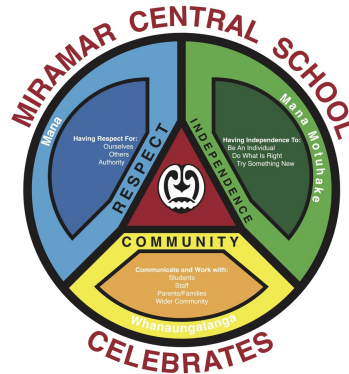


This document is the 2023-2025 Strategic Plan for Miramar Central School.

The Strategic Plan sets out overarching goals for our Kura over the next three years, to be implemented in the Annual Plan for each year of the planning horizon. It has been prepared by the Miramar Central School Board, with input from parents, students, staff, and the wider school community.

Vision: Empowering our Learners

Values: Respect (Mana), Independence (Mana Motuhake) and Community (Whanaungatanga):



‘Celebration’ encompasses all of our three: Mana, Mana Motuhake and Whanaungatanga.

Ko wai matou - Who are we?

What makes Miramar Central different from other schools?

- Miramar Central School is engaged. Our position in the heart of Te Motu Kairangi has made us a focal point for the community since 1929.
- Miramar Central School is diverse. Our students bring together more than 20 different cultures from all across the world, and we share our space with Kimi Ora Satellite School.
- Miramar Central School is vibrant. We integrate music, visual art and performance art throughout our curriculum.
- Miramar Central School is green. Through our EnviroSchools and Garden-to-Table programmes we connect students with their environment.

We give effect to Te Tiriti o Waitangi by valuing and nurturing New Zealand's cultural heritage. Our School Board will provide opportunities in and through Te Ao, Te Reo and Tikanga Māori to the best of its ability, dependent upon staffing and financial resources. Whānau engagement is valued. We strive for Māori to achieve success as Māori. Miramar Central School is inclusive, diversity is celebrated and all learners' needs are supported to achieve their full potential.

Supporting Documentation:

New Zealand Curriculum/Te Mātaiaho
School Curriculum and Assessment Plan
School Policies and Procedures
Annual Plan / Targets / Schoolwide Review
School BOT Reporting
5 and 10 year Property Plan
Te Tiriti o Waitangi
Ka Hikitia
Tū Rangatira
Tātaiako
Te Hurihanganui
Job Descriptions / Professional Growth Cycle
Te Maturanga
The Statement of National Education and Learning Priorities (NELP)

Goals are focused on three areas:

- **Our Learners**
- **Our Teaching**
- **Our Community and Environment**

Goal 1 - Our Learners

We will enable holistic child-centred learning through curiosity and inquiry to enable our tamariki to be actively involved in their learning. This means:

- Continuously celebrating success.
- Developing digital citizenship to create digital learners for the future.
- Enhance our gardening programmes, visual and performing arts to support hands-on learning across the curriculum.

Goal 1 Our Learners	2023	2024	2025
Continuously celebrating success	<p><i>Agreeing what and how personal success should be celebrated for students along with parents to support the development of meaningful personal goals.</i></p> <p><i>Systems in place for reporting.</i></p>	<p><i>With parents developing the school reporting and celebration processes for better connection.</i></p> <p><i>Children leading with goal setting.</i></p> <p><i>Systems for reporting embedded.</i></p>	<p><i>New school wide reporting and celebration practices embedded across all the community.</i></p> <p><i>Systems actively used by all - staff, teachers, learners and family.</i></p>
Developing digital citizenship to create digital learners for the future	<p><i>Digital learning demonstrated across all core curriculum areas and developing in the arts.</i></p>	<p><i>Using Technology and the Curriculum refresh to integrate with music, art and food programmes.</i></p>	<p><i>Full digital citizenship present across all years and integrated into all subjects.</i></p>
Enhancing our gardening, visual arts, and performing arts programmes to support hands on learning across the curriculum.	<p><i>Education and ongoing training to all staff on Garden-to-Table and EnviroSchools.</i></p> <p><i>Lesson plans actively including areas of Garden-to-Table (outside of Classroom Release Time)</i></p> <p><i>Pilot, test and get community feedback.</i></p>	<p><i>Expansion of further Arts programmes.</i></p> <p><i>Invite external specialists to help enrich and develop.</i></p>	<p><i>Garden-to-Table integrated and flourishing within each classroom with accountability across all. Strong Garden-to-Table leadership providing mentoring to all.</i></p>

Goal 2 - Our Teaching

We will promote a supportive and inclusive environment to support quality teaching and learning. This means:

- Increasing teacher capability to focus on child-centred learning
- Embedding Positive Behaviour for Learning (PB4L) strategies across all school contexts

Goal 2 Our Teaching	2023	2024	2025
<p>Increasing teacher capability to focus on child-centred learning</p>	<p><i>Learn, use, develop, and share models of effective practice.</i></p> <p><i>Implement the English, Mathematics and Statistics, and Social Sciences (Aotearoa Histories) Refreshed curriculums.</i></p> <p><i>Professional Learning and Development results in improved teacher practice and effectiveness.</i></p>	<p><i>Learning, using, developing and sharing models of effective practice becomes our way of working.</i></p> <p><i>Implement the Arts, Technology and Science Refreshed curriculums.</i></p> <p><i>Embedding Professional Learning and Development results in improved teacher practice and effectiveness.</i></p>	<p><i>Review and evaluate the effectiveness of our models and current ways of working.</i></p> <p><i>Implement the Learning Languages and Health and Physical Education Refreshed curriculums.</i></p> <p><i>Embedded Professional Learning and Development results in improved teacher practice and effectiveness.</i></p>
<p>Embedding Positive Behaviour for Learning (PB4L) strategies across all school contexts</p>	<p><i>Building on increased visual awareness of PB4L around the school.</i></p> <p><i>Introduce Zones of Regulation and Pause-Breathe-Smile (mind health programme) across the School.</i></p> <p><i>Further develop PB4L Tier Two procedures and strategies..</i></p> <p><i>Increased community awareness of PB4L.</i></p>	<p><i>Building on increased visual awareness of PB4L around the school.</i></p> <p><i>Parents actively involved in PB4L Tiers One and Two.</i></p> <p><i>Embed Zones of Regulation and Pause-Breathe-Smile (mind health programme) across the school to support Tier Two procedures and strategies.</i></p>	<p><i>School is a role model for other schools in PB4L.</i></p> <p><i>Embedded Zones of Regulation and Pause-Breathe-Smile (mind health programme) across the school to support Tier Two procedures and strategies.</i></p>

Goal 3 - Our Community and Environment

We will develop relationships with whānau, teachers, community, and our environment to create collaborative partnerships for learning. This means:

- Developing our environment alongside our community to instil pride and respect in our environment and enhance inclusive learning opportunities.
- Encouraging our community to come into the school to work alongside us to develop ‘our sense of community’.

Goal 3 Our Community & Environment	2023	2024	2025
<p>Developing our environment alongside our community to instil pride and respect in our environment and enhance inclusive learning opportunities</p>	<p><i>Community consultation to gather suggestions to improve our environment.</i></p> <p><i>Develop playground projects (murals, playscape, outdoor learning area, etc).</i></p> <p><i>Develop our Enviroschools programme.</i></p> <p><i>Establish regular Community Working Bees (as part of Enviroschools).</i></p>	<p><i>Focused fundraising for playscape and playground projects through community events, sponsorship and grants.</i></p> <p><i>Regular Community Working Bees.</i></p> <p><i>Embed our Enviroschool journey - achieve Bronze.</i></p>	<p><i>Focused fundraising for playscape and playground projects through community events, sponsorship and grants.</i></p> <p><i>Regular Community Working Bees.</i></p> <p><i>Recognised as a leading Enviroschool (Bronze, Silver and Green-Gold).</i></p>
<p>Encouraging our community to come into the school to work alongside us to develop ‘our sense of community’.</p>	<p><i>Work with all cultural groups to celebrate key events, with particular focus on te ao Māori.</i></p> <p><i>Increase whānau engagement and develop a community learning approach.</i></p>	<p><i>Sustain whānau engagement and embed a community learning approach.</i></p>	<p><i>Continue to strengthen whānau engagement.</i></p>