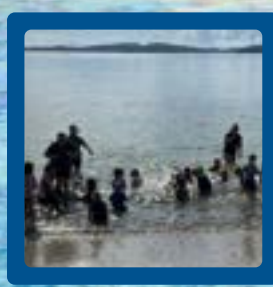




STRATEGIC PLAN

2024-2025

DEVELOPED BY THE SNELLS BEACH SCHOOL BOARD OF TRUSTEES (March 2025)



Snells Beach SCHOOL

Snells Beach School (est. 2009) is a semi rural school, minutes from the town of Warkworth, overlooking the beautiful Kawau Bay.

Snells Beach School opened in 2009 to provide education for students in Years 1 – 6 in the Mahurangi East area. Located approximately 45 minutes north of Auckland, the school is situated above beautiful Snells Beach, overlooking Kawau Bay on one side, and the Mahurangi River on the other.

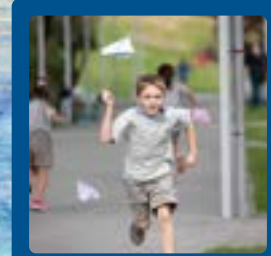
The school has an Enrolment Zone, which extends from Sandspit, along the length of the Mahurangi East Peninsular, to Martins Bay and Scotts Landing, and includes Kawau Island.

We are a semi-rural school, and value being actively involved in our surroundings. Our students enjoy time at Snells Beach, Scandrett Regional Park, and by the Mahurangi River. We encourage kids to get wet, sandy and muddy as they explore our local beaches and parks.

We celebrate the cultural diversity of our students, and believe in supporting all learners to achieve their best. We acknowledge Ngāti Manuhiri as mana whenua, and they gifted us the name Te Manu o te Ngahere (The birds of the forest).

Snells Beach School is a Travelwise School – where parent support allows we run supervised Walking & Riding School Buses. Buses are also available on set routes for students who live further from the school.

The Snells Beach community has undergone significant change in recent times, as many ex baches and retirement homes have been transformed into family homes, and growing numbers of children have moved into the area. Our school enjoys the support of our close knit community.



Our Values

Here at SBS, while our learning is incredibly important, we believe building our character is the most important of all. That way we are empowered to make good decisions for ourselves, others and the world – a strong values base empowers us to use our knowledge for good. Each term we focus on one value. Classes talk about this value and we share knowledge about it at our Values Assemblies, which are really our SBS “family meetings”.

“Living our values” isn’t really about the individual values – it’s about the process of how we live our lives to show them. We want kids to live all values, not just the ones we choose. We ask our kids if they were “living their values”, or “how could we use our values to fix this” when they get angry or upset someone. Values aren’t a threat – they are a tool to make things better.

Our Values are:

Respect *Whakaute*

Happiness *Harikoa*

Co-Operation *Mahi Ngātahi*

Tolerance *Pai te Rerekē*

Peace *Rangimaarie*

Freedom *Mana*

Responsibility *Haepapa*

Honesty *Pono*

Simplicity *Kia Ngawari*

Love *Aroha*

Humility *Tu Whakaiti*

Unity *Kotahitanga*

Our Vision

At Snells Beach School we are deeply committed to building strong sustainable relationships fostering a sense of belonging and identity. This is created in a safe, harmonious, student-centered environment that we are all proud to belong to. Our actions and words cultivate inclusion. The concept of whānau is evident as our partners in the education of our tamariki. They feel welcome, wanting to be involved and recognised and valued for their talents and contributions. We have positive links with the local community and utilise its rich natural and human resources to extend the opportunities for learning.

At Snells Beach School we are all learners. We intentionally develop strategies to build resilience in us all through a balance of challenge, risk-taking and support. We acknowledge it is ok to make mistakes. As learners we have a strong understanding of the relevance of our learning through being engaged in authentic, real life learning activities across a variety of curriculum areas. Living our lives with humour and respect for self, others and the environment is the norm here. We celebrate, support and value every person in our kura. Mā te tuakana te teina e tōtika, Mā te teina te tuakana e tōtika – *(The older will lead the younger and the younger will lead the older)*




Learning is exciting, relevant and fun for us all. Our learning engages our tamariki in authentic, real-life contexts being actively involved. Hands-on exploring of our rich natural environment is encouraged. Deep learning is built through strong relationships. We believe everyone can learn when given the right opportunity, support and encouragement. We believe in this current world a focus on simplicity and clarity for our learners is important so they know what they are learning, why they are learning it and are able to identify next steps.

Being an integral part of our local community is important to us all. We can hear people referring to our SBS family as kind, caring and knowing what matters. We experience opportunities to develop the skills to become self-sufficient and feel successful. We stand out as ambassadors for our place displaying good values, initiative and gratitude. “You don’t have to worry about them, they’ll be sweet” can be heard. We want to be able to retain our home-grown talent in our community. As our tamariki are the citizens of the future, we endeavour to be part of the decision making as the area grows and develops wider resources and infrastructure. Snells Beach School is the heart of this community, it is our turangawaewae, where it is clearly evident that whakawhanaungatanga, kaitiakitanga, and manakitanga are deeply embedded in our daily lives.



Strategic Aims

STRATEGIC FOCUS: Curriculum Akoranga




-  1. To continue with evidenced based teaching practices to ensure consistency across classes as we grow:
 - to embed structured literacy (Little Learners & Writer's Toolbox)
 - to embed SBS structured maths plan, (inc Prime Maths for Years 2 - 6 across the school)
-  2. To embed the refresh of the NZ Curriculum into planning & assessment
-  3. To continue to deepen our understanding of Te Āo me Tikanga Māori

STRATEGIC OUTCOME:



All ākonga achieving success

STRATEGIC FOCUS: Environment Taiao

Property/Buildings

-  1. To ensure that all buildings are safe, welcoming environments in which to work & learn
-  2. To oversee grant funded bike track installation
-  3. To ensure our facilities reflect our growing roll

Environmental education



-  1. To provide a local curriculum where all students are involved in enviro ed around the school and wider community
-  2. To ensure SBS sustains good environmental practices

STRATEGIC OUTCOME


A school that is fit for purpose & meets the needs of it's community

STRATEGIC FOCUS: Relationships Whanaungatanga



Cultural Responsiveness

-  1. To continue to build & grow our relationship with Ngāti Manuhiri
-  2. To celebrate the diversity of cultures in our SBS community

Community Events

-  1. To provide regular opportunities for whānau to connect/engage

Communication strategy


-  1. To provide a variety of ways to connect with the community to share information, esp on learning, pedagogy, parenting & mental health
-  2. To ensure that reporting of student progress is clear & accessible

STRATEGIC OUTCOME


An inter-connected learning community that can successfully work together

STRATEGIC FOCUS: Culture Ahurea



Inclusive Education

-  1. To ensure SBS students are provided with appropriate support & Enrichment programmes

Hauora

-  1. To support teachers to deliberately & intentionally build a resilience & wellness programme

Values

-  1. To actively celebrate our values in action more widely
-  2. To support art work around the school to reflect our values & support parents & whanau

STRATEGIC OUTCOME

A school that values wellbeing and provides ākonga with strategies to achieve this

Strategic Goals 2025

STRATEGIC ACTIONS:

Curriculum Akoranga

- To increase the level of regular attendance in learners at SBS
- Little Learners Love Literacy PLD for all teachers of Year 4 – 6 classes (MOE funded – WSL)
- Writer's Toolbox PLD for all teachers of Year 3 – 6 classes (AP to lead)
- To support Prime maths implementation & review whether this covers the refreshed curriculum (WSL)
- To establish a new tracking & provision system for learning and special need support (APs, LSC, Principal)
- Continue our relationship with MAC at both a staff and Board planning level (Cultural Leadership Allowance)
- Build competency in our kaiako to be ready to implement the NZ Curriculum refresh via staff meetings etc

STRATEGIC ACTIONS:

Environment Taiao

- Navigate the remediation process of firstly the Admin Block and then subsequent buildings
- Ensure SBS is a safe environment in which to work & learn by following 10YPP
- Reinforce composting, recycling and gardening systems in our school (unit)
- Manage Safety systems (SLT), planting & maintenance of pump track (unit)
- Plant the northern boundary to lower mowing costs and prevent slipping and drainage issues (grant app)
- Participate in Trees for Survival Planting (Year 4) (Unit)
- Work with DOC/Ngati Manuhiri to assist in local revegetation planting (Year 5/6)

STRATEGIC ACTIONS:

Relationships Whanaungatanga

- Develop a new interim reporting system for 2025, reflecting curriculum changes, before new guidelines are released in Term 4
- Engage with and value feedback from Ngāti Manuhiri on both local curriculum and school events
- Hold hui & fono to build relationships with and between whanau.
- Grow our Cultural Performance Group to reflect the diversity of our community
- Hold at least one event a term where the community & whānau are invited to come

STRATEGIC ACTIONS:

Culture Ahurea

- Develop systems & structures to ensure that all learning support is equitably managed, and all at risk students have a strategy in place to accelerate learning
- Fund Teacher Aide hours over and above those from MOE
- Engage Bridget Farmiloe for Counselling
- Engage Bridget Farmiloe for PLD with staff and whānau on Separation Anxiety & Anxiety in general
- Undertake Pause, Breathe, Smile PLD (Term 2) as a baseline wellness programme
- WSL position allocated to driving our SBS values programme – documentation, resources and parent info
- Display our values around the school to engage whanau

Curriculum Akoranga- Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>1. To continue with evidenced based teaching practices to ensure consistency across classes as we grow:</p>	<p>Little Learners Love Literacy consistent across all classes. PLD Sessions with Liz Kane Literacy Yr 4 - 6</p>	<p>Team Leaders to set planning expectations, check documentation & do in class observations</p>	<p>Planning Checks Classroom Visits</p>	<p>All kaiako teaching LLLL according to the SBS plan</p>
	<p>Writer's Toolbox consistent across all classes Yr 3 - 6 (inc Yr 3/4) - PLD Sessions facilitated by Writer's Toolbox. New teachers extra PLD.</p>	<p>Observation Kyle Port to work with teachers for agreed implementation plan</p>	<p>Planning Checks Classroom Visits</p>	<p>All kaiako using Writer's Toolbox according to the SBS plan</p>
	<p>Deliver the NZ Maths Curriculum via Prime Maths</p>	<p>Consistency in planning, and delivery across the school. Review of Prime maths vs curriculum guidelines</p>	<p>Planning Checks Classroom Visits</p>	<p>All kaiako teaching the NZ Curriculum via Prime Maths</p>
<p>2. To improve the number of students attending school regularly at SBS</p>	<p>To increase the level of regular attendance through parent information and review of our attendance systems</p>	<p>Every Day Matters Attendance reports shared at BOT, SLT & Staff Meetings. Information shared to parents "in everyday language". Serial absentees identified and referred to NAISS.</p>	<p>Students identified as "at risk" attending more regularly Supports put in place to overcome barriers to attendance where possible (eg: use of bus)</p>	<p>TSBS students increase rates of regular attendance.</p>

Curriculum Akoranga – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>3. To continue to deepen our understanding of Te Āo me Tikanga Māori</p>	<p>Develop protocols regarding how mihi whakatau will take place in different contexts.</p>	<p>First day of school First Mid Term Cohort First day Term 2</p>	<p>Running a mihi whakatau appropriate to the situation</p>	<p>Tamariki valuing and working towards and demonstrating Manaakitanga</p>
	<p>Team Leaders attend the MAC Conference to broaden understanding across the staff</p>	<p>MAC Conference is budgeted for and supported by the Board</p>	<p>Team Leaders attend the Conference (Waitangi March 2025)</p>	<p>Te Āo me Tikanga Māori becomes less “top down” & is better supported at Team level</p>
	<p>Set expectations of all tamariki learning specific school-wide waiata and kapahaka (even via videos) to support powhiri and mihi whakatau</p>	<p>Kathryn to teach waiata in Values Assembly</p>	<p>Tamariki able to sing these with confidence</p>	<p>Everyone is able to sing waiata and also understand when they are most likely to be used or what they mean</p>
	<p>New Board to undergo MAC Training regarding their role as Treaty Partners</p>	<p>Book dates with Brenda following the Board elections</p>	<p>Board training completed</p>	<p>New Board Members understand what their role as Treaty Partners means</p>
	<p>Cultural Leadership allowance position</p>	<p>Kyle Port appointed to this role. Role Description as provided by MOE</p>	<p>Termly reviews with KR</p>	<p>School wide cultural responsiveness in a range of situations</p>

Environment Taiao – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>1. To ensure that all buildings are safe, welcoming environments in which to work & learn</p>	<p>Buildings are safely remediated for leaks and mould damage.</p>	<p>Admin & Library Block remediation occurs. School buildings repurposed as needed to keep core business functioning safely. Planning in place to allow school to function safely during construction period.</p>	<p>Use our learnings from the Admin/Library remediation to inform our planning for classroom remediations, starting mid 2025.</p>	<p>All buildings healthy spaces in which to work and learn</p>
	<p>10YPP plan delivered with guidance from LM Consulting</p>	<p>Work is carried out as per the 10YPP and in a timely manner.</p>	<p>Work is completed within the expected costings, and signed off by either the Council, MOE or both, as appropriate</p>	<p>Expected 10YPP projects for 2025 are completed</p>
<p>2. To ensure that we have safe systems for use and maintenance of pump track</p>	<p>Manage Safety systems (SLT), planting & maintenance of bike & pump track (unit)</p>	<p>RAMS established for safe use of Pump Track Fixed Term Unit (Ben) allocated to managing student use, checking of track and school bike condition & arranging maintenance with caretakers</p>	<p>RAMs are understood and fit for purpose. Injuries are minimised as much as possible. The track is maintained in a safe condition.</p>	<p>SBS kids are safely using our pump track</p>

Environment Taiao – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>3. To ensure SBS sustains good environmental practices</p>	<p>Our school utilises composting, recycling and gardening systems so students accept that as their “norm” - Fixed Term Unit (Tracey)</p> <p>Participate in Trees for Survival Planting - Fixed Term Unit (Stacey)</p> <p>Work with DOC/Ngati Manuhiri to assist in local revegetation planting - Cultural Leadership (Kyle)</p> <p>To apply for a grant to plant our Northern Boundary to reduce run off. (Marissa)</p>	<p>Composting & recycling reviewed & works for all staff.</p> <p>Review of how the vege gardens are used to inform new plans.</p> <p>Successful Tree for Survival growing unit and planting day.</p> <p>Successful planting day with Ngati Manuhiri.</p> <p>Quote from Kauri Park Nurseries. Marissa to apply for grant.</p>	<p>Composting & gardening systems running smoothly.</p> <p>Vege gardens in use.</p> <p>Trees in planting unit grow well.</p> <p>Planting days run smoothly.</p> <p>Success in grant application - planting occurs.</p>	<p>Students compost & recycle without being prompted.</p> <p>Vege gardens utilised.</p> <p>Students make a positive difference to the local environment through planting days</p> <p>Reduced run off.</p>

Relationships Whanaungatanga – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
1. To continue to grow our relationship with Ngāti Manuhiri	SLT to meet with Ngāti Manuhiri to find out what projects we can support them in this year.	SLT to meet with Ngāti Manuhiri in Term 1	We support Ngāti Manuhiri in some of their own projects	Ngāti Manuhiri & SBS develop a mutually beneficial relationship.
	Ngāti Manuhiri invited to Whānau Hui	KR to invite Ngāti Manuhiri	Ngāti Manuhiri feel welcomed to attend hui as Mana Whenua	
	Ngāti Manuhiri invited to school events such as Matariki & Prize Giving	KR to invite Ngāti Manuhiri	Ngāti Manuhiri feel welcomed to attend hui as Mana Whenua	
2. To celebrate diversity of cultures in the SBS community	To incorporate a cultural celebration day into our event calendar	A Cultural Celebration Day is held in Term 3 & whānau are encouraged to attend	This event is well supported by whānau and enjoyed by students	Students and whānau see their culture reflected in & celebrated here at SBS
	Our Pasifika families feel a valued part of our school community	Pasifika students to attend Polyfest – bus provided	Students experience a celebration of their own culture and other Pacific peoples.	
	A wider range of cultures are represented in our Cultural Performance Group	Whānau coming in to assist with the Performance group paid a koha to reflect their time and energy	We are able to have multiple (smaller) performances & more cultures represented at our End of Year events.	

Relationships Whanaungatanga – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>3. To provide a variety of ways to connect with the community to share information, especially on learning, pedagogy, parenting & mental health</p>	<p>Information events are held to build understanding of teaching & learning programmes here at SBS & how whānau can support at home</p> <p>Progress is reported to whānau in a way that is meaningful & accessible to them.</p>	<p>Junior Literacy information evening – Week 1, Term 2</p> <p>Bridget Farmiloe – Separation anxiety & general anxiety information evening (T2)</p> <p>The Tough Stuff parenting session (T3)</p>	<p>Evening sessions are well attended.</p> <p>Survey parents for feedback.</p>	<p>Whānau feel a sense of community and partnership in their tamariki's education</p>
<p>4. To ensure that reporting of students progress is clear and accessible</p>	<p>Develop a new interim reporting system for 2025, reflecting curriculum changes, before new guidelines are released in Term 4</p> <p>New Entrant teachers to start 10 week and 20 week meetings with parents.</p>	<p>Ensure that our communication of student progress aligns with both the language and achievement expectations of the refreshed curriculum.</p> <p>Rimu 1 & 2 to have interviews in Week 10 Term 1 & 3 (& be removed from regular interview schedule)</p>	<p>A new interim mid year and end of year reporting document is established.</p> <p>A set of guidelines for what will be discussed at these more regular meetings is established.</p>	<p>Whānau feel informed of their child's progress in a way they can best engage with & understand</p>

Culture Ahurea – Measurement Framework

INITIATIVE	KEY OUTCOME MEASURES	BASELINE MEASURES	ENDPOINT MEASURES	SUCCESS
<p>1. To develop systems & structures to ensure that all learning support is equitably managed, and all at risk students have a strategy in place to accelerate learning</p>	<p>A system for identifying students with additional needs or those at risk of not achieving is established.</p> <p>Teacher Aides are funded above our MOE allocation to support students with both learning & behavioural needs</p>	<p>SENCOS & LSC establish collaborative document and regular support meetings (inc with Counsellor) where students needing support are identified, and supports put in place are recorded.</p> <p>Teachers identify students at risk of not meeting curriculum expectations & plan to support these students.</p> <p>APs, LSC & Structured Literacy teacher small group support</p>	<p>Systems are efficient and understood</p> <p>Support is equitable and focussed</p> <p>Support is making a difference to student achievement</p>	<p>Students with needs outside expected level have access to extra support or opportunity.</p> <p>Teachers feel better equipped to support students with learning needs</p>
<p>2. To support teachers to deliberately & intentionally build a resilience & wellbeing programme</p>	<p>To form a baseline programme with shared understanding by using Pause, Breathe, Smile as a starting point.</p>	<p>Pause, Breathe, Smile. 4 PLD sessions (staff meetings) in Term 2.</p> <p>To develop a consistent approach across the school with links to the Health Curriculum.</p>	<p>PLD completed.</p> <p>Unit plans and teaching resources in place with curriculum links.</p>	<p>A consistent baseline Wellbeing and Resilience Programme is in place across the school.</p>

Culture Ahurea – Measurement Framework

INITIATIVE

4. To support art work around the school to reflect our values and support parents & whānau

KEY OUTCOME MEASURES

Artwork which shares and reinforces our values programme is visible around the school

BASELINE MEASURES

The Board budget for the production of this in a professional capacity.

ENDPOINT MEASURES

Values art work is visible around the school. Student work reflecting our values is present around the school and in whānau communication

SUCCESS

Whānau understand “the process of living our values” as opposed to just understanding the values themselves