



## 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.
- 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

- Embed Pegasus Bay Curriculum weave 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 Māori. Pegasus Bay School will continue to develop policies, plans and practices that reflect New Zealand's cultural diversity and the unique position of Māori using Ka Hikitia as our guide. In recognising the unique position of Māori, Pegasus Bay will provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori 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.
- have an 'open to learning' mindset where effort is valued.

# Pegasus Bay School Priorities for 2022

The 2022 overarching themes are:

- Te Ao Māori
- High Quality Curriculum
- Digital Capabilities
- Sustainable Development Goals
- Maths No Problem

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 and socio-ecological learning. We have newly established 4 key pou that are the pillars of learning and teaching for our ākonga, kaiako and whānau. These pou represent the way we believe is best to engage students in a deep love of learning across the curriculum whilst also achieving excellent outcomes both academically but also socially and emotionally.

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 is the 'What' of what we do at Pegasus Bay. We have a strong 'why' and 'how', what we explicitly do is the next critical step. This has meant a shift in thinking around how we teach maths and a re-vision of how writing is taught. We are expanding our learning and teaching capabilities of staff 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, so 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 engaged our whānau in 2021 despite the challenges covid had presented us with, however we are exploring new ideas to engage our whānau. We can certainly improve in this area. The aim for 2022 is to re-establish positive and authentic connections with our community. We understand that things will still be fluid but we will be active in bringing our community together to celebrate kura, learning, 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, even if this is achieved virtually, establishing strong community ownership of our kura. Developing a community garden remains one of these options to engage our wider community. We are expanding our relationship with the Tūhaitara Coastal Park and are co-creating opportunities for our students to expand on the amazing mahi that has already been done. We are hoping to connect more into our community and have a real presence in those areas that are protected around Pegasus.

## Pegasus Bay 2022 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. Deep integration of our cultural narrative into learning and teaching. 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.

#### 2022 outcomes:

- Staff will engage with regular te reo pd to cultivate the capabilities of teachers to integrate reo into every day practice;
- Evolve the kura reo programme and evaluative the effectiveness of the programme and its impact on those akonga who attend;
- Community project that provides students a voice and platform to share our cultural narrative to the wider community.

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	Utilise our AST to help develop our internal Te Ao Māori PD programme.	Jared, Sonya and Chrisanna	<ul style="list-style-type: none"> <li>• Clear progression of lessons that will cultivate staff capabilities;</li> <li>• more cohesion between kura reo and the ALS's;</li> </ul>
Term 2/3/4	<ul style="list-style-type: none"> <li>• In term 2, work with the community and lwi to develop a plan for our community project.</li> <li>• Action the Digital Pou project along side key stakeholders.</li> </ul>	Jared, Sonya and key stakeholders	<ul style="list-style-type: none"> <li>• Scope community plan</li> <li>• Meet with key stakeholders</li> <li>• Connect with people who can help with physical/ construction aspect of the plan</li> <li>• Students create digital content about the narrative.</li> <li>• Construct info pou at sites around Pegasus to share our local stories</li> </ul>
Term 1/2/3/4	<ul style="list-style-type: none"> <li>• Expand the kura reo programme to include reluctant māori students an non-māori students</li> </ul>	Sonya	<ul style="list-style-type: none"> <li>• Increase in students opting into this programme;</li> <li>• more students actively sharing and integrating their learning from kura reo</li> </ul>

## 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. This encompasses and values student capabilities, weaves in our cultural narrative, defines our experiential practices and cultivates creative digital capabilities. It also supports the development of the socio-emotional and socio-ecological growth of our students. It cements our beliefs around best practice, it connects us to our communities aspirations and allows for our broad range of students and staff to shine.

### 2022 outcomes:

- Deep integration of the 4 pou across all areas of the Curriculum;
- refined evaluative systems to critique the effectiveness of our programmes;
- Effective tracking of curriculum coverage;
- accurate and intentional assessment and reporting;
- Initial roll out of Maths No Problem.

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 1/2/3/4	<ul style="list-style-type: none"> <li>• Integration of the 4 pou across all learning and teaching.</li> <li>• Establishment of the pou teams</li> <li>• Consistent planning model</li> </ul>	Jared, Di, Rachel and Staff	<ul style="list-style-type: none"> <li>• 4 pou to be actively integrated through all curriculum areas;</li> <li>• pou will be visible in planning;</li> <li>• development of planning templates that support the integration of the pou and also the experiential cycle.</li> <li>• Pou teams will ensure ALS's are accountable to the pou.</li> </ul>
Term 1/2/3/4	<ul style="list-style-type: none"> <li>• evaluation of our effectiveness in learning and teaching. This year we are focussing on the technology curriculum for review.</li> </ul>	Jared, Di, Rachel and Staff	<ul style="list-style-type: none"> <li>• More consistency around the learning and teaching of maths across the school;</li> <li>• clear progression across the year levels.</li> </ul>
Term 1/2/3/4	<ul style="list-style-type: none"> <li>• Standardised assessments will be used as diagnostic tools to drive the design of learning;</li> <li>• Reporting will remain in a digital space but will clear and simple parent information on progress, specific learning goals and evaluative comment.</li> </ul>	Jared, Di, Rachel and Staff	<ul style="list-style-type: none"> <li>• Better informed teaching;</li> <li>• better outcomes for students as learning will be more specific to the individual;</li> <li>• Improved used of assessment tools and deeper analysis of data;</li> <li>• Simple reporting for parents;</li> <li>• better engagement around using Hero to understand their child's progress.</li> </ul>

## 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.

### 2022 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;
- purposefully integrate the digital curriculum;
- develop a community culture that values digital opportunities to connect.

When	What (examples) <span style="color: blue;">Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</span>	Who	Indicators of Progress <span style="color: blue;">What will we see?</span>
Term 1/2/3/4	<ul style="list-style-type: none"> <li>• We have access to 100hrs of IT PD this year. Working with Mandy on coaching individual and teaching partners.</li> </ul>	Rachel K Mandy	<ul style="list-style-type: none"> <li>• Effective use of digital tools to enhance learning;</li> <li>• improvement teacher capability to use digital tools effectively.</li> <li>• Coaching Model for staff development</li> </ul>
Term 1/2/3/4	<ul style="list-style-type: none"> <li>• Use the SAMR modal to evaluate the quality of digital learning and teaching.</li> <li>• Explicitly teach the skills and knowledge outlined in the digital curriculum. With a particular focus on computational thinking.</li> </ul>	Jared, Rach K	<ul style="list-style-type: none"> <li>• Learning and teaching with digital tools will strongly focus on the modification and redefinition aspects of the SAMR model;</li> <li>• digital capabilities for staff will show a deeper level of understanding of how to integrate digital tools;</li> <li>• Planning will show explicit teaching of computational thinking and developing and designing for digital outcomes;</li> <li>• The 2 key progress outcomes will also be connected to other learning areas to strengthen the integration of the digital curriculum.</li> </ul>
Term 1/2/3/4	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Roisin, Di and Rach	<ul style="list-style-type: none"> <li>• 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;</li> <li>• meet the teacher night - Rolling tutorials for parents to learn about Hero and Seesaw.</li> </ul>

Term 1/2/3/4	Digital capability pou - team to lead PD, voice of DT during planning and evaluation and coaching for staff.	Rachel K Dan Róisín Ali Amanda Juanita	<ul style="list-style-type: none"> <li>• DT voice at team meetings, planning meetings and evaluation</li> <li>• In class support for their specific team DT focus</li> <li>• Lead team PD</li> <li>• Support pou lead during PD and programme development</li> <li>• Support the development across the school of progressions for computational thinking.</li> <li>• Develop a tool box approach to students and staff capability.</li> </ul>
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## 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.

### 2022 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"> <li>• Align the ALS teams with specific sustainable development goals that can be integrated in learning and teaching.</li> </ul>	Barry and Staff	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Term 1/2/3/4	<ul style="list-style-type: none"> <li>• evaluate the schools effectiveness in relation to the sustainable development goals.</li> <li>• Identify 1 or 2 SDG to plan and make changes to, in 2022.</li> </ul>	Barry and Jared	<ul style="list-style-type: none"> <li>• Unpacking the goals and aligning with our teams;</li> <li>• adjust policy to align with better outcomes for these goals</li> <li>• modify best practice, systems and operational requirements to be inline with the sustainable development goals.</li> </ul>

## Targets and cohorts that will be reported to the BOT in 2022

	Reading	Writing	Maths
Year 4	70	70	70
Year 5	80	80	80
Year 6	75	75	80
Year 7	80	80	80
Year 8	80	80	80
<b>Māori</b>			
Māori	90	90	80
<b>ESOL</b>			
ESOL	50	50	50
<b>Target Cohorts</b>			
Yr 5 Students (Mixed)	Tracking for 2021 Data Validity		
Yr 6 students (mixed)		Tracking for 2021 Data Validity	

## Whānau Connections 2022

Term 1	Term 2	Term 3	Term 4
1st Feb - 14th April	2nd May - 8th July	25th July - 30th September	17th October - 16th December
<b>School Events</b>			
Parent/ Teacher meeting	Matariki Event	Parent/ Teacher meeting	Community Clean Up
ACT-ive Celebration	ACT-ive Celebration	ACT-ive Celebration	ACT-ive Celebration
	Pegasus Bay Keynote Series	Pegasus Bay Keynote Series	Pegasus Bay Keynote Series
	John Parsons		

## HEALTH, SAFETY, AND WELFARE POLICY

<b>Term 1</b>	<b>Health and Safety Management</b>	<i>No content – content will be added after the review.</i>
	Safety Management System	
	Risk Management	<i>Also review Hazard Register and Audit (subtopic).</i>
	Health and Safety Induction	
	Visitors	
	<b>Emergency, Disaster, and Crisis Management</b>	<i>No content – content will be added after the review.</i>
	Emergency Planning and Preparation	<i>This is currently the Emergency Planning and Procedures topic. Review subtopics also.</i>
	School Closure	
	Emergency Management	<i>No content – content will be added after the review. Review subtopics.</i>
	Disaster Management	<i>Consider reviewing the subtopics.</i>
Crisis Management		
COVID-19 Information		
<b>Term 2</b>	<b>Healthcare</b>	<i>This is currently the Managing Accidents and Illness topic.</i>
	First Aid	
	Medicines	
	Accidents and Injuries	<i>No content – content will be added after the review. Review subtopics.</i>
	Health Conditions and Illness	<i>Also review the subtopics.</i>
	Infectious Diseases	<i>Also review the subtopics.</i>
	<b>Behaviour Management</b>	
	Bullying and Online Bullying	
	Surrender and Retention of Property and Searches	
	Physical Restraint	
Stand-down, Suspension, and Exclusion Procedures		
<b>Term 3</b>	<b>Student Wellbeing and Safety</b>	<i>This is currently the Student Safety and Welfare topic.</i>
	Child Protection	
	Abuse Recognition and Reporting	
	Care and Management of Students	
	Supporting Student Wellbeing	
	Food and Nutrition	<i>Also review the subtopics.</i>
	Sun Protection	
	Separated Parents, Day-to-Day Care, and Guardianship	
	<b>Staff Wellbeing and Safety</b>	
	Staff Wellbeing	<i>This topic is being moved here from the Employer Responsibility section. Staff, in particular, should review the subtopics.</i>
Harassment		
<b>Term 4</b>	<b>Safety On and Off School Grounds</b>	<i>No content – content will be added after the review.</i>
	Alcohol/Drugs and Other Harmful Substances	<i>Also review the subtopics.</i>
	Dogs topics (optional)	
	Digital Technology and Cybersafety	<i>Also review the subtopics.</i>
	Getting to School Safely	<i>Also review any subtopics.</i>
	School Bus Transport (optional)	<i>If you have this topic, also review any subtopics.</i>
	School Swimming Pool (optional) / Swimming Off Site (optional)	<i>If you have School Swimming Pool, also review any subtopics.</i>
	Storage and Use of Hazardous Substances	
	<b>HEALTH, SAFETY, AND WELFARE POLICY</b>	<i>Review the main board-level policy in term 4.</i>

