



Queenstown Primary School Strategic Plan 2024/2025



This Strategic Plan is the culmination of engagement with our Board of Trustees and Senior Leadership Team reviewing our goals at the end of 2023.

Introductory Section to QPS Annual Plan 2024/5

Mission Statement	Through Quality, Perseverance and Success, QPS will grow confident, connected, future-focused learners.
Vision	Maintain consistent systems and practises throughout our school focusing on the learner at the centre of all decisions made, as we strive to be future-focused teachers and learners.
Values	CARE: Manaaki RESPECT: Whakaute INTEGRITY: Ngakau tapatahi
Principles	QUALITY: Kounga (Queenstown) PERSEVERANCE: Manawanui (Primary) SUCCESS: Mana (School)
Maori Dimensions and Cultural Diversity	NGA HAU E WHA; People blown in from everywhere meeting here. Meaningfully incorporate Te Reo Maori and Tikanga Maori into the everyday life of our school. Ensuring our students are safe and included and free from racism, discrimination and bullying.

**MA TE RONGO KA MOHIO
MA TE MOHIO KA MARAMA
MA TE MARAMA KA MATAU
MA TE MATAU KU ORA.**

**THROUGH LISTENING COMES AWARENESS
THROUGH AWARENESS COMES UNDERSTANDING
THROUGH UNDERSTANDING COMES KNOWLEDGE
THROUGH KNOWLEDGE COMES WELL-BEING.**



SCHOOL WIDE GOALS 2024

These goals were developed from feedback in staff and community surveys as areas for improvement.

1. To further develop and maintain the following approaches and programmes that encapsulate our local curriculum ;
Positive Behaviour for Learning (PB4L)
ESOL, diverse learners and International Students'



Cultural Narrative and community engagement
Our obligations to Te Tiriti o Waitangi

2. To follow all processes and systems as provided in the QPS intranet and our policies and procedures. Consistency will be sustained.
Teacher - Team Leader - Deputy Principal - Principal
No decisions to be made in isolation
“He waka eke noa”, We are all in this together and “Kind and Calm” are our mantras for 2024.

NB: Plans for these areas of improvement are within the Principals’ Performance Agreement and the Education Review Office (ERO) collaboration with our school.

National Education Learning Priorities (NELPs)

NELP OBJECTIVE 1:

Learners at the Centre.

Learners with their whānau are at the centre of Education.

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

Priority 2. Have high aspirations for every learner and support them by partnering with their whānau and committing to design and deliver education that responds to their needs and sustains their identities, languages and cultures. Build community collaborations that enrich opportunities for students to become confident, connected, actively involved, lifelong learners.

NELP OBJECTIVE 2:

Barrier Free Access.

Great education opportunities and outcomes are within reach for every learner.

Priority 4. Ensure every learner gains sound foundation skills, including language, literacy and numeracy. Implement a localised curriculum and monitor its impact on student engagement, motivation and achievement.

NELP 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 into the everyday life of the place of learning. Implement and monitor strategies to develop tikanga and te reo.

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

NELP 1.	OUTCOME	ACTIONS	MEASURES
<p>Learners at the centre. Priority 2.</p>	<p>Encourage academic growth so that all our tamariki achieve their potential.</p>	<p>Teachers use the NZC refresh document in planning.(follow the guidelines) Assessment schedule is reviewed each term.</p> <p>Nationally normed assessments will contribute to OTJs. As well as teacher observations, bookwork, 1-1 learning conversations and assessments. Within School Leads (WSLs) will focus their inquiries on Reading, Writing and Mātauranga Māori.</p> <p>Monitor teachers' understanding of formative and summative assessments. When and how do they impact on learner progress? Discussions will take place during team meetings to check teacher understanding.</p>	<p>All teachers will follow the two year curriculum programme overview. Coverage will be monitored and progressions will enable learner knowledge over time.</p> <p>Assessment moderation will inform valid and reliable data.</p> <p>Māori learners' progress over time will be tracked. Achievement Target students (ATs) will be discussed at all team meetings to ensure progress is being made. Interventions will include Reading, Writing and Maths and differentiated programmes will be planned for in all classes.</p> <p>Overall teacher judgements (OTJs) will determine whether a learner is achieving towards, within or exceeding the learning phase. (phases have replaced levels)</p>

NELP 2			
<p>Barrier Free Access. Priority 4.</p>	<p>Ensure every learner gains sound foundation skills, including language, literacy and numeracy. Implement a localised curriculum and monitor its impact on learner engagement, motivation and achievement.</p>	<p>All teachers will work alongside a 'buddy' for role modelling and peer assessment. All teachers will demonstrate an understanding of when partition doors will be open and closed based on individual teaching styles.</p> <p>All teachers will use the curriculum recommendations from 2023 to ensure effective delivery of all curriculum areas. (see Team Leaders) All teachers will follow the achievement target plans to improve student achievement.</p> <p>All teams will unpack "The Writing Revolution" book and implement strategies accordingly. The structured literacy approach will be transferred to Writing. The "My Writing Goals" writing will continue to be used by teachers and learners. The Literacy Expectations and Book Layout guidelines will be displayed in all classes and constantly monitored.</p> <p>Whānau will be given the</p>	<p>No teacher will work in isolation or make decisions in isolation. Teachers will work collaboratively so that teaching and learning is consistent and transparent across the school.</p> <p>Timetables will reflect at least one hour of Reading, Writing and Maths every day. Reading and Writing student achievement will reflect improvement on 2023 data analysis.</p> <p>At QPS we will work towards meeting or exceeding the Kahui Ako benchmark for achievement in Writing.</p> <p>Our learners will clearly understand what is expected of them and strive for excellence in this area.</p> <p>Recommendations will be considered and applied based on improving outcomes for our learners.</p> <p>Whānau will attend Mathematics workshops offered every term.</p>

		<p>opportunity at least once a term to provide feedback on school organisation and our culture.</p> <p>All teachers must be familiar with the Mathematics Curriculum (Know, Understand, Do) particularly the changes to Years 1-3.</p> <p>Reinstate 'incidental' Mathematics across the curriculum.</p> <p>All teachers will access the "Assist" site to view learner information.</p> <p>The QPS Localised curriculum will integrate Mātauranga Māori, our cultural narrative and our partnership with whānau.</p>	<p>The learning and expectations received from "Teacher Learner First" workshops will be implemented.</p> <p>The focus for TLF workshops is Strand for 2024.</p> <p>Consistency is key to raising achievement in Mathematics.</p> <p>This is an obligation for all teachers in demonstrating the Te Tiriti professional standard.</p>
<p>Priority 1.</p>	<p>Ensure QPS is free from racism, discrimination and bullying and is an inclusive environment.</p>	<p>Develop a bicultural focus group of learners and whānau to 'hear the voices at the table'.</p> <p>The QPS Behaviour Plan and PB4L programme will demonstrate restorative practices and impact on the way we all treat each other in our Kura.</p> <p>All teachers will implement the 'streaks' system that encourages positive behaviours from Week 2, Term 1.</p>	<p>At QPS we will actively acknowledge te reo and te ao Māori regularly in our teaching, learning, culture and environment.</p> <p>Our learners' self esteem will not be affected by inconsistency. Our Values of Care, Respect and Integrity will be demonstrated by us all and will be consistently acknowledged.</p>

NELP 3	OUTCOME	ACTIONS	MEASURES
<p>Quality Teaching and Leadership. Priority 5.</p>	<p>Meaningfully incorporate te reo Māori into the everyday life of QPS, implement and monitor strategies to develop tikanga and te reo.</p>	<p>Student assessment is used for planning. Expectations of formative assessment made known to all teachers. Report template review. Whānau survey. Time for te reo progressions for phases 1-3 will be evident in all weekly timetables.</p>	<p>Whānau will be kept informed by classroom teachers so that there are 'no surprises'. Whānau and teachers will form a positive partnership that is transparent and sustained. Please read supporting document, "Mātauranga Māori at Te Kura Tuatahi o Tāhuna".</p>
<p>Priority 6.</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>Provide ongoing PLD internally and where possible (budget dependent) externally for all staff to be effective practitioners in their field. Curriculum teams will meet at least twice a term to review and refine teaching practice and procedures. PGCs will reflect the whole school, team and individual goals. All teachers will follow the PGC schedule. The principal will coach DPs, DPs will coach team leaders and team leaders will coach team members.</p>	<p>All teachers will demonstrate differentiated teaching and learning to meet the needs of all students. The responsibility to constantly upskill will form a part of the QPS culture. Feedback from coaches will be implemented to improve teacher effectiveness. The leadership team will participate in the "Growth Coaching" professional development.</p>

		<p>Support staff will be included in the professional development programme.</p> <p>The principal will participate in a PLG to improve practice and share common strengths and challenges.</p>	<p>Support staff will understand and follow the same expectations of teachers.</p> <p>The leadership of the Kura will be strong and current research will impact on raising student achievement.</p>
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