



INGLEWOOD PRIMARY TE KURA O KŌHANGA MOA STRATEGIC PLAN

SCHOOL VISION

To provide a teaching and learning environment where of those involved: demonstrate **respect**, **expect** the best, **achieve** through opportunity, **communicate** actively and feel good and safe within our community (**hauora**).

MĀTAIREA BUILDING

Objective 1

Growing and developing the
Teaching and Learning
capabilities

EDUCATION AND TRAINING
ACT 2020, SECTION 127 (2) (a)
(b) (d) NELP PRIORITY
2 & 6

MĀTAIAHO WEAVING

Objective 2

Growing and developing
students' learning dispositions
needed to progress and
succeed

EDUCATION AND TRAINING
ACT 2020, SECTION 127 (1) (a)
(b) (c), 127 (2) (a) (d) NELP
PRIORITY
3 & 4

MĀTAIHIKA CONNECTING

Objective 3

Growing and developing the
special character of our
people and this
place

EDUCATION AND TRAINING
ACT 2020, SECTION 127 (1) (a)
(b) (d) 127 (2) (d) NELP
PRIORITY
1 & 5

WHAT WE HEARD:

"Feedback from both our community and educators emphasises the importance of implementing schoolwide learning progressions, refining skills, embracing digital tools, and using evidence to improve teaching and student success."

RATIONALE:

We want our akonga and kaiako to:

- Achieve potential and excel through schoolwide learning progressions
- Refine the use of competencies, practices and inquiry processes within the school setting
- confidently and effectively use digital technologies to enhance teaching and learning outcomes
- use evidence-driven decision making to improve student achievement and enhance teaching practice

"As a school community we are committed to our tamariki embodying our REACH values every day. We want them to feel confident, proud, and connected while making healthy choices and solving problems. Through fostering self-awareness, friendship skills, critical thinking, and innovation, we want them to live out Respect, Expect, Achieve, Communication, and Hauora in all they do."

We want our tamariki to:

- Show self-awareness and self-belief
- Be proud of their own unique identity
- Regulate their emotions and maintain healthy friendships
- Make healthy choices
- Make connections and apply knowledge and strategies
- Make and justify opinions, judgements and decisions
- Solve problems
- Generate innovative ideas

"We want our tamariki to be active participants in our community and beyond. We want to encourage them to explore, contribute, and learn through inquiry-based projects, understanding the connections between people and the environment. By participating in our school's environmental program and respecting diverse perspectives, we want them to feel a strong sense of belonging and purpose."

We want our tamariki to:

- Consider the world around them
- Find opportunities to contribute to the community
- Use an inquiry process for project-based learning
- Understand the relationship between people and the environment
- Participate in our school enviro programme
- To consider perspectives, feelings, values and beliefs
- Feel they belong to our place

To Think
Ako ki te
whakaaro

To Do
Ako ki
te mahi

To Be
Ako kia ora
ai te
mauri



INITIATIVES:

We will do this through:

1.1 Professional Growth Cycles & Teacher Inquiry

1.2 Curriculum Refresh, align Inglewood Primary School's Local Curriculum (IPSLC)

1.3 Set the building blocks required for building student agency

We will do this through:

2.1 To continue to use the Inquiry processes to deepen play-based and project-based inquiry, developing student agency

2.2 To look closely at how the tamariki who are 'working towards' their curriculum level choose to learn

2.3 Gather student voice on how they think they are learning, and look at our teaching strategies and how they can be adapted to meet the needs of these tamariki

We will do this through:

3.1 Continue to work within the EnviroSchools

3.2 To increase understanding, knowledge and use of te reo and tikanga Māori

3.3 Implementing our local curriculum, with rich units based on our local histories

MEASURES:

- Evidence in teacher planning and student output
- Evidence via Inquiry Frameworks
- Practice Analysis Conversations
- Teacher Capability Framework
- Leadership Capability Framework

- Student voice surveys
- Evidence in planning
- Students knowing next steps for learning and where to find them
- Agency
- NZCER Wellbeing Surveys

- Engagement of whānau Māori in school activities
- NZCER Wellbeing Surveys
- Tamariki can articulate and put into practice their learning about the environment to make a difference

KAHUI AKO ACHIEVEMENT CHALLENGES LINKS

- Strengthening our sense of belonging through enhanced transitions
- Strengthening learning and connection by developing shared pedagogy

- To Strengthening the learning and wellbeing of Ākonga with additional learning and emotional needs

- Strengthening relationships between iwi, hapū, whānau and our community
- Strengthening our sense of belonging through enhanced transitions

TE TIRITI O WAITANGI AND CULTURAL DIVERSITY

Within our school culture, daily practices and Inglewood localised curriculum, we are committed to:

- Honouring and giving effect to the principles and values of Te Tiriti o Waitangi
- Embedding the whakapapa of Te Mātaiaho (Refreshed New Zealand Curriculum)
- Recognising and embracing the increasing cultural diversity of our learners and community
- Providing a Inglewood School localised curriculum that focuses on the potential of all learners to thrive without compromising who they are

We continue to strengthen our awareness, knowledge, understanding and use of Te Reo Māori, Tikanga Māori and Mātauranga Māori. (Mātaiahika - "Connecting to people and place")* Our Aotearoa New Zealand Histories is interwoven into all aspects of our school context (past, present and future), culture and learning programmes.



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whakaaro

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mauri