



Palmerston Primary School

Strategic Plan

2023-2025



Our Vision

Discover new connections, forge new paths and step ahead with pride purpose and confidence

Whakatauki

Mā te hutawa, ka haere te takata. You have the right abilities to be your best self.

Our Values



NELPS: National Education and Learning Priorities

[NELPS DOCUMENT](#)

Strategic Goals

Hauora Wellbeing	Marau Mātauraka me Whakaako Curriculum and Practice	Whanaukataka Community
Promoting physical, emotional, mental, and spiritual health. NELP OBJ 1&2	Relevant, dynamic localised curriculum taught by effective, research informed teachers that support and challenge ākoka. NELP OBJ 1,2&3	Rich relationships built on partnership, participation and belonging. NELP OBJ 1&3
Taiao Environment		
Create a safe, diverse, and engaging environment that supports all ākoka and kaimahi to thrive NELP OBJ 1, 2&3		

Key Strategic Initiatives

Hauora Wellbeing	Marau Mātauraka me Whakaako Curriculum and Practice	Whanaukataka Community
<ol style="list-style-type: none">1. Create a wellbeing space in the school to support ākoka to develop social and emotional skills needed to be ready for learning2. Integrate quality play/movement throughout the curriculum across all areas of the school3. Ensure kaimahi are supported to maintain wellbeing in their professional and personal lives	<ol style="list-style-type: none">1. Develop curriculum knowledge to create highly effective teaching and learning2. Adapt localised curriculum to align with curriculum refresh as well as addressing the needs of current ākoka3. Use learner profile to support ākoka agency, leadership, and success	<ol style="list-style-type: none">1. Develop relationships with whānau that promote partnership and belonging2. Continue to develop meaningful relationships with mana whenua and local community
Taiao Environment		
<ol style="list-style-type: none">1. Design and create a sensory garden in the school to support social and emotional development during play and learning time2. Continue to develop the outside spaces in the school to be used as the '3rd classroom'3. Ensure all areas of the school are safe and well maintained to protect assets into the future		

Hauora/Wellbeing

Key strategic Initiative	Actions	Outcomes/Measures	Who	When
Create a wellbeing space in the school to support ākoka to develop social and emotional skills needed to be ready for learning	<p>Create and trial a wellbeing space in the school</p> <p>Staff wellbeing space to support tamariki to manage emotions, grow resilience and be ready to access learning</p> <p>PLD for teacher aide within space</p> <p>Research and develop shared philosophy/vision of wellbeing space</p> <p>Gather data in a range of ways to measure success/ impact of space</p> <p>Visit other schools who are using or trailing wellbeing spaces.</p>	<p>Ākoka will have support at transition points to allow for a more settled and calm day</p> <p>Ākoka who are dysregulated and disruptive in the classroom will have a space and support to regulate before returning to class</p> <p>Kaiako will have support with dysregulated ākoka which allows them to continue to focus on the teaching and learning – teacher voice</p> <p>Ākoka will feel more connection and belonging at school- student voice</p> <p>Attendance data will improve</p> <p>Behaviour tracking data will improve</p> <p>Engagement and learning will improve</p> <p>Assessment data will improve</p>	<p>Kerry Lisa SarahJane</p> <p>Staff to support</p>	Term 1 2024
Integrate quality play /movement throughout the curriculum across all areas of the school	<p>PLD with PlayLab teaching literacy and numeracy through movement and learning through play</p> <p>Develop a school wide understanding and consistency of learning through play and movement</p> <p>Create and use a shared mapping document of learning through play/movement</p> <p>Integration of values into learning through play and movement.</p>	<p>Ākoka will be engaged in hands on/movement learning that supports integration of Literacy and Mathematics.</p> <p>Planning will show a progression of the depth of thinking and skill needed to participate in the play/movement aspect of learning.</p> <p>Explicit teaching of links to Literacy, Mathematics and transference of skills/thinking will happen within learning.</p>	<p>Kate-PL Kerry Kaiako</p>	<p>2024</p> <p>Ongoing</p>
Ensure staff are supported to maintain wellbeing in their professional and personal lives	<p>Kaiako will start 2024 with a wellbeing / team building day</p> <p>Board funded teacher for 2024 to have smaller classes during building project to address needs within the school and support the acceleration of learning and wellbeing.</p> <p>Leadership will ensure support staff have a form of wellbeing experience to facilitate collegiality and being part of the team.</p> <p>Leadership will role model realistic work hours and ensure all staff do the same.</p> <p>Kaiako hold each other accountable and support each other to have good wellbeing.</p> <p>Kaiako will have honest communication and ask for help when they need it.</p> <p>Create a kaimahi social club or wellbeing.</p>	<p>Wellbeing survey.</p> <p>Smaller class sizes to support kaiako capacity to provide quality teaching and learning environments.</p> <p>Working relationships promote capacity to challenge own and others practice, to improve whilst maintaining mana and respect.</p> <p>Kaiako are calm, settled and able to manage their work load or support each other to do so.</p> <p>Settled and engaged classes.</p> <p>Collaboration happening across the school.</p>	<p>Kerry</p> <p>Board</p> <p>Kerry</p> <p>Kaiako</p>	<p>Term 1 2024</p> <p>Ong</p>

Marau Mātauraka me Whakaako Curriculum and Practice

Key strategic Initiative	Actions	Outcomes/Measures	Who	When
Develop curriculum knowledge to create highly effective teaching and learning	Introduce PR1ME mathematics in the school	PR1ME mathematics used from Year 2-6 in the school	Kerry Morgan	Term 1 2024
	Develop share understanding, language of mathematics	Mathematics data is used in decision making, planning and teaching	Kaiako	Ongoing
	Develop consistency in teaching of mathematics across the school	Mathematics data is shared with Board and whānau		
	Provide opportunities for accelerated learning in mathematics	Staff feel more confident in planning and teaching mathematics and work cooperatively to improve consistency across school (moderation)		
	Year 0/1 teachers research and develop a programme to support children to be PR1ME ready at Year 2	Improvement in Mathematics assessment data - PAT, e-asTTle, OTJs		
	Use e-asTTle and PAT mathematics assessment to support teacher judgment	Year 0/1 Mathematics guidelines/programme with school created assessment.		
	Stocktake current mathematics resources and full gaps with new purchases.			
	Continue to develop teacher capacity using BSL across the school	Consistency of teaching Structure Literacy across the school with ongoing collaboration between kaiako.	Kaiako	Ongoing
	Review and adapt assessment practices in the school to support quality learning and teaching.	Assessment is used to make decisions about the teaching and learning experiences.	Kaiako	Term 1 & 2 2024
	Use Hero to support collection and analysis of data, share learning with whānau and monitor impact of initiatives on social/emotional and academic outcomes.	Hero is used consistently across the school. Leadership uses Hero to support decision making in the school learning, attendance. Whānau use Hero to see real time reporting and examples of learning.	Kerry Kaiako Kerry	Term 1 & 2 2024 Term 3 2024 Ongoing
Adapt localised curriculum to align with curriculum refresh as well as addressing the needs of current ākonga	Curriculum refresh PLD as it is released by MoE	Staff PLD days	Kerry	2024
	Ensure localised curriculum aligns with refreshed curriculum	Curriculum Leader within school given PLD support to lead, teaching and learning for localised curriculum	Megan K Rachel	Term 1 2024
	Support consistency of teaching and learning across the school using localised curriculum	Changes made to localised curriculum to align with curriculum refresh and current school needs	Rachel Kerry	Ongoing
Use learner profile to support student agency, leadership, and success	Review draft learner profile Make learner profile part of UBD mapping Trial use in all classrooms Finalise school learner profile Share learn profile with whānau	Final learner profile document Hero- goal setting using learner profile Kaiako and ākoka use learner profile Learner profile shared through Hero and at learning sharing events/celebrations with whānau	Rachel Kerry	Term 3 2024

Whanaukataka
Community

Key strategic Initiative	Actions	Outcomes/Measures	Who	When
Develop relationships with whānau that promote partnership and belonging	<p>Invite whānau into school in a range of different ways- e.g., play session, share expertise</p> <p>Ensure effective communication around learning (kaiako & ākoka), events and successes/improvements</p> <p>Investigate and use different ways of celebrating school successes e.g., data, events, learning</p> <p>Look for ways to support whānau e.g., breakfast club, play days, pātaka kai, seed library</p>	<p>Whānau are visible in the school and are positive about what is happening at school for their tamariki</p> <p>Home-school partnerships promote attendance, social and emotional wellbeing and engaged learning</p> <p>Data is shared and celebrated with community</p> <p>Survey/whānau evenings</p>	Whole Board and staff	<p>Ongoing</p> <p>End 2024</p> <p>Ongoing</p>
Continue to develop meaningful relationship with mana whenua and local community	<p>Shared understanding of Board, leadership and staff of what partnership looks like</p> <p>Participate in marae wanaka to upskill staff in local pūrakau and build relationships with mana whenua</p> <p>Integrate te ao Māori authentically across the school</p> <p>Review and adapt Māori and Pasifika plans to reflect needs and whānau wants</p> <p>Invite mana whenua to school events to be part of our school</p> <p>Look for opportunities to give back to mana whenua</p>	<p>Mana whenua will feel comfortable in our spaces and want to be part of school</p> <p>Relationship will be reciprocal</p> <p>Tamariki Māori will feel a stronger sense of belonging and connection</p> <p>Projects with mana whenua-</p> <ul style="list-style-type: none">te ao Māori leadership group to work with principal and mana whenua (kā kaihautu / navigators)school namename wellbeing roommihimihiwhakataukiMāori motifintegration of native narrative into planning, teaching, and learningschool created waitata/karakiawaharoa-main gateintegration of te reo across school increasing	<p>Kerry, Rua, Nikki</p> <p>Whole Board and kaimahi</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



Taiao Environment				
Key strategic Initiative	Actions	Outcomes/Measures	Who	When
Continue to develop the outside spaces in the school to be used as the '3rd classroom' – garden to table, outside classroom, native gardens	Design and create a sensory garden in the school to support social and emotional development during play and learning time	Form a sensory garden leadership group Design a sensory garden space Access funding and support to build sensory garden space	A dedicated quiet space outside where children can go to support emotional regulation. Class will be able to use as a teaching space to teach emotional regulation and readiness for learning. Having a quiet, reflective garden space in the school.	Kerry Lisa PlayLab Children Board Design 2024 Build 2025
	Develop outside spaces or play equipment that show our school values	Values are represented in our outside spaces to support learning and behaviour across school	Kerry PlayLab	2024
	Grass matting outside junior block in outside classroom and add water play capacity	Space is complete and useable	Board-lead by Briar	2024
	Investigate and build better watering/garden bed system	Capacity to maintain growing of plants throughout all seasons Use of garden produce to use in garden to table opportunities across the school Opportunities to teach and learn science, health, social sciences through gardens.	Kerry Rachel Jazz- gardener Board	2024 – investigate 2025 - build
	Build nursery for seedlings	Specific place in the school for children to grow plants from seedlings to then be used in school gardens or sold to raise funds for garden projects. Opportunities to teach and learn science, health, social sciences through gardens.	Rachel	2025
	Create play spaces outside back of senior block- sand pit, where	Spaced is usable as a teaching and learning space. Senior children have different opportunities to deepen hands on learning across the curriculum.	Senior teachers Kerry Board	
	Maintain native gardens in school including creek bank	Well grown space that is useable for teaching and learning. Space protects bank and waterway.	Board Staff Community	Ongoing
Ensure all areas of the school is safe and well maintain to protect assets into the future	Develop a maintenance plan for trees Cyclical maintenance plan including provisions for pool Employ caretaker to help maintain grounds and buildings	School buildings and grounds are well maintained to ensure to mitigate the risk of large costly works needing to be done. Principal can focus on the core business of teaching and learning while being supported in property by Board and caretaker.	Kerry Board	2024



Hauora Wellbeing		2024				2025			
Key Strategic Initiatives	Actions	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Create a wellbeing space in the school to support ākoka to develop social and emotional skills needed to be ready for learning	Create and trial a wellbeing space in the school								
	Staff wellbeing space to support tamariki to manage emotions, grow resilience and be ready to access learning								
	PLD for teacher aide within space and teachers for the class/playground								
	Research and develop shared philosophy/vision of wellbeing space								
	Gather data in a range of ways to measure success/ impact of space								
	Visit other schools who are using or trailing wellbeing spaces								
	Collaborate with RTLB and MoE to for support and funding in space								
	Apply for funding from outside sources to fund teacher aide and resources								
Integrate quality play /movement throughout the curriculum across all areas of the school	PLD with PlayLab teaching literacy and numeracy through movement and learning through play								
	Develop a school wide understanding and consistency of learning through play and movement								
	Create and use a shared mapping document of learning through play/movement								
	Integration of values into learning through play and movement								
Ensure staff are supported to maintain wellbeing in their professional and personal lives	Kaiako will start 2024 with a wellbeing / team building day								
	Board funded teacher for 2024 to have smaller classes during building project to address needs within the school and support the acceleration of learning and wellbeing.								
	Leadership will ensure support staff have a form of wellbeing experience to facilitate collegiality and being part of the team.								
	Leadership will role model realistic work hours and ensure all staff do the same.								
	Kaiako hold each other accountable and support each other to have good wellbeing.								
	Kaiako will have honest communication and ask for help when they need it.								
	Create a kaimahi social club or wellbeing.								

Marau Mātauraka me Whakaako Curriculum and Practice		2024				2025			
Key Strategic Initiatives	Actions	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Develop curriculum knowledge to create highly effective teaching and learning	Introduce PR1ME mathematics in the school								
	Develop share understanding, language of mathematics								
	Develop consistency in teaching of mathematics across the school							Review - Adapt	
	Provide opportunities for accelerated learning in mathematics								
	Year 0/1 teachers research and develop a programme to support children to be PR1ME ready at Year 2								
	Use e-asTle and PAT mathematics assessment to support teacher judgment								
	Stocktake current mathematics resources and full gaps with new purchases.			Stocktake - Purchase		Purchase			
	Continue to develop teacher capacity using BSL across the school								
	Review and adapt assessment practices in the school to support quality learning and teaching.								
	Use Hero to support collection and analysis of data, share learning with whānau and monitor impact of initiatives on social/emotional and academic outcomes.	Admin				Leadership, kaiako and ākoka			
Adapt localised curriculum to align with curriculum refresh as well as addressing the needs of current ākonga	Curriculum refresh PLD as it is released by MoE								
	Ensure localised curriculum aligns with refreshed curriculum								
	Support consistency of teaching and learning across the school using localised curriculum								
Use learner profile to support student agency, leadership, and success	Review draft learner Palmerston Primary profile								
	Make learner profile part of UBD mapping								
	Trial use in all classrooms								
	Finalise school learner profile								
	Share learn profile with whānau								

Whanaukataka Community		2024				2025			
Key Strategic Initiatives	Actions	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Develop relationships with whānau that promote partnership and belonging	Invite whānau into school in a range of different ways- e.g., play session, share expertise								
	Ensure effective communication around learning (kaiaako &ākoka), events and successes/improvements								
	Investigate and use different ways of celebrating school successes e.g., data, events, learning								
	Look for ways to support whānau e.g., breakfast club, play days, pātaka kai, seed library								
Continue to develop meaningful relationship with mana whenua and local community	Shared understanding of Board, leadership and staff of what partnership looks like								
	Participate in marae wanaka to upskill staff in local pūrakau and build relationships with mana whenua								
	Integrate te ao Māori authentically across the school								
	Review and adapt Māori and Pasifika plans to reflect needs and whānau wants								
	Invite mana whenua to school events to be part of our school								
	Look for opportunities to give back to mana whenua								



Taiao Environment		2024				2025			
Key Strategic Initiatives	Actions	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Design and create a sensory garden in the school to support social and emotional development during play and learning time	Form a sensory garden leadership group								
	Design a sensory garden space								
Continue to develop the outside spaces in the school to be used as the '3rd classroom' – garden to table, outside classroom, native gardens	Access funding and support to build sensory garden space								
	Develop outside spaces or play equipment that show our school values								
	Grass matting outside junior block in outside classroom and add water play capacity								
	Investigate and build better watering/garden bed system								
	Build nursery for seedlings								
	Create play spaces outside back of senior block- sand pit, where								
Ensure all areas of the school is safe and well maintain to protect assets into the future	Maintain native gardens in school including creek bank								
	Develop a maintenance plan for trees								
	Cyclical maintenance plan including provisions for pool								
	Employ caretaker to help maintain grounds and buildings								