

HE MANA TŌ TE AKO, KEI A KOE TE TIKANGA

LEARNING IS STRENGTH - BE THE BEST YOU CAN BE



RENWICK SCHOOL  
STRATEGIC PLAN OVERVIEW

FUTURE READY STUDENTS

CULTURALLY RESPONSIVE

HIGH EXPECTATIONS

MATHEMATICS >

ORAL LANGUAGE >

WRITING >

READING >

TE PĀ WĀNANGA >

PROPERTY >

FINANCE >

PERSONNEL >

COMMUNITY >

CURRICULUM PLAN >

TEACHER PEDAGOGY >

TEACHING & LEARNING >

PLAY BASED LEARNING >

PROJECT BASED LEARNING >

ENVIRONMENT >

'Whiria nga tahi nga akonga - Weave Learners Together'

Equity, Excellence, Belonging >

PIRITAHU KAHUI AKO  
TEACHING & LEARNING  
FRAMEWORK 2020

STRENGTHENING  
TEACHER-  
LEADERSHIP  
CAPABILITY

HAUORA

COMMUNITY  
IWI &  
MAORI  
ENGAGEMENT

Cultural relationships for responsive pedagogy

Collaboration  
Ako  
Reflective Practice

Whānau  
Culture & Language

Ākonga  
Mana Whenua  
Identity

MAURI ORA

All learners make expected progress  
Priority learners make accelerated progress  
Trusted reliable data informs practice  
Progress measured and analyzed  
Equitable outcomes for all

VALUES >

CREATIVE

RESPECT

RESILIENCE

INTEGRITY

POSITIVE RELATIONSHIPS

DYNAMIC



## RENWICK SCHOOL

## Curriculum Development Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<p>1. Develop, trial and implement a Renwick Local Curriculum that draws on local contexts and connects with our community, business, industry, locally and globally.</p> <p>2. Examine digital technology capability and use across the school to determine future opportunities for our students and school.</p>	<ul style="list-style-type: none"> <li>Establish a register of local community experts, key people, whanau, businesses and industry that can contribute to enriching our curriculum delivery and student inquiry and learning.</li> <li>Further develop key resources within the school to support our local curriculum.</li> <li>Develop a greater reach through field trip opportunities for students to visit and experience in real context learning in authentic settings.</li> <li>Day trips, ski day, outdoor hikes, mountain biking, beach &amp; wildlife nature trips.</li> <li>Continue to develop our EOTC and school camping programmes at Mistletoe Bay, Pine Valley, Kaikoura, Wellington and Abel Tasman.</li> <li>Strengthen our Play and Project Based Learning through linking the wider community to our curriculum.</li> <li>Devise measures and gather data to establish the impact and effectiveness of our curriculum. This could be in the form of simple questionnaires, interviews, anecdotes, observations and curriculum progress and achievement information.</li> <li>Develop an annual schoolwide curriculum plan to bring our local curriculum to life.</li> <li>In consultation with parents/whanau develop an Online/Real Time reporting facility that provides the basis for all student progress and achievement reporting and replaces the written report form.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team Community links, people and resources to support projects and learning. Community experts sharing passions, knowledge. Local Curriculum that reflects our area, our students, our whanau and is culturally responsive.</li> <li>Principal</li> <li>PBL Faculty Team</li> <li>Leadership Team</li> <li>Leadership Team</li> <li>Leadership Team/Teaching Staff</li> </ul>	<p>2021</p> <p>2022</p> <p>2023</p> <p>Nov/Dec Annually 2021</p>



## RENWICK SCHOOL

# Mathematics Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<p><b>1. All learners progress at or beyond cohort levels in Maths.</b></p>	<ul style="list-style-type: none"> <li>• Staff PD – DMIC – Developing Maths Inquiry Communities – Piritahi Initiative.</li> <li>• Parent/Whanau education re DMIC Maths.</li> <li>• Continue to update Maths resources throughout school.</li> <li>• Ensure all teachers are using Renwick School's effective teacher pedagogy.</li> <li>• Continue with Spirals of Inquiry, but across teams and focusing on effective teacher pedagogy instead of one curriculum area.</li> <li>• Identify priority learners for accelerating learning.</li> <li>• Continue to implement the teaching of strategies and knowledge through rich tasks.</li> <li>• Ensure there is time for children to practise knowledge gained, apply using a variety of strategies and engage in rich tasks.</li> <li>• Continue to provide opportunities for Staff to observe/ co-teach with colleagues, time for discussion and sharing ideas as well as revisiting documents such as Active Learner, Key Indicators, curriculum document, Strategy and Numeracy Framework and Effective Pedagogy.</li> <li>• Explore Visible Learning through Mathematics teaching.</li> <li>• Upskill new staff in the Teaching of Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• Core Faculty Team</li> <li>• Whanau Leaders</li> <li>• Within School Lead Teachers/Whanau Leaders</li> <li>• Core Faculty Team</li> </ul>	<p>2020</p> <p>2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>





## RENWICK SCHOOL

# Oral Language Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<p><b>1. All learners progress at or beyond cohort levels in Oral Language.</b></p>	<ul style="list-style-type: none"> <li>• Continue to explore what makes the biggest difference to Oral Language achievement.</li> <li>• Some staff development at team level on effective Oral Language programmes.</li> <li>• Create an Oral Language Progressions document to add to Literacy Toolbox</li> <li>• Whānau to ensure the explicit teaching of oral language skills and features is embedded as they embrace an integrated curriculum.</li> <li>• Provide a variety of meaningful contexts, media, audiences and opportunities to utilise and/or display their oral language competencies.</li> <li>• Share individual student achievement with parents and students with options for reciprocal feedback, using Seesaw, Zoom, Google Meet.</li> <li>• Encourage students to enter competitions for speeches and set up inter-school debates.</li> <li>• Ensure all teachers are using Renwick School's effective teacher pedagogy.</li> <li>• Identify priority learners for accelerating learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Core Faculty Team/Class Teachers</li> <li>• Leadership Team/Whanau Leaders</li> <li>• Core Faculty Team</li> <li>• Whanau Leaders</li> <li>• Whanau Leaders/Class Teachers</li> <li>• Whanau Leaders/Class Teachers</li> <li>• Whanau Leaders/Class Teachers</li> <li>• Leadership Team/Whanau Leaders</li> <li>• Whanau Leaders/Class Teachers</li> </ul>	<p>2020 to 2030</p> <p>2021</p> <p>2020 to 2030</p>



## RENWICK SCHOOL

## Teacher Pedagogy Continuum (1)

Foundation Documents: [Our Code Our Standards](#)

	1	2	3	4
<b>Dynamic</b> <ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Self motivated</li> <li>• Energetic</li> <li>• Vibrant</li> <li>• Fluid</li> </ul>	Teacher constructed learning contexts.	Some inclusion of student interests within teacher constructed learning contexts.	Build on the interests/passions with the beginnings of co-constructed planning.	Consistently incorporate the interests and passions of students into co-constructed planning.
	Teachers viewpoints and opinions are prevalent.	Some opportunity for students to exchange viewpoints and opinions.	Encouragement is given to exchange viewpoints and opinions and to be able to provide justification for these.	Embed within classroom culture the debate and justification of viewpoints and opinions.
	Teacher decides next steps based on teacher directed assessment and evaluation.	Teacher and students decide next steps based on teacher directed assessment and evaluation.	Teacher scaffolds student to have the knowledge and skills to co-initiate new learning.	Ensure students use the knowledge and skills to initiate new learning.
	Learning environment is "one size fits all", opportunities for challenge and risk taking and minimal.	Teachers make decisions around how all students can/will be challenged.	Teachers scaffold students around how to challenge themselves and take risks with their learning.	Empower student to continuously seek challenge and take risks.
	Desks in rows, fixed groupings, little variety in students working spaces.	Some opportunities for students to learn in a <a href="#">variety of groups and spaces</a> - teacher directed.	Provide opportunities for students to learn in a <a href="#">variety of groups and spaces- largely</a> teacher directed.	Provide opportunities for students to make decisions to learn in a <a href="#">variety of groups and spaces- largely</a> student directed.



## RENWICK SCHOOL

## Teacher Pedagogy Continuum (2)

	1	2	3	4
<b>Creative</b> <ul style="list-style-type: none"> <li>• Problem solver</li> <li>• Imaginative</li> <li>• Inspired / inspiring</li> <li>• Innovative</li> <li>• Resourceful</li> </ul>	<ul style="list-style-type: none"> <li>• Bland looking walls, teacher generated displays.</li> <li>• No learning stations e.g. no nature table.</li> <li>• No evidence of student passions being considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students work evident on walls.</li> <li>• Maybe evidence of learning station e.g. nature table with artefacts.</li> <li>• Some evidence that students passions are being considered in the learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of creative and engaging wall displays</li> <li>• Evidence of displays and learning stations that involve student participation and engagement: e.g nature table with magnifying glasses, research questions, impetus to extend knowledge</li> <li>• Much evidence in physical classroom and programmes that students passions are being considered.</li> </ul>	Readily and confidently demonstrate creative problem solving skills.
	No sharing or celebration of learning	Teachers organise some sharing and celebration of learning in limited ways	Teachers and students collaborate to share and celebrate learning in different ways as appropriate to audience.	Inspire others through leadership and innovation.
	Teacher has closed mindset and one size fits all approach (including learning style) closed questioning and accepting monosyllabic answers.	Beginning to find ways to encourage and foster students creative, divergent thinking in their learning	Consistently finds ways to encourage and foster students creative, divergent thinking in their learning.	Be resourceful - show imagination and creativity in responding to challenge.
	Opportunities to problem solve are not presented to students / teachers do the problem solving .	Provide some opportunities for creative problem solving and begin to teach associated skills	Opportunities for creative problem solving are co- recognised and teach associated skills.	Show willingness to look beyond themselves and seek creative solutions for the greater good.



## RENWICK SCHOOL

## Teacher Pedagogy Continuum (3)

	1	2	3	4
<b>Culturally Responsive</b> <ul style="list-style-type: none"> <li>Knowing ourselves, each other</li> <li>Inclusive</li> <li>Equitable</li> <li>Valuing community connections</li> <li>Collaborative</li> </ul>	No/little home/school/teacher liaison	Irregular home / school / teacher liaison with the beginnings of positive relationship building.	Regular home/school/teacher liaison with established reciprocal positive relationship building	<ul style="list-style-type: none"> <li>Regular home/school/teacher liaison with established reciprocal positive relationship established</li> <li>Learning focused relationships</li> </ul>
	Teacher directed content reflects own cultural toolkit and lacks diversity	Curriculum and context shows some cultural diversity and relevance to students and whanau.	Curriculum and context is culturally diverse and relevant to students and whanau with the beginnings of co construction.	Ensure curriculum and context is culturally diverse and co constructed with students and whanau.
	Groupings mainly ability based with little opportunity for Tuakana Teina relationships.	A mix of ability and mixed ability based groupings, with some use of Tuakana Teina relationships evident.	Mostly using mixed ability based groupings and valued, use of Tuakana Teina relationships evident.	The concept of Tuakana Teina and mixed ability based groupings is embedded as the norm.
	Some use of te reo Māori i.e simple commands and greetings.	Teachers and students beginning to show confidence in orally presenting their pepeha, give and respond to simple commands and greeting statements with a focus on correcting pronunciation.	Teachers and students can confidently say their pepeha, give and respond to a variety of increasingly complex questions and commands with correct pronunciation.	Teachers and students regularly initiate and participate in simple conversations in te reo Māori with correct pronunciation.
	Teacher as instructor, and transmitter of knowledge, opinion, context and classroom culture.	Teacher beginning to use some dialogic strategies	Teacher facilitates a balance between some transmissive and dialogic strategies	Ensure an appropriate balance between transmissive and dialogic strategies is embedded in classroom culture.



## RENWICK SCHOOL

## Teacher Pedagogy Continuum (4)

	1	2	3	4
<b>High Expectations</b> <ul style="list-style-type: none"> <li>• Future focussed Lifelong Learners</li> <li>• Personal excellence</li> <li>• Reflective</li> <li>• Curious and open to challenge</li> <li>• Tenacity and drive</li> </ul>	Teachers do not have high expectations for all students. Teachers allow their own biases to govern expectations.	Teachers have an awareness of their biases and work beyond these to expect high expectations for most students.	Teachers work to eliminate personal biases and have high expectations for all students and share these expectations with students to empower their learning.	Have consistently high expectations for all of their students to drive student motivation, and share these expectations with students and whanau.
	Teachers pre conceive the needs of their students and are inflexible to alter planning.	Teachers are gaining confidence and willingness to respond, and be flexible to meet, the needs of their students.	Teachers have the confidence and curriculum knowledge to adapt programmes to better meet the needs of their students.	Be fluid, flexible and responsive to the needs of their students.
	Have an awareness of the NZC and participate in minimal, compulsory PD.	Knowledge of NZC and Renwick localised curriculum and participates in some PD.	Sound knowledge of and utilisation of NZC and Renwick localised curriculum, active participation in variety of appropriate PD.	Have in depth knowledge of NZC and Renwick localised curriculum and current, future focused pedagogical practice.
	Rely on summative assessment, written tests.	Pre assessment and summative assessment used to measure progress. Little or no student self assessment and analysis.	Appropriate balance of pre assessment and formative assessment used including observation, oral and written and student self and peer assessment.	Use a range of appropriate forms of assessment to actively inform next learning steps, mainly through student self/peer assessment and analysis.
	<ul style="list-style-type: none"> <li>• Teacher sets success criteria, and sets next learning steps</li> <li>• Students have no knowledge where they are at or of next steps</li> </ul>	Teacher sets success criteria, and sets next learning steps with some input from students.	Teachers co-constructing success criteria and next learning steps with students.	Promote students as self-managing visible learners i.e. students know where they are at in their learning, where to find their next learning steps and how to go about achieving them.
	<ul style="list-style-type: none"> <li>• Teacher is the primary questioner and responder.</li> <li>• Students ask closed questions, show low level skills of response and negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use and teach the associated skills of questioning and effective response.</li> <li>• Teacher allows some student questioning, compromising, negotiating, and responding.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively and purposefully model and promote the skills of questioning, compromising, negotiating, and responding.</li> <li>• Teachers pre-plan their questions to gain intended responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Model and facilitate effective high level questioning, compromising, negotiating, and responding skills, as a programme norm.</li> <li>• Teachers purposefully pre-plan their questions to gain high level responses.</li> </ul>



## RENWICK SCHOOL

# Reading Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<b>1. All learners progress at or beyond cohort levels in Reading</b>	<ul style="list-style-type: none"> <li>• Some staff development at team level on instructional Reading.</li> <li>• Further explore methods and programmes to help Dyslexic students.</li> <li>• Include the “reading and comprehension” of visual texts in programmes.</li> <li>• Continue to embed higher order thinking skills when responding to texts.</li> <li>• Explore purchase of E-Books.</li> <li>• Continue to update reading material throughout school</li> <li>• Recognise the inextricable link between Reading, Writing and Oral Language.</li> <li>• Convert library into a learning hub where children can create and celebrate learning using a variety of technologies as well as being a place for reading hard copy books.</li> <li>• Ensure all teachers are using Renwick School’s effective teacher pedagogy</li> <li>• Continue with Spirals of Inquiry, but across teams and focusing on effective teacher pedagogy instead of one curriculum area.</li> <li>• Have reading role models reading in the library.</li> <li>• Identify priority learners for accelerating learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Core Faculty Team</li> <li>• Te Whare Manaaki Team/Inclusive Education Team</li> <li>• Whanau Leaders/Teachers</li> <li>• Class Teachers</li> <li>• Core Faculty Team/Library Lead Teacher</li> <li>• Library Lead Teacher/ Core Faculty Team</li> <li>• Within School Lead Teachers/Whanau Leaders</li> <li>• Library Lead Teacher/ Core Faculty Team</li> <li>• Within School Lead Teachers/Whanau Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Annually</li> <li>2021</li> <li>Ongoing</li> <li>2021</li> <li>Annually</li> </ul>



## RENWICK SCHOOL

## Teaching &amp; Learning Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<ol style="list-style-type: none"> <li>1. Increase the opportunities for children to work collaboratively with a variety of helpers including whanau, grandparent readers, different teachers and teacher-aides.</li> <li>2. Increase hands-on learning and play.</li> <li>3. Increase outside learning opportunities.</li> <li>4. To learn new stuff and skills and teach others new stuff and skills.</li> </ol>	<ul style="list-style-type: none"> <li>• We want access to different teachers, including community experts to teach us different stuff.</li> <li>• Working in different classrooms with different teachers.</li> <li>• Show others in our community what we have learnt.</li> <li>• We want kids who can think creatively, work with and teach others, learn important skills to use outside of school.</li> <li>• Students will have a choice of what topic we learn about, who we work with and how we work.</li> <li>• More activities like LAB, inquiry etc - linking learning to our future.</li> <li>• Children have opportunities for purposeful hands on learning in all curriculum areas, like carving, weaving and kapahaka.</li> <li>• Learn in different places, spaces from our classrooms including quiet spaces.</li> <li>• Flexible curriculum / Discovery / Passion projects.</li> <li>• Enviro learning (edible gardens, rubbish, more teaching).</li> <li>• School will further develop outside learning areas.</li> <li>• Children will participate in a variety of sports' coaching opportunities.</li> <li>• Learning different languages – Te Reo Maori first.</li> <li>• We would like Mr Heath to take the school/classes for Kapahaka.</li> <li>• Lunchtime clubs.</li> <li>• Interhouse: performing competitions/ into classrooms competitions/ games.</li> <li>• We want our classrooms and learning spaces to be welcoming and reflect us.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team/Class Teachers</li> <li>• Whanau Leaders/Class Teachers</li> <li>• Class Teachers/Students</li> <li>• Whanau Leaders/Class Teachers/Students</li> <li>• Whanau Leaders/Class Teachers</li> <li>• Leadership Team/Class Teachers</li> <li>• Class Teachers/Students</li> <li>• Whanau Leaders/Class Teachers</li> <li>• Mr Heath</li> <li>• Whanau Leaders/Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>2021</li> <li>2021</li> <li>2022</li> <li>2021</li> <li>2021</li> <li>2021</li> <li>2020</li> <li>2020</li> <li>2021</li> </ul>



## RENWICK SCHOOL

# Enviro Schools Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<ol style="list-style-type: none"> <li>1. To understand and live our roles and responsibilities that lead to a sustainable future.</li> <li>2. To be proactive citizens thinking globally and acting locally.</li> <li>3. Increase opportunities to be the protectors and developers of our garden spaces.</li> <li>4. To have an environment that all students take pride in and care for.</li> </ol>	<ul style="list-style-type: none"> <li>● Empower our student voice and action through our Green Ferns creating a school environment that speaks to and has strong community impact and influence.</li> <li>● Explore and implement ways we can reduce waste.</li> <li>● Explore and implement ways we can conserve water.</li> <li>● Explore and implement ways we can reduce power usage, eg: LED lighting, tight student monitoring of heat pump use, lights on off etc.</li> <li>● Explore and implement innovative ways we can re-use resources eg: paper, cardboard, plastics that we would normally recycle.</li> <li>● Establish a Creek Crew to oversee and maintain our school creek environment.</li> <li>● Link every class/student to our school gardens/environmental projects to strengthen their ownership and kaitiaki.</li> <li>● Explore our local environment to identify projects where the school can provide support, improve biodiversity, clean up, plant or help our community.</li> <li>● Link our current practices/infrastructure more closely to student learning within our classroom learning eg: water collection, Solar PV, recycling, waste management.</li> </ul>	<ul style="list-style-type: none"> <li>● Enviro Lead Teacher</li> <li>● Enviro Lead Teacher/Green Ferns</li> <li>● Enviro Lead Teacher/Principal</li> <li>● Green Ferns/Enviro Lead Teacher</li> <li>● Whanau Leaders/Class Teachers/Support Staff</li> <li>● Enviro Lead Teacher/Whanau Leaders &amp; Class Teachers</li> </ul>	<p>2020 to 2030</p> <p>2020 2021 2022</p> <p>2023</p> <p>2020 to 2030</p> <p>2020 to 2030</p> <p>2020 to 2030</p> <p>2020 to 2030</p>



RENWICK SCHOOL

# Te Pā Wānanga Strategy & Vision



## Vision

To create an innovative kaupapa Māori learning village at Omaka Marae: A seamless kaupapa Māori environment for primary & intermediate education where succeeding as Māori and being Māori is not an extracurricular activity but is at the centre and heart of everything we do.

*Nau mai ki te Pā Wānanga*

## Values

*Pā Ora, Pā Wānanga, Pā Tangata, Kia Pā Rangatira*

### Pā Ora

- te oranga katoa o te tinana, hinengaro, wairua, tangata – the whole well being of the person – physical, spiritual, mental, family, language, customs.
- te taiao – a healthy world, all its domains & interconnectedness/ interdependencies.

### Pā Wānanga

- mātauranga – knowledge, skill & application.
- academic, cultural, social & sporting excellence.

### Pā Tangata

- connection to the place, cultural pride & ambassadorship.
- what you become through the Pā Wānanga process.

### ..... kia Pā Rangatira!

- to stand as knowledgeable, skilled, confident, successful, cultural leaders.

### Key Aspects:

- Whānau aspiration to revitalize te reo Māori – supporting its normalization.
- Capitalising on being marae based to provide tamariki with Te Ao Māori experiences eg: tamariki playing an integral role in marae pōwhiri held during school time.
- Developing academic and sporting excellence.
- Exponents in Māori performing and martial arts.
- Growing cultural practitioners strong in cultural identity.
- Creating innovative, visionary, social and cultural entrepreneurs – future leaders who are masters of themselves and their craft and take positive action.
- Embracing Kurahaupōtanga, Te Tau Ihutanga, Te Waipounamutanga, ngā iwi whānui, ngā iwi taketake o te Ao.
- Enabling cultural opportunities for tamariki that being marae based.



## RENWICK SCHOOL

## Play Based Learning Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<p>1. <b>Develop and embed playful learning that melds our children's sense of joy and wonder with thoughtfully planned learning experiences.</b></p>	<ul style="list-style-type: none"> <li>• Develop a school philosophy that builds students skills for learning and growing.</li> <li>• <b>Thinking skills</b> - Play-based activities enable students to engage in flexible and higher-level thinking processes such as - inquiry, problem solving, analysing, evaluating, applying knowledge, innovation, and creativity.</li> <li>• <b>Interpersonal skills</b> - Play-based learning will encourage interaction with others creating the opportunity to practice language development, cooperation, negotiation, leadership, empathy, active listening, and compromise.</li> <li>• <b>Intrapersonal skills</b> - Play that contributes to a child's sense of well-being and that supports the development of intrapersonal skills such as self esteem, motivation, resilience, concentration, persistence, and time management.</li> <li>• <b>Student agency and engagement</b> - Play-based learning that encourages student agency and strengthens deeper levels of student engagement in learning.</li> <li>• <b>Smooth transitions to school</b> - Learning through play in junior classrooms supports new entrant students settling to school quickly.</li> </ul>	<p>1. The role of the teacher is critical to a successful learning through play programme. Teaching practice actions that support effective play-based learning include:</p> <ul style="list-style-type: none"> <li>- creating a classroom environment with diverse interest areas that offer rich play opportunities.</li> <li>- drawing on curriculum knowledge to recognise the learning within play.</li> <li>- building play opportunities around student's prior knowledge and interests.</li> <li>- providing sufficient opportunities for students to engage in play.</li> <li>- participating in meaningful learning conversations with children that stretch their thinking.</li> <li>- understanding and supporting the development of specific skills and knowledge that students need.</li> <li>- facilitating social interactions.</li> </ul> <p>2. Establish specific resources that are required to strengthen play based learning and prioritise for purchase.</p>	<p>2020 to 2030</p>



## RENWICK SCHOOL

## Project Based Learning Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<p>1. Develop teaching methodology in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.</p> <p>2. Students Develop Skills for living in a knowledge-based, highly technological society becoming directors and managers of their learning process.</p>	<ul style="list-style-type: none"> <li>● <b>Key knowledge, understanding, and success skills</b> – the project is focused on student learning goals, including curriculum-based content and skills such as critical thinking, problem solving, collaboration, and self-management.</li> <li>● <b>A challenging problem or question</b> – the project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.</li> <li>● <b>Sustained inquiry</b> – inquiry is iterative, students engage in a rigorous, extended process of asking questions, finding resources, and applying information to reach a satisfactory solution.</li> <li>● <b>Authenticity</b> – the project features real-world tasks, processes, tools, and performance/quality standards. It can have an impact on others, or create something that will be used or experienced by others. It can have personal authenticity relating to students' personal concerns, interests, and issues in their lives.</li> <li>● <b>Student voice and choice</b> – students have input and (some) control over the project, including the questions they generate, the resources they use, how they work, and what they create.</li> </ul>	<ul style="list-style-type: none"> <li>● Whanau Leaders/Class Teachers</li> <li>● Leadership Team/Class Teachers</li> <li>● Whanau Leaders/Class Teachers</li> <li>● Whanau Leaders/Class Teachers</li> <li>● Class Teachers/Students</li> </ul>	2020 to 2030





## RENWICK SCHOOL

# Finance Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<p>1. <b>Build and maintain sufficient reserves that enable our school to provide high quality resources and make the most of opportunities that are presented.</b></p> <p>2. <b>Responsibly allocate and manage our financial resources to ensure we continue to build equity and deliver high quality outcomes for our students.</b></p>	<ul style="list-style-type: none"> <li>• Build reserves to \$250,000.</li> <li>• Secure \$70,000 annually for staffing reserves to maintain acceptable teacher/student ratios.</li> <li>• Budget and work towards an annual operating surplus.</li> <li>• Review budget performance annually.</li> <li>• Proposals for expenditure presented to the board promote outcomes/opportunities for students and do not negatively impact on the boards ability to achieve reserve fund goals.</li> <li>• Explore funding options to extend SLA hours to 15 hours per week.</li> <li>• Develop a plan that is sustainable long term, to fund or staff teacher student ratios of 1 to 25 seniors school and 1 to 20 junior school.</li> <li>• Explore and utilize all options to secure additional funding for school projects – Rata Foundation, Pub Charities, MOE.</li> <li>• Explore sponsorship opportunities to provide additional resources for our school activities/endeavours.</li> <li>• Ensure we manage our 10YP/5YA and any other MOE funded opportunities to maximise the school property development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Team</li> <li>• Principal</li> <li>• Principal/Senior Leadership Team</li> <li>• Finance Team</li> <li>• Finance Team</li> <li>• Principal</li> <li>• Finance &amp; Property Teams</li> </ul>	<p>2022 2023</p> <p>2020 to 2030 2020 to 2030 2020 to 2030</p> <p>2021 2022</p> <p>2021</p> <p>2021</p> <p>2020 to 2030</p>



## RENWICK SCHOOL Personnel Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<ol style="list-style-type: none"> <li>1. Through targeted recruitment increase the diversity of staffing.</li> <li>2. Student teacher ratio target across the school of 1 to 25 senior school, 1 to 20 junior school.</li> <li>3. Work towards employing SLA's to 15 hours per week.</li> </ol>	<ul style="list-style-type: none"> <li>• Develop an ideal staff profile that reflects a range of cultures, a gender balance and drives employment decisions with a focus on equity with a view to succession planning.</li> <li>• Maintain staffing of Te Whare Manaaki and increase as needs demand.</li> <li>• Develop a plan that is sustainable long term, to fund or staff teacher student ratios of 1 to 25 seniors school and 1 to 20 junior school.</li> <li>• Further embed and integrate Te Whare Manaaki into the school organisational operation staffing with a minimum of 1FTTE and 17.5 hours SLA.</li> <li>• Provide specific PLD for Te Whare Manaaki staff focussing on Autism and Counselling skills.</li> <li>• Explore flexibility of hours and job share arrangements that can benefit both staff and our students.</li> <li>• Manage enrolments, implement our school zone to mitigate overcrowding.</li> <li>• Build a contingency fund of \$70,000 to ensure we can maintain acceptable student/teacher ratios.</li> <li>• Work to secure additional funding to enable the extending of SLA hours.</li> <li>• Appropriate evidence driven PLD spending allocated to meet the development needs of the school and the staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal /Senior Leadership Team</li> <li>• Principal/BoT</li> <li>• Finance Team</li> <li>• Principal</li> <li>• Principal</li> <li>• Principal/Senior Leadership Team</li> <li>• Principal</li> <li>• Finance Team</li> <li>• Principal/Senior Leadership Team</li> <li>• Principal/Senior Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>2021</li> <li>2020 to 2030</li> <li>2022</li> <li>2021 to 2030</li> <li>2021</li> <li>2021</li> <li>2020 to 2030</li> <li>2023</li> <li>2021</li> <li>2020 to 2030</li> </ul>





## RENWICK SCHOOL Values Strategy

STRATEGIC GOALS	KEY ACTIONS	WHO/RESOURCES	WHEN
<ol style="list-style-type: none"> <li>1. <b>To have friends and be friendly at school.</b></li> <li>2. <b>To always feel safe and keep others safe at school.</b></li> </ol>	<ul style="list-style-type: none"> <li>● A happy learning space where everyone feels safe, challenged, respected and connected.</li> <li>● Students show respect for themselves, others and property.</li> <li>● Students give things a go!</li> <li>● Students are kind and considerate.</li> <li>● Students make positive choices.</li> <li>● Students are happy to be at school.</li> <li>● Students are able to make and keep friendships.</li> <li>● Make rules that make sense to us.</li> <li>● Have some quiet time.</li> <li>● Spend more time with the big kids and our big buddies.</li> <li>● Have our friends in our class.</li> <li>● Special dress up days.</li> <li>● Fun with different grown-ups and have them tell us stories – transfer to learning.</li> <li>● Discovery all day on Fridays.</li> </ul>	<ul style="list-style-type: none"> <li>● Class Teachers/Students</li> <li>● Leadership Team</li> <li>● Class Teachers</li> <li>● Class Teachers/Students</li> <li>● Leadership Team</li> <li>● Whanau Leaders/Class Teachers</li> <li>● Whanau Leaders/Class Teachers</li> <li>● Whanau Leaders/Class Teachers</li> </ul>	<p>2020 to 2030</p> <p>2021</p>



RENWICK SCHOOL

## Fundamental Belief Strategy

### Equity, Excellence, Belonging

#### Equity

Meeting the needs of all through meeting the needs of each.

#### Excellence

Having high expectations by which learners are motivated and aspire to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel.

#### Belonging

(a sense of Mana Whenua)

Feeling respected, supported and connected as part of the community.  
Having a strong sense that our culture, language and worldview are valued.





## RENWICK SCHOOL

## Future Ready Students Graduate Profile (1)

	END YEAR 2	END YEAR 4	END YEAR 6	END YEAR 8
<b>Dynamic</b> <ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Self motivated</li> <li>• Energetic</li> <li>• Vibrant</li> <li>• Fluid</li> </ul>	Able to set next learning steps with support	Is able to set next learning steps with some support, shows increasing skills and independence in leading own learning.	Mainly working independently with ever lessening degrees of support required, has a more established motivation and skills set to lead own learning.	Have a strongly developed sense of self motivation to direct own learning.
	Learning to take risks and sees risk taking as important to growing as a learner	Shows increasing resilience to challenge and understands that taking risks is an important part of the learning process.	Beginning to actively seek challenge in quest for self improvement .	Be committed to self improvement - have courage to seek challenge and take risks.
	Building resilience to react positively to unexpected change in the learning and social environment with guidance	Shows increasing resilience to react positively to unexpected change in the learning, social and emotional contexts and environments with some support.	Shows increasing independence to able to adjust readily and positively to changing learning, social and emotional contexts and environments	Be able to adjust readily and positively to changing learning, social and emotional environments.
	Show enjoyment, wonder and curiosity when learning new things	Is beginning to develop a level of engagement relating to their own learning. Can identify areas of passion to pursue project based learning.	Has a developed level of engagement and curiosity in the classroom and in life, to enhance their passion as a learner.	Be passionate learners who are engaged and curious in the classroom and in life.
<b>Creative</b> <ul style="list-style-type: none"> <li>• Problem solver</li> <li>• Imaginative</li> <li>• Inspired / inspiring</li> <li>• Innovative</li> <li>• Resourceful</li> </ul>	Shows some creative thinking skills and attitudes to solve simple problems with support.	Increasing creative thinking skills and attitudes to solve increasingly complex problems with support.	Demonstrates creative thinking skills and attitudes to solve increasingly complex problems independently.	Readily and confidently demonstrate creative problem solving skills.
	Exhibit some positive leadership qualities.	Beginning to show more mature leadership qualities and beginning to have them impact positively on others.	Show increasingly mature leadership qualities and now purposefully uses these to inspire others.	Inspire others through leadership and innovation.
	Offer ideas for ways to solve challenges and problems.	Readily offers a growing variety of ways to solve challenges and problems.	Is becoming resourceful- endeavours to show imagination and creativity when responding to challenges.	Be resourceful - show imagination and creativity in responding to challenge.
	Share and pursue their passions.	Beginning to demonstrate and practice ways to solve problems creatively.	Is developing an awareness and willingness to look beyond themselves and seek creative solutions for the greater good.	Show willingness to look beyond themselves and seek creative solutions for the greater good.



## RENWICK SCHOOL

## Future Ready Students Graduate Profile (2)

	END YEAR 2	END YEAR 4	END YEAR 6	END YEAR 8
<b>Culturally Responsive</b> <ul style="list-style-type: none"> <li>Knowing ourselves, each other</li> <li>Inclusive</li> <li>Equitable</li> <li>Valuing community connection</li> <li>Collaborative</li> </ul>	Knows what they like, what their strengths are and what they would like to improve on.	Knows what they like, what their strengths are and what they would like to improve on and is growing strength to be true to self.	Has a developing awareness of their strengths, areas of growth and understands how these are building blocks towards a positive and realistic sense of self.	Have a realistic and positive sense of self.
	Is kind and caring.	Is kind and caring. Recognises the values of others and is beginning to value the beliefs and strengths of others.	With an increasing understanding, demonstrates empathy with, and value of other cultures, particularly in regard to how they contribute to the building of our bicultural nation.	Show empathy and understanding of other cultures particularly in regard to our bicultural nation.
	Is able to share and work with others in the classroom and include others in play outside the classroom.	Is beginning to understand how to work collaboratively with an inclusive approach both inside the classroom and in the playground.	Is developing a collaborative and inclusive approach and consciously endeavours to put this into practice.	Be collaborative and inclusive in all approaches and seek ways to manifest this.
	Use Te Reo in their everyday life.	Working towards <a href="#">Level 1 (NZC)</a> competency in the use of te Reo.	Working on <a href="#">Level 1 (NZC)</a> competency in the use of te Reo.	Achieve <a href="#">Level 1/2 (NZC)</a> competency in the use of te Reo.
<b>High Expectations</b> <ul style="list-style-type: none"> <li>Future focussed</li> <li>Lifelong Learners</li> <li>Personal excellence</li> <li>Reflective</li> <li>Curious and open to challenge</li> <li>Tenacity and drive</li> </ul>	Always tries to be the best they can be.	Is able to set realistic personal goals with support and perseveres to achieve these, reflect on them and understand how they impact positively on their learning.	Is able to set realistic personal goals with increasing independence, perseveres to achieve these, reflects on them and understands how they impact positively on their learning.	Persevere to work towards personal growth in everything they do.
	Be proud of their mahi.	Enjoys sharing with an audience and is beginning to actively seek out feedback to improve.	Has a developing awareness of self and the world around them to improve, strengthen and flourish.	Be reflective of self and the world around them to improve, strengthen and flourish.
	Able to reflect on their learning and actions to allow for challenges to be recognised and met with support.	Is beginning to meet challenges with positivity and tenacity, with a developing sense of self awareness.	Has a growing sense of awareness of self that enables them to meet challenges with positivity and tenacity.	Meet challenge with positivity and tenacity, with a sense of self and of caring for others.
	Developing a sense of their place and importance in the world around them.	Demonstrates a growing sense of their place, their importance in the world around them and beyond.	Shows increasing awareness of our future world and is beginning to be aware of the need to plan for the future through a global and sustainability lens.	Look towards and plan for the future through a global and sustainability lens.



## RENWICK SCHOOL

# Future Ready Students Graduate Profile

	End Year 2	End Year 4	End Year 6	End Year 8
<b>Dynamic</b> <ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Self motivated</li> <li>• Energetic</li> <li>• Vibrant</li> <li>• Fluid</li> </ul>	Able to set next learning steps with support	Is able to set next learning steps with some support, shows increasing skills and independence in leading own learning.	Mainly working independently with ever lessening degrees of support required, has a more established motivation and skills set to lead own learning.	Have a strongly developed sense of self motivation to direct own learning
	Learning to take risks and sees risk taking as important to growing as a learner	Shows increasing resilience to challenge and understands that taking risks is an important part of the learning process.	Beginning to actively seek challenge in quest for self improvement .	Be committed to self improvement - have courage to seek challenge and take risks
	Building resilience to react positively to unexpected change in the learning and social environment with guidance	Shows increasing resilience to react positively to unexpected change in the learning, social and emotional contexts and environments with some support	Shows increasing independence to able to adjust readily and positively to changing learning, social and emotional contexts and environments	Be able to adjust readily and positively to changing learning, social and emotional contexts and environments
	Show enjoyment, wonder and curiosity when learning new things	Is beginning to develop a level of engagement relating to their own learning. Can identify areas of passion to pursue project based learning.	Has a developed level of engagement and curiosity in the classroom and in life, to enhance their passion as a learner.	Be passionate learners who are engaged and curious in the classroom and in life.
<b>Creative</b> <ul style="list-style-type: none"> <li>• Problem solver</li> <li>• Imaginative</li> <li>• Inspired / inspiring</li> <li>• Innovative</li> <li>• Resourceful</li> </ul>	Shows some creative thinking skills and attitudes to solve simple problems with support.	Increasing creative thinking skills and attitudes to solve increasingly complex problems with support.	Demonstrates creative thinking skills and attitudes to solve increasingly complex problems independently.	Readily and confidently demonstrate creative problem solving skills and attitudes
	Exhibit some positive leadership qualities	Beginning to show more mature leadership qualities and beginning to have them impact positively on others.	Show increasingly mature leadership qualities and now purposefully uses these to inspire others.	Inspire others through leadership and innovation
	Offer ideas for ways to solve challenges and problems	Readily offers a growing variety of ways to solve challenges and problems.	Is becoming resourceful-endeavours to show imagination and creativity when responding to challenges.	Be resourceful - show imagination and creativity in responding to challenge
	Share and pursue their passions	Beginning to demonstrate and practice ways to solve problems creatively.	Is developing an awareness and willingness to look beyond themselves and seek creative solutions for the greater good.	Show willingness to look beyond themselves and seek creative solutions for the greater good.
<b>Culturally Responsive</b> <ul style="list-style-type: none"> <li>• Knowing ourselves, each other</li> <li>• Inclusive</li> <li>• Equitable</li> <li>• Valuing community connections</li> <li>• Collaborative</li> </ul>	Knows what they like, what their strengths are and what they would like to improve on.	Knows what they like, what their strengths are and what they would like to improve on and is growing strength to be true to self.	Has a developing awareness of their strengths, areas of growth and understands how these are building blocks towards a positive and realistic sense of self.	Has a realistic and positive sense of self that encompasses areas of strength and areas of growth..
	Is kind and caring	Is kind and caring. Recognises the values of others and is beginning to value the beliefs and strengths of others.	With an increasing understanding, demonstrates empathy with, and value of other cultures, particularly in regard to how they contribute to the building of our bicultural nation.	Show empathy and understanding of other cultures particularly in regard to our bicultural nation.
	Is able to share and work with others on tasks in the classroom and include others in play outside the classroom.	Is beginning to understand how to work collaboratively with an inclusive approach both inside the classroom and in the playground.	Is developing a collaborative and inclusive approach and consciously endeavours to put this into practice.	Be collaborative and inclusive in all approaches and seek ways to manifest this.
	Use Te Reo in their everyday life	Working towards <u>level 1 (NZC)</u> competency in the use of te Reo.	Working on <u>Level 1 (NZC)</u> competency in the use of te Reo.	Achieve <u>Level 1/2 (NZC)</u> competency in the use of te Reo.
<b>High Expectations</b> <ul style="list-style-type: none"> <li>• Future focussed Lifelong Learners</li> <li>• Personal excellence</li> <li>• Reflective</li> <li>• Curious and open to challenge</li> <li>• Tenacity and drive</li> </ul>	Always tries to be the best they can be	Is able to set realistic personal goals with support and perseveres to achieve these, reflect on them and understand how they impact positively on their learning.	Is able to set realistic personal goals with increasing independence, perseveres to achieve these, reflects on them and understands how they impact positively on their learning.	Independently sets realistic personal goals and perseveres to work towards personal growth in everything they do.
	Be proud of their mahi	Enjoys sharing with an audience and is beginning to actively seek out feedback to improve.	Has a developing awareness of self and the world around them to improve, strengthen and flourish	Be reflective of self and the world around them to improve, strengthen and flourish
	able to reflect on their learning and actions to allow for challenges to be recognised and met with support.	Is beginning to meet challenges with positivity and tenacity, with a developing sense of self awareness.	Has a growing sense of awareness of self that enables them to meet challenges with positivity and tenacity.	Meet challenges with positivity and tenacity, with a sense of self awareness and of caring for others
	Developing a sense of their place and importance in the world around them.	Demonstrates a growing sense of their place, their importance in the world around them and beyond.	Shows increasing awareness of our future world and is beginning to be aware of the need to plan for the future through a global and sustainability lens	Look towards and plan for the future through a global and sustainability lens.