Strategic Plan 2023 – 2025

	NELP Priorities	2023	2024	2025
Major Focus	Priority 6: To improve student outcomes through curriculum and assessment development.	• 100 Hours of PLD on assessment for learning • Assessment and curriculum team continue to drive PD and implementation of this area • PaCT will used by every teacher in the area of reading with a second subject being started before the end of the year • Continue PLD around Assessment for Learning delivered by Sharpe Kinane • Staff meeting focus on assessment for learning and implementation and moderation of PaCT • Appoint a Reading Coordinator to work alongside teachers to use PaCT assessments to drive teaching and learning programmes • Continue with BSLA training for the junior team • Appoint a BSLA leader to ensure exemplary teaching of BSLA, develop school expectations of what BSLA and reading programmes look like at Bell Block School and assist the Middle team to build reading programmes for students who have had BSLA and have transitioned to the middle team. • Investigate the implications of using PaCT for our school reports and reporting timeline, parent interviews, assessment schedule • Implementation of the Aotearoa NZ histories Curriculum	• 50 hours of PLD on assessment for learning • Embed schoolwide PaCT reading assessment, develop the use of the second and then third curriculum area by the end of the year • Investigate the opportunity of appointing a second curriculum coordinator • Review and refine team planning on curriculum document and expectations • Investigate a schoolwide curriculum coverage document • Improve curriculum delivery through effective teacher practice and targeted team action plans • Review and refine an assessment pathway from NE to Y8 that allows us to assess for learning and track progress for every student using eTAP • Investigate the application of eTAP's showcase in our setting	• Shift leadership of this area to an upskilled Team Leader level • School wide planning reflects development done in the past two years with direct links to the curriculum document • Schoolwide assessment plan is followed by all staff who take responsibility for analysis of data at a class and team level to drive teaching and learning programmes • Assessment for learning is evident across the curriculum and across the school including self and peer assessments • Transition between teams includes accurate academic data as well as pastoral information • eTAP is utilised across the school to aid with data analysis and helps drives school wide development • Data is shared with parents and community digitally in a timely manner

	NELP Priorities	2023	2024	2025
Major Focus	Priority 4: Improving academic outcomes for priority students	Refer to Targeted Team Action Plans: **Junior Team Plan** **Middle Team Plan** **Senior Team Plan** **Intermediate Team Plan**	Targeted Team Action Plans developed in the 2023 review implemented	Targeted Team Action Plans developed in the 2024 review implemented
	Priority 5: Support staff to develop their awareness of Te Ao Māori and use of Te Reo Māori and implementing the Aotearoa NZ histories curriculum.	• Implement the Hikaro Scheme or the Education Perfect online PD for all Teachers and any other school staff interested • Develop staff confidence, competence and practice using Te Reo as part of normal classroom practice through regular curriculum meeting sessions • Facilitate planning for the Noho Marae • Link place based learning developments to the Aotearoa NZ histories curriculum. • Continue to grow the school's Kapa Haka systems • Work with the Whānau Hui group to build the outdoor learning space with a strong cultural feel and representation of our local stories • Develop links between Wharoa and Pou korero to be a part of the place-based learning and values system • Develop a self-sustaining powhiri protocol based on Te Atitwa protocols for the school to hold a powhiri • Focus on building relationships and connections through pepeha and place based learning	• Develop staff confidence, competence and practice using Te Reo as part of normal classroom practice • To develop and embed our school Kawa for welcoming new staff and students to our whanau. • Continue to build links with Muru Rauparu Marae as a part of our school life and community. • Work with the Whānau Hui group to achieve the school vision for the grounds and building development • Review the localised curriculum and implementation of Aotearoa NZ histories curriculum for its connectedness and effectiveness • Hold the welcoming Powhiri for new students and staff	• Develop staff confidence, competence and practice using Te Reo as part of normal classroom practice • Continue to build our whanau group, their leadership and opportunities to guide localised curriculum opportunities. • Hold the welcoming Powhiri for new students and staff

	NELP Priorities	Actions to be taken in 2023
Minor Focus	Priority 1: Developing programmes and systems to aid students to positively manage social media and develop a positive self-image.	• Community constable to do teaching around social media • Explicit teaching around social media • Circle time weekly • Contact and partnerships with parents of students involved • Tuakina - Teina to take on supporting roles for other students • Team time to embed school values • Students that are struggling to give to others to build self-image • Developing students team culture • School values teaching • School goals promoted for fortnightly focus • Use of the Mental Health education book put out by the Government
	Priority 2: Look at ways to develop information sharing systems with our community with a focus on families new to the school.	• Trial open evening and morning meetings for parents to share information • Maintain positive relationships with ECEs for smooth transitions for new students • AP to meet with families of new students during their transition visits to build relationships and lines of communications • Redesign the 'Welcome To Bell Block School Book' • Revamp open morning presentations to share more information • eTAP app for parent communication
	Priority 3: Refine and develop support systems including ELL integration.	• ELL teaching to support classroom programmes • Investigating further tools for student support • Develop the use of the lost learning grant • Review and refine the SENCO systems • Look at developing communicating with parents • PD for ORS applications • PD around IEP's for teachers • Develop safety plans
	Priority 7:	To be confirmed