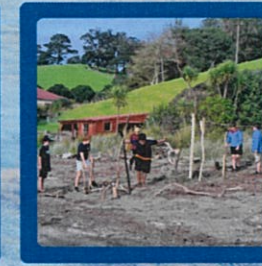




STRATEGIC PLAN

2024-2025

DEVELOPED BY THE SNELLS BEACH SCHOOL BOARD OF TRUSTEES (February 2024)



Snells Beach SCHOOL

Snells Beach School (est. 2009) is a semi rural school, minutes from the town of Warkworth, overlooking the beautiful Kawau Bay.

Snells Beach School opened in 2009 to provide education for students in Years 1 – 6 in the Mahurangi East area. Located approximately 45 minutes north of Auckland, the school is situated above beautiful Snells Beach, overlooking Kawau Bay on one side, and the Mahurangi River on the other.

The school has an Enrolment Zone, which extends from Sandspit, along the length of the Mahurangi East Peninsular, to Martins Bay and Scotts Landing, and includes Kawau Island.

We are a semi-rural school, and value being actively involved in our surroundings. Our students enjoy time at Snells Beach, Scandrett Regional Park, and by the Mahurangi River. We encourage kids to get wet, sandy and muddy as they explore our local beaches and parks.

We celebrate the cultural diversity of our students, and believe in supporting all learners to achieve their best. We acknowledge Ngāti Manuhiri as mana whenua, and they gifted us the name Te Manu o te Ngahere (The birds of the forest).

Snells Beach School is a Travelwise School – where parent support allows we run supervised Walking & Riding School Buses. Buses are also available on set routes for students who live further from the school.

The Snells Beach community has undergone significant change in recent times, as many ex baches and retirement homes have been transformed into family homes, and growing numbers of children have moved into the area. Our school enjoys the support of our close knit community.



Our Values

Here at SBS, while our learning is incredibly important, we believe building our character is the most important of all. That way we are empowered to make good decisions for ourselves, others and the world – a strong values base empowers us to use our knowledge for good. Each term we focus on one value. Classes talk about this value and we share knowledge about it at our Values Assemblies, which are really our SBS “family meetings”.

“Living our values” isn’t really about the individual values – it’s about the process of how we live our lives to show them. We want kids to live all values, not just the ones we choose. We ask our kids if they were “living their values”, or “how could we use our values to fix this” when they get angry or upset someone. Values aren’t a threat – they are a tool to make things better.

Our Values are:

Respect *Whakaute*

Happiness *Harikoa*

Co-Operation *Mahi Ngātahi*

Tolerance *Pai te Rerekē*

Peace *Rangimaarie*

Freedom *Mana*

Responsibility *Haepapa*

Honesty *Pono*

Simplicity *Kia Ngawari*

Love *Aroha*

Humility *Tu Whakaiti*

Unity *Kotahitanga*

Our Vision

At Snells Beach School we are deeply committed to building strong sustainable relationships fostering a sense of belonging and identity. This is created in a safe, harmonious, student-centered environment that we are all proud to belong to. Our actions and words cultivate inclusion. The concept of whānau is evident as our partners in the education of our tamariki. They feel welcome, wanting to be involved and recognised and valued for their talents and contributions. We have positive links with the local community and utilise its rich natural and human resources to extend the opportunities for learning.

At Snells Beach School we are all learners. We intentionally develop strategies to build resilience in us all through a balance of challenge, risk-taking and support. We acknowledge it is ok to make mistakes. As learners we have a strong understanding of the relevance of our learning through being engaged in authentic, real life learning activities across a variety of curriculum areas. Living our lives with humour and respect for self, others and the environment is the norm here. We celebrate, support and value every person in our kura. Mā te tuakana te teina e tōtika, Mā te teina te tuakana e tōtika – *(The older will lead the younger and the younger will lead the older)*




Learning is exciting, relevant and fun for us all. Our learning engages our tamariki in authentic, real-life contexts being actively involved. Hands-on exploring of our rich natural environment is encouraged. Deep learning is built through strong relationships. We believe everyone can learn when given the right opportunity, support and encouragement. We believe in this current world a focus on simplicity and clarity for our learners is important so they know what they are learning, why they are learning it and are able to identify next steps.

Being an integral part of our local community is important to us all. We can hear people referring to our SBS family as kind, caring and knowing what matters. We experience opportunities to develop the skills to become self-sufficient and feel successful. We stand out as ambassadors for our place displaying good values, initiative and gratitude. “You don’t have to worry about them, they’ll be sweet” can be heard. We want to be able to retain our home-grown talent in our community. As our tamariki are the citizens of the future, we endeavour to be part of the decision making as the area grows and develops wider resources and infrastructure. Snells Beach School is the heart of this community, it is our turangawaewae, where it is clearly evident that whakawhanaungatanga, kaitiakitanga, and manakitanga are deeply embedded in our daily lives.



Strategic Aims






STRATEGIC FOCUS: Curriculum Akoranga

-  1. To continue with evidenced based teaching practices to ensure consistency across classes as we grow:
 - to embed structured literacy (Little Learners & Writer's Toolbox)
 - to embed SBS structured maths plan, (inc Prime Maths for Years 2 - 6 across the school)
-  2. To embed the refresh of the NZ Curriculum into planning & assessment
-  3. To continue to deepen our understanding of Te Āo me Tikanga Māori

STRATEGIC OUTCOME:
All ākonga achieving success

STRATEGIC FOCUS: Environment Taiao

Property/Buildings



-  1. To ensure that all buildings are safe, welcoming environments in which to work & learn
 -  2. To oversee grant funded bike track installation
 -  3. To ensure our facilities reflect our growing roll
- ### **Environmental education**
-  1. To provide a local curriculum where all students are involved in enviro ed around the school and wider community
 -  2. To ensure SBS sustains good environmental practices

STRATEGIC OUTCOME

A school that is fit for purpose & meets the needs of it's community

STRATEGIC FOCUS: Relationships Whanaungatanga



Cultural Responsiveness

-  1. To continue to build & grow our relationship with Ngāti Manuhiri
-  2. To celebrate the diversity of cultures in our SBS community

Community Events

-  1. To provide regular opportunities for whānau to connect/engage

Communication strategy


-  1. To provide a variety of ways to connect with the community to share information, esp on learning, pedagogy, parenting & mental health
-  2. To ensure that reporting of student progress is clear & accessible

STRATEGIC OUTCOME


An inter-connected learning community that can successfully work together

STRATEGIC FOCUS: Culture Ahurea



Inclusive Education

-  1. To ensure SBS students are provided with appropriate support & Enrichment programmes

Hauora

-  1. To support teachers to deliberately & intentionally build a resilience & wellness programme

Values

-  1. To actively celebrate our values in action more widely
-  2. To support art work around the school to reflect our values & support parents & whanau

STRATEGIC OUTCOME

A school that values wellbeing and provides ākonga with strategies to achieve this

Strategic Goals 2024

STRATEGIC ACTIONS:

Curriculum Akoranga

- Little Learners Love Literacy PLD for all teachers of Year 0 – 3 classes (AP to lead)
- Writer's Toolbox PLD for all teachers of Year 3 – 6 classes (AP to lead)
- To ensure that the update to the Prime maths programme is successfully implemented across the school (unit)
- Hold hui & fono to consult with Māori & Pasifika whanau on how our curriculum could best support their ākongā.
- Continue our relationship with MAC at both a staff and Board planning level (WSL)
- Build competency in our kaiako to be ready to implement the NZ Curriculum refresh via staff meetings etc
- Kaiako implement 3 hours of Reading, Writing & Maths in an integrated approach

STRATEGIC ACTIONS:

Environment Taiao

- Put pressure on the MOE to provide us with enough classrooms for our growing roll
- ensure SBS is a safe environment in which to work & learn
- establish a new 10YPP
- Bike Track to be installed Term 1 as per funding requirements
- Reinforce composting, recycling and gardening systems in our school (unit)
- Plant the northern boundary to lower mowing costs and prevent slipping and drainage issues
- Participate in Trees for Survival Planting (Year 4) (Unit)
- Work with DOC to assist in local revegetation planting (Year 5/6)

STRATEGIC ACTIONS:

Relationships Whanaungatanga

- Engage with and value feedback from Ngāti Manuhiri on both local curriculum and school events
- Grow our Cultural Performance Group to reflect the diversity of our community
- Hold at least one event a term where the community & whānau are invited to come
- Literacy information evening (Term 1)
- Parenting & Mental Health information evening (Term 2)

STRATEGIC ACTIONS:

Culture Ahurea

- Provide an enrichment programme to extend our Gifted & Talented senior students
- Fund Teacher Aide hours over and above those from MOE
- Engage The Tough Stuff to provide PLD in managing anxiety in students and parents
- Engage Bridget Farmiloe for Counselling
- Engage Bridget Farmiloe for PLD with staff on supporting students through separation/divorce, death and other stressors
- WSL position allocated to driving our SBS values programme – documentation, resources and parent info
- Display our values around the school to engage whanau

Curriculum Akoranga- Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>1. To continue with evidenced based teaching practices to ensure consistency across classes as we grow:</p>	<p>Little Learners Love Literacy consistent across all classes Yr 0 - 3 - PLD Sessions with Liz Kane Literacy</p>	<p>Observation Trent Morley to work with teachers for agreed implementation plan inc assessment</p>	<p>Observation Classroom Visits</p>	<p>All kaiako teaching LLLL according to the SBS plan</p>
	<p>Writer's Toolbox consistent across all classes Yr 3 - 6 (inc Yr 3/4) - PLD Sessions facilitated by Writer's Toolbox</p>	<p>Observation Kyle Port to work with teachers for agreed implementation plan</p>	<p>Observation Classroom Visits</p>	<p>All kaiako using Writer's Toolbox according to the SBS plan</p>
	<p>Updates to the Prime Maths Programme are consistently implemented across the school</p>	<p>Observation. Students placed on the right books, at their level. Lessons paced appropriately.</p>	<p>Observation Classroom Visits</p>	<p>All kaiako teaching Prime Maths according to the SBS plan</p>
<p>2. To embed the refresh of the NZ Curriculum into planning & assessment</p>	<p>Teachers develop a deep understanding of the revised curriculum</p>	<p>PLD MOE Teacher Only Days Facilitators if necessary</p>	<p>Observation Classroom Visits Team meetings</p>	<p>Teachers feel confident they understand the changes to & requirements of, the curriculum</p>

Curriculum Akoranga – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>3. To continue to deepen our understanding of Te Āo me Tikanga Māori</p>	<p>Develop expectations AND protocols around when the whole school would carry our powhiri/mihi whakatau</p>	<p>Observation</p>	<p>Observation</p>	<p>Tamariki valuing and working towards and demonstrating Manaakitanga</p>
	<p>Team Leaders attend the MAC Conference to broaden understanding across the staff</p>	<p>MAC Conference is budgeted for and supported by the Board</p>	<p>Team Leaders attend the Conference</p>	<p>Te Āo me Tikanga Māori becomes less “top down” & is better supported at Team level</p>
	<p>Set expectations of all tamariki learning specific school-wide waiata and kapahaka (even via videos) to support powhiri and mihi whakatau</p>	<p>Observation</p>	<p>Observation</p>	<p>All staff have an understanding of how we welcome new whānau - it becomes our ‘norm’</p>
	<p>Kaiako working with M.A.C facilitator to unpack Te Whare Tapu o te Ngākau Māori and to develop condensed and simplified progressions</p>	<p>Survey Kaiako</p>	<p>Observation</p>	<p>Tamariki will have a clear understanding that at Pāterangi we have progressions of dispositions we value and the steps they need to work towards to self improvement.</p>
	<p>The key principles and learnings from Te Whare Tapu o te Ngākau Māori in their planning</p>	<p>Observation</p>	<p>Observation Classroom Visits</p>	

Environment Taiao – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>1. To ensure that all buildings are safe, welcoming environments in which to work & learn</p>	<p>Air quality testing completed in all buildings & planning ahead for remediation as required</p>	<p>Testing & results</p>	<p>Remediation as required</p>	<p>All buildings healthy spaces in which to work and learn</p>
	<p>10YPP plan developed ready for implementation July 2024</p>	<p>To work with Hamish Driver from Watershed to complete building assessments & develop new 10YPP</p>	<p>New 10YPP submitted to the MOE</p>	<p>New 10YPP plan underway, keeping our buildings & facilities to a safe standard</p>
	<p>Fire System fixed and BWOF updated</p>	<p>MOE & LM Consulting to agree on solution & confirm this with Council.</p>	<p>Remediation or replacement as per Council recommendations completed</p>	<p>Working Fire System in place. BWOF updated.</p>
<p>2. To oversee grant funded bike track installation</p>	<p>To work with Trailpro to confirm design, placement, and construction of the bike track as per grant</p>	<p>Design, and location of Pump Track is within budget and fit for purpose</p>	<p>Bike track is installed as per agreed plan</p>	<p>SBS kids are using our pump track</p>

Environment Taiao – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>3. To ensure that facilities reflect our growing roll</p>	<p>We have enough teaching spaces for New Entrant Classes in 2024</p>	<p>Agreed timeline for installation of new teaching spaces.</p>	<p>Teaching spaces installed.</p>	<p>Our New Entrants are in their new classrooms.</p>
	<p>We have enough teaching spaces for 2025 & beyond.</p>	<p>Agreed timeline for installation of new teaching spaces to cater for our roll in 2025 & beyond</p>	<p>Teaching spaces installed.</p>	<p>We have enough room in the school to cater for new classes as needed</p>
	<p>Our non-teaching facilities (Hall, Library, Breakout Spaces etc) are able to cater for our growing roll.</p>	<p>MOE to agree that our current non teaching spaces are fit for purpose as we grow</p>	<p>Timeline for installation of new/upgraded non teaching spaces</p>	<p>We have enough non teaching spaces to cater for our growing roll. .</p>
<p>4. To provide a local curriculum where all students are involved in environmental education around the school and wider community</p>	<p>SBS to continue to be a “Trees for Survival” school – Nicki to oversee</p>	<p>Healthy plants grown in the growing unit.</p>	<p>Year 4 planting day. Senior School Planting Day SBS planting on Northern boundary.</p>	<p>Healthy trees are grown and planted.</p>

Environment Taiao – Measurement Framework

INITIATIVE

5. To ensure SBS sustains good environmental practices

KEY OUTCOME MEASURES

Our school utilises composting, recycling and gardening systems so students accept that as their “norm” - Tracey to oversee

BASELINE MEASURES

Composting & recycling reviewed & works for all staff.
Review of how the vege gardens are used to inform new plans.

ENDPOINT MEASURES

Composting & gardening systems running smoothly.
Vege gardens in use.

SUCCESS

Students compost & recycle without being prompted.

Vege gardens utilised.

Relationships Whanaungatanga – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
1. To continue to grow our relationship with Ngati Manuhiri	SLT to meet with Ngāti Manuhiri to find out what projects we can support them in this year.	SLT to meet with Ngāti Manuhiri in Term 1	We support Ngāti Manuhiri in some of their own projects	Ngāti Manuhiri & SBS develop a mutually beneficial relationship
	Ngāti Manuhiri invited to Whānau Hui	KR to invite Ngāti Manuhiri	Ngāti Manuhiri feel welcomed to attend hui as Mana Whenua	
	Ngāti Manuhiri invited to school events such as Matariki & Prize Giving	KR to invite Ngāti Manuhiri	Ngāti Manuhiri feel welcomed to attend hui as Mana Whenua	
2. To celebrate diversity of cultures in the SBS community	To incorporate a cultural celebration day into our event calendar	A Cultural Celebration Day is held in Term 3 & whānau are encouraged to attend	This event is well supported by whānau and enjoyed by students	Students and whānau see their culture reflected in & celebrated here at SBS
	Our Pasifika families feel a valued part of our school community	Hold a fono to build relationships with our Pasifika families	This event is well supported by whānau who felt comfortable to attend	
	A wider range of cultures are represented in our Cultural Performance Group	Whānau coming in to assist with the Performance group paid a koha to reflect their time and energy	We are able to have multiple (smaller) performances & more cultures represented at our End of Year events.	

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>3. To provide a variety of ways to connect with the community to share information, especially on learning, pedagogy, parenting & mental health</p>	<p>Information evenings are offered which meet the needs of our community</p> <p>Information events are held to build understanding of teaching & learning programmes here at SBS & how whānau can support at home</p>	<p>Survey whānau to find out what they would like to attend</p> <p>Literacy Information Evening planned in Term 1 focussed on LLLL & Writer's Toolbox & Maths Evening later in the year.</p>	<p>Presenters offer sessions (1 or 2) to meet the needs of whānau</p> <p>Evenings are well attended & include a mix of information & practical tips</p>	<p>Whānau feel a sense of community and partnership in their tamariki's education</p>
<p>4. To ensure that reporting of students progress is clear and accessible</p>	<p>Progress is reported to whānau in a way that is meaningful & accessible to them.</p>	<p>Information from the hui, fono & survey will be considered in the reporting process</p>	<p>Reporting to whānau (Especially kanohi ki te kanohi, face to face), is done in a method that reflects feedback gathered.</p>	<p>Whānau feel informed of their child's progress in a way they can best engage with & understand</p>

Culture Ahurea - Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>1. To ensure SBS students are provided with appropriate support & enrichment programmes</p>	<p>Teacher Aides are funded above our MOE allocation to support students with both learning & behavioural needs</p>	<p>Our budget for Teacher Aides exceeds targetted MOE learning support</p>	<p>Observation of students requiring extra support</p>	<p>Students with needs outside the range expected at their year level have access to extra support or opportunity.</p>
	<p>An enrichment programme for identified students with special skills and/or passions is Board supported</p>	<p>The Board fund a teacher for 0.2 fte to provide enrichment programmes</p>	<p>Enrichment programmes are provided at a level above standard classroom practice</p>	
<p>2. To support teachers to deliberately & intentionally build a resilience & wellbeing programme</p>	<p>Experts provide our teachers with information which we can apply to our context to develop a consistent programme and language across the school</p>	<p>Kylie Ryan PLD with staff, students and also whānau, focussed on anxiety</p>	<p>Strategies for supporting students & whānau are built into a school wide programme</p>	<p>Teachers feel better equipped to support both students and whānau with resilience and wellbeing</p>
		<p>Bridget Farmiloe PLD with staff students and also whānau, focussed on coping with loss (separation or death)</p>		
<p>3. To actively celebrate our values in action more widely</p>	<p>SBS Living Values consistent across classes and communicated clearly to whānau</p>	<p>WSL position created to establish consistency of understand & delivery. Values Assembly reviewed. Ideas refreshed for parent communication</p>	<p>Classroom Observation Team Meetings</p>	<p>Both students & teachers can clearly demonstrate their understanding of our values programme.</p>

Culture Ahurea – Measurement Framework

INITIATIVE

4. To support art work around the school to reflect our values and support parents & whānau

KEY OUTCOME MEASURES

Artwork which shares and reinforces our values programme is visible around the school

BASELINE MEASURES

The Board budget for the production of this in a professional capacity.

ENDPOINT MEASURES

Values art work is visible around the school. Student work reflecting our values is present around the school and in whānau communication

SUCCESS

Whānau understand “the process of living our values” as opposed to just understanding the values themselves