

BARTON RURAL SCHOOL STRATEGY



Be proud of who we are and what we do - today and tomorrow

Principal's Endorsement:

Matthew Gollins

Board of Trustees' Endorsement:

Kate Johnson

Effective Dates:

January 2024 - December 2025



INTRODUCTORY SECTION

WHO WE ARE

- Mission Statement:** • *Be proud of who we are and what we do - today and tomorrow*
- Values:** • *H.E.A.R.T - Happy & Healthy, Environmentally Aware, Aspire, Respectful, Tenacity*
- Principles:** • *High expectations, Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence, future focus*
- Curriculum:** • *Achievement is paramount for learning*
• *Engagement/mindset essential to allow students to fully achieve*
- Wellbeing:** • *Akonga (personal)*
• *Cultural (values)*
• *Staff wellbeing will allow all staff to be valued*
- Environment:** • *Our physical environment is essential for students to be able to interact and engage*
• *Cultural environment is essential to allow students to express who they are and where they are from*
• *Rural environment is essential to embrace where in the world we are*
- Maori Dimensions & Cultural Diversity:** • *Strengthening cultural competencies throughout the school*

SCHOOL CONTEXT

SCHOOL PARTNERSHIPS: TIMARU NORTH & SOUTH KĀHUI AKO

- Students' Learning:** • *Digital Literacy and "safe" digital presence is important*
• *Maori and non Maori achievement is similar*
• *Growing Te Ao/Te Reo throughout Kura*
- Student Engagement:** • *Akonga are positive towards school*
• *Attendance rates are high*
• *Strategies are planned, explicit and deliberate*
- School Organisation and Structures:** • *BRS is an amalgamation of Fairview and Claremont Schools in 2005*
• *High achievement across literacy and numeracy*
• *Close knit community with strong whanau support with regular consultation*
• *U4 with a capped roll - 7 classroom teachers, 3 support teachers, 2 release teachers and Principal*
• *Restorative practice - whakawhanaungatanga based culture*
• *HEART is a major component of our holistic curriculum*
• *Student leadership model inclusive of House, Sports, PALs, Cultural leaders*
• *Whanaungatanga evident through purposeful, parental partnerships*

Giving effect to Te Tiriti:

- Encouraging staff to complete the Te Ahu o te Reo courses
- Develop competence in leading Kapahaka
- Developing all staff understanding of Te Reo
- Regular discussions with our Maori community members
- Regular analysis of Maori achievement and planned and evaluated programs of work within our TIMs



STRATEGY

*Be proud of who we are and what we do - today and tomorrow
Authentic community involvement is integral in all we do*

Happy and healthy **E**nvironmentally aware **A**spire **R**espect **T**enacity

CURRICULUM

WELL BEING

ENVIRONMENT

LEARNERS AT THE CENTRE
TE WHANAU

- Achievement**

At BRS students will aspire (strive) to reach their full potential as they work through their individual learning journeys. Each child will be supported within their learning environment to achieve the best that they can.

- Akonga - personal**

At BRS, positive relationships and akonga wellbeing are at the forefront of all teaching and learning. Akonga/teacher relationships will be nurtured and fostered through evidence based teaching.

- Physical Environment**

At BRS we strive to ensure tamariki have a safe, resource rich environment.

BARRIER FREE ACCESS
TE TANGATA

- Engagement/Mindset**

At BRS we promote a positive mindset through an engaged curriculum delivery. Our students will build resilience by being actively engaged with a challenging and knowledge rich curriculum.

- Culture (Values)**

At BRS we recognise that everyone is an individual and come with their own values and beliefs which we aim to acknowledge and celebrate.

- Cultural Environment**

We will provide opportunities to allow tamariki to engage in a variety of cultural experiences.

QUALITY TEACHING AND
LEADERSHIP
TE KANORAUTANGA

- Professional Pedagogy**

All staff at BRS will keep up to date with current best practice through regular PLD and professional discussions.

- Staff**

At BRS we are inclusive, welcoming and supportive. Everyone is valued for what they contribute to our school community.

- Rural Environment**

We embrace our rural environment with its rich history within our teaching and learning.



STRATEGIC GOALS ANNUAL PLAN - LINKS

Teaching and Learning @ BRS

Literacy

Structured Literacy focuses on both How we teach: explicitly, systematically and cumulatively, and What we teach: Phonemic Awareness, Orthography (the spelling system), Morphology, Vocabulary, Syntax and Grammar, giving children the skills they need to read, spell and write with confidence

[Link to document](#)

Maths

The mathematics and statistics learning area has been refreshed as part of Te Mātaiaho | the refreshed New Zealand curriculum.

[Link to document](#)

Curriculum

Te Mātaiaho | the refreshed curriculum will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters, and easy to use from year 0 to year 13.
The refreshed curriculum content is being developed and released in phases, and schools and kura will have until the beginning of 2027 to start using the fully refreshed curriculum.

[Link to document](#)

RBL

RBL is a programme is a culturally responsive practice that focuses on accelerating and sustaining the achievement outcomes of indigenous and marginalised students, to maximise the achievement of all learners.

[Link to document](#)



STRATEGIC MAP

2024

2025

Curriculum:

All students have a right to fulfill their aspirations and ability within a meaningful context.

- Continued whole school spelling approach using 'The Code'.
- Continued PD for all staff, collaborative sharing of successes and challenges at staff meetings throughout the year.
- Attend PLD for curriculum refresh
- Implement the curriculum where mandated and ready
- Engage with a PLD provider to guide our Numeracy program
- Engage with Kāhui Ako to improve outcomes for all learners

- Continued whole school spelling approach using 'The Code'.
- SL decodable texts in Rooms 1-3, moving off decodables when finished stage 7.5.
- SL approach for all at risk students years 1 - 7.
- Continued PD for all staff, collaborative sharing of successes and challenges at staff meetings throughout the year.
- PLD for curriculum refresh
- Implement the curriculum where mandated and ready
- Engage with a PLD provider to guide our Numeracy program
- Develop a full Numeracy program
- Engage with Kāhui Ako to improve outcomes for all learners

Wellbeing:

The wellbeing of all students, staff and community is valued and catered for in all decisions at BRS.

- Re-evaluate zones of regulation and incorporate into daily use
- Acknowledge and celebrate the variety of cultures within our school
- Engage with Kāhui Ako to improve wellbeing for learners and staff
- Continue to develop an understanding of RBL
- Continue with Te Reo language development for staff to use in teaching
- Develop more student and staff competence in Kapa Haka
- Continually develop skills in Digital Literacy

- Continue to incorporate zones into daily use
- Engage with Kāhui Ako to improve wellbeing for learners and staff
- Continue with Te Reo language development for staff to use in teaching
- Develop more student and staff competence in Kapa Haka

Environment:

We strive to be a safe, caring and educationally responsive environment for all students.

- Continual the development of our classroom spaces within our 5YA
- Continual the development of our playground areas

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