



## Strategic Plan 2024 - 2025



**Ako ki te Haere - Haere ki te Ako**  
**Learn to Journey - Journey to Learn**

The Silverdale School Strategic Plan was developed by Silverdale School staff and board in consultation with our students and community in February 2024.

## MISSION STATEMENT

Actively prepare each child to take responsibility for their own life-long learning, values and behaviour, in partnership with the home and community.

## VISION STATEMENT

Learn to Journey - Journey to Learn  
Ako ki te Haere - Haere ki te Ako

## VALUES

Kindness/Atawhai  
Excellence/Hiranga  
Respect/Whakaute  
Integrity/Ngākau pono

## LEARNER ASSETS

Self Manager  
Communicator  
Collaborator  
Innovator

## SCHOOL PEPEHA

Tō Mātou Pepeha  
Ko Pukeora te maunga  
Ko Te Weiti te awa  
Ko Okura te moana  
Ko Te Herenga Waka o Orewa te Marae  
Ko Cameron Lockie te Tumuaki  
Ko Silverdale te kura  
Ko te kura o Te Weiti



## PRINCIPLES UNDERPINNING OUR SCHOOL PRACTICE

Silverdale School:

- Values learners and learning by recognising individual strengths and providing opportunities and resources to enhance each child's academic, social and Hauora (Taha Tinana (physical), Taha Hinengaro (emotional/mental), Taha Whanau (social) and Taha Wairua (spiritual) development;
- Creates a love of learning through a rich and varied programme that recognises the partnership between school, community and family and whānau;
- Develops caring, sharing, life-long learners who are independent thinkers able to set goals, process and solve problems;
- Encourages our learners to embrace change and be forward thinkers, to be innovative;
- Maintains high expectations for student achievement and aim to raise student achievement in Literacy and Numeracy
- Prepares our children for tomorrow's world with the academic, social and life skills they will need to succeed;
- Recognises and celebrates the mix of cultural identities that provide the richness and diversity within our school. This includes Māori, Pakeha, Pasifika, European, African and Asian children.
- Promotes an understanding of the bi-cultural nature of Aotearoa and the place of te Tiriti o Waitangi in today's society.

## TE TIRITI O WAITANGI – THE TREATY OF WAITANGI

Silverdale School recognises its responsibility to give effect to the Treaty of Waitangi by:

- working to ensure that our plans, policies and local curriculum reflect local tikanga Māori (place-based learning)
- taking all reasonable steps to make instruction available in Te Reo Māori and tikanga Māori
- achieving equitable educational outcomes for Māori students.

Our goal is to gain a better understanding of what we already know about our local history and practices in relation to Te Tiriti o Waitangi by engaging with our school community and wider community and incorporating what we learn, and what is important to our learners, in future plans.

We foster Māori culture through:

- teaching te reo Māori (e.g. greetings, counting, mihi, basic vocabulary, pronunciation, place names).
- incorporating tikanga (the Māori way of doing things) in school life (e.g. mihi whakatau (greeting/welcome speech), pōwhiri (welcome ceremony), waiata (songs), kapa haka (Māori cultural group), whakamoemiti (expressing thanks), and karakia (prayer/ritual chant)).
- accessing Māori cultural advisors.
- integrating Māori, and using resources that recognise New Zealand's dual cultural heritage, through all curriculum areas where appropriate.
- fostering relationships with local iwi and visiting marae.
- holding whānau hui (family meetings) and convening whānau groups.

## RECOGNISING AND CELEBRATING CULTURAL DIVERSITY

We recognise, value, and celebrate the different cultures represented within our school and wider community, in a variety of ways. Examples include:

- integrating cultural perspectives through curriculum areas across all levels,
- providing opportunities for children, their families, and the wider school community to use and share their cultural knowledge,
- being sensitive to all religious beliefs and belief systems,
- demonstrating an awareness of and respect for cultural practices,
- using our communication tools to share and celebrate cultural diversity with our school families (e.g. school newsletter, website),
- supporting children for whom English is not their first language,
- reflecting different cultures in our school environment (e.g. signage, murals, artwork),
- celebrating festivals and significant holidays from a range of cultures,
- running our own cultural events and activities (e.g. international assemblies, food festivals).

## OUR LEARNING ENVIRONMENT

Silverdale School is a contributing primary school with a 150+ year history. The current school was opened in November 2006. It was purposefully built and the design incorporated the views of the staff, community and children with modern learning considerations in mind.

We have a state of the art school with high tech capabilities, elements of sustainability within our environment and a school designed to incorporate the collaborative, interactive nature of our vision and mission statement. Students from our school come from varied backgrounds but largely come from the urban area of Millwater.

As a school in a thriving community, we have actively sought and promoted opportunities for our children to engage in sporting, cultural and academic exchanges with local schools and within specific clusters and our local environment.

Students are intensely interested and actively engaged in the many varied learning opportunities and learning programmes and these provide a range of opportunities for ongoing student learning and achievement.

Silverdale School is part of the Kāhui Ako ki Orewa with Orewa College, Orewa Beach School, Orewa School, Dairy Flat School, Nukumea School, Ahutoetoe School and Wainui School.

Our school provides a caring, supportive and holistic learning environment in which a well-balanced programme of academic, cultural, arts and sporting opportunities is delivered by a team of skilled and dedicated staff. Our staff work hard to build relationships with our students by taking the time to get to know them and understanding their individual needs and abilities. Our staff strives to engage our students in fun, stimulating and relevant learning activities to improve their learning, progress and achievement. The Silverdale School staff encourages our students to be independent students who can manage themselves confidently and articulate their next learning steps.

# ASPIRATION STATEMENTS



## Vision

Learn to Journey - Journey to Learn  
Ako ki te Haere - Haere ki te Ako





## Mission

Actively prepare each child to take responsibility for their own life-long learning, values and behaviour, in partnership with the home and community.

## Values

Kindness/Atawhai - Excellence/Hiranga - Respect/Whakaute - Integrity/Ngākau pono

*Silverdale School supports and empowers all tamariki and kaiako to learn and achieve personal excellence.*

| Te ao Māori  | Hauora   | Future Ready   | 21st Century Learning  |
|--|--|--|--|
|  <p>Te Reo<br/>Identity<br/>Culture Diversity<br/>Tiriti o Waitangi<br/>Culturally Inclusive</p> |  <p>Wellbeing<br/>Resilient<br/>Confident<br/>Empathetic</p> |  <p>Lifelong Learning<br/>Collaborate<br/>Inquire<br/>Build<br/>Apply<br/>Communicate</p> |  <p>Student Agency<br/>Engaging<br/>Deep Understanding<br/>Make Connections</p> |

At Silverdale School we value the importance of the language, identity and culture of our Māori and Pasifika students. We celebrate the cultural diversity of our ako, honouring the principles of Tiriti o Waitangi and promoting a culturally inclusive kura so that all tamariki succeed and thrive.

At Silverdale School we believe in nurturing the physical, mental and emotional, social, and spiritual well-being of every child. We prepare our tamariki to become resilient, confident, empathetic and active members of our multicultural community.

At Silverdale School we believe in preparing our tamariki for a journey of lifelong learning so that they can be successful in an ever changing world. We empower our students to collaborate, inquire, build, apply and communicate new knowledge in order to explore future focused challenges.

At Silverdale School we value the importance of student agency and engaging, meaningful learning experiences. We equip students with the knowledge and skills necessary in order to reach deeper understandings and make connections across the curriculum.

## Silverdale School Strategic Plan 2024 - 2025

| Strategic Goal  | How will we achieve or make progress towards our strategic goals?  | How will you measure success?   |
|---|--|---|
| <p><b>Enhance our literacy programmes so that every learner/ākonga gains sound literacy skills.</b></p> | <p>BSLA (whole class literacy lesson and reading groups) - Year 1, 2, 3<br/>                     Modelling and exemplars<br/>                     Daily writing<br/>                     Reading mileage (buddy reading)<br/>                     The Code - Year 3, 4, 5, 6<br/>                     Integrate literacy through topic and researching<br/>                     Continue with deliberate acts of teaching<br/>                     Ensure interventions are in place for students that need it<br/>                     Frequent assessment and data uploading to SchoolTalk<br/>                     Explicit teaching of reading and writing skills<br/>                     Differentiated programmes<br/>                     Collaborative planning/sharing ideas<br/>                     Practical everyday reading<br/>                     Fluency practice - explicit teaching<br/>                     Reading programme - guided reading based on needs<br/>                     Writing - direct teaching of writing skills (including writing structures, grammar, language, editing etc) - both independent and collaborative</p> | <p>This could include:<br/>                     Define specific and measurable objectives for enhancing literacy skills via our annual plan.</p> <p>Introduce evidence-based literacy practices and interventions.</p> <p>Implement ongoing formative assessments to monitor progress. Use a variety of assessment tools, including teacher observations, student work samples, and formative assessments to gauge how well learners are responding to literacy interventions.</p> <p>Regularly monitor and analyse data to track individual and group progress. Analyse assessment results, review classroom teaching and learning programmes, and utilise data-driven decision-making to identify areas that need additional attention.</p> <p>Engage parents and the community in literacy initiatives. Assess the level of parental involvement, attendance at literacy-related events, and community support for literacy programmes.</p> <p>Teacher Professional Development.</p> <p>Gauge children’s participation and motivation in literacy activities. This can be done by increased enthusiasm for reading and writing, active participation in literacy-related projects, and a positive attitude toward literacy learning.</p> |
| <p><b>Enhance our numeracy programmes so that every learner/ākonga gains sound numeracy skills.</b></p> | <p>Consistent Number lessons<br/>                     Strand lessons and integration in play<br/>                     Daily calendar maths.<br/>                     Maths small groups<br/>                     Maths songs to introduce and reinforce new learning</p>   | <p>This could include:<br/>                     Define specific and measurable objectives for enhancing numeracy skills via our annual plan.</p>  |

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|   | <p>Building solid foundations - basic fact, times tables, number bonds, place value</p> <p>Open-ended questioning and questions</p> <p>Multi-progression coverages - activities</p> <p>Ensure adequate time is allocated to strand teaching</p> <p>Set specific focus on Maths Whizz to link to classroom programme</p> <p>Students to have an understanding of their progressions and next steps on SchoolTalk</p> <p>Connecting maths through the curriculum</p> <p>Differentiated maths programme</p> <p>Make use formative and summative assessment</p> <p>Problem solving in real life situations (Open ended, multi level, multi strategies, multi level access point problems)</p> <p>Focus on number knowledge and numeracy skills</p> <p>Regular assessments using basic facts tests, Gloss, eAsttle</p> | <p>Introduce evidence-based numeracy practices and interventions.</p> <p>Implement ongoing formative assessments to monitor progress. Use a variety of assessment tools, including teacher observations, student work samples, and formative assessments to gauge how well learners are responding to numeracy interventions.</p> <p>Regularly monitor and analyse data to track individual and group progress. Analyse assessment results, review classroom teaching and learning programmes, and utilise data-driven decision-making to identify areas that need additional attention.</p> <p>Engage parents and the community in numeracy initiatives. Assess the level of parental involvement, attendance at numeracy-related events, and community support for numeracy programmes.</p> <p>Teacher Professional Development.</p> <p>Gauge children's participation and motivation in numeracy activities. This can be done by increased enthusiasm for numeracy, active participation in numeracy-related projects, and a positive attitude toward numeracy learning.</p> |
| <p><b>Meaningfully incorporate te reo Māori and tikanga Māori into every daylife of our school.</b></p> | <p>Morning Hui</p> <p>Acknowledge all cultures - give opportunities to share similarities and differences</p> <p>Weekly structured lesson</p> <p>Resources/posters around the class</p> <p>Waiata</p> <p>Kapa haka</p> <p>Tikanga</p> <p>Daily phrases (etu, e noho, haere mai, haere ki te whariki tamariki ma)</p> <p>Daily karakia, waiata, kōrero, pēpeha</p> <p>Pōhiri - termly</p>  | <p>This could include:</p> <p>Conduct cultural competence assessments for both staff and children. This may include surveys, self-assessment tools, and external evaluations to measure the level of cultural awareness, understanding, and responsiveness within the school community.</p> <p>Review lesson plans, curriculum documents, and observing classroom activities that incorporate te reo Māori and cultural practices.</p> <p>The level of engagement, attendance, and community involvement in events such as Matariki celebrations,</p>   |

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|--|--|---|
|  | <p>Normalisation - regular language development through use with the students, to the students, by the students</p> <p>Mau Rākau, Hine Toa</p> <p>Daily inclusion of language for basic commands</p> <p>Praise given in te reo</p> <p>Kupu o te wiki</p> <p>Using te reo names for classroom objects</p> <p>Greeting and dismissing children in te reo</p> <p>Teacher modelling</p> <p>Conversations about culture</p> <p>Explicit teaching of Tikanga/kaupapa</p> <p>Incorporating Maori myths and legends into literacy</p> <p>Setting up class Treaty / explicit teaching of Treaty</p> <p>Teaching NZ histories</p>  | <p>Kapa Haka performances, and Māori Language Week activities.</p> <p>Assess improvements in language acquisition, demonstrated communication skills in te reo Māori, and the ability of students to use basic te reo Māori phrases and expressions.</p> <p>Measure the involvement of parents, whānau, and the wider community in activities that promote Te Reo Māori and tikanga Māori.</p> <p>Measure student enthusiasm, active involvement in Kapa Haka groups, and the incorporation of Māori language in everyday conversations and greetings.</p> <p>Improvements of staff in teaching practices, cultural responsiveness, and the ability of staff to integrate Māori perspectives into their daily programmes.</p> |
| <p><b>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</b></p> | <p>Spending time to know the learners and understanding their barriers.</p> <p>Building strong communication with whanau.</p> <p>Knowing the needs and resources available to support those needs.</p> <p>Differentiation</p> <p>Understanding that there are different ways of learning and planning for this</p> <p>Knowing how your students learn</p> <p>One-to-one support</p> <p>Relationship building</p> <p>Building whānau connections</p> <p>Understand and recognise different cultural practises and celebrations</p> <p>Open communication with home</p> <p>Differentiation for higher and lower - teaching progressions of learning rather than isolated</p> <p>Teaching awareness of different challenges</p> | <p>This could include:</p> <p>Conduct regular equity assessments to identify and analyse barriers to education for various student groups, including Māori and Pacific learners, disabled learners, and those with learning support needs.</p> <p>Evaluate the effectiveness of strategies implemented to address identified barriers.</p> <p>Assess the inclusion of culturally relevant content, diverse perspectives, and the integration of Māori and Pacific languages into the curriculum.</p> <p>Evaluating the responsiveness of support services, the accessibility of resources, and improvements in educational outcomes for learners with additional needs.</p>   |
| <p><b>To promote the wellbeing of all learners/ākonga and staff across our school/kura.</b></p>  | <p>Building strong emotional education with a focus on mindfulness and emotional regulation resources available</p> <p>Having the culture as a class that we are all unique.</p>   | <p>This could include:</p> <p>Observing improvements in attendance, active participation in learning activities, and reduced rates of disengagement.</p>  |



As a staff create a wellbeing focus through activities (yoga, walking groups, coffee chats, gardening/ outside mindfulness).  
Child centred program (getting their input, developing student agency and choice)  
Making everyone feel worthy and included  
Big buddy program / SALT  
KERI Values  
Classroom agreement - how we treat others, how we treat ourselves  
Support each other where we can  
Parent/Teacher/Student check ins  
Hauora lessons each week - Silverdale School  
Resilience Programme. (Mana Model, Values, Learner Assets)  
Teachers modelling the importance of wellbeing and how they incorporate this into their everyday lives

Evaluating changes in students' self-awareness, self-regulation, interpersonal skills, and overall emotional resilience.