



Strategic Plan 2024-2026

Vision: Working together to grow innovative, confident, resilient leaders

Strategic Goal 1

Grow Reciprocal Student Focused Relationships

Link to Board Primary Objective

All of section 127(1) applies

Links to Education requirements

NELP Priorities: 1, 2, 3, 5; Te Mātaiaho and the common practice model; The Te Mātaiaho Implementation supports pack; The Literacy and Communication and Maths Strategy; Attendance and Engagement Strategy; Ka Hikitia – Ka Hāpaitia; Tau Mai te Reo; The Action Plan for Pacific Education 2020-2030; NZSTA's guidance for giving effect to Te Tiriti o Waitangi

What do we expect to see?

How will we achieve/ make progress towards our strategic goals?

How will we measure success?

Our whānau are actively involved in their children's schooling and learning.

We will develop marketing and communication plans to ensure we are communicating with whānau at the right times.

Minimum expectations will be developed for classroom teachers to connect with and communicate with whānau as the first point of call.

The number of interactions whānau are having through our social media sites including Facebook and SeeSaw.

Improved whānau engagement in school wide events.

Whānau surveys each year around their understanding of programmes and curriculum

Our local iwi is actively engaged with the school in a reciprocal relationship.	<p>Connect through whānaungatanga meetings to help build a connection and relationship.</p> <p>We will ensure that local iwi will determine the matauranga Māori, te reo Māori, and tikanga included in our school.</p>	<p>Tangata whenua satisfaction that the local curriculum has been co-designed with them.</p> <p>Regular engagement of iwi with the school.</p> <p>Improved iwi voice through school review and planning.</p>

<p>Strategic Goal 2 <i>Grow Staff Capacity and Capability</i></p>		
Link to Board Primary Objective	All of section 127(1) applies	
Links to Education requirements	NELP Priorities: 1, 2, 3, 4, 5, 6; Te Mātaiaho and the common practice model; The Te Mātaiaho Implementation supports pack; The Literacy and Communication and Maths Strategy; Wellbeing in Education Strategy; The New Zealand Child and Wellbeing Strategy; Ka Hikitia – Ka Hāpaitia; Tau Mai te Reo; The Action Plan for Pacific Education 2020-2030; NZSTA’s guidance for giving effect to Te Tiriti o Waitangi	
What do we expect to see?	How will we achieve/ make progress towards our strategic goals?	How will we measure success?
Staff will be able to understand and effectively implement trauma informed practices.	<p>We will develop school wide trauma informed practices.</p> <p>We will build awareness and grow understanding of trauma informed practices with kaiako.</p>	<p>Decrease in students within the red and yellow zone on PB4L reporting.</p> <p>Teachers will have clear evidence of how they have worked with students before seeking additional supports for behaviour.</p>
Kaiako will have the confidence to teach te reo Māori, tikanga and mātauranga Māori.	<p>We will engage with local iwi to ensure that we are teaching the right te reo Māori, tikanga and mātauranga Māori.</p> <p>We will build awareness and grow understanding of teaching te reo Māori, tikanga and mātauranga Māori.</p>	<p>Tangata whenua satisfaction that the local curriculum has been co-designed with them.</p> <p>Improvement in teacher confidence using te reo Māori, tikanga and mātauranga Māori through classroom observations.</p> <p>Improvement in teacher confidence using te reo Māori, tikanga and mātauranga Māori in their class work.</p>

Assessment for Learning practices and Deliberate Acts of Teaching will be effectively used by kaiako.	<p>We will engage a PLD facilitator to work alongside school leaders and kaiako to build their awareness and grow their understanding of assessment for learning practices and deliberate acts of teaching.</p> <p>The PLD facilitator will develop school leaders to be able to undertake observations and practice analysis conversations.</p>	<p>Improvement in purposeful teaching, through assessment for learning practices and deliberate acts of teaching through observations and planning.</p> <p>Improvement in equitable and excellent outcomes for all students including Māori, Pasifika, students who identify as part of the Rainbow community, disabled, neurodiversity or have additional learning needs.</p>
All kaiako will have opportunities to develop as leaders	<p>Staff will have individualised opportunities to be developed in specific areas based on their own personal leadership development needs.</p> <p>The Senior Leadership Team will have a particular focus for collaborative PLD each year.</p>	<p>Increased opportunities for leadership development.</p> <p>Increase in staff taking on leadership opportunities.</p> <p>Improvement in the staff surveys that are focused on leaders within the school.</p>

Strategic Goal 3
Grow equitable and excellent outcomes

Link to Board Primary Objective	All of section 127(1) applies	
Links to Education requirements	NELP Priorities: 2, 3, 4, 5; Te Mātaiaho and the common practice model; The Te Mātaiaho Implementation supports pack; The Literacy and Communication and Maths Strategy; Attendance and Engagement Strategy; Wellbeing in Education Strategy; The New Zealand Child and Wellbeing Strategy; Ka Hikitia – Ka Hāpaitia; Tau Mai te Reo; The Action Plan for Pacific Education 2020-2030; NZSTA's guidance for giving effect to Te Tiriti o Waitangi	
What do we expect to see?	How will we achieve/ make progress towards our strategic goals?	How will we measure success?
The new Te Mātaiaho English curriculum will be understood and taught effectively by kaiako.	<p>We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako.</p> <p>We will implement the necessary curriculum refresh changes in English through the ongoing development of our local school curriculum and relationship with tangata whenua.</p>	<p>Improvement in equitable and excellent English outcomes for all students including Māori, Pasifika, students who identify as part of the Rainbow community, disabled, neurodiversity or have additional learning needs.</p> <p>Improvement in results through AsTTle reading and writing testing and Evidence Based Assessments.</p>

	We will build awareness and grow understanding of Te Mātaiaho English with kaiako and our school community.	
The new Te Mātaiaho maths curriculum will be understood and taught effectively by kaiako.	<p>We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako.</p> <p>We will implement the necessary curriculum refresh changes in maths through the ongoing development of our local school curriculum and relationship with tangata whenua.</p> <p>We will build awareness and grow understanding of Te Mātaiaho maths with kaiako and our school community.</p>	<p>Improvement in equitable and excellent maths outcomes for all students including Māori, Pasifika, students who identify as part of the Rainbow community, disabled, neurodiversity or have additional learning needs.</p> <p>Improvement in results through AsTTle maths number and strand testing and Evidence Based Assessments.</p>
Teaching of tolerance and respect will be taught effectively by kaiako.	<p>Develop overviews and systems through PB4L that ensure that celebrating diversity and understanding differences is taught.</p> <p>Develop a health overview with an emphasis on bullying and discrimination so that students know what to do if they are in these situations.</p> <p>Kaiako will be given opportunities for individualised PLD for specific areas of development with a diversity focus.</p>	<p>Decrease in PB4L entries relating to diversity issues.</p> <p>Annual ākonga, kaiako and whānau surveys with a focus on wellbeing and belonging with a focus on racism, discrimination and bullying.</p> <p>Half yearly ākonga feedback surveys based on classroom teacher practices.</p>

Annual Implementation Plan 2025

Strategic Goal	Grow Reciprocal Student Focused Relationships			
Annual Target/Goal	We will connect with iwi and whānau to ensure a reciprocal student focused relationships is established			
Action	Responsibilities	Resources Required	Timeframe	Success Measure
<p>1. Refine the Spotlight reporting framework</p> <p>2. Run a Hui/fono workshop with whānau to support them with Spotlight and how to engage with posts effectively.</p> <p>3. New whānau to meet with the DP: E&A so they can sign them up to Spotlight</p>	<p>SLT</p> <p>DP: Ops Classroom Teachers</p> <p>DP: E&A</p>	<p>Leadership Unit Allocation CRT</p> <p>Leadership Unit Allocation Budget for whānau engagement</p> <p>Leadership Unit Allocation</p>	<p>Term 4, Week 8</p> <p>Term 2, Week 5</p> <p>Ongoing</p>	<p>Regular real time reporting from teachers</p> <p>Spotlight and improvement and engagement with posts.</p> <p>All whanau will be signed up to. Spotlight and improvement and engagement with posts.</p>
<p>4. Develop Facebook Plan and systems</p> <p>5. Staff are regularly updated about Facebook competition points</p> <p>6. Send out termly team/class overview of programmes and curriculum to whānau</p>	<p>DP: Ops</p> <p>DP:Ops Classroom Teachers</p> <p>Team Leaders Classroom Teachers</p>	<p>Leadership Unit Allocation</p> <p>Leadership Unit Allocation</p> <p>Leadership Unit Allocation CRT</p>	<p>Term 1, Week 5</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Regular and relevant facebook posts that reflect key events at school.</p> <p>Improvement in quality and quantity of staff posts on Facebook</p> <p>Improvement in whānau understanding of the programs and curriculum in place.</p>
<p>7. Contact whānau to let them know about the key events and how they can get involved.</p> <p>8. Contact Whānau directly at least</p>	<p>Classroom Teachers Team Leaders</p> <p>Classroom Teachers</p>	<p>CRT Leadership Unit Allocation</p> <p>CRT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Improvement in whānau engagement in school wide events.</p> <p>Improvement in whānau engagement</p>

once a term for something positive.	Team Leaders	Leadership Unit Allocation		and connection at school.
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Annual Implementation Plan 2025				
Strategic Goal	<i>Grow Staff Capacity and Capability</i>			
Annual Target/Goal	We will have staff who are able to effectively use best practice			
Action	Responsibilities	Resources Required	Timeframe	Success Measure
1. Join Trauma Informed network to share ideas	DP: E&A	Leadership Unit Allocation Budget for PLD	Ongoing	New ideas are being brought into the school through sharing.
2. Staff to have termly target students who they create case studies around.	Classroom Teachers WSC DP: E&A	Leadership Unit Allocation Budget for PLD Budget for case studies	Last week of each term	Decrease in students in yellow and red zones in Positive Behaviour for Learning
3. Try new concepts for interventions within trauma informed practices and measure effectiveness	Leadership Unit Allocation Budget for intervention groups	Leadership Unit Allocation Budget for Equity	Ongoing	Decrease in students in yellow and red zones in Positive Behaviour for Learning
4. Undertake PLD on Assessment for Learning practices and Deliberate Acts of Teaching.	Classroom Teachers SLT Evaluation Associates	Leadership Unit Allocation CRT Sessions included in PLD plan	Ongoing	Staff will improve on their use of purposeful teaching and learning evidenced through planning and observations. SLT will be developed in the use of observations to give effective feedback and feed forward through practice analysis conversations.
5. SLT will undertake PLD based on Brene Brown: Dare to Lead.	SLT Principal	Leadership Unit Allocations Budget for PLD	Ongoing	Leadership skills will be improved throughout the SLT. Leaders will be

		Budget for purchase of book		able to have more robust discussions with staff.
6. Individualised PLD will be available for all staff to develop their leadership skills.	All Staff	Budget for individualised PLD	When needed/ relevant	Staff will feel that they have the opportunity to move into leadership spaces.

Annual Implementation Plan 2025

Strategic Goal	Grow Equitable and Excellent Outcomes			
Annual Target/Goal	We will have localised curriculum developed for English and Maths based on the curriculum refresh			
Action	Responsibilities	Resources Required	Timeframe	Success Measure
1. Ensure teachers have the capacity and capability to effectively teach Te Mātaiaho English	SLT Team leaders Classroom teachers	Leadership allocation Sessions included in PLD plan Budget for purchase of resources BSLA training	Ongoing	Improvement in equitable and excellent English outcomes for all students including Māori, Pasifika, disabled, neurodiversity and rainbow students.
2. Ensure teachers have the capacity and capability to effectively teach Maths No Problem	SLT Team leaders Classroom teachers	Leadership allocation Sessions included in PLD plan Budget for purchase of resources	Ongoing	Improvement in equitable and excellent Math outcomes for all students including Māori, Pasifika, disabled, neurodiversity and rainbow students.
3. Provide opportunities for the teaching and learning of diversity	DP: Ops	Leadership Unit Allocation	Ongoing	Successful execution of language and diversity weeks. Yearly overview developed for teaching diversity through PB4L and health.

