

SOUTH AUCKLAND MIDDLE SCHOOL
STRATEGIC PLAN 2024-2025



EVERY STUDENT can develop **EXCEPTIONAL SKILLS AND KNOWLEDGE SETS** with expert teaching, coaching, mentoring, significant purposeful practice, and **OPPORTUNITIES TO EXPRESS THEMSELVES.**

OUR VISION

To allow young people to develop and learn to give them a base for excellence in all spheres of life through effective teaching, quality facilities, an optimal day structure and an integrated curriculum.

The Vision is brought to life through:

8 Special Character Statements

All children are intrinsically valuable and deserve holistic care

All children have enormous God given potential

An integrated project-based curriculum, that has a focus on academic rigor and exposure to literature, enables students to become innovative, collaborative problem solvers of the future

All students bring with them rich sources of knowledge, understanding and wisdom from the families they are born into, and the communities of which they are a part

Every student can develop exceptional skills and knowledge sets

Expert teaching, coaching, mentoring, and purposeful practice enables students to make significant academic progress

The management roles within the school learning community are structured to ensure the special character is implemented effectively: that quality teaching, learning and care happen in a redemptive environment and strong partnerships are formed with families and the community

The governance roles of the Villa Education Trust are established, structured and organised so that the desired outcomes of the schools can be clearly understood, planned for, and reviewed on a regular basis

SAMS Strategic Plan 2024 – 2025 Overview

Vision Statement:




To allow young people to develop and learn to give them a base for excellence in all spheres of life through effective teaching, quality facilities, an optimal day structure, and an integrated curriculum.




SAMS Values: *Respect Whakaute*




Confidence Ngākau titikaha/Whakamanawa

Faith Ngākau pono/Pirihonga

Summary of the information/consultation used to develop this plan. This Strategic Plan was developed as a result of community (whānau, ākongā, kaiako) consultation in Term 3 and 4 2023 and the board has prioritised these goals as a result of that consultation. Consultation with iwi Ngāti Tamaoho 2023 has determined how the school will give effect to Te Tiriti o Waitangi through our school curriculum and practices. Integration of our special character and values are guiding principles in the development of our strategic planning.

| Strategic Goals | Which Board Primary Objective does this strategic goal work towards meeting? | Links to Education requirements | | What do you expect to see? | | How will we achieve or make progress towards our strategic goals? | | How will you measure success? |
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| <p><i>Responsive Pedagogy</i> To provide ākongā with a culturally responsive pedagogy - a framework that informs teacher practice.</p> | <p>Section 127 Education & Training Act 2020</p> <p>Special Character Statement: 1, 2, 3, 4, 5, 6, 7</p> <p>Board Objective: 1,2,3,4</p> <p>Ngāti Tamaoho Education Plan</p> | <p>NELP priorities: 1, 2, 3, 4, 5, 7</p> <p>Te Mātaiaho CPM</p> <p>Ka Hikitia (Refreshed) Action Plan for Pacific Education 2020-2030</p> <p>Literacy and Numeracy Strategies</p> <p>Wellbeing in Education Strategy</p> <p>Attendance and Engagement Strategy</p> |  | <p>Learning programmes and teacher pedagogies are developed to reflect Te Mātaiaho.</p> <p>Inclusive, Responsive Planning.</p> |  | <p>Build on our relationship with Ngāti Tamaoho.</p> <p>Engage in professional development opportunities (Cognition) to enhance understanding of Te Mātaiaho.</p> <p>Kapa haka and Te Reo initiatives</p> <p>Making the time for Kaiako and SLT to implement shifts to their practice – change processes and how to get involved. (whole school/learning area)</p> <p>Continue development of our Literacy and Numeracy initiatives</p> |  | <p>Ngāti Tamaoho (Tangata Whenua) feedback</p> <p>Staff have more confidence in Te Mātaiaho and can see it reflected in our school curriculum.</p> <p>Data gathering: Achievement data /Literacy/Numeracy/Engagement/Attendance/Wellbeing measures – survey.</p> <p>Meeting of achievement targets in annual goals.</p> <p>Evidence of links between improved practice and ākongā engagement/learning – consistent high expectations/ confidence to make changes to practice.</p> |

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| | | | | | | | | <p>All kaiako to be confident in the school waiata and haka. Improvement and confidence of kaiako in whakahua.</p> <p>Kaiako use the extra TT afternoon for planning/discussions/PLD/NCEA changes to AS</p> |
| <p><u>Community</u> Strengthen partnership opportunities for learning between whanau, Kaiako and wider community.</p> | <p>Section 127 Education and Training Act 2020</p> <p>Special Character Statement: 1, 2, 8</p> <p>Board Objective: 2,3,4</p> | <p>NELP priorities: 1,2,3,6,7</p> <p>Ka Hikitia (Refreshed) Action Plan for Pacifica Education 2020-2030</p> <p>Wellbeing in Education Strategy Attendance and Engagement Strategy</p> |  | <p>We will have strong reciprocal partnerships within and beyond our community to enhance personal and academic success.</p> |  | <p>Working relationship where whanau see themselves as stakeholders in the review and understanding of our special character and values.</p> <p>Resource ākonga, kaiako, and whanau to actively maintain their well-being, sense of agency and purpose.</p> <p>Hauora programme – Refresh</p> |  | <p>Increased whanau engagement with our communication tool - Hero</p> <p>Consultation processes - Community Hui's (Māori and Pacifica).</p> <p>All stakeholders engage with SAMS special character and values.</p> <p>Feedback from partnership providers</p> |

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| <p>Leadership Empowering and strengthening leadership</p> | <p>Section 127 Education and Training Act 2020</p> <p>Special Character Statement: 2, 3, 7, 8</p> <p>Board Objective: 1,2,3,4</p> <p>Ngāti Tamaoho Education Plan</p> | <p>NELP priorities: 6,7 CPM</p> <p>Ka Hikitia (Refreshed) Action Plan for Pacifica Education 2020-2030</p> <p>Wellbeing in Education Strategy</p> <p>Attendance and Engagement Strategy</p> |  | <p>Student leaders being confident to engage with peers.</p> <p>Student leaders proactive in their environment.</p> <p>All Kaiako confident in their leadership.</p> <p>Year 10's become confident leaders in our kura.</p> <p>SLT – leadership across villas</p> |  | <p>SLT engage/ongoing mentoring with student leaders to create a learning environment that fosters a sense of belong and academic success.</p> <p>PLD opportunities for SLT and Kaiako in leadership positions (unit holders) - personal development opportunities. PLD opportunities for TA's</p> <p>SLT – to strengthen consistent practice schoolwide.</p> <p>Expansion Plan of SAMS Y11-13</p> <p>Board and SLT actively engaging with the Ngāti Tamaoho Education Plan</p> |  | <p>Evidence of more student leader initiatives – 1 per term.</p> <p>Student leaders visible, actively engaged with the school community and contributing to decision making.</p> <p>TA's confident in leading the learning with ICS students/groups.</p> <p>SLT: Shared targets, Learning support strategies, pre and post surveys.</p> <p>A plan is designed with the Board/Elim/proprietors.</p> <p>Board, SLT and staff have visited at least a site/s of historical significance and attended an event/s offered by Tangata Whenua.</p> |
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2024 Improvement Plan - FOCUS: Responsive pedagogy

Strategic Goal: To provide ākongā with a culturally responsive pedagogy - a framework that informs kaiako practice

Annual Targets:

- **Build on our relationship with Ngāti Tamaoho**
- **Enhance understanding of Te Mātaiaho**
- **Engage in curriculum refresh.**
- **Continue to develop our kapa haka programme.**
- **Te Reo goal - Whakahua**
- **Continue our literacy initiative. (AWS)**
- **Focus on Numeracy interventions for our Level 2 ākongā.**

Which Board Primary Objective does this strategic goal work towards meeting?

Section 127 Education & Training Act 2020
 Special Character Statement: 1, 2, 3, 4, 5, 6, 7
 Board Objective: 1,2,3,4
 Ngāti Tamaoho Education Plan

Links to Education requirements

NELP priorities: 1, 2, 3, 4, 5,7
 Te Mātaiaho
 CPM
 Ka Hikitia (Refreshed)
 Action Plan for Pacific Education 2020-2030
 Literacy and Numeracy Strategies
 Wellbeing in Education Strategy
 Attendance and Engagement Strategy

Key Improvement Actions

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

| When | What (examples) | Who | Indicators of Progress |
|------|---|---|---|
| T1-4 | <u>Ngāti Tamaoho</u> Strengthen our relationship and understanding of tangata whenua by engagement and implementation of steps in the Ngāti Tamaoho Education Plan | Board/SAMS/Ngāti Tamaoho | Achievement of Ngāti Tamaoho feedback indicating satisfaction and progress Evaluation against the Poutama – next steps |
| T1-4 | <u>Te Mātaiaho</u> Engage and grow understanding of Te Mātaiaho by progressing with support with Cognition (PLD). | Cognition Education/SAMS staff | Staff have more confidence in Te Mātaiaho and can see it reflected in our school curriculum. |
| T1-4 | <u>Curriculum refresh</u> Identify changes in curriculum refresh, deepen understanding of the 'Big Ideas' and the 'Understand, Know, Do', NCEA change, and how it currently aligns with our SAMS integrated curriculum. Plan for relevant change, support, development. Implement those changes and review our progress. | Cognition Education/VET board and Principals/ SAMS staff/RTLB | Develop a culturally responsive refreshed performing arts programme that aligns with Te Mātaiaho and new curriculum – and that reflects our SAMS integrated curriculum and community. Draft plan for improved digital technologies integration |

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| | | | Each subject group grows in understanding of the new curriculum and the changes to NCEA in their subject. |
| T1-4 | <u>Kapa haka</u> Continue to strengthen and grow our Kapa Haka Kaupapa by evaluating, responding, and refining our programme by making clear goals and incorporating connections with outside community kapa haka groups and opportunities. All SAMS can perform our school waiata/haka and the local Manurewa waiata. | SLT/CLM/Kapa Haka tutor | Kapa haka evaluation completed with new goals met and a building of our SAMS kapa haka group in engagement of students and more opportunities in the community. |
| T1-4 | <u>Te Reo Journey– Whakahua</u> Focus on a schoolwide goal for improvement pronunciation of Te Reo (and our Pacific languages) starting with names/place/people. Consistent visuals across the school promoting the use of Te Reo in everyday classrooms/spaces. Continue our EP Te Reo journey. | SLT – all SAMS | Kaiako developing confidence in our uniqueness as New Zealanders/ participation school events. By building knowledge of kupu with all ākonga and kaiako and using Reo in all classrooms. |
| T1-T4 | <u>Literacy and Numeracy</u> Continue our implementation of the Agility with Sound Reading intervention to support acceleration of reading with low level reader targeting Year 7. Continue implementation of the Literacy and Numeracy standards. Focus on Numeracy to improve approaches, methods, interventions for acceleration in Math with our low level Math learners. | TA/RTLB | AWS evaluation – implementation plan cemented into the school. Math acceleration intervention/practice developed. Monitoring and analysis of progress in achievement targets. |

2024 Improvement Plan - Focus: Community

Strategic Goal: Strengthen partnership opportunities for learning between whānau, kaiako and wider community.

Annual Targets:

- **Building a relationship where whānau can see themselves as stakeholders in the review and understanding of our special character and values.**
- **Build onto our Hauora programme to develop a sustainable and effective programme that supports all ākonga, kaiako and whānau.**

Which Board Primary Objective does this strategic goal work towards meeting?

Section 127 Education and Training Act 2020
Special character statement: 1, 2, 8
Board Objective: 2,3,4

Links to Education requirements

NELP priorities: 1,2,3,6,7
Ka Hikitia (Refreshed)
Action Plan for Pacifica Education 2020-2030
Wellbeing in Education Strategy
Attendance and Engagement Strategy

Key Improvement Actions

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

| When | What (examples) | Who | Indicators of Progress |
|------|-----------------|-----|------------------------|
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| T1-4 | <u>Improve our Reciprocal partnerships with whānau.</u> Continue building our whānau relationship and engagement with opportunities to contribute, learn, share, and celebrate, enabling better consultation practices to gather whānau voice. | CLM/SLT/Kaiako Parent Hui groups Board | Strong reciprocal relationships within and beyond the school community to enhance personal and academic success. Use feedback to continuously improve and adjust the community partnership initiatives. Increase in whānau engagement with the school's communication tool – HERO. SAMS special character and values are reviewed and better understood by all stakeholders. |
| T1-4 | <u>Resource Wellbeing and Agency</u> Review and plan a refreshed and responsive Hauora programme responding to 2023 trial and evaluation, and consulting with all stakeholders. | Hauora Focus Group Parent Hui | Hauora program to be developed – Focus group in consultation with all stakeholders. Response to wellbeing survey. Allocate resources to support the wellbeing, sense of agency and purpose of ākonga, kaiako and whānau. Hauora POL created, ready for full implementation across the school in 2025. |

2024 Improvement Plan – FOCUS: Leadership

Strategic Goal: Empowering and strengthening leadership.

Annual Targets:

- **Development of our student leadership team**
- **Professional development opportunities in leadership for our kaiako in leadership roles**
- **Teacher Aide professional development**
- **Senior leadership team to develop school centric focus – consistency and transparency.**
- **Planning for SAMS expansion**
- **Board engagement supporting leadership in the Ngāti Tamaoho Education Plan**

Which Board Primary Objective does this strategic goal work towards meeting?

Section 127 Education and Training Act 2020
Special Character Statement: 2, 3, 7, 8
Board Objective: 1,2,3,4
Ngāti Tamaoho Education Plan

Links to Education requirements

NELP priorities: 6,7
CPM
Ka Hikitia (Refreshed)
Action Plan for Pacifica Education 2020-2030
Wellbeing in Education Strategy

Key Improvement Actions

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

| When | What (examples) | Who | Indicators of Progress |
|------|--|--------------|---|
| T1-4 | <u>Student leadership</u> Continue to develop our student leadership programme, with our SAMS leaders and our Year 10 cohort – improving student participation, voice, initiatives, and opportunities within our whole school context to demonstrate and contribute leadership. | SLT/CLM/RTLB | Measuring and celebrating the success of student leaders in actively engagement with the school community and contributing to decision making. Student leaders more involved in community visits and connection with other local schools. Student leaders actively participating in the health and safety of the school by duties/lunchtime activities. |

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| | | | <p>Year 10 ākonga more actively involved in the leadership of the kura/villa/year level.</p> <p><i>Student Leadership Target: One student Leadership initiative per term</i></p> |
| T1-4 | <p><u>Kaiako leadership</u> Focus on seeking effective PD to meet kaiako goals and leadership roles. Continuing to implement consistent practices within whole school practice led by SLT.</p> | <p>SLT Kaiako focus groups</p> | <p>Unit holders sourcing their own PD opportunities. And sharing the learning with others.</p> <p>All Kaiako have engaged in reading and sharing with a specific text that aligns with our improvement plan.</p> <p>POL Performing Arts created – linking to new curriculum, special character, values, and culture of our kura. Ready for implementation trial 2025</p> |
| T-4 | <p><u>Support team PD.</u> Providing effective PLD for our Teacher Aides to build knowledge and enhance leadership and skills to improve student outcomes and build capability.</p> | <p>SLT</p> | <p>Regular meetings with TA around sharing and collaborating. Evaluation of goals from PD and student outcomes. Participation in PD that enables their development working with our vulnerable students.</p> |
| T2-4 | <p><u>Board leadership.</u> SAMS board leading in the exploration and planning of a possible expansion to SAMS. Actively leading in our engagement implementation of the Ngāti Tamaoho Education Plan.</p> | <p>SAMS Board</p> | <p>A clear plan is decided upon and ready to share will all stakeholders.</p> <p><i>Board, SLT and staff have visited at least a site/s of historical significance and attended an event/s offered by Tangata Whenua.</i></p> |