

Strategic Plan priorities for 2021 - 2023

Te Ao Māori

Embed our refreshed cultural narrative

Re-ignite and strengthen connections with our māori whānau and iwi.

Design learning for better outcomes as māori.

Through staff wide PD, strengthen staff capabilities in speaking te reo in an integrated approach.

Further develop our kura reo programme.

Explicit identification and support for māori students with learning needs in support or extension.

Digital Capabilities

Integrate with purpose, digital tools to enhance learning experiences.

Ensure the digital curriculum is strategically woven into learning and teaching.

Ensure there is equity for all ākonga to access digital tools that can enhance learning.

Establish a strong digital partnership with whānau through the use of Hero and Seesaw to share learning and progress.

Experiential learning and teaching

Develop a Pegasus Bay Curriculum that reflects our experiential philosophy and mission to emotionally connect students to learning.

Design learning and teaching that strengthens foundational knowledge and skills through structured processes, experiential application and existential opportunities.

Design learning and teaching that embraces the diverse aspirations and lived experiences of our ākonga.

Sustainable Development Goals

Foster ways for whānau, ākonga and kaiako to have ownership of these goals.

As a community, we will make a difference together in support of addressing these goals.

Be purposeful and active in our systems design and operation of the kura to ensure we are addressing these goals in our context.

Align specific goals with ALS's and track integration through designed learning and teaching.

Te Reo and Tikanga Maori

We are an ethnically diverse school 12% of which identify as Maori. Pegasus Bay School will continue to develop policies, plans and practices that reflect New Zealand's cultural diversity and the unique position of Maori using Ka Hikitia as our guide. In recognising the unique position of Maori, Pegasus Bay will provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) through our Kura Reo, learning programmes and Whānau Hui.

Our aim is that Pegasus Bay children...

- are literate and numerate;
- capability apply skills and knowledge across a range of contexts;
- embrace the challenges and excitement of being a creator, thinker, and adventurer;
- cultivate a kaitiaki mindset.
- develop critical thinking skills;
- confidently enhance learning through digital technologies;
- develop gifts and talents;
- live our values of Ako, Whanaungatanga, and Kaitiaki;
- value and integrate te reo and tikanga;
- communicate and collaborate to find solutions effectively.

Whanau Engagement Plan 2021

This plan outlines most of the events and communications that Pegasus Bay School uses to engage our students and their whānau in school life

TERM 1	TERM 2	TERM 3	TERM 4
3 February until 16 April	3 May until 9 July	26 July until 1 October	18 October until 17 December
1-2 February - staff only days – before year start	4 June – teacher only day with COL	X Factor	Staff only day - and parent interviews
4 March – meet the teacher community event	Matariki – community event	Art Show fundraiser – community event	Transition to High School meetings
Week 8 Book Week activities	Mid-year reporting	Kids school disco	Prize giving
1 April – staff only day for Peer Mediator PD	Staff only day - and parent interviews	Māori language week activities	Big Day In
Whānau Group - Sonya	Kids movie night	Whānau Group - Sonya	17 December – staff only day
	Year 8 camp – Arthurs Pass		Year 3, 4, 5, 6, 7 camps
BOT Newsletter	BOT Newsletter	BOT Newsletter	BOT Newsletter
Enrolment tours New entrant visits Preschool liaison Weekly Whānau Hui 3 whole school assemblies	Enrolment tours New entrant visits Preschool liaison Weekly Whānau Hui 3 whole school assemblies	Enrolment tours New entrant visits Preschool liaison Weekly Whānau Hui 3 whole school assemblies	Enrolment tours New entrant visits Preschool liaison Weekly Whānau Hui 3 whole school assemblies
School Events			
Swimming Sports Twilight Football, PCT, Golf, Basketball, Touch, Mini-ball, hockey, korfbal, music, dance, skate & surfing academies	Matariki, WaiSwim, cross country, weekly winter sports, movie night, parent interviews, music, dance, skate & surfing academies	Fundraising Night (quiz show / bingo), Art Show, Winter Tournament, school disco, music, dance, skate & surfing academies	Whole school Swimming, Twilight Football, Golf, Basketball, Touch, Big Day In, Prize giving, Year 8 Leaver activities, Production, music, dance, skate & surfing academies
Board and Staff review			
Term 1	Term 2	Term 3	Term 4
Board Policy Review			
Home Learning, Finance & Property Management	Reporting to parents, Protected Disclosure, Visitors	Concerns & Complaints, Behaviour Management,	Māori Educational Success, Religious Instruction / Religious Education, Harassment
Staff Procedure Review			
Staff Handbook, assessment timeline, reporting process	Digital curriculum, Seesaw	EOTC	Review of learning journey clarity

Pegasus Bay School Priorities for 2021

The 2021 overarching themes are

- Te Ao Māori
- High quality curriculum
- Digital Capabilities
- Sustainable development goals

Pegasus Bay is now heading into its 7th year and is a school with a strong vision, clear values and quality learning and teaching. This is underpinned by research and pedagogy that aligns and validates our philosophy of experiential learning and socio-emotional learning.

We are in the beginning stages of designing our local curriculum. This document will be representative of the aspirations of ākonga, kaiako and whānau.

Our values and learner dispositions are integrated thoroughly in our learning and teaching. To ensure these are deeply embedded in our practice we continually review, reflect and refocus on the vision.

Our next step remains the ‘how’ of what we do at Pegasus Bay. We have a strong ‘why’ but the ‘how’ is the next critical step and the redesign of our local curriculum will be the framework that establishes the ‘how’ clearly. This document will be a guide for staff, parents and students as to how we design learning across the curriculum, aiming to achieve strong foundational outcomes and also socio-emotional and socio-ecological outcomes for our students. We have often discussed the process of making the learning journey clear, this document will highlight the design of our learning and teaching showing a clear pathway of growth for students. With each curriculum area, our intent is to ensure students are capable at applying their skills and knowledge broadly and in a range of contexts.

We have had some success with the ways in which we engage our whānau in 2020, but we can certainly improve in this areas. The aim for 2021 is to reconnect with our community in the aftermath of Covid-19 in 2020. We understand that things will still be in flux but we will be active in bringing our community together to celebrate the kura, learning and teaching and our community as a whole. Rebuilding strong whānau connections is a significantly important focus for us. We are exploring ways in which we can invite our broader community into the school, establishing strong community ownership of our kura. Developing a community garden remains one of these options to engage our wider community. We are also connecting with the Menzshed in our area to see what relationship we can build there and our students continue to be kaitiaki of a biota node established in the Tūhaitara Coastal Park.

The expansion of our kura reo to non-māori students continues and is opening doors to include a more diverse range of our student to engage in te reo and tikanga.

Pegasus Bay 2021 goals and outcomes defined:

Te Ao Māori

This goal addresses our desire to be far more more capable in integrating te reo and tikanga into our every day learning and teaching at Pegasus Bay School. We also want to re-establish our cultural narrative to weave our story through our kura in purposeful and meaningful ways. Aspiring to achieve a better understanding of our history and our connection to our place.

2021 outcomes:

- Staff will engage with regular te reo pd to cultivate the capabilities of teachers to integrate reo into every day practice. With an aim of staff speaking capably at level 2 te reo by the end of 2022.
- Continue to expand the kura reo programme
- Design a Pegasus Bay local curriculum that weaves in our cultural narrative giving it value and purpose.

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1	Develop our internal Te Ao Māori PD	Jared and Sonya	<ul style="list-style-type: none">• Clear progression of lessons that will cultivate staff capabilities;• more cohesion between kura reo and the ALS's;
Term 2/3/4	<ul style="list-style-type: none">• Roll out the PD at staff meetings. 3 to 4 sessions a term.	Sonya	<ul style="list-style-type: none">• 3/4 sessions per term;• more natural integration in the learning and teaching;• less isolated te reo being taught and more active use;• staff confidence in integrating te reo.
Term 1/2/3/4	<ul style="list-style-type: none">• Expand the kura reo programme to include reluctant māori students an non-māori students	Sonya	<ul style="list-style-type: none">• Increase in students opting into this programme;• more students actively sharing and integrating their learning from kura reo

High quality curriculum

This goal addresses the importance of ensuring we have a high quality curriculum at Pegasus Bay School that is an interactive model of learning and teaching. It will encompass and value student capabilities, weave in our cultural narrative, define our experiential practices and cultivate creative digital capabilities. It will also support the development of the socio-emotional and socio-ecological growth of our students. It will be a document that cements our beliefs around best practice, it will connect us to our communities aspirations and be agile enough to allow for our broad range of students and staff to shine.

2021 outcomes:

Curriculum re-design:

- Introduction of the 4 pou of the Pegasus Bay Curriculum;
- refined evaluative systems to critique the effectiveness of our programmes;
- refined structures and expectations in relation to experiential practice and digital learning;
- have a curriculum that this designed for us our our unique context;
- NELP and Ka Hikatia clearly woven through the curriculum document.
- Accurate assessment and reporting

When	What (examples)	Who	Indicators of Progress
Term 1/2/3/4	<ul style="list-style-type: none"> • Establishing an understanding of the 4 pou 	Jared, Di Staff	<ul style="list-style-type: none"> • 4 pou to be actively integrated through all curriculum areas; • pou will be visible in planning; • development of planning templates that support the integration of the pou and also the experiential cycle.
Term 2/3	<ul style="list-style-type: none"> • Aspects of the curriculum shared to the BOT and staff. 	Jared	<ul style="list-style-type: none"> • Visual representations of the curriculum framework; • fleshed out narrative to explain the aspects of the curriculum
Term 4	<ul style="list-style-type: none"> • Draft of the Pegasus Bay Curriculum • Share with school community for feedback 	Jared	<ul style="list-style-type: none"> • Physical draft document to share with staff, BOT and community.
Term 1/2/3/4	<ul style="list-style-type: none"> • evaluative of the effectiveness 		<ul style="list-style-type: none"> • More consistency around the learning and teaching of maths across the school; • clear progression across the year levels.

Term 1/2/3/4	<ul style="list-style-type: none"> • Standardised assessments will be used as diagnostic tools to drive the design of learning; • Reporting will remain in a digital space but will clear and simple parent information on progress. 		<ul style="list-style-type: none"> • Better informed teaching; • better outcomes for students as learning will be more specific to the individual; • Improved used of assessment tools and deeper analysis of data; • Simple reporting for parents; • better engagement around using Hero to understand their child's progress.
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Digital Capabilities

This goal addresses our desire to continue to use digital tools to enhance learning in a way that just isn't possible without digital tools. It also addresses the need for students to understand how the world around them works by gaining a strong understanding of the digital world through the implementation of the digital curriculum.

2021 outcomes:

- Strengthen individual and staff capabilities in using digital tech to enhance learning contexts and outcomes for students;
- use the SAMR model to evaluate how we are using digital tools to enhance learning;
- maintain our Apple Distinguished School status in order to access enriching PD and collegial connection for staff;
- purposefully integrate the digital curriculum;
- develop a community culture that values digital opportunities to connect.

When	What (examples)	Who	Indicators of Progress
Term 1/2/3/4	<ul style="list-style-type: none"> • We have access to 50hrs of IT PD this year. Working with Mandy on individual and teaching partner goals. 	Rachel K Mandy	<ul style="list-style-type: none"> • Effective use of digital tools to enhance learning; • improvement teacher capability to use digital tools effectively.
Term 1/2/3/4	<ul style="list-style-type: none"> • Use the SAMR modal to evaluate the quality of digital learning and teaching. • Explicitly teach the skills and knowledge outlined in the digital curriculum. 	Jared, Rach K	<ul style="list-style-type: none"> • Learning and teaching with digital tools will strongly focus on the modification and redefinition aspects of the SAMR model; • digital capabilities for staff will show a deeper level of understanding of how to integrate digital tools; • Planning will show explicit teaching of computational thinking and developing and designing for digital outcomes; • the 2 key progress outcomes will also be connected to other learning areas to strengthen the integration of the digital curriculum.

Term 1/2	<ul style="list-style-type: none"> Through the school website develop a public portal that tells our Apple Distinguished story and why digital is important to our kura. 	Rachel K	<ul style="list-style-type: none"> Additional page for the school website related being an Apple Distinguished School; collation of content to share about our digital capabilities.
Term 1/2/3/4	<ul style="list-style-type: none"> Run workshops to inform whānau about the digital tools we have at Pegasus Bay, how we use them, how they can best interact with these tools and for what purpose. 	Roisin, Di and Rach	<ul style="list-style-type: none"> Host a digi event - Get Connected. Staff and students run an interactive afternoon/ evening of workshops around what digital learning is and how it makes an impact; meet the teacher night - Rolling tutorials for parents to learn about Hero and Seesaw.

Sustainable development goals

This goal will aims to ensure that our school culture develops so that everyone feels safe, valued and meaningful contributors. It is also about how we are growing the capabilities of our students and staff to recognise their own well being needs and how they can manage this.

2021 Outcomes:

- Understand how we are addressing these goal through the operational aspect of the school
- Establish goals that might be able to be addressed by different ALS teams
- Design learning and teaching that supports the development of skills and knowledge that are in support of the sustainable development goals

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>		Indicators of Progress <i>What will we see?</i>
Term 1/2/3/4	<ul style="list-style-type: none"> Align the ALS teams with specific sustainable development goals that can be integrated in learning and teaching. 	Barry and Staff	<ul style="list-style-type: none"> Students will be more aware of the needs of our global community and actively participate in solution based learning that addresses these goals in a local context.
Term 1	<ul style="list-style-type: none"> PD with Barry law around the goals; evaluate the schools effectiveness in relation to the sustainable development goals. 	Barry and Jared	<ul style="list-style-type: none"> Unpacking the goals and aligning with our teams; adjust policy to align with better outcomes for these goals modify best practice, systems and operational requirements to be inline with the sustainable development goals.

Achievement Targets for 2021

Year level	Reading Reading at or above their Chronological age	Mathematics Achieving at or above NZC level expectation	Writing Achieving at or above NZC level expectation
Year 3	70	70	70
Year 4	75	75	75
Year 5	80	80	80
Year 6	80	80	80
Year 7	90	80	80
Year 8	80	80	80

There are specific cohorts groups who will be reported on to BOT. These are our targets across those groups....

Maori	90	90	80
ESOL These are mainly Yr1-3 chn.	50	50	30
Year 8 Cohort - Maths		80	

