



Strategic Plan 2024 - 2025

[School Vision](#)

Create an environment where tamariki and whānau feel valued and engaged

Background Information

Information was collected and analysed from a variety of sources to inform goals. This included:

- data collection and analysis of student achievement
- Whānau Consultation Survey
- meetings with whānau
- student voice
- teacher voice
- Board self-review processes

The two goals align with the National Education Learning Priorities.

The same processes will be used to measure progress in 2024 and 2025.

Strategic Goal Alignment

Education and Training Act 2020

s127- Objectives of Boards in governing schools

Every student at the school is able to attain their highest possible standard in education achievement

The school:

- is a physically and emotionally safe place for all students and staff
 - gives effect to relevant student rights
 - takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school
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The school is inclusive of and caters for students with differing needs

The school gives effect to Te Tiriti o Waitangi including by:

- working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - achieving equitable outcomes for Māori students
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Strategic Goal Alignment

National Education Learning Priorities

1. LEARNERS AT THE CENTRE - Learners with the whānau at the centre of education

1. Ensure places of learning of safe, inclusive and free from racism, discrimination and bullying
2. Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture

2. BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs
4. Ensure every learner/ākongā gains sound foundation skills. including language, literacy and numeracy

3. QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
6. Develop staff to strengthen teaching, leadership and learning support capability across the education workforce

4 FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives

7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

STRATEGIC GOAL 1

That all ākonga will be given the opportunity to achieve their highest possible standard in education through raising literacy achievement

2024

Review teaching practice for foundation literacy skills

Align Te Mātaiaho with school expectations for quality literacy programmes

2025

Review behaviour management procedures

STRATEGIC GOAL 2

To have an environment of **MANAAKITANGA** Where inclusiveness and equity are explicit, allowing all ākonga to achieve their best

2024

Strategically increase whānau involvement and engagement in learning and the school environment

2025

Extend Te Whare Tapa Whā concepts within learning and teaching programmes

Annual Plan 2024

STRATEGIC GOAL 1: That all ākonga will be given the opportunity to attain their highest possible standard in education through raising literacy achievement

Actions

- Review school documentation and develop consistent quality programmes
- review the phonics systems used
- planning expectations
- whānau hui to co-construct learning goals
- ongoing tracking of progress
- Staff Meeting sharing of practice
- Junior school professional development meetings
- kaiako professional development
- alignment of Professional Growth Cycle goal to include literacy
- modelling of practice
- sharing of best practice
- budget for Teacher Aide support, purchasing of resources, professional development
- timetabling to prioritise literacy and numeracy

Outcomes Expected

Kaiako will

Ākonga will

-use the Professional Growth Cycle to complete an inquiry goal into literacy practice

-follow school planning and writing expectations

-provide ākonga specific feedback and feedforward about learning progress and next steps

-support ākonga in presenting learning to whānau

-reflect on, and use current best practice in reading and writing

-provide opportunities throughout the school day for reading and writing

-explicitly teach handwriting skills

-record and track reading and writing progress

-write letters and numbers correctly

-write with increasing skill to accelerate progress

-read with increasing skill to accelerate progress

-be able to talk about their learning

Timelines - actions will be ongoing as embedded as sustainable practice

Resourcing - budget, staffing and management unit allocation prioritised to meet actions

Priority - given to learners identified as requiring additional support

STRATEGIC GOAL 2: The school is inclusive of and caters for students with differing needs

Actions

- use a school-wide welcome and kai karakia
- leadership roles to align with the school philosophy based on Te Whare Tapa Whā
- invite families in to share their culture when celebrating National Days
- purchase and fly national flags as represented within the school
- progress the school welcome sign depicting different cultures
- Whānau Hui to co-construct learning goals
- runaka liaison
- budgeting for Kapahaka and Polyfest
- teacher professional development and support
- Staff PD on neuro- diverse learners
- Staff Proactive Behaviour Approach training
- playground safety fencing: Term 1
- purchase of playground equipment to promote inclusive play eg swing set, sensory learning and teaching resources
- liase with Home and School to identify priorities for fundraising

Outcomes Expected

Kaiako will

Ākonga will

-
- integrate Te reo and Te ao Maori within classroom programmes
 - all staff to complete PBA, ' Proactive Behaviour Approach' training
 - planning to reflect cultural diversity

- respond to and use Te reo and Te ao

- respond and use knowledge of other cultures

Annual Targets 2024

Strategic Goal

STRATEGIC GOAL 1

That all ākonga will be given the opportunity to attain their highest possible standard in education achievement raising literacy achievement

Strategy

Review and implement quality teaching strategies to embed foundation literacy skills

Outcomes Expected

Ākonga will:

-have improved basic reading and writing skills to improve achievement

Kaiako will:

-reflect on and develop teaching practice

Baseline Data

5/29 students of Year 1-3
are at the expected reading level
writing

13% of students were above the expected level

63% of students were at the expected level

24% of students were below the expected level

Achievement Target

80% of students Year 1-3 who are achieving below expectations will make more than 1 year's progress to meet expected reading levels in 2024.

80% of students achieving at or above expected writing levels.

Strategic Goal

STRATEGIC GOAL 2

The school is inclusive of and caters for students with differing needs

Strategy

Strategically increase whānau involvement and engagement in learning and the school community

Outcomes Expected

Ākonga will:

-have greater student agency in reporting and showing learning to whānau

Kaiako will:

-review and refine reporting systems

Baseline Data

Achievement Target

Student/Whānau Goals

-all students to reflect on their learning goals and to give their student voice in reports.

- 100% engagement with student/whānau learning goals
