

# Silverstream School Te Kura o Māwaihākona

Kia Ngākaunui Tātou te Whaia Akoranga- Together, we Inspire a Passion for Learning

## Strategic Goals and Annual Targets 2022-2024

**Kia Mānakotū  
Be Responsible**

**Kia Mārohirohi  
Be Brave**

**Kia Ngākaunui  
Be Kind**



*Actions Not Words*

**Kia Haumaru  
Be Safe**

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## Ko Wai Te Kura o Māwaihākona?

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*Te korowai o te maunga Remutaka  
E heke iho nei ko te awa kairangi e  
Ko te kura kakano maha mawai hakona  
Tu i te aroha, i te ngakau pono e  
He kura whanau tahi ki te hapori, whanui  
Hei mahi whai wahi e  
He kura i te wao nui nei hei tiaki i tenei ao huri  
Mo nga mokopuna e  
Kia puawaitia i nga tauira  
Tenei kura Motuhake!*

*Cloaked by the mountain Remutaka  
from which flows the Hutt River  
We are a school of many faces (cultures and beliefs) of  
Silverstream  
We stand in love, in truth and integrity  
we are one family with our wider community  
a place for us to contribute  
A school in our environment, that is ours to protect in this  
changing world,  
for future generations.  
To fulfil the potential of our children,  
Our school is special!*



### Cultural Diversity and Māori Dimension

The school will incorporate Te Reo (language) and Tikanga Māori (Māori culture and protocol) into the school's curriculum.

- Te Reo programme across the school.
- Te Reo / Tikanga Māori incorporated into staff meetings and B.O.T. meetings.
- A set programme will be used as a basis for instruction and development in all classrooms.
- School waiata, haka and karakia in school assemblies is weekly,
- Teams will run programmes incorporating visits to marae or places of cultural importance in the local area.
- Ongoing professional development for staff
- Marae stays for staff and students
- Te Reo Māori PLD
- Local curriculum contexts Be an active member of the MAC initiative (Māori Achievement Collaborative)

The Board will take every opportunity to consult with member of the Māori community through:



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### Strategic Goals 2022 - 2024

‘A System that Learns’



#### Strategic Goal 1:

**We have a clear focus on what supports the progress and achievement of all learners.**

**Aim:** All learners make a minimum of one year's worth of progress in the core subjects every year. All learners progressing and achieving curriculum expectations. Students who are behind curriculum expectations will make accelerated progress

#### Strategic Goal 2:

**We have highly effective teachers that are enabled by increased instructional and evaluative capabilities.**

**Aim:** To grow professional practice across all levels of the system. Teachers will demonstrate increased skills in instructional and evaluative teaching capability. The lift in confidence and competence in teaching will result in higher levels of achievement and progress for all students.

#### Strategic Goal 3:

**Māori Success As Māori** (*Whakawhanaungatanga, Whakapapa, Wairua, Manaaki*)

**Aim:** Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture valued and included in teaching and learning in ways that support students to engage and achieve success.

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<b>Strategic Goal 1</b> <b>To Have A Clear Focus On What Supports The Progress And Achievement Of All Learners</b>		
<b>Aim:</b> All students make a minimum of one year's worth of progress in the core subjects for one year's worth of input. Students who are behind curriculum expectations will make accelerated progress		
<b>Goal</b>	<b>Specific Actions</b>	<b>Expected Outcomes</b>
Build equity for achievement in reading, writing and mathematics	PLD both external and internal provided across the whole school	Teachers attend, learn, gain confidence and apply new learning. Outcomes for students are improved.
To strengthen the focus of the school through formative assessment	Format assessment schedule that focuses on formative assessment practices	Evidence of needs and achievement in Responsive Learning plans Evidence of planning being a working document Anecdotal notes recorded (e.g. in planning or modelling books)
To strengthen internal accountability for lasting improvement	Teachers are actively tracking students progress in a consistent way and changing their approach to teaching as a result.	Teachers have a better understanding of what constitutes sufficient student progress
Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school	Teachers use their PLD support to increase capability and confidence in their teaching	Teaching will result in better progress outcomes for students

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### Strategic Goal 2

#### Build Instructional And Evaluative Capability To Build Highly Effective Teachers

**Aim:** To grow professional practice across all levels of the system. Teachers will demonstrate increased skills in instructional and evaluative teaching capability. The lift in confidence and competence in teaching will result in higher levels of achievement and progress for all students.

Goals	Specific Actions	Expected Outcomes
To deepen learning and understanding (building precision in pedagogy)	Teachers will fully engage in PLD in the core subjects	Teachers understanding of the expectations of the New Zealand curriculum improves. Teachers will understand which levers best support improvements in outcomes for all students
Improve the quality and consistency of teaching in writing	PLD with Verity Short in the Authorship approach to writing in Years 3-6	Teachers will have increased skill, confidence and knowledge in teaching writing. Students will show better achievement outcomes in writing. Progress in writing will improve There will be greater equity in writing across the school PaCT for writing mid and end of year
Improve the quality and consistency of teaching mathematical concepts	PLD with Belinda Walker in Maths Year 1-6	Teachers will have increased skill, confidence and knowledge in teaching mathematics. Students will show better achievement outcomes in maths. Progress in maths will improve There will be greater equity in maths across the school PaCT for maths mid and end of year
Improve the quality and consistency of teaching in reading	PLD with the Sharp Reading Programme Y3-6 PLD with Liz Kane Y1-2	Teachers will have increased skill, confidence and knowledge in teaching reading Students will show better achievement outcomes in reading. Progress in reading will improve There will be greater equity in reading across the school
To cultivate collaborative culture through spirals of inquiry	Teachers understand how/why to write impact reports on the outcomes for students in their classes.	Teachers will use a system for ongoing improvement which results in increased progress and achievement for all students.

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### Strategic Goal 3

**Māori Success As Māori** (*Whakawhanaungatanga, Whakapapa, Wairua, Manaaki*)

**Aim:** Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture valued and included in teaching and learning in ways that support students to engage and achieve success.

Goals	Specific Actions	Expected Outcomes
Create a culture of whakawhanaungatanga (establishing relationships)	Tuakana-teina (working in partnership) Mana atua (valuing spirituality) Mana ao tūroa (valuing the world around us) Mana whenua (valuing this place) Mana tangata (valuing people) Mana reo (valuing language) Kōrero, titiro, whakarongo (speaking, listening, thinking) Kaitiakitanga (being guardians)	The school exudes a culture of support, inclusion and mana for all
Strengthen the use of Te Reo and Tikanga across the school	Professional learning opportunities offered to all staff Whole staff marae hui/ stay Utilise and take the lead from the experience and knowledge from external experts Te Reo club online resources utilised Consider Education Perfect Te Reo courses online	50% (representing all ethnic groups of teachers) complete a Te Reo Māori course
Te Reo is explicitly taught within classrooms		Students and teachers will hear and use more Te Reo Māori across the school
Develop positive and open communication with students, whanau and families to improve understanding of our students	Enhance educationally powerful connections between teacher, student and family by rethinking reporting to parents.	Development and revision of P.EPs (personalised education plans) for each learner
To grow iwi partnerships and strengthen the networks and educationally powerful connections with local agencies, hapu, iwi and whanau	Work in partnership with the Upper Hutt Cluster of schools, Ngati Toa Rangatira and Te Atiatua. Continue to work with MAC facilitator	A partnership is evident with local stakeholders, whanau and external agencies to support the school
Curriculum that is culturally responsive to all learners	Ensure a Te Ao Māori lens is considered in all curriculum approaches and contexts	Compare and improve equity measures for Māori achievement across the school

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2022 Annual Goal	Specific Annual Actions
<b>Property</b>	<p>All property projects will be managed by project managers and expressions of interest and tenders will be called for.</p> <p>New/additional signage around the school</p> <p>Hall upgrade completed</p> <p>Refurbished block is completed and any faults noted for fixes during the 2022 year</p> <p>Playground and grounds updated along with ANZAC memorial area</p> <p>Room 11, 10, 89, 7, 1 are upgraded</p> <p>Junior hallway carpet is replaced</p>

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2022 Annual Goal	Specific Outcomes
<b>Cultural Responsiveness</b>	<ul style="list-style-type: none"><li>• Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture valued and included in teaching and learning in ways that support students to engage and achieve success.</li><li>• Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.</li><li>• Create a culture of whakawhanaungatanga</li><li>• Te Reo is explicitly taught within classrooms</li><li>• Strengthen the use of Te Reo and Tikanga across the school</li><li>• Kapa Haka available and encouraged across the school for all students</li><li>• Signage around the school is in Te Reo and English</li><li>• Strengthen partnerships with other cultural groups represented at Silverstream School with cultural days and multicultural celebration events in particular Pasifika groups, Indian, South African, Chinese, Japanese.</li></ul>



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2022 Annual Goal	Specific Outcomes
<b>Finance</b>	<p>All financial systems will continue to be reviewed monthly</p> <p>Facilities hire continues</p> <p>Banking staffing carefully monitored.</p> <p>Regular monitoring of finance will continue and be in line with school policies and procedures.</p> <p>The school community, the board/ FOSS will fundraise for the following: playground refit. murals completed, ANZAC area developed, hall lights and sound system</p> <p>Sickpay re: Covid is monitored</p> <p>Teachers and students can access resources to support curriculum and achievement</p>

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2022 Annual Goal	Specific Outcomes
<b>Covid Response is Effective</b>	<p>COVID Booster shots meet health order deadlines for all staff and volunteers</p> <p>Vaccine/Booster register is maintained at school for staff and volunteers</p> <p>Mask and Scan for all visitors is effective</p> <p>Students and parents are reinforced with messages about good hygiene, physical distancing and stay home if unwell</p> <p>Staff are supported if unwell during the term time</p> <p>Classes are maintained as 'normally' as possible and teaching and learning continues</p> <p>Visitors on site and events on site are kept to a minimum</p> <p>Contingency plans for online learning are developed and implemented where required</p> <p>Signage is maintained around the school grounds</p> <p>Staggered exit times for students are established based on house groups</p> <p>Cleaning is upscaled where required</p> <p>Communication to the community is clear and often</p> <p>EAP is offered at no cost to staff experiencing stress, anxiety or health challenges during the year</p> <p>The latest advice from MoE/MoH is followed</p>

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### Annual Academic Targets 2023

	Achievement Targets	Progress and Equity Targets
Reading	90% of students in Years 1-6 will meet expected curriculum levels in reading	<p><b>Reading:</b> A minimum of 95% of all students progress at or above the expected rate; the remaining 5% will make more than 6 months progress.</p> <p>Students who are currently more than 1.5 years behind expected levels will make accelerated progress.</p>
Writing	90% of students in Years 1-6 will meet expected curriculum levels in writing	<p><b>Writing:</b> A minimum of 95% of all students progress at or above the expected rate; the remaining 5% will make more than 6 months progress.</p> <p>Students who are currently more than 1.5 years behind expected levels will make accelerated progress.</p>
Mathematics	90% of students in Years 1-6 will meet expected curriculum levels in mathematics	<p><b>Mathematics:</b> A minimum of 95% of all students progress at or above the expected rate; the remaining 5% will make more than 6 months progress.</p> <p>Students who are currently more than 1.5 years behind expected levels will make accelerated progress.</p>