

# Strategic Plan 2024-2025



**Our Vision:** At Abbotsford School, we will develop confident, connected, and actively involved learners. Abbotsford learners will be:

- Creative and critical thinkers
- Good communicators who are willing to take risks
- Independent and resilient
- Able to persevere and solve problems
- Confident users of digital technologies.

**Mā te huruhuru ka rere te manu  
Adorn the bird with feathers, and it will fly.**

## **Consultation with the Abbotsford School Community.**

This plan was developed after consultation with our community (students, staff, parents, and whānau). Consultation was carried out through surveys, focus groups, and discussions with individual members of our community. Analysis of our achievement and attendance data, self-review information, and ERO Evaluative Questions were also carefully considered in preparing this plan.

Key themes from the community consultation were that whānau want their children to learn in a safe, happy and supportive environment. They would like us to strengthen our communication with them. Students would like further investment in play equipment and play activities. Staff would like increased opportunities to learn from one another. These key themes have been prioritised within the strategic and annual plans.

We have considered the [Objectives of Boards in Governing Schools](#), the [National Education Learning Priorities \(NELP's\)](#) and the [Ngāi Tahu Education Strategy](#), in forming our goals and actions.



## Strategic Goals

**Goal 1: Give effect to Te Tiriti o Waitangi in the daily learning and life of Abbotsford School.**

**Goal 2: Provide a rich curriculum that empowers all ākonga.**

**Goal 3: Foster a safe, inclusive place of learning for all.**

## Strategic Initiatives

- 1.1 Participate in the Māori Achievement Collaborative (MAC) professional learning Programme. (NELP 1, 2, 3)
- 1.2 Increase the use of Te Reo across all school settings. (NELP 3)
- 1.3 Strengthen partnerships with our Whānau. (NELP 1)

- 2.1 Complete the review of our local curriculum. (NELP 1, 2, 4)
- 2.2 Implement "Te Mataiaho", the refreshed New Zealand Curriculum. (NELP 1, 2, 3, 4)
- 2.3 Continue to use and develop scaffolds that support children to drive their own learning. (NELP 1, 2, 3, 4)

- 3.1 Participate in the Positive Behaviour for Learning School-Wide Programme. (NELP 1, 2)
- 3.2 Complete a review of our school practices using "Te Kura Tapa Wha" (NELP 1, 2, 3)
- 3.3 Promote the voice and values of Pasifika students and families so that their cultures are evident in our kura. (NELP 1, 2)
- 3.4 Develop further opportunities for Year 7 and 8 ākonga to be leaders in our school community. (NELP 1, 2, 4)

## Success / Outcomes

Te Ao Māori is acknowledged, celebrated and integrated into learning programmes, school processes and practices.

Ākonga Māori will leave our kura having experienced educational success as Māori, with strong and confident ngākau.

Non Māori ākonga will leave our kura as responsible and respectful Tiriti partners.

All ākonga will experience success.

Teaching and learning programmes are responsive to ākonga needs.

Ākonga are empowered to contribute to and lead their own learning.

Our kura is a happy and safe place to work and learn.

All ākonga and whanau in our school community feel valued and have a sense of belonging.

High levels of attendance, and engagement in learning.

## Evidence / Measures

Tātaiako student survey  
Tātaiako parent survey  
NZCER Taku Reo student survey

Updated curriculum documentation  
Achievement data  
Scaffolds available to children in reading

NZCER Wellbeing@School Survey (students)  
NZCER Teacher workplace survey (2024)  
NZCER Teaching and School Practices Tool (2025)  
Analysis of PB4L data  
Attendance data

# Annual Plan 2024

<b>Strategic Goal 1: Give effect to Te Tiriti o Waitangi in the daily learning and life of Abbotsford School.</b>					
2024 Initiatives:	Actions:	Outcomes:	Measures/Evidence:	When:	Leaders:
1.1 Participate in the Māori Achievement Collaborative (MAC) professional learning programme.	<ul style="list-style-type: none"> <li>The principal, Lead Teacher and Kaiāwhina attend regular MAC hui.</li> <li>Principal to attend the MAC Wananga.</li> <li>Use "Te Whare Tapu o Ngākau Māori" to:               <ul style="list-style-type: none"> <li>Develop a learning profile for our Māori students.</li> <li>Guide our curriculum development.</li> <li>Provide a programme of learning for staff.</li> </ul> </li> </ul>	<p>Leaders are supported to embed culturally sustainable practices.</p> <p>Clear progressions of learning will be available.</p> <p>Staff will be supported to understand Ngākau Māori.</p>	Tātaiako student survey Achievement data	<p>Terms 1-4</p> <p>Term 4</p> <p>Terms 2-4</p>	<p>Stephanie Madden Ana Pene Marlene Turner</p> <p>Stephanie Madden</p> <p>Stephanie Madden Ana Pene</p>
1.2 Increase the use of te reo across all settings.	<ul style="list-style-type: none"> <li>Te Reo professional learning at staff meetings (Kai Tahu Dialect).</li> <li>Staff learn new waiata, karakia, whakatauki appropriate to Kai Tahu tikanga. Explore the pūrākau of our local area.</li> <li>Teaching teams will collaborate with our Kaiāwhina to integrate Maturanga Māori into curriculum programmes.</li> <li>Complete bi-lingual signage project.</li> <li>Te Reo Māori content is included on our website, newsletters, promotional material, and curriculum documentation.</li> </ul>	<p>Staff and students learn and use te reo Māori increasingly during the school day.</p> <p>Staff and students are confident in observing tikanga and have increased experience with Te Ao Māori in a variety of settings.</p> <p>Staff will feel more confident in integrating Maturanga Māori into their programmes.</p> <p>Te Reo will be visible around the kura and in documentation and communications.</p>	<p>Staff survey</p> <p>NZCER Taku Reo Student Survey</p> <p>Evidence in team planning</p> <p>Photos taken on a Cultural Walk Through</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Term 3</p> <p>Terms 1-4</p>	<p>Marlene Turner Stephanie Madden</p> <p>Team Leaders Ana Pene</p> <p>Stephanie Madden</p>
11.3 Strengthen our relationship with whānau.	<ul style="list-style-type: none"> <li>Consult whānau about our school values, including values that are important to Māori and the use of Te Whare Tapu o Ngākau Māori.</li> <li>Set up a focus group of whanau to use the "Te Kura Tapa Wha" review tool.</li> </ul>	<p>Whānau will feel that their voice is being heard.</p>	Tātaiako parent survey	<p>Term 2</p> <p>Term 3</p>	<p>Stephanie Madden Ana Pene</p>

## Strategic Goal 2: Provide a rich curriculum that empowers all learners.

2024 Initiatives:	Actions:	Outcomes:	Measures/Evidence:	When:	Leaders:
2.1 Complete the review of our local curriculum.	<ul style="list-style-type: none"> <li>Refresh our school vision and values.</li> <li>Complete the review of our local curriculum documentation, including:               <ul style="list-style-type: none"> <li>Te Rapunga o Abbotsford</li> <li>Abbotsford Kaiārahi Approach</li> <li>Graphic representation of Te Waka o Mātaurangi</li> </ul> </li> </ul>	Our local curriculum is relevant and responsive to ākonga and clearly explains the most important learning and why it matters.	Completed curriculum documentation.	Terms 1-2 Terms 1-4	Stephanie Maqdden Bek Galloway
2.2 Implement "Te Mataiaho", the refreshed New Zealand Curriculum.	<ul style="list-style-type: none"> <li>Unpack Mātaurangi, Matainuku, and Mataiaha</li> <li>Use Te Rapunga o Abbotsford, our newly developed cross-curricular framework for inquiry-based teaching and learning</li> <li>Align our literacy pedagogy and practice with the Common Practice Model</li> <li>Use the Te Ao Tangata (Social Sciences) curriculum</li> <li>Unpack the refreshed English learning area</li> </ul>	<p>Kaiako will understand the kaupapa of the refreshed curriculum</p> <p>Kaiako will be guided by the Principles of the refreshed curriculum in designing their class programmes</p> <p>The Essential Pedagogies will be embedded in our local curriculum</p> <p>Kaiako will weave the understand, know, do elements into teaching and learning.</p>	Team and class planning	Terms 2-4 Terms 1-2 Terms 3-4 Term 1-2 Term 3	Stephanie Madden Team Leaders English Curriculum Committee Team Leaders English Curriculum Committee
2.3 Continue to use and develop scaffolds that support children to drive their own learning.	<ul style="list-style-type: none"> <li>Embed the use of "Ka Manu Ako" and the "Writing Whanau" into programmes</li> <li>Develop scaffolds for students to set and evaluate their own goals in reading.</li> </ul>	<p>Ākonga will be able to clearly articulate the role of Ka Manu Ako and the Writing Whanau in their learning and use them with confidence.</p> <p>Increased engagement in reading Improved achievement in reading</p>	Student interviews  Reading Achievement Data	Terms 1-4  Terms 3-4	All Kaiako  Senior Leadership Team with the support of Bek Galloway

### Strategic Goal 3: Foster a safe, inclusive place of learning for all.

2024 Initiatives:	Actions:	Outcomes:	Measures/Evidence:	When:	Leaders:
3.1 Participate in Positive Behaviour for Learning School-Wide Programme. (Year 1)	<ul style="list-style-type: none"> <li>Set up a PB4L leadership team.</li> <li>Review school-wide practices and systems.</li> <li>Gather and analyse school-wide data.</li> </ul>	<p>A positive culture where wellbeing and relationships are prioritised.</p> <p>Clear systems and processes.</p> <p>Consistent decision-making across the school when dealing with behaviour.</p>	<p>SET analysis</p> <p>Behaviour Data</p> <p>Wellbeing at School Survey</p>	Terms 1-4	<p>Stephanie Madden</p> <p>Jenna Smeehuyzen</p> <p>Jo Hackett</p> <p>Ana Pene</p> <p>Kathryn Goldthorpe</p>
3.2 Complete a review of our school practices using "Te Kura Tapa Wha"	<ul style="list-style-type: none"> <li>Complete Te Kura Tapa Wha with staff and whanau</li> <li>Implement changes from the findings of the review.</li> </ul>	An indigenous model of well-being is embedded in our school practices.	<p>Tātaiako student survey</p> <p>Tātaiako parent survey</p>	Terms 2-4	Stephanie Madden
3.4 Promote the voices and values of Pasifika students and whānau so that their cultures are evident in our kura.	<ul style="list-style-type: none"> <li>Senior Leaders to become familiar with the Action Plan for Pacific Education 2020-2030 and the Tapasa Cultural Competency Framework.</li> <li>Establish and support a student-led Pasifika Cultural Group.</li> <li>Acknowledge and celebrate Samoan, Cook Island, Tongan, Niuean and Cook Island language weeks.</li> <li>Hold a fono for Pasifika families.</li> </ul>	<p>School leaders will have a greater understanding of the needs of Pasifika learners.</p> <p>Pacific languages and cultures are celebrated across the school.</p> <p>Pasifika students will feel safe to bring their culture through th school gate.</p> <p>A stronger partnership with our Pasifika families.</p>	<p>Achievement Data</p> <p>Attendance Data</p>	<p>Term 2</p> <p>Term 2-4</p> <p>Term 2, Week 5</p> <p>Term 3, Week 3</p> <p>Term 3, Week 7</p> <p>Term 4, Week 1</p> <p>Term 2</p>	<p>Stephanie Madden</p> <p>Ana Pene</p> <p>Team Leaders</p> <p>Stephanie Madden</p>
3.3 Develop further opportunities for our Year 7 and 8 ākonga to be leaders in our school community.	<ul style="list-style-type: none"> <li>Engage with the Greater Green Island schools and community network on the "Wheako Project".</li> <li>Staff in Team Ti Kouka to engage in professional learning around digital fluency. (Apply for MoE funding)</li> <li>Year 7 and 8 ākonga will use digital skills to support and extend their leadership roles within the school.</li> </ul>	<p>Year 7 and 8 ākonga will work with the GGI community youth workers on projects/activities within our local community.</p> <p>Year 7 and 8 ākonga will be empowered to take on leadership roles and create new opportunities within the school environment.</p> <p>Learning will be carried out in purposeful contexts.</p>	<p>Exit interviews with Year 8 ākonga.</p> <p>Increased retention of pupils in the senior area of the school.</p> <p>Year 7 and 8 ākonga will feel confident in their role as leaders of the school.</p>	<p>Terms 2-4</p> <p>Term 3-4</p> <p>Term 3-4</p>	<p>Stephanie Madden</p> <p>Grant Phillips</p> <p>Luke Clissold</p> <p>Lynn Bailey</p>



## Other Initiatives

2024:	Actions:	Outcomes:	Measures/Evidence:	When:	Leaders:
Develop a communication strategy (NELP 1)	<ul style="list-style-type: none"> <li>Regularly consult whanau and the community on school decisions.</li> <li>Term Board Newsletters.</li> <li>Greater use of Seesaw as a means of sharing learning with whanau.</li> <li>Edge used for all other communications: newsletters, emergency texts, group emails etc.</li> <li>Update the school website.</li> <li>Set up a public Facebook page.</li> </ul>	<p>The voice of the community is captured through enhanced consultation.</p> <p>The community is informed of Board decisions.</p> <p>Whanau are able to share in students' learning.</p> <p>School communications are streamlined.</p> <p>A positive profile of the school is shared with the wider community.</p>	<p>Community survey</p> <p>Analytics from communication tools</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 2-4</p> <p>Term 3</p> <p>Term 2</p>	<p>Board</p> <p>Todd Gorinski Laura Paine Lynn Bailey</p> <p>Stephanie Madden Todd Gorinski</p>
Hold regular community events that allow parents and whanau to engage with the school (NELP 1)	<p>Whole School Events:</p> <ul style="list-style-type: none"> <li>Term 1: Family Picnic, Market Day Triathlon, Netsafe Presentation,</li> <li>Term 2: Wheel-a-thon, Matariki Celebration, Musical,</li> <li>Term 3: Cross-Country, Reading Together Programme</li> <li>Term 4: Athletics, Fun Run</li> <li>Team celebration events each term.</li> </ul>	<p>Whanau feel welcome in the school.</p> <p>Whanau share in significant school events.</p> <p>Whanau are informed about how they can support their child with reading.</p> <p>Whanau are informed about how they can help keep their child safe online.</p>	<p>Attendance at school events</p> <p>Community survey</p>	<p>Terms 1-4</p> <p>Terms 1-4</p>	<p>Stephanie Madden</p> <p>Team Leaders</p>
Provide opportunities for teachers to share good practice (NELP 3)	<ul style="list-style-type: none"> <li>4 Minute Walk-Throughs.</li> <li>Peer Observations.</li> </ul>	<p>Observations of each others' teaching are a valuable source of learning and reflective discussion.</p>	<p>NZCER Teaching and School Practices Tool</p>	<p>Terms 2-3</p>	<p>Stephanie Madden</p>
Complete the Bikes in Schools Project	<ul style="list-style-type: none"> <li>Build the skills track on the big field.</li> <li>Purchase a bike and scooter fleet.</li> <li>Build a mountain bike track in the Native Section.</li> </ul>	<p>Students will be more physically active during break times.</p> <p>Students will learn to ride a bike in a safe environment.</p> <p>The community will use the facility.</p>	<p>Statistical Investigation carried out by senior students</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p>	<p>Stephanie Madden Parent Committee</p>

# Achievement Targets 2024

<b>Year:</b> 2024	<b>Target Area:</b> Reading	<b>Resourcing:</b> 7.5 hours per week Reading Recovery staffing 7.5 hours per week Learning Assistant time
<b>Strategic Goal:</b> Provide a rich curriculum that empowers all ākongā		
<b>Background Baseline Data / Historical Position:</b>  At the end of 2023, Overall Teacher Judgments (OTJs) were made using data from teacher observations and conferences, running records, e-AsTTle and Six Year Observation Surveys.  Across the school, 74% of students achieved at or above the expected curriculum level. 74% of boys achieved At or Above the expected level 76% of girls achieved At or Above the expected level  Across the school, 67% of Māori students achieved at or above the expected curriculum level. 60% of Māori boys achieved At or Above the expected level 78% of Māori girls achieved At or Above the expected level		
<b>Target 1:</b> The 20 students in Year 2 working below the expected curriculum level at the end of 2023 will make accelerated progress and be working at the appropriate curriculum level by the end of 2024.  <b>Target 2:</b> The 10 Māori boys working below the expected curriculum level at the end of 2023 will make accelerated progress and be working at the appropriate curriculum level by the end of 2024.		

Planned Actions for Raising Achievement:	Responsibility	Resources	Timeframe	Progress Reports	Outcomes	Review
<p><b>Year 2 (20 students)</b></p> <ul style="list-style-type: none"> <li>6 students will participate in the reading recovery programme.</li> <li>All students will have guided reading sessions 5 times per week.</li> <li>Students' progress will be monitored and regularly discussed at team meetings.</li> <li>14 students will participate in the Buddy Reading programme.</li> <li>Parents will be invited to participate in the Reading Together programme.</li> </ul> <p><b>Maori Boys (10 students)</b></p> <ul style="list-style-type: none"> <li>4 students will attend Tutor Reading sessions 4 days per week.</li> <li>All students will read with the teacher daily.</li> <li>Students' progress will be monitored and discussed at team meetings.</li> <li>The Kaiawhina will work with these students once a week.</li> </ul>	<p>Reading Recovery Teacher</p> <p>Classroom teachers</p> <p>Team leader</p> <p>Year 2 Teachers</p> <p>English Curriculum Committee</p> <p>Literacy Support Teacher</p> <p>Classroom teachers</p> <p>Team Leaders</p> <p>Kaiāwhina</p>	<p>7.5 hours per week staffing.</p> <p>4 hours per week Learning Assistant time.</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2-4</p> <p>Terms 2-4</p> <p>Terms 1-4</p> <p>Terms 2-4</p>	<p>Reading Recovery Progress reports to the principal each term.</p> <p>Achievement data will be added to the "At Risk" register each term.</p> <p>A report to the BOT will be given at Mid Year and End of Year</p>	<p>All identified students will show accelerated progress in reading</p> <p>Clear assessment information will be available</p> <p>Analysis of progress will be carried out regularly with the support of all adults working with the child</p> <p>Everyone will be clear about the next steps in learning</p>	



<b>Year:</b> 2024	<b>Target Area:</b> Writing	<b>Resourcing:</b> 7.5 hours per week Learning Assistant time
<b>Strategic Goal:</b> Provide a rich curriculum that empowers all ākongā.		
<p><b>Background Baseline Data / Historical Position:</b></p> <p>At the end of 2023, Overall Teacher Judgments (OTJs) were made using teacher observations, current classroom work, and samples of writing that had been marked using the AsTTle writing rubric.</p> <p>Across the school, 79% of students achieved at or above the expected curriculum level.  79% of boys achieved at or above the expected level.  76% of girls achieved at or above the expected level.</p> <p>Across the school, 69% of Māori students achieved at or above the expected curriculum level.  63% of Māori boys were writing at or above the expected curriculum level.  77% of Māori girls were writing at or above the expected curriculum level.</p>		
<p><b>Target 1:</b> The 6 Māori boys across the school who were below the expected level in writing at the end of 2023 will make accelerated process by the end of 2024 and be working at the expected level</p> <p><b>Target 2:</b> The 7 Māori boys across the school who were well below the expected level in writing at the end of 2023 will make accelerated process by the end of 2024.</p>		

