



## LIMEHILLS SCHOOL 2023 STRATEGIC AIMS & ANNUAL PLAN

### Mission Statement

“Our tamariki will have a ‘can-do’ attitude and take ownership of their learning.”

### Our School Values - outcomes for our tamariki

<b>Respect</b>	<i>We look after ourselves, our things, each other and our environment</i>
<b>Integrity</b>	<i>We do the right thing even when nobody's looking</i>
<b>Perseverance</b>	<i>We always try our hardest and never give up</i>
<b>Participation</b>	<i>We have a ‘can-do’ attitude and play our part</i>
<b>Empathy</b>	<i>We care about other people's feelings</i>
<b>Responsibility</b>	<i>We are reliable and show initiative</i>
<b>Sportsmanship</b>	<i>We always play fairly and support each other</i>

We want all ākonga at Limehills School to be aware that using their R.I.P.P.E.R.S will enable them to grow and develop the skills, understandings and strategies of a lifelong learner. The concept of Limehills R.I.P.P.E.R.S is a key tool for establishing this understanding, and the expectation is that the ākonga will all understand what Limehills R.I.P.P.E.R.S means, understand what these values look like in all contexts, and can apply this to their own lives by being able to model Limehills R.I.P.P.E.R.S in a number of ways.

## School Context

### Who we are

- The school has a roll of 145; there are 77 male and 68 females currently enrolled. 9 Māori, 1 Other Asian, 123 NZ European, 7 Filipino, 5 tamariki from other nationalities are currently enrolled. It is a rural, full primary (year 0-8) primary school.
- The school is organised into two learning teams, which cover the Juniors (year 0-4) and the Seniors (year 5-8). Predominantly year groups classes across the school, composite classes in Room 1 and Room 4. Additional student support is provided by ESOL, Structured Literacy and the Learning Support Coordinator. The School is a MiTey School focusing on improving mental health for all tamariki.
- The Senior Management Team is made up of the Principal, Senior Team Leader and Junior Team Leader. There is a Leadership team made up of the Principal and the other Management Unit holders. There are a number of support staff including 1 office manager, 1 office administrator and teacher aides. The Board of Trustees contracts Trevor Caldwell to carry out maintenance of the school property.

### Our priority tamariki

- Our priority groups are tamariki with educational learning needs, and those ākonga for whom readiness to learn is a consideration particularly those children in their first 40 weeks at school. Junior School has 18 students, and the Senior School has 11 students.
- Limehills School welcomes all learners into our school, including learners with special needs and learners of all ethnic and socio-economic backgrounds. Building strong relationships with whānau and caregivers of our learners, we ensure they achieve the best possible learning outcomes. Our expectations are that our ākonga make progress to the best of their ability. Our school has a well-established IEP & IBP programme for ākonga with special needs or backgrounds that require specific additional support to meet a range of learning or behavioural needs. This involves a regular planning and reporting programme in conjunction with caregivers and specialist support personnel.

### Student and Whānau Support

We are fortunate to have our access to a (LSC) - Learning Support Coordinator one day per week who provides support and potential interventions, and acts as an advocate for learners and whānau members, in gaining support from a range of external agencies. The LSC will also monitor attendance and mandate individualised learning and behaviour planning. We also have a (SENCO) - Special Education Needs Coordinator this position allows us to better meet the individual needs of all ākonga and assist classroom teachers as well as whānau to support the holistic needs of our ākonga.

## Māori Learners at Limehills School

We recognise the unique place of Māori learners in Aotearoa, New Zealand. We recognise the rich cultural capital that Māori learners bring to the classroom and the significance of integrating Te Reo Māori and Tikanga Māori and Te Tiriti o Waitangi. The school curriculum will encourage ākonga to understand and respect differences and similarities of all cultures. At Limehills School we are at the beginning of our Te Reo journey with direct and indirect, Te Reo Māori lessons will ensure all ākonga are familiar with Reo Māori in a range of contexts. Cultural activities such as mihi whakatau, kapa haka festivals (bi annually) and performances will also be a feature of our school programmes. A Whānau Group will be created this year with the aim of building the cultural capital of our tamariki and enabling them to share in learning experiences which enhance their understanding of, and involvement in, Te Ao Māori. Teachers are aware of the Tataiako cultural competencies, and the need to develop cultural relationships for response pedagogy. This culturally responsive approach will form part of the staff professional growth cycle process.

All school-wide data gathering enables us to identify the achievement and progress of our Māori ākonga. Resourcing will be sought and provided for Māori ākonga with specific learning, social or physical needs. We will endeavour to enable the ākonga to understand and have knowledge of their whakapapa as well as strengthening the identity of these ākonga within our school. The Board of Trustees will consider any request for instruction in Te Reo Māori, based on the expertise and resourcing available at the time.

## Review of Strategic Aims and consultation

The Board is committed to positive and on-going consultation with its community. It does this by:

- Consultation with the school community about learning topics throughout the year.
- An annual Board parental survey.
- Consultation with Maori whānau.
- Consultation on the Health curriculum every two years.
- Parent teacher interviews to discuss student progress and achievement.
- Review of curriculum.
- Consultation with Māori whānau.

## Our 3 Strategic Goals

At Limehills School, our collective focus is guided by Ngā Pou Rautaki - our strategic goals. These are aligned with our school vision we have for all learners at Limehills School. Below are details about Ngā Pou Rautaki, the goals they uphold, and our overarching strategic priorities for 2023 -2025

<b>NELP 1 &amp; 2</b>	<b>Strategic Goal 1: For the growth of our students, staff and community and long term financial sustainability</b>
<b>Learners at the centre. Barrier free access.</b>	<ul style="list-style-type: none"> <li>● 1.1 Our learning environments will support our pedagogy</li> <li>● 1.2 Our stakeholders will have a coordinated approach to grow our income streams</li> <li>● 1.3 Our students will have equitable access to a range of high quality resources and teaching</li> <li>● 1.4 Our rural location will not be a barrier to exciting learning opportunities</li> </ul>

Annual Plan – 2023 actions to achieve target	Who	Cost	When
Opting into the donation scheme to bring guaranteed income to school	Board		Ongoing
Designing a budget that is sustainable for now and future years	Board Accountant		Ongoing
Investing in the tamariki who are here now at Limehills and provide the best opportunities available for them. The decisions we make are future proof for our students.	Board		Ongoing
Fundraising to grow our income streams for any additional needs to enhance the learning environment for our tamariki	All Staff / Board		Ongoing

<b>NELP 1 &amp; 4</b>	<b>Strategic Goal 2: Developing strengths in literacy and numeracy and improving our student learning outcomes</b>
<b>Learners at the centre. Future of Learning and work.</b>	<ul style="list-style-type: none"> <li>● 2.1 Our success in our learning will show significant progress.</li> <li>● 2.2 Our teachers will further develop their 'curriculum refresh' knowledge.</li> <li>● 2.3 Our students will have a variety of learning opportunities to improve their progress.</li> <li>● 2.4 Our rural location will not be a barrier to exciting learning opportunities</li> </ul>

Annual Plan – 2023 actions to achieve target	Who	Cost	When
Using the ERO Evaluation tool, evaluate the effectiveness of the Mindset approach analysing achievement, engagement and tamariki voice.	All staff	Time	Terms 2 and 4
All staff upskilling on 'Curriculum Refresh' and how this impacts our tamariki.	All staff	Time	Ongoing
Upskill leadership team with management skills, external PLD through Otago Uni	External PLD / Principal	Time \$1500	Term 1 Ongoing
Junior staff upskilled on Structured Literacy, through S.L workshop PLD & internal PLD. A Senior lead teacher to attend the PLD literacy conference and share knowledge within the team.	S.L Leader External PLD	Time \$2500	Ongoing
Regular staff and team meetings to share highlights and challenges	Principal / Leadership Team	None	Ongoing
Time provided so teachers can observe other teachers within school and at other schools.	Principal / teachers	Time	Ongoing
Invite MiTey coach & Active Southland coach to extend teaching practice in Mental health/Wellbeing and P.E & Health	External PLD Leadership Team / Principal	Time	Ongoing
Look at assessment practices to determine the most suitable assessment methods for this approach.	Leadership team	Time	Ongoing
Host a 'meet the teacher' share information evening for whánau	Leadership team / teachers	Time	Term One
Create specific Limehills Curriculum planning documents to ensure NZC coverage and key KC knowledge and links to our local curriculum are embedded.	Principal / Leadership Team	Time	Ongoing

NELP 3 & 4	Strategic Goal 3: Developing Te Reo Māori and Tikanga Māori and Te Tiriti ō Waitangi improving our student learning outcomes
<p><b>Quality Teaching and Leadership. Future of Learning and work.</b></p>	<ul style="list-style-type: none"> <li>• 3.1 Our Māori knowledge and practises into the whole school curriculum to ensure all tamariki have an opportunity to develop biculturalism.</li> <li>• 3.2 Our holistic approach to tamariki's education that ensures consideration is given to te whare tapa wha.</li> <li>• 3.3 Our Māori tamariki have their mana affirmed as members of whánau, hapu and iwi.</li> <li>• 3.4 Our rural location will not be a barrier to ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Maori culture) and te reo Māori (Maori language)</li> </ul>

Annual Plan – 2023 actions to achieve target	Who	Cost	When
Using the ERO Evaluation tool, evaluate the effectiveness of the Mindset approach analysing achievement, engagement and tamariki voice.	All staff	Time	Terms 2 & 4
Principal attending Te Ahu o Te Reo Māori L1 weekly online & 1 day visit to Karitane Marae / 1 day visit to Otago University to improve Te Reo knowledge and reflect on how Limehills School is meeting Te Tiriti o Waitangi.	Principal External PLD	Time \$800	Ongoing
Regular staff and team meetings to share highlights and challenges	Principal / Leadership Team	None	Ongoing
Bicultural elements are a part of our daily school life and events.	Principal / teachers	Time	Ongoing
All classes start the day with karakia /whakatauki and waiata plus greeting phrases.	External PLD Leadership Team / Principal	Time	Ongoing
Attend PLD at Bluff Marae to make connections with IWI that have been lost due to Covid. Also to bring Aotearoa Histories & local Māori knowledge back to school. PLD will be shared with staff in Term 2	Principal / Cultural Coordinator	Time Koha	Ongoing
Consultation and collaborative hui for vision & future planning with our Māori & Pasifika Communities - connecting whānau and aiga.	Principal / Cultural Coordinator	None	Term 2 - 4
Enhancing kaiako skills and knowledge to develop learning opportunities for tamariki	All staff / Principal	Time	Ongoing
Our Cultural Coordinator will lead, share and cascade information across the school so that our staff have a clear understanding of cultural responsiveness.	Cultural Coordinator	Time	Ongoing

**National Education Learning Priorities N.E.L.P.S**

<b>NELP Objectives</b>	<b>1. Learners at the centre</b>	<b>2. Barrier free access</b>	<b>3. Quality teaching and Leadership</b>	<b>4. Future of Learning and work</b>
	Learners with their whānau are at the centre of education.	Great education opportunities and outcomes are within reach for every learner.	Quality teaching and leadership making the difference for learners and their whānau.	Learning that is relevant to New Zealanders today and throughout their lives.
<b>NELP Priorities</b>	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work
	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	

**Procedural Information**

November - November 31 <sup>st</sup> March 1 <sup>st</sup> March 31 <sup>st</sup> May	<ul style="list-style-type: none"> <li>● Planning year</li> <li>● Date for lodging copy of updated Strategic &amp; Annual Plan</li> <li>● Date for lodging Analysis of Variance</li> <li>● Date for lodging Annual Report with Ministry of Education:</li> </ul>
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# 2023 – 2025 Strategic Priorities

<b>Manaakitanga</b> Caring, Supporting, Nurturing	<b>Kotahitanga</b> Courage & Strength	<b>Hauora</b> Health & Wellbeing	<b>Whanaungatanga</b> Teaching & Learning Relationships	<b>Kaitiakitanga</b> Governance
<b>Core Priority</b> Effective Engagement with Whānau	<b>Core Priority</b> Equitable Student Achievement Outcomes	<b>Core Priority</b> Hauora - The Health and Wellbeing of Students and Staff	<b>Core Priority</b> Cultural Relationships for Responsive Pedagogies	<b>Core Priority</b> Effective Governance

## What are our overarching strategic priorities from 2023 - 2025, and what strategies will we use to achieve them?

### Core strategies from 2023 - 2025 include:

<ul style="list-style-type: none"> <li>Community consultation inclusive of all parties related to the school will be used to enhance our expected incomes.</li> <li>Staff, students and whānau to work collaboratively to raise student achievement.</li> <li>Data and knowledge of tamariki will be collected to effectively inform teaching</li> <li>High community expectations to be used to effectively enhance student outcomes and help students' set learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Professional growth cycles are determined and structured towards positive inclusive goals that enhance outcomes.</li> <li>Teachers practice is responsive to students needs</li> <li>Leadership team will provide professional development to enhance teaching and learning programmes in literacy, numeracy and inquiry learning.</li> <li>Teacher/Peer feedback to promote deeper learning and specific outcomes.</li> <li>A collaborative approach to teaching and learning is evident.</li> <li>Implement authentic student agency to enhance engagement and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Development of our localised curriculum to include our school narrative and to embrace all cultures and our school values.</li> <li>Pastoral Care to be at the forefront of all we do: Manaakitanga</li> <li>Students: To continue restorative practice, focus on the classroom and whole school behaviour plan.</li> <li>Investigate the use of 'Te Whare Tapa Wha' Model - Mason Durie to enhance positive wellbeing of staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to evaluate processes and systems to ensure student and teacher needs are being fostered to lift achievement of our ākonga.</li> <li>Continue to develop a localised curriculum through a bicultural lens that reflects the needs of our school community linking with our values and beliefs.</li> <li>Source effective and engaging PLD for staff and our whānau to put strategies in place that ensure quality outcomes for our ākonga.</li> </ul>	
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## Community Consultation

We will be consulting with whānau, and the wider community, seeking feedback, support and direction in a number of ways in 2023 and beyond:

- Meet the Teacher - Term 1
- Student Learning Conferences - Term 2
- Annual Strategic Planning - Term 2
- Whānau Consultation - TBC 2023



Our tamariki will have a 'can-do' attitude and take ownership of their learning  
**LIMEHILLS SCHOOL**

Respect | Integrity | Participation | Perseverance | Empathy | Responsibility | Sportsmanship

R I P P I E R S

Our Goals	For the growth of our students, staff and community and long term financial sustainability.	Developing strengths in Literacy and Numeracy and improving our student learning outcomes.	Developing Te Reo Māori and Tikanga Māori and Te Tiriti ō Waitangi improving our student learning outcomes.
What our success will look like	Our learning environments will support our pedagogy.	Our success in our learning will show significant progress.	Our Māori knowledge and practises grow to develop biculturalism.
Initiative	Expand learning opportunities within our local environment.	Expand responsive teaching supporting our learners and their learning outcomes.	Expand relationships that are supportive and motivate learning and growth.
Our desired outcomes	Classroom curriculum reflects a balance between teacher directed and student initiated learning content	Teacher research, planning and professional growth cycles reflect curriculum outcomes.	Students can identify and participate in Te Reo Māori phrases, waiata, kapa haka and retell historical stories significant to Southland cultural history.

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### **For the growth of our students, staff and community and long term financial sustainability**

- 1.1 Our learning environments will support our pedagogy
- 1.2 Our stakeholders will have a coordinated approach to grow our income streams
- 1.3 Our students will have equitable access to a range of high quality resources
- 1.4 Our rural location will not be a barrier to exciting learning opportunities

### **Developing strengths in literacy and numeracy and improving our student learning outcomes**

- 2.1 Our success in our learning will show significant progress.
- 2.2 Our teachers will further develop their 'curriculum refresh' knowledge.
- 2.3 Our students will have a variety of learning opportunities to improve their progress
- 2.4 Our rural location will not be a barrier to exciting learning opportunities

### **Developing Te Reo Māori and Tikanga Māori and Te Tiriti ō Waitangi improving our student learning outcomes**

- 3.1 Our Māori knowledge and practises into the whole school curriculum to ensure all tamariki have an opportunity to develop biculturalism.
- 3.2 Our holistic approach to tamariki education that ensures consideration is given to te whare tapa wha.
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