



Picton School - Strategic Plan 2024 - 2025

Our Mission Statement: Gateway to Discovery / He Kūaha Kitenga

Our Vision Statement: GATE – Growing Actively Together we Engage with our World

Introduction: Picton School is a co-educational primary school that caters for tamariki children from Years 1- 6. Our school (opened in 1861) occupies a sunny, open site with spacious grounds for physical activity, play, and rich learning experiences. The kura maintains a high profile in the community and a positive partnership exists between whānau families, kaimahi staff, our tamariki children and the school community which has high achievement expectations for their children. We recognise that our ākonga come from many different cultures, whānau and pathways, but we enter the same gateway to discover capabilities, our community and our world. Picton School is proud to be a Positive Behaviour For Learning (PB4L) School and an Enviroschool. Our staff are actively engaged in and committed to Poutama Pounamu as we continue to grow our bicultural capability and culturally sustaining pedagogy. We are committed to progress and achievement for all of our precious children and the uniqueness of each child is highly valued. *“Ko te ahurei o te tamaiti arahia o tatou mahi”* Let the uniqueness of the child guide our work.” Classroom programmes are designed to be challenging, success-orientated, engaging and fulfilling. We value social, academic, collective and personal achievement, positive attitudes, pride in effort and the willingness to take part in the opportunities the school provides. Our curriculum programme promotes, explicitly teaches and rewards the five school values which we are learning to grow:

Our Values:

Rangatiratanga

A leader.
 A decision maker.
 A team player.
 Confident.
 A role model and inspiration for his whānau.
 A problem solver.
 A forward planner.
 A communicator.
 Trustful and Trustworthy.
 Determined.
 Selfless.
 Empathetic.

Motuhake

Independent
 Organised
 Thoughtful
 Inquiring
 Resourceful
 Self-assured
 Aware of himself and his culture
 Reflective
 A strategic thinker
 Appreciative
 Determined

Te Mōhiotanga

Engaged.
 A goal setter.
 Curious.
 A decision maker.
 A risk-taker.
 Responsible.
 Innovative.
 A problem solver.
 Courageous.
 Open to new ideas and takes new opportunities.
 Imaginative.
 A forward planner.
 An observer.
 Dedicated.
 Organised

Manaakitanga

Respectful.
 Fair.
 Honest.
 Selfless.
 Kind.
 Empathetic and Compassionate.
 Respectful of other people's ideas. Respectful of other people's feelings.
 Co-operative.
 Responsible.
 An excellent communicator.
 Reflective.

Te Tautuhi

Resilient.
 A risk-taker.
 Persistent.
 Inquiring.
 Courageous.
 Thoughtful and Reflective.
 Adaptable and can think on his feet. Determined.
 Dedicated.



Culturally Sustaining Practice:

Te Tiriti o Waitangi underpins the foundation of all of Picton Schools policies, procedures and practices. Our ongoing desire and commitment to honour Aotearoa New Zealand’s unique bicultural heritage reflects the rights and responsibilities that stem from the principles of Te Tiriti o Waitangi - partnership, active protection and participation.

“We know that it’s important in and of itself to uphold Te Tiriti o Waitangi; self determination, and Mana Motuhake, but it’s also important because we want to save our rivers, our oceans, the climate for future mokopuna, and make sure everyone has what they need to live with dignity. And this is also why we must continue to work with and for Māori” - Marama Davidson at Waitangi 2024

Partnerships	Protection	Participation
<p>Picton School resides kei raro i te korowai kaitiaki nō Waikawa under the protective cloak of Waikawa Marae and we place huge value on the relationship we have with our mana whenua o tēnei rohe of this area. We actively seek opportunities for meaningful engagement, relationship building, collaboration and consultation with our whānau Māori recognising the unique cultural knowledge and understanding that these groups bring to our school community.</p>	<p>All tamariki at Picton School benefit from an engaging and inclusive environment and a robust curriculum that actively values and celebrates te reo me ōna tikanga Māori. We empower our learners to develop competency and familiarity with te ao Māori and tikanga Māori. Our staff role model giving te reo Māori a go, and learning alongside our learners.</p>	<p>At Picton School we establish a caring and inclusive learning environment with manaakitanga at the forefront. This encourages our Māori students, whānau and local Māori community to get involved and engage in all aspects of our school life. We think strategically and creatively about ways we can work together to support optimal learning outcomes for tamariki Māori. We use assessment data to plan, celebrate and ask curious questions into the achievement of our Māori learners.</p>
<p><u>Partnership is:</u></p> <ul style="list-style-type: none"> ● engaging with our whānau Māori, Marae, local iwi ● inquiry- place based learning-finding out about the Māori origins of our rōhe, mountains, rivers, history ● having Māori & Pasifika representation on our Board ● Equitable opportunities for ākongga Māori ● power sharing and shared decision making 	<p><u>Protection is:</u></p> <ul style="list-style-type: none"> ● valuing, validating and protecting local knowledge (localized curriculum) ● normalising te reo Māori and ensuring our culture encourages tamariki and kaimahi to give it a go! ● learning and including tikanga school-wide ● equity for Māori 	<p><u>Participation is:</u></p> <ul style="list-style-type: none"> ● working to strengthen home-school partnerships ● Māori given opportunity to participate in school decision making ● Creating a school environment that reflects the bicultural foundation of Aotearoa ● The aspirations of whānau Māori are reflected in school planning ● equity for Māori

What we heard: (community consultation notes) :

Our tamariki are at the heart of our decision making processes. They told us how much they love their lunches at kura (Ka ora, Ka ako), how much they love learning outside, learning about where they come from, they spoke of positive relationships with their friends as well as teachers. Our learners expressed their want for another swimming pool, a water slide, and more shaded areas to play.

Our whānau community expressed a strong appreciation for our teachers, and the positive relationships they build, and high expectations they maintain. Our teachers at Picton School place a huge emphasis on getting to know the whole child and ensuring that learning is engaging, and challenging. Our whānau identified an area of improvement where we could work together to build stronger home / school partnerships going forward.

Our Curriculum:

[2024 overview](#)

At Picton School we teach our core curriculum of literacy [reading and writing], and numeracy [math] each day. This totals 3 hours of core curriculum teaching per school day. We integrate learning across rich contexts, wherever possible and link this to our localised curriculum. We know that learning is a human process, and the role of the teacher is to engage, facilitate and stretch learning for all children. [OECD The Nature of Learning, 2016]

Picton School teachers use explicit modelling and an I do, you do, we do model. This means that a teacher will role model a skill or learning task, before doing this with tamariki, moving on to tamariki learning how to master these skills and use independently. This graduated independence sets tamariki up for real world success, and a lifelong love of learning.

We are a Positive Behaviour for Learning school and our teachers are all trained in Restorative Practices. At Picton School we teach through our values, and reward positive behaviour. We have high expectations of all of our students, and believe in them with unconditional positive regard.

Picton School is proud of our high attendance which reflects engagement in learning, and positive relationships with our whānau.

2024	Term 1	Term 2	Term 3	Term 4
Big Idea	Maramataka (gardening, environment, fishing, hauora, local curriculum!)			
Theme for Inquiry	Waitangi Day Tino Rangatiratanga & Flag ANZAC - Māori Battalion	Matariki	Aotearoa Histories - Our Place: Mighty Waitohi	Celebrations around the world
PB4L Value	Week 1-2: Manaakitanga 3-4: Te Mohiotanga 5-6: Motuhake 7-8: Rangatiratanga 9-10: Te Tautuhi			
Toku Purākau Local Stories	Kupe and Te Wheke In the Beginning	Matariki Mighty Waitohi	Tapuae Uenuku	Parihaka
Inquiry	Aotearoa NZ Histories/ Social Sciences/ Technology/ Digital Tech/Science /Relationships and Sexuality <i>Class/team planning</i>			
Literacy <small>1 hour of reading, 1 hour of writing x4</small>	Listening, Reading and Viewing/ Speaking, Writing and Presenting <i>Links to Inquiry - Class/team planning</i>			
Numeracy <small>1 hour of math x4</small>	Number and Algebra/ Space and Measurement / Statistics <i>Links to Inquiry Class/team planning</i>			
The Arts	Drama / Dance / Music / Art <i>Links to inquiry - Class/team Planning</i>			
PE / Health	M3 Mindfulness Life Education - Week 5 Term 1 Wellbeing Swimming	M3 Mindfulness Oral health and nutrition Athletics Run,Jump,throw	M3 Mindfulness Relationships and Sexuality Ball sports	M3 Mindfulness Hauora Swimming Cross country
School Events	Senior Camp ? overnighter? Mistletoe bay Duffy Theatre 22nd March Kapahaka Noho TBC	Matariki Breakfast Celebration of learning walk through TBC (June 28th)	Celebration of Learning ? Speech / Poetry Recital Competition ? (what do we think?) Maori language week - Sep ?	Cultural Day ? / Celebration of Learning Prize Giving ? Athletics
Whole school trips	Kaitiaki -Kaipupu - Massive Marl Cleanup		Waitohi Awa	
Class trips <small>2x per year</small> Master Copy SAP				
Link to assessment and reporting overview				

Objectives and Strategic Goals:

Strategic Goal 1: To improve teaching and learning by effectively using formative assessment data, ensuring personalised instruction and ongoing progress for all ākongā

Strategic Goal 2: To prioritise and enhance the wellbeing of our tamariki, staff, and the wider community

Strategic Goal 3: We actively seek to build, and maintain positive relationships between home and school with the learner at the centre

Desired outcomes for our ākongā:

At Picton School, our desired outcome is to nurture well-rounded tamariki, who are equipped with a diverse set of skills and qualities essential for success in all areas of life. We aim to foster strong social and emotional skills, enabling our children to navigate various interpersonal dynamics with empathy, understanding and manaakitanga. Through developing problem-solving abilities, we empower our tamariki to tackle challenges effectively and adapt to an ever changing world with confidence. Encouraging self-belief, instilling in our children that they are important, cared for, and special gives them the courage to pursue their aspirations and overcome obstacles they will tackle along the way. We celebrate creative thinking, innovation and curiosity while striving for high academic results, ensuring our children are confident with literacy and numeracy. While literacy and numeracy are the foundational blocks to experiencing success and opening opportunities, we celebrate all curriculum areas and the passions of our tamariki. We equally prioritise instilling a lifelong love of learning, promoting a continuous quest for knowledge and growth. We celebrate curiosity! We aim to grow children who are resilient, kind, and embody our school values within the community. We aim for our ākongā to show exemplary character and contribute positively to our community and beyond. We aspire for each child to develop a strong sense of identity and belonging within Waitohi Picton, understanding their place within the community.

'Te piko o te māhuri, tērā te tupu o te rākau'

The way in which a sapling is nurtured determines how the tree will grow.

How we will report to our community:

Hero / Student Management System: we will share live reporting with whānau via our student management system 'Hero'. We will run workshops for whānau to learn how to use our new SMS so that they can be informed about learning the whole way,

Goal Setting and Reflection Conferences: in Terms 2 and 4 we will meet with our whānau to share curriculum goals, and learning updates. These conferences will ensure that the learner is at the centre and whānau have a chance to check in, and understand how they can supporting learning at home too.

Paper Reporting: in Terms 2 and 4 we will share a paper template with whānau celebrating the progress and achievement of each tamaiti.

Strategic Goals	Which Board primary objective does this strategic goal work toward meeting?	Links to education requirements NELPS	Links to our school values	What do we expect to see?	How will we achieve or make progress toward our strategic goals?	How will we measure our success?	Who is responsible?
	Link	NELPS					
<p>Strategic Goal 1: Teaching, Learning and Assessment</p> <p>To improve teaching and learning by effectively using formative assessment data, ensuring personalised instruction and ongoing progress for all ākonga</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>The school gives effect to Te Tiriti o Waitangi, including by - working to ensure it's plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</p> <p>Achieving equitable outcomes for Māori students</p>	<p>Learners at the centre: have high aspirations for every ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.</p> <p>Barrier free access: ensure every learner / ākonga gains sound foundational skills including language, literacy and numeracy</p> <p>Quality teaching and leadership: meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Te Mōhiotanga</p> <p>Te Tautuhi</p> <p>Motuhake</p>	<p>Standardised assessment practices across the school</p> <p>Fair moderation across the school (consistent teacher judgements)</p> <p>Increased learner progress</p> <p>Reporting to whānau in clear, plain, everyday language</p> <p>Improved teacher confidence in using assessment data to tailor next learning steps</p>	<p>Professional Learning and Development for school leaders</p> <p>Collaboration with Waikawa Bay School for PLD and moderation of assessment</p> <p>Individual Education Plans for tamariki</p> <p>Following a clear assessment and reporting schedule</p> <p>Fostering a culture of curious questioning about our data and the story it tells us</p> <p>1 hour of structured reading, writing and math per day in every learning space</p> <p>Reporting to whānau 2x per year</p> <p>Paper report Hero progress Data sheet Learning conferences</p> <p>Building a graduate profile for school leavers at Picton School</p>	<p>Clear systems for recording, tracking and measuring data.</p> <p>We will track the progress made by tamariki</p> <p>High attendance rates for our tamariki</p> <p>Using our graduate profiles as a tool for success</p> <p>We will measure against the academic targets that we set for our tamariki.</p>	<p>Board Principal KT Leadership Team Classroom Teachers</p>

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<p>Strategic Goal 2: <i>Hauora Wellbeing</i></p> <p>To prioritise and enhance the wellbeing of our tamariki, staff, and the wider community</p>	<p>The school is inclusive of, and caters for, students with differing needs.</p> <p>The school is a physically and emotionally safe place for all students and staff</p> <p>The school gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Right Act 1993</p> <p>The school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</p>	<p>Learners at the centre: ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Quality teaching and leadership: develop staff to strengthen teaching leadership and support capability across the education workforce</p>	<p>Rangatiratanga</p> <p>Manaakitanga</p>	<p>Happy and healthy staff members</p> <p>Shared language of wellbeing used across the school</p> <p>Positive relationships with external agencies supporting staff and tamariki</p> <p>Professional learning and development for staff</p> <p>Hauora Wellbeing goals as part of staff Professional Growth Cycles</p>	<p>Appoint an Assistant Principal who leads wellbeing as an area in the school</p> <p>Ensure this is resourced fairly with a budget attached to wellbeing</p> <p>Goals set in Professional Growth Cycles</p> <p>Professional Learning and Development and upskilling of staff</p> <p>PB4L training provided and Restraint Training completed for all staff</p> <p>Celebrate achievements</p>	<p>Temperature check surveys (termly)</p> <p>Community voice</p> <p>Use data to create a clear action plan identifying ways to prioritise health and wellbeing in our school</p>	<p>Board</p> <p>Principal KT</p> <p>Associate Principal LA</p>

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<p>Strategic Goal 3: Community Engagement</p> <p>We actively seek to build, and maintain positive relationships between home, school, and the wider community with the learner at the centre</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>The school gives effect to Te Tiriti o Waitangi, including by - working to ensure it's plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</p> <p>Achieving equitable outcomes for Māori students</p>	<p>Learners at the centre: ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Learners at the centre: reduce barriers to education for all, including Māori and Pacific learners, disabled learners, and those with learning support needs.</p> <p>Quality teaching and leadership: meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Future of learning and work: collaborate with industries and employers to ensure that ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Manaakitanga</p> <p>Rangatiratanga</p> <p>Te Mōhioitanga</p>	<p>Goal setting conferences with a good turnout - whānau engagement</p> <p>Well functioning Student Management System</p> <p>Engagement online (Facebook, emails, phone calls, SMS)</p> <p>Modern, up to date website that is easy to navigate</p> <p>Positive relationships with local schools and Kāhui Ako</p> <p>Positive relationships across the Kāhui Ako</p> <p>Working collaboratively with other schools and community organisations</p> <p>Using our Localised Curriculum</p> <p>Proactive parent fundraising group</p>	<p>Use our school Facebook page to share information and highlight success</p> <p>Communicate clearly via our Student Management System</p> <p>Celebrate great learning and positive behaviour:</p> <p>Celebration of learning walls</p> <p>Certificates recognising progress and achievement as well as positive choices</p> <p>Learner conferences</p> <p>Assemblies at a friendly time (based on feedback)</p> <p>Reporting to whānau 2x year in plain, everyday language</p> <p>Positive communication between home and school</p>	<p>Term surveys for whānau - chance to provide feedback</p> <p>Attendance and participation rates</p> <p>Whānau involvement in school activities and life</p> <p>Feedback from staff and students</p>	<p>Board Principal Leadership Team Classroom Teachers Support Staff</p>