018)</li> </ul>	Tailored professional learning programs designed to enhance educators' understanding of the curriculum frameworks relevant to their subjects and grade levels	Organize workshops that cater to specific subject areas and grade levels. Invite subject matter experts and experienced educators to lead these sessions, focusing on curriculum frameworks and effective teaching strategies	Success can be indicated by the identification of specific needs, gaps, and enhancements required by educators. Positive feedback, increased participation rates, and improved teaching practices indicate the success of these workshops.
			Consistency in practice in all curriculum areas	Conduct leadership workshops covering key pedagogies and fostering positive school culture. Invite experienced educational leaders and facilitators to lead these sessions	Successful completion of projects, positive feedback from colleagues, and the development of practical leadership skills demonstrate the effectiveness of hands-on experiences.
			Professional development opportunities that encourage teachers to explore innovative teaching approaches, Inquiry, Play	Create focused PLGs centred around pedagogical advancements. These meet regularly to explore and implement differentiated instruction methods and engage in action research projects.	Evaluating the collaborative efforts within PLCs. Successful implementation of differentiated instruction methods, positive changes in teaching practices, and the completion of action research projects indicate the success of these communities
			Leaders and Kaiako are clear and confident on the learning that matters within our local school curriculum	We will engage with on-going PD opportunities. Peer up staff with experienced staff and provide leadership opportunities in key areas	Staff feel they have had appropriate development and support to meet the needs of all ākongā

Strategic Goal 3	Primary Objective	Links to Education Requirements	What do we expect to see	How will we achieve or make progress towards our strategic goal	How will we measure success
Expect all ākongā to make progress using a culturally responsive pedagogy within a broad curriculum	Section 91, 127 (1), 133, 164	<ul style="list-style-type: none"> <li>NELP 1,2,3,4,5,6</li> <li>Te Mātaiaho and Common Practice Model</li> <li>The Literacy and Communication Strategy</li> <li>Attendance and Wellbeing Strategy</li> <li>Wellbeing in Education Strategy</li> <li>The NZ Child and Wellbeing Strategy</li> <li>Ka Hikitia</li> <li>The Action Plan for Pacific Education 2020-2030</li> </ul>	Improved academic performance among ākongā across various curriculum levels.	A curriculum that integrates diverse cultural perspectives, histories, and contributions & resonates with the cultural backgrounds of ākongā	Monitor ākongā learning over time and provide a variety of opportunities for students to showcase learning
			Enhanced engagement leading to better learning outcomes.	A broad curriculum offered	Availability of a wide range of curriculum activities
			Classrooms that are inclusive, respectful of different cultures, and accepting of diverse viewpoints and experiences.	We will Equip educators with the knowledge and skills needed to create inclusive classrooms.	Look for evidence of inclusive activities, discussions, and materials that reflect diverse perspectives.

<ul style="list-style-type: none"> <li>NZSTA Guidance for giving effect to Te Tiriti o Waitangi</li> <li>The Leadership Strategy for the teaching profession of Aotearoa New Zealand (2018)</li> </ul>		Have opportunities for peers to listen to others	
	Ākonga feeling safe and valued, leading to a positive school atmosphere where they feels supported in their learning journey.	We will foster a positive school culture where respect, kindness, and inclusion are core values.	Observe student behaviour during group activities, discussions, and collaborative projects. Look for signs of active listening, respectful communication, and openness to diverse viewpoints

Strategic Goal 4	Primary Objective	Links to Education Requirements	What do we expect to see	How will we achieve or make progress towards our strategic goal	How will we measure success
Honour our commitment to Te Tiriti o Waitangi	Section 127 (1), 133, 164	<ul style="list-style-type: none"> <li>NELP 1,2,3,4,5,6</li> <li>Te Mātaiaho and Common Practice Model</li> </ul>	The integration of Māori perspectives, history, language, and culture across the curriculum. Staff members use inclusive language that respects Māori culture and language. Bilingual signage.	Provide training and professional development for educators to enhance their understanding of Māori perspectives, history, language, and culture.	Observe classrooms to assess the integration of Māori perspectives and culturally inclusive teaching methods
		<ul style="list-style-type: none"> <li>The Literacy and Communication Strategy</li> <li>Attendance and Wellbeing Strategy</li> <li>Wellbeing in Education Strategy</li> </ul>	Actively involve local iwi and Māori communities in decision-making processes.	Consultation sessions with local iwi and Māori community leaders. Seek their input on important decisions related to curriculum, policies, and school activities.	Have consultation sessions, gather feedback from community leaders. Ask about the effectiveness of the sessions, the school's responsiveness to their input, and any suggestions for improvement.
		<ul style="list-style-type: none"> <li>The NZ Child and Wellbeing Strategy</li> <li>Ka Hikitia</li> </ul>	See improved educational outcomes for Māori students, indicating that culturally responsive teaching practices and support systems are effective.	Teachers PD in culturally responsive teaching methods that accommodate diverse learning styles and cultural backgrounds.	Annual ākonga learning and progress achievement data analysis
		<ul style="list-style-type: none"> <li>The Action Plan for Pacific Education 2020-2030</li> <li>NZSTA Guidance for giving effect to Te Tiriti o Waitangi</li> <li>The Leadership Strategy for the teaching profession of Aotearoa New Zealand (2018)</li> </ul>	Clear and comprehensive policies that promote anti-discrimination, inclusivity, and cultural respect within the school community.	Develop and clearly communicate policies that address anti-discrimination, inclusivity, and cultural respect. Involve representatives from our Māori community	Establish channels for students, parents, and staff to provide feedback on the effectiveness of policies.

## Learning Priorities

STRATEGIC DIRECTION	2024 to 2026
<b><i>To provide high quality learning opportunities for success which recognises achievement in all its forms and keeps learners at the centre.</i></b>	To raise student achievement at Balmoral School <ul style="list-style-type: none"> <li>All students from Years 2,4,6,8 will be reading at or above their cohort with understanding (PM, Probe and PAT Year 4 above) and in relation to Overall Teacher Judgement</li> <li>All students will be writing at or above their cohort Years 2,4,6,8 (e.g. Level 3 or above at Year 6) and in relation to Overall Teacher Judgement</li> <li>All students will be achieving in Mathematics, at or above their cohort Years 2,4,6,8 (e.g. Level 3 or above at Year 6) and in relation to Overall Teacher Judgement</li> </ul>
<b>Pou</b>	
<b>Provide high quality teaching and learning through a challenging school wide local curriculum</b>	Ākonga demonstrate growth and progress in learning
<b>Provide Professional Learning responsive to the needs of all ākonga</b>	Build a strong and capable staff to support colleagues in a professional manner and to provide rich learning opportunities for ākonga
<b>Provide a safe, inclusive and responsive environment</b>	Reduce barriers to learning by increasing attendance / using UDL / collaborative goals / Mana Model / Restorative Practices Ensure the school culture is safe and inclusive Learning support programmes are robust and effective
<b>Ensure that Te Ao Māori is represented as a taonga and Māori ākonga experience success as Māori</b>	To build on our connections to local iwi and hapu through Kāhui Ako To ensure the history of our place is known and has voice Te Ao Māori Continue to build on Tikanga

Provide opportunities for the learning of Te Reo Māori
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## CURRICULUM ANNUAL IMPLEMENTATION PLAN FOR 2024

Action Required What will we actually do?	Who	Bd	When	Expected Outcome What will we actually see?	Actual Outcome / Annual Report
<b>1.1.1 ICT Digital Technology</b> Ensure ICTs are fit for purpose and an awareness of digital safety	Alex		All Year	<ol style="list-style-type: none"> <li>1. Complete upgrade of auditorium AV system to enable bands to be amplified</li> <li>2. Consult with staff to ensure AV requirements are met for 2024 and planned for 2025</li> <li>3. Plan for school wide and community PD in Cyber Safety Ensure website is up to date and staff have access to training to meet this requirement</li> </ol>	
<b>1.1.2 Inquiry and NZC</b> Strengthen the Inquiry Model and teacher capability in the school	Trish, Katy, Whānau Leaders		All Year	<ol style="list-style-type: none"> <li>1. Induction of new staff, and continued support at different levels i.e. hub mates, Whānau Leader, and appoint Inquiry leads</li> <li>2. Learning Journals are kept up to date, and show reflection, student voice, and collective decision about the pathway the Inquiry takes by the teachers in the hub. Evidence that all hub members are contributing to the LJ.</li> <li>3. Inquiry Leads review Learning Journals regularly and deliver feedback.</li> <li>4. Ensure resources are engaging and thought provoking.</li> <li>5. Ensure PD is targeted and planned for</li> </ol>	
<b>1.1.3 Play</b> To strengthen the delivery of quality play by improving teachers' skills and knowledge	Deborah, Adrienne Sarah		All Year	<ol style="list-style-type: none"> <li>1. To enrich our play-based approach through engaging with outside providers.</li> <li>2. To build the practice of notice, recognise and respond as an important part of our pedagogical model across the junior school</li> <li>3. To support teachers, who are new to Play, to grow their understanding of pedagogy.</li> </ol>	
<b>1.1.4 Inquiry Within Specialist Team</b> To upskill the specialist teachers in the Inquiry Curriculum	Lauren, Sarah K, Trish, Craig		All Year	<ol style="list-style-type: none"> <li>1. Student centred projects continue to be the main goal. Projects that have hands on learning and multiple possible outcomes.</li> <li>2. Continue upskilling and using new technologies when available possibly a vinyl printer.</li> <li>3. Assist both the primary and intermediate in what work they are doing.</li> </ol>	

<p><b>1.1.5 Inquiry Within Sustainability</b> To develop Education for Sustainability through sustainable philosophies and practices thereby raising awareness of these practice</p>	Unit Holder		All Year	<ol style="list-style-type: none"> <li>1. Appoint a new Leader</li> <li>2. Deepen sustainability education in classrooms.</li> <li>3. Undertake Green-Gold reflection and develop a forward</li> <li>4. Continue to have a large and involved eco warriors' group across all year levels</li> <li>5. Continue to reduce waste produced by the school</li> <li>6. Set up systems to involve classes in supporting gardens and waste around the school thereby increasing usage.</li> </ol>	
<p><b>1.1.6 Science</b> To raise achievement in science through "growing student confidence, engagement &amp; understanding...."</p>	Craig, Whānau Leaders		All Year	<ol style="list-style-type: none"> <li>1. Implement Te Mataitaho Science to provide Intermediate ākonga with a variety of science learning activities including robotics.</li> <li>2. Ensure science skills and knowledge are covered as part of Inquiry</li> <li>3. Provision of resources to provide the Y8s with a Science programme which is very hands on with a large element of "making" in the experiments. The focus on plan/make /test / change</li> <li>4. Investigate microscopes for tablets</li> </ol>	
<p><b>1.1.7 P4C Philosophy for Children</b> To support new staff and provide opportunities for existing staff by raising the teachers' pedagogical knowledge and pedagogical content knowledge and the level of thinking</p>	P4C Leader		All Year	<ol style="list-style-type: none"> <li>1. Train all new staff to level 1 develop Level 2 training</li> <li>2. Staff development focusing on assessing students.</li> <li>3. Continue to develop and resource P4C Room and observe all staff at least once per year.</li> </ol>	
<p><b>1.2.1 Literacy</b> To raise achievement through high quality teaching, PD and Resource Management</p>	Trish, Literacy Team			<ol style="list-style-type: none"> <li>1. Writing focus: all teachers to work with Dr. Murray Gadd; a writing template for planning; a list of genre that need to be modelled and taught in each two-year block; writing modelling books</li> <li>2. Continue developing teacher understanding and pedagogical knowledge of how students learn to read</li> <li>3. Focus on supporting teachers with Oral Language, initially through purchasing The Essential Oral Language Toolkit (Jane van den Zeyden).</li> <li>4. Continue buying Yolanda Soryl Guided Reading books to support early readers as well as restocking existing supplies as necessary.</li> <li>5. Make a literacy teacher book box for teachers for each hub from existing resources.</li> <li>6. Ensure Code-Ed is embedded from Years 5-8, through observations and modelling, and investigate what happens for spelling beyond Code-Ed.</li> </ol>	

<p><b>1.3.1 Mathematics</b> To raise achievement through high quality teaching, PD and Resource Management</p>	Katy, and Unit Holders			<ol style="list-style-type: none"> <li>1. To continue to support the transition from In-class Support (ICS) to a self-sustaining model for PCTs and teachers new to DMIC- this is part of the Massey Professional Development model.</li> <li>2. To support existing teachers to effectively carry out a Lesson study session - making sure they understand the DMIC framework and how to approach lesson study.</li> <li>3. To develop the Maths curriculum knowledge of staff.</li> <li>4. To prepare for Revised Maths Curriculum and support staff with implementation</li> <li>5. To continue to support DMIC implementation</li> </ol>	
<p><b>1.4.1 Data and Analysis Assessment</b> To use effective data analysis and kanohi ke te kanohi reporting effectively</p>	Trish, Katy, Jacqui		All Year	<ol style="list-style-type: none"> <li>1. To move towards online PAT testing - trial Maths in Term 1 Yr4-8 with a view to doing all tests online in T4.</li> <li>2. Offer PD to support better use of EDGE data analysis</li> <li>3. To track restorative processes through data</li> </ol>	
<p><b>1.5.1 Learning Support</b> To develop and provide improved support for those children at risk of not achieving through identified programmes and specialist services</p>	SENCO			<ol style="list-style-type: none"> <li>1. PD refresh of best practice for neurodiverse learners/ induction for staff Y5-8. SENCo to evaluate consistency of practice.</li> <li>2. Whānau participate in SLCs. Establish digital learning space for students to share with whānau.</li> <li>3. Establish programmes of support for Y3 - Y8. PD for relevant TAs (Steps, Numicon)</li> <li>4. Evaluate application of UDL tools and strategies applied in hubs. SENCo refine hub visuals and documentation for Balmoral Kete.</li> <li>5. Ongoing PD focus on SLD - provision for students with dyslexia.</li> <li>6. Lit specialist to provide workshop/s for staff, mentoring and observations - literacy best practice.</li> <li>7. Evaluate application of IYT strategies and refine visuals and documentation in the Balmoral Kete. Upskill staff in IYT.</li> <li>8. Provide a StepsWeb workshop for all teachers Y3-8. and share reading and research that is shared by the developers.</li> <li>9. MOE Ed Psych continues to provide staff PD in UBRS Understanding behaviour and Responding Safely. All staff complete restraint training modules.</li> <li>10. Transition groups identified and students supported T4 &gt; T1 SENCO &amp; RTLB where needed.</li> </ol>	



<p><b>1.5.2 ELL</b> To implement targeted teaching and learning programmes which incorporate TESSOL theories and strategies.</p>	ESOL Teacher			<ol style="list-style-type: none"> <li>1. Develop Language-rich and hands on experiences for students who are attending withdrawal classes including trips in the local area, aligned with classroom inquiries e.g; library, venue for language experience, museum.</li> <li>2. Develop systems to improve communication and integration between ELL teacher and classroom teachers to work toward speaking, listening, writing, and reading goals.</li> <li>3. Continue to support teachers in tracking and reporting on ELLP matrices. Moderate and develop a tool so that it is consistent, and that ELLP forms are completed on time.</li> <li>4. Introduce more diversity projects so that students are able to teach each other about their language/culture/traditions</li> <li>5. Provide PD to up-skill teachers to better support students who are non-funded or not attending ESOL sessions</li> <li>6. Support home language communities by hosting morning teas or inviting parents into the classroom.</li> <li>7. Improve home-school connections by establishing accessible communication modes.</li> </ol>	
<p><b>1.5.3 Reading Recovery</b> To implement targeted teaching and learning programmes which incorporate RR theories and strategies</p>	SENCO, RR Specialist			<ol style="list-style-type: none"> <li>1. 5 Reading Recovery students for 2024 with two intakes in through early identification of candidates</li> <li>2. Additional small group lesson to focus on reading fluency with 3 / 4. Include decoding &amp; encoding practice and reading fluency.</li> <li>3. Build resources for Reading Recovery/small group work - ensure needed stationery is in stock.</li> <li>4. Keep informed re: any changes to Reading Recovery / reading intervention programmes introduced by the new government. Access any new training/resources as needed.</li> </ol>	
<p><b>1.6.1 Music</b> To increase participation in music by having all children learning basic band instruments in an engaging programme.</p>	Music Spec			<ol style="list-style-type: none"> <li>1. Increase the opportunities for pupils to experience a wider range of instruments and musical cultures</li> <li>2. Continue implementing an Inquiry Approach in all aspects of the music curriculum</li> <li>3. Have opportunities to gain new musical ideas, experiences and skills through musical professional development and workshops</li> <li>4. Maintain equipment and instruments in department and have a plan for systematic upgrades of equipment</li> <li>5. Invest in some music technology</li> <li>6. Time and money to record a professional backing track for 'Whiria Te Tangata'</li> </ol>	

<b>1.6.2 Art</b> To strengthen the skill and appreciation of visual arts	Craig / Saffron			<ol style="list-style-type: none"> <li>1. To apply for and deliver a creative art project</li> <li>2. To ensure there is an explicit link to Art and Inquiry</li> </ol>	
<b>1.7.1 Māori (Tikanga and Te Reo)</b> Build strong mutual relationships with our Māori whānau	Kāhui Ako, Katy, Malcolm		All Year	<ol style="list-style-type: none"> <li>1. To continue to develop the Kapa Haka group both in terms of ability and understanding of the role it plays. To employ a Kapa Haka tutor.</li> <li>2. To continue to work with the Kahui Ako to develop links with local iwi /hapū and develop our whānau engagement and consultation.</li> <li>3. To develop our understanding of Te Tiriti o Waitangi and how to ensure we give effect to it within our school / classrooms.</li> <li>4. To continue to provide opportunities for staff and students to engage in Te Reo Māori and gain a greater knowledge of Te Ao Māori</li> <li>5. To continue to develop and grow our knowledge of Te Ao Māori and develop our Whakatau and Matariki celebrations and grow our number of speakers.</li> <li>6. To continue to support with Aotearoa New Zealand’s Histories curriculum implementation.</li> <li>7. To continue to promote Te Ao Māori in Inquiry</li> </ol>	
<b>1.7.2 Pasifika / Diversity</b> To further support pacific students through developing cultural competencies in staff so Pasifika students achieve highly	Trish			<ol style="list-style-type: none"> <li>1. Implement the SVLV tool (at least twice in the year) so that all teachers are thinking about best practice for their most marginalised students.</li> <li>2. Embed SVLV into target process.</li> <li>3. Provide opportunity for Pasifika community participation and involvement i.e updating them about SVLV, academic achievement, cultural groups.</li> <li>4. Ensure a Pasifika performance group that feels successful within the school community. Through dance, through tuakana teina and rich experiences for them (out of school visits, in school experts). Polyfest visit for Intermediates, Pasifika language weeks.</li> </ol>	
<b>1.8.1 Safe Environment</b> To use specific programmes to develop a safe school that reinforces school values and habits	All Staff			<ol style="list-style-type: none"> <li>1. To ensure the Balmoral Way is embedded into our behaviour management system.</li> <li>2. To provide PD in restorative justice</li> </ol>	

<p><b>1.9.1 Physical Education / Health</b> To continue to reinforce the values of PE, sport and health across the school through continued staff professional development and increased staff/student awareness of the physical benefits of sport.</p>	Sport Unit Holder			<ol style="list-style-type: none"> <li>1. Continue to build/consolidate the Sport Administrator Role. Stream-lining systems for teachers, training/upskilling the new person in the role.</li> <li>2. Staff PD with PE focus (with Kylie's support).</li> <li>3. Building a robust sports section on the school website, giving caregivers clearer information.</li> <li>4. Implementing weekly sport leagues with parent support (basketball/flippa ball/waterpolo)</li> <li>5. Supporting Junior School to implement more PE into classroom programmes e.g. wheels-day etc.</li> <li>6. Ensuring school is well resourced through the year with sports gear.</li> <li>7. Investigate opportunity for PE specialist through CRT provision in 2025</li> </ol>	
<p><b>1.9.2 Health / Mental Health Education</b> To continue to develop a positive view of mental health, sexuality and wellbeing</p>	Mental Health Unit Holder			<ol style="list-style-type: none"> <li>1. To revisit Mitey Website and unpack mana model</li> <li>2. To ensure MITEY is incorporated into Inquiry</li> <li>3. Continue to build whānau support of Mitey</li> <li>4. To ensure consultation is provided in Sexuality Education and KOS/Navigating the Journey is brought into Year 0-Yr4</li> </ol>	

# DOCUMENTATION AND SELF REVIEW

STRATEGIC GOALS	2024 to 2026
2.1	To develop and monitor annually the school's strategic and operational plans in all areas of school operations.
2.2	To continue the ongoing programme of self-review/policy review as per annual calendar and annual plan
2.3	To report to the School Board on the achievement of students, including Māori and Pasifika students
2.4	To communicate and consult effectively and appropriately with the community through a variety of means.
2.5	To undertake School Board training and development as required. Training programmes will be made available for Board members.
2.6	To undertake training and development in the use of the National Education Priorities (NELP)

## DOCUMENTATION & SELF-REVIEW ANNUAL IMPLEMENTATION PLAN FOR 2024

Action Required	Who	Budget Code	When	Expected Outcome	Actual Outcome / Annual Report
2.1.1 Monitor the annual plan and keep staff informed	Malcolm, School Board		Ongoing	1. Staff support the development and are informed and aware of strategic/ annual plan	
2.1.2 To conduct a school wide review and develop an action plan for the next year	Board, Te Tumuaki		Sept - Dec	1. Action Plan developed	
2.2.1 To continue policy review cycle as per calendar	Board, Te Tumuaki		Ongoing	1. Policy review cycle is implemented, and policies are up to date and where necessary new ones developed	
2.3.1 Continue with annual reporting cycle to School Board	Snr Mgmt, Curriculum Leaders		Ongoing	1. Board will be informed on student achievement refer target action plan	
2.4.1 Communicate with the community through a variety of means	School Board, Principal Staff		Ongoing	1. Ensure messages to the community enhance school's image and minimise misconceptions	
2.5.1 To plan and provide for new School Board and their training	Chairperson, Principal		Ongoing	1. Competent School Board members who are able to make informed decisions on school governance	

# PERSONNEL

STRATEGIC GOALS	2024 to 2026
3.1	To further refine procedural frameworks which promote high levels of staff performance (appraisal) to meet Growth Model
3.2	To staff the school to reflect the priorities stated in the school's curriculum including School Board funding to release Senior Management for identified tasks
3.3	To ensure a professional development plan as implemented as in NAG 1 which will equip staff to deliver quality teaching and learning This will either be a (a) whole-staff focus or (b) individual as identified through the appraisal process (See supporting documentation)
3.4	To ensure new staff are supported and feel accepted as part of Balmoral Learning Environment and current staff leadership capabilities are developed
3.5	To ensure the School Board fulfils its role as a 'good employer' and to continue policy & procedure development

## PERSONNEL ANNUAL IMPLEMENTATION PLAN FOR 2024

Action Required	Who	Budget Code	When	Expected Outcome	Actual Outcome / Annual Report
3.1.1 To refine the appraisal system	SLT		Term 1 - 4	1. Support staff appraisal is rigorous to match job descriptions	
3.1.2 To identify ways that the school can supports staff and tamariki mental health			Term 4	1. Support for staff offered that reflects Policy	
3.2.1 Fixed Term Units established that reflect the intent of strategic plan	Inquiry Teacher		Ongoing	1. Review of strategic direction completed 2. Leadership opportunities created	
3.3.1 Implement Professional Development plan as identified in strategic plan.	SLT		Ongoing	1. Staff development will provide teacher with the knowledge and skills to implement high quality learning 2. PD will also support current school characteristics such as P4C, Play, Literacy, DMIC	
3.3.2 To further develop leaders in the school	SLT and Whanau Leaders			1. Fixed Term Units are developed to provide staff with leadership opportunities which are aligned with strategic plan 2. The Kahui Ako Leaders are supported 3. Provide support to new whanau leaders	
3.4.1 To ensure new staff are aware of procedures and policies of school	SLT			1. Staff induction sessions planned over the year	
3.5.1 Continue policy and procedure review to reflect environmental changes	Board, Te Tumuaki		Ongoing	1. Policy and procedures are consistent and within current legislation and environment. 2.	

# FINANCE & PROPERTY

STRATEGIC DIRECTION	2024 to 2026
4.1	To allocate funds to reflect and support the school's strategic and operational plans through the annual budget review.
4.2	To review and implement internal procedures to monitor finance and expenditure
4.3	Continue programme for maintenance for school buildings and facilities through a 5 year property plan
4.4	Develop school facilities to reflect priorities as stated in the schools charter and strategic plan including ICT / Classroom designs

## NAG 4 FINANCE & PROPERTY ANNUAL IMPLEMENTATION FOR 2024

Action Required	Who	Budget Code	When	Expected Outcome	Actual Outcome / Annual Report
4.1.1 To review and prepare Annual Budget	Treasurer Principal Liz		November	<ol style="list-style-type: none"> <li>Review school events and data against action plan</li> <li>Workable budget established within limited operation grant limit and locally raised funds</li> </ol>	
4.2.2. To prepare financial statement for annual report	Liz Chairperson			<ol style="list-style-type: none"> <li>Financial Compliance met</li> </ol>	
4.2.3. To deliver school school specific priorities on time within budget and with facilities that can deliver outside learning	School Board	<b>2.5 million</b>		<ol style="list-style-type: none"> <li>Governance is in place to monitor the progress of the project through, design consenting and delivery stages</li> <li>School has sufficient resources to continue school curriculum development and property management</li> <li>Allocate and monitor School Board contribution to Board funded projects</li> </ol>	
4.3.1 Ensure 5ya Property Plan work is begun	MoE, Greg Bowler, Liz		Ongoing	<ol style="list-style-type: none"> <li>Complete projects outstanding</li> </ol>	
4.4.1 To ensure the rebuild is fit for purpose both inside and out	Teachers, School Board			<ol style="list-style-type: none"> <li>Outdoor spaces designed and completed to enable education philosophy</li> </ol>	
4.4.2 To complete the property development programme of pool	Teachers, School Board			<ol style="list-style-type: none"> <li>Sport Shed, Pool Apron, planting completed</li> <li>New projects identified for 2025</li> </ol>	



## NAG 5: HEALTH & SAFETY

STRATEGIC GOALS	2024 to 2026
5.1	To provide a safe physical environment for students and staff through regular review of school activities with a moderate or higher HSE risk component, to ensure appropriate safeguards and procedures are in place
5.2	Develop or review, as appropriate, Health and Safety legislation, policy and procedures and ensure identified staff have appropriate training such as current first aid qualifications

### NAG 5 HEALTH & SAFETY ANNUAL IMPLEMENTATION PLAN FOR 2024

Action Required	Who	Budget Code	When	Expected Outcome	Actual Outcome / Annual Report
5.1.1 Review activity risk assessments for key activities and update as required	School Board, Health and Safety committee		Ongoing	1. Undertake risk assessments and create remedial action plans if required for new key risk areas	
6.1.1 To train identified staff in appropriate PD to support broader policy framework	School Board, Health and Safety committee		Term 1	1. Identified staff will be trained and gain a recognised qualification	
6.1.1 To review the Health and Safety procedures in line with new regulations	School Board, Health and Safety Committee		Termly	1. Training given to H&S Committee 2. Systems reviewed and developed to ensure school is compliant with H&S Act	

## NAG 6: LEGISLATION

STRATEGIC DIRECTION	2024 to 5
Review systems to comply with all current legislation through policy and procedure	To ensure School Board policies comply as does the organisational booklet
	Board will take note of any legislation requirement and ensure that management have the opportunity to enhance their legal literacy.

### NAG 6: LEGISLATION ANNUAL IMPLEMENTATION PLAN FOR 2024

Action Required	Who	Budget Code	When	Expected Outcome	Actual Outcome / Annual Report
6.1.1 To ensure our international students are provided with a safe caring environment at school and at home and the school complies with the legislative requirements and report to BoT on this	Malcolm, Liz, ESOL Teacher		Ongoing	<ol style="list-style-type: none"> <li>Students will be accommodated in a safe secure environment which will enhance their learning opportunities</li> <li>Report completed in September to NZQA</li> </ol>	
6.1.2 To implement legislative changes as they occur	Malcolm, Sarah, Board of Trustees		Ongoing	<ol style="list-style-type: none"> <li>Policies and procedures updated for new reporting procedures as well as other regulatory changes</li> </ol>	
6.1.3 To review policies to ensure the rights of students and staff are not compromised	Malcolm, Sarah, Board of Trustees		Term 1	<ol style="list-style-type: none"> <li>Policies written which comply with law and legal precedents</li> </ol>	

## **SUPPORTING DOCUMENTATION:**

The following documentation supports us in fostering learning in the New Zealand curriculum:

- Class Inquiry Book
- Annual Curriculum Review
- Annual Curriculum Reports
- Assessment protocol
- Special Needs Register
- The Edge
- Induction Plan (Staff)

The following documentation supports us in fostering excellence in teaching:

- Professional development plan
- Performance management system
- Beginning Teacher Handbook
- Curriculum delivery Handbook

The following documentation supports us in fostering excellence in school organisation:

- Self review programme
- Annual budget
- Financial management procedures
- 10 year cyclical maintenance plan
- 5 year property plan
- All policies
- Organisational Booklet

The following procedures support us in fostering positive community partnerships:

- Weekly newsletters
- Regular parental contact through telephone calls, letters and meetings
- Partnership with the Parent Teacher Association teams
- Website