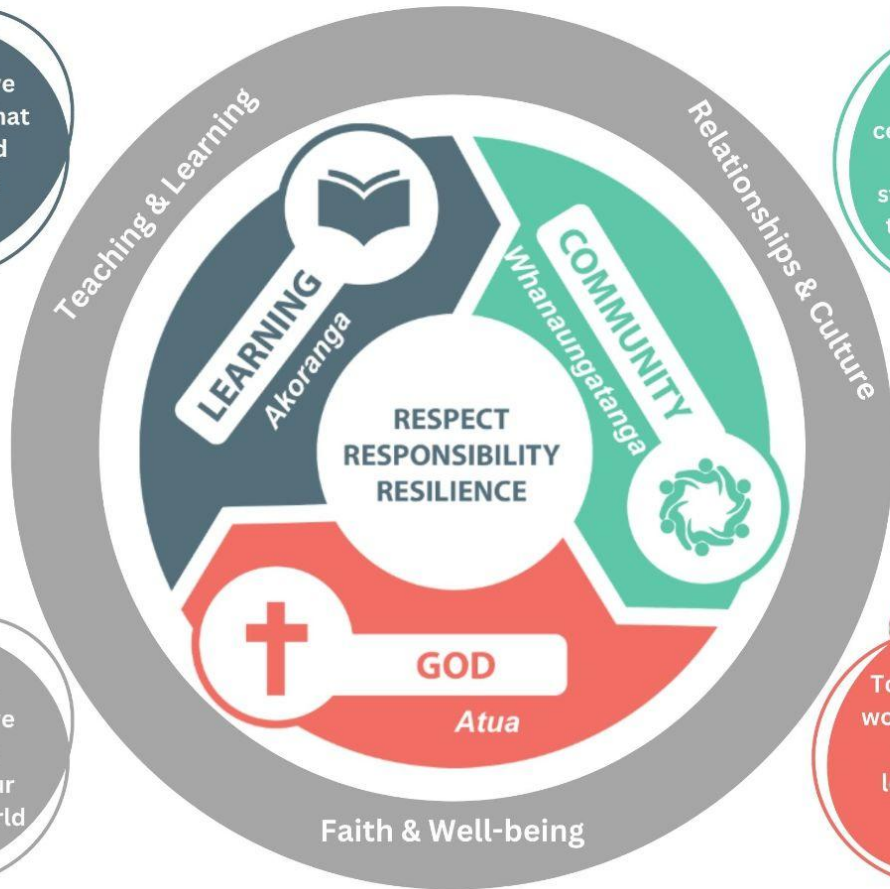


Strategic Goals & Initiatives with NELP alignment

- Koru Philosophy
- Learning Pathway
- Curriculum Progress Tools
- Quality Teaching

1
A Responsive Curriculum that enables and empowers learners



2
Nurture strong relationships, celebrate diversity, and value each student as bearing the Image of God

- Cultural Celebrations
- Staff Cultural Capabilities
- Whānau Engagement
- Strong home/school partnerships



- Leadership & Growth
- Policies reflect inclusive practice
- Discipleship Masterplan
- Increasing Capacity

4
Building a collaborative team that thrives in our changing world

3
To Know God's word, journey in faith, and love through serving

- Adventist special Character
- Encounter & Interact
- 4 Lenses of the Bible
- Service Projects

Strategic Goal 1: Curriculum Refresh Development

Curriculum Focus

Develop our New Zealand Histories Curriculum as part of the Curriculum Refresh

Action	Who is Reponsible	Outcomes
Review the Curriculum Refresh documentation from the MOE	Principal Lead Teacher Staff	
Gather resources that can inform the understanding of our local history as well as the history of the Gospel message and how it has shaped NZ	Principal Lead Teacher	
Partner with local iwi to gain an understanding of the local history	Principal Lead Teacher	
Collaborate with Advetnist schools and Christian schools in our Kahui Ako to support the development of our Histories curriculum	Principal Lead Teacher Staff	

Strategic Goal 2: Vision for School Growth

Future Focus

Extending our school to include year 9 & 10 students

Action	Who is Responsible	Outcomes
Set up a task force to explore every aspect of what is needed in order to achieve this object	BOT	
Gather community voice to explore the appetite for extending our school to Year 9 & 10	Principal Task Force	
Engage our Proprietors to gain their by-in and support	Principal Task Force	
Put a proposal together by the end of the year that communicates the steps needed and timeframes to achieve these	Principal Task Force	

Strategic Goal 3: Implement Discipleship Masterplan

Special Character Focus

Going Deeper - Taking every thought captive for Christ

Action	Who is Responsible	Outcomes
Review all aspects of our Special Character - What is our Deep hope for each?	BOT Staff Team SLT	
Identify all key stakeholders and identify how they contribute to our Special Character	BOT	
Refine our Special Character Program to align with our Deep Hope Statements	Principal SLT Staff Team	
Gather different voices to identify the impact of our Discipleship Masterplan and review changes for next year	Principal BOT	

Strategic Goal 4: Grow Leadership Capabilities of our staff team

Leadership Focus

Re-organise the Leadership Structure within our school team

Action	Who is Responsible	Outcomes
Collaborate with SLT to determine the role of our Senior and Junior School Leaders	Principal SLT	
Equip and Support our Leadership team in their leadership roles	Principal	
SLT Team to meet regularly to review their teams and collaborate through challenges and initiatives	Principal SLT	
Review the SLT structure as we plan for 2024.	Principal SLT	

NELP: National Education Learning Priorities & HamSDA Strategic Goals

OBJECTIVES

OBJECTIVE

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE

5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

1 2 3 4

2 Have high aspirations for every learner/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

1 2 3 4

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

1 2 3 4

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

1

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

1 2

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

1 2 4

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

1

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Objective 1: Learners at the Centre

Learners with their whānau are at the centre of education



Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Actions kura can take:

At Hamilton SDA we:

Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours

- The following surveys are used to gather information that drives our decision making - AENZ, School Culture/Climate, Faith Engagement, Community Consultation, Classroom Surveys
- Communicate our complaints policy to support those that need a voice
- Hui with Maori and Pasifika families
- School Picnic hui

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying

- [Link](#) to complaints policy and procedures
- Regular discussions about speaking up and speaking out

Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

- Every staff meeting we discuss learning and behaviour concerns as well as breakthroughs
- We have an ALL IN culture where every student can engage in learning - work closely with RTLB to support teachers/students who need further interventions
- Every morning we pray for a family and have a discussion around the 'whole picture' impacting on the student and how we can further support them
- Special Character views every child as created in the image of God - valued with a purpose
- We use our 4 lenses (What is the Ideal? How was it distorted? How should we respond? What is our hope for this situation?) when dealing with difficulties/challenges
- PLD on researched approaches to supporting students with diverse needs
- Strong Whānau engagement and consultation

Objective 1: Learners at the Centre

Learners with their whānau are at the centre of education



Priority 2: Have high aspirations for every learner/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

Actions kura can take:

At Hamilton SDA we:

Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations

- Consultation with our school community - KNOW, BE, DO?
- Strong partnership with whānau

Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau

- PGC includes our CRRP Rubric for Teachers to assess and set goals towards achieving
- Our morning worship programme builds a strong collegial approach to addressing these challenges

Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations

- Gathering of assessment information (both formative and summative)
- Learning differentiated to ensure every child experiences that learning Pit
- Target students are identified and selected for intervention

Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori

- Representation on our school Board, PTA, and staff
- PLD through school and Kahui Ako
- Hui with whānau on their experience and aspirations for their tamariki
- School wide activities led by Maori - Kapa haka, Marae visits, etc.

Collaborate with Māori communities to invest in, develop and deliver Māori- medium learning

- Starting to build partnerships with community to identify needs and how we can work together in the long term

Objective 2: Barrier Free Access

Great education opportunities and outcomes are within reach for every learner



Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Actions kura can take:

At Hamilton SDA we:

Work with whānau and Pacific families to identify barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them

- Representation of Maori and Pasifika on our staff team, Board, and PTA
- NZCF/HAYSTACKS enables us to provide funding to support families to ensure equitable access to our full learning program
- Regular check-ins with staff on student learning and behaviour - referrals to RTLB
- Focus on Attendance, partner with whānau to understand barriers to getting students to school

Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective

- SENCO who liaises with difference support organisations
- Teacher-aides that work with supporting the learning environment and learners needs
- Strong partnerships with whānau, school and outside organisations
- Ensure there is diversity in representation across the school

Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau

- All technology needs are provided by the school through operational leases
- Opted into the donation scheme to reduce further educational costs on whānau
- Provide support through sponsorship to families who we have identified as being in hardship

Objective 2: Barrier Free Access

Great education opportunities and outcomes are within reach for every learner



Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Actions kura can take:

At Hamilton SDA we:

Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills

- High expectations for all learners
- Focus on ensuring our students are prepared for high school
- Support for teachers to increase their capabilities through PGC
- Learning is differentiated to ensure all students experience the Pit of Learning (Challenged)
- Provide teacher-aide support to boost gaps (Mileage, ESOL, phonics)

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists

- All students tracking below their expected level are identified as targets
- Target students are reported on termly and some are targeted for acceleration (MOE priorities)
- We provide a Dyslexia specialist to build capacity for our dyslexic learners
- Students who are ESOL gain language support through Teacher aides

Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them

- Celebrate language weeks
- Cultural celebrations/days
- School curriculum and social studies units
- Special Character emphasis and celebrations of God's diverse creation

Objective 3: Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau



Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Actions kura can take:

At Hamilton SDA we:

Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture

- BOT representative who take the lead in this area
- Representation in PTA and Staff

Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

- Kahui foci on building Maori language capacity and capability for staff
- Activities and games that build maori language proficiency (Taakaro)
- Kapa haka and Waiata
- Whakatauki that build understanding of rich values

Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement

- Teaching and learning of proper uses and pronunciations
- Understanding the Maori world view and the connections to land, ancestry, and language

Objective 3: Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau



Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Actions kura can take:

At Hamilton SDA we:

Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support

- We have changed our leadership structure to grow leadership capabilities within the team
- Through the PGC, teachers identify gaps and set goals to overcome them
- Have a collaborative team where every voice is heard and valued
- Kahui Ako initiatives develop and grow staff capabilities
- Proprietors conferences and retreats support teacher growth and development

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

- PLD to increase our understanding of neurodiverse learners
- SENCO/RTLB support in developing strategies to ensure all learners are thriving
- Strong focus on relationships ensures our kaiako know their learners and their story
- Teacher and learning program is set up based on proved researched practice
- Learner centered approach to teaching and learning

Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

- Discuss and pray over and family and their situation every morning
- Record information on learning/behaviour and breakthrough in staff meetings
- Work with whānau to gain an understanding of their child and how to best support their learning journey
- PGC ensures teachers set goals around our CRRP rubric to move towards full culturally responsive teaching

Objective 4: Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives



Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Actions kura can take:

At Hamilton SDA we:

Support learners/ākonga to see the connection between what they're learning and the world of work

- Teachers ensure students understand the purpose of the learning (the WHY) e.g. Writing teaches you how to think and communicate, a vital skill needed in every profession
- Focus on developing key competencies that transfer to most working environments

Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women

- Provide STEM opportunities for both boys and girls (EPro8)
- Will explore and range of career pathways - hearing from our members in our school community