

**Vision Statement: A rural school, ensuring success in any environment through the development of individual talents and character.** Refer Regulation 7 (c)



We pride ourselves on providing students with an education that caters to their individual needs.

- **We strive for Sherenden students to be:**

**Respectful Organised Aspirational Resilient**

The implementation of combining the existing school Values with ROAR will continue to be a focus for 2024

- **RESPECT-** to themselves, peers, staff, community and country
  - **ORGANISATION** and community partnerships
  - **ASPIRATION** excellence and innovation
    - **RESILIENCE** and confidence

	Respectful	Organised	Aspirational	Resilient
In the classroom	<ul style="list-style-type: none"> <li>• Respect the designated speaker</li> <li>• Look after all property in room</li> <li>• Be aware of others learning space</li> <li>• Be a team player in all activities</li> <li>• Consider and include others</li> <li>• Be honest</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you are ready to learn at all times</li> <li>• Be punctual and ready to learn</li> <li>• Always have the correct equipment for learning</li> <li>• Keep a tidy working space</li> </ul>	<ul style="list-style-type: none"> <li>• Set goals and work towards them</li> <li>• Try new things and take risks</li> <li>• Give everything 100% and be passionate</li> </ul>	<ul style="list-style-type: none"> <li>• Be proud of who you are</li> <li>• Keep trying and don't give up</li> <li>• Learn to work with others</li> <li>• Be a supportive learner (failure)</li> <li>• Cope with disappointment</li> </ul>
Around the school	<ul style="list-style-type: none"> <li>• Greet all adults and speak respectfully at all times</li> <li>• Take turns on the playground</li> <li>• Respect all school equipment</li> <li>• Treat others as you would expect to be treated</li> <li>• Ensure our school is tidy at all times</li> <li>• Follow school rules eg walk around buildings and sit when eating</li> </ul>	<ul style="list-style-type: none"> <li>• Manage myself during break times eg. going toilet and getting a drink</li> <li>• Keeping cloak bay areas clean and walkways clear</li> <li>• Waiting appropriately and promptly in bus lines and pick up area</li> <li>• Be ready for lunchtime activities</li> </ul>	<ul style="list-style-type: none"> <li>• Have confidence to try new things</li> <li>• Give your best at all school practices and activities</li> <li>• Use every opportunity to show responsibility as a leader</li> <li>• Communicate your needs before they escalate</li> </ul>	<ul style="list-style-type: none"> <li>• Be persistent with all activities</li> <li>• Know your own strategies and problems</li> <li>• Be a problem solver</li> <li>• Take responsibility if you help you grow</li> </ul>
Outside of School	<ul style="list-style-type: none"> <li>• Wear your school uniform and represent your school with pride</li> <li>• Respect your surroundings at all time</li> <li>• Be a humble winner and gracious in defeat</li> <li>• Listen to instructions and follow the leader</li> <li>• Show appreciation and be grateful</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you know school songs when they are being performed for a visitor</li> <li>• Make sure you're ready for all outside of school trips and activities</li> <li>• Make sure notices/permission slips are taken home and returned promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Embrace all learning experiences</li> <li>• Give everything 100% and be passionate</li> </ul>	<ul style="list-style-type: none"> <li>• Persevere when things get tough</li> <li>• Learn from my mistakes</li> </ul>
At Assemblies	<ul style="list-style-type: none"> <li>• Sit up and face the speaker</li> <li>• Sing proudly</li> <li>• Acknowledge success of others</li> <li>• Be proud of personal success</li> </ul>	<ul style="list-style-type: none"> <li>• If your house is running assembly, be prepared.</li> <li>• Dress yourself suitably for assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Have a go at speaking at assembly when given a chance</li> <li>• Strive to be your best when speaking or singing</li> <li>• Be courageous and don't be afraid to show your personality</li> </ul>	<ul style="list-style-type: none"> <li>• Cope with disappointment</li> <li>• Maintain assembly expectations</li> </ul>



**Summary of the information used to develop this plan/How did you create this plan** Refer Regulation 7 (c)

Sherenden and Districts School Strategic Plan 2024-2025  
[Section 7 Legislation to be covered](#)

Developing our school’s strategic goals for the next two years was a blend of data analysis, community engagement and student and community consultation through surveys. Our school’s needs and those of our school community. The data used included schoolwide results, targeted learning group data, attendance data, and analysis of feedback.

We used consultation information gathered both formally and informally from our community through some of the following methods:

- *Meetings with Parents and Caregivers for learning conferences and informally-* The scheduled parent/Teacher conferences along with informal meetings throughout the year provide feedback and ideas for the future.
- *Student and parent survey through google forms at the end of 2023 helped shape our targeted areas for 2024 and beyond.*
- Staff meetings and planning ahead in 2023

Strategic Goals Refer Regulations 7(1)(b)	Board Primary Objectives Met <a href="#">Section 127</a> Refer Regulations 7(1)(b)	Education Requirements Met <b>NELPS</b> Refer Regulations 7(d)		WHAT Expected Results Refer Regulations 7(g)	HOW How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)
<p>‘To ensure staff are safely guided through and supported with changes to Mataiaho and the NZ curriculum (including changes to curriculum levels) and NZ Histories’.</p>	<p><i>These are set out in <a href="#">Section 127</a> of the Education and Training Act 2020.</i></p> <p>1. A board’s primary objectives in governing a school are to ensure that—</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the <a href="#">New Zealand Bill of Rights Act 1990</a>, and the <a href="#">Human Rights Act 1993</a>; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</p> <p>(c) The school is inclusive of, and caters for, students with differing needs; and</p> <p>(D) the school gives effect to the Te Tiriti o Waitangi, including by-</p> <p>(i) Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, and te ao Māori; and</p> <p>(ii) taking all steps to make instruction available in tikanga Māori and te reo Maori; and</p> <p>(iii) achieving equitable outcomes for Maori students.</p>	<p><i>NELP Priorities: 1, 2, 3, 4, 5, 6</i></p> <p><b>NELP 1:</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p><b>NELP 2:</b> 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.</p> <p><b>NELP 3:</b> Reduce barriers to education for all, including for Māori and Pacific/learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p><b>NELP 4:</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p> <p><b>NELP 6:</b> Develop staff to strengthen teaching. Leadership and learner support capability across the education workforce.</p> <p><i>Te Mātaiaho</i></p> <p><i>and the <a href="#">Common Practice Model</a></i></p> <p><i><a href="#">The Te Mātaiaho Implementation supports pack</a></i></p> <p><i><a href="#">NZSTA's guidance for giving effect to Te Tiriti o Waitangi</a></i></p> <p>Attendance and Engagement Strategy</p> <p><i><a href="#">Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030</a></i></p>		<p><b>Initiative 1:</b> Embed Te Mātaiaho and the common practice model into our local curriculum framework and practice.</p> <p><b>Initiative 2:</b> Ongoing staff development around the Aotearoa NZ histories curriculum.</p>	 <p><b>Initiative 1:</b></p> <ul style="list-style-type: none"> <li>• School staff meetings that unpack new curriculum, showing how it links to our localised curriculum.</li> <li>• Making adjustments to our current curriculum document to reflect the concepts of Te Mātaiaho including new three-year level bands.</li> <li>• Engage with new assessment practices that support the implementation of Te Mātaiaho.</li> <li>• Staff meetings with a school wide focus on the common practice model to support consistency of practice and learning across the curriculum.</li> <li>• Where possible, utilise all MOE PD to support school wide focus on</li> </ul> <p><b>Initiative 2:</b></p> <ul style="list-style-type: none"> <li>• Purchase/order or resources that support growth of knowledge for staff and students in understanding Aotearoa histories.</li> <li>• In school coaching to support implementation, continuity, consistency of practice across the whole school</li> <li>• Staff attending all MOE provided PD to help grow understanding of Te Mātaiaho (NZ curriculum) including local history resources</li> <li>• Ongoing development as staff</li> <li>• Utilise Kahui AKO PD for staff to understand local histories and place names in Te Matau a Maui</li> <li>• Utilise local knowledge to share traditional experiences/stories of Aotearoa including times of war in Aotearoa and experiences of soldiers representing</li> </ul>

