



Strategic Plan 2024

This plan has been constructed after consultation with our community, analysis of data and student needs and is aligned with the long term aspirations for our tamariki.

| Strategic Goal | Links to Primary Board Objective | Links to Education Requirement | What do we expect to see? | How will we achieve or make progress towards our strategic goals? | How will we measure success |
|---|---------------------------------------|--|--|---|---|
| <p>Teaching and learning that engages and prepares our learners for future educational and social success.</p> | <p>All sections of 127(1) applies</p> | <p>NELP Priorities: 1,2,3,4,5,6</p> <p>Te Mātaiao and the Common Practice Model</p> <p>The Te Mātaiao Implementation support pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> | <p>90% of our students achieving at or above expectation in Literacy (reading, writing and oral language) and Numeracy</p> | <p>-Maintain a relentless focus on Literacy and Numeracy, by monitoring and evaluating student achievement data termly, including disaggregation of results for Maori students, and seeing shifts for all identified groups</p> <p>-Resource relevant</p> | <p>Track and monitor baseline, termly achievement data school wide and for all identified groups</p> <p>-Review Principal's termly reports on progress and achievement</p> <p>-Track, monitor and analyse the impact on student</p> |

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| | | <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaita</p> <p>Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p> | | <p>professional learning and development for teachers and teacher aides, as required</p> <p>-Resource classroom teaching and learning materials to support student achievement outcomes</p> <p>Board funded STEPS licence for all students.</p> | <p>progress and achievement of professional learning and development</p> <p>-Monitor resourcing of classroom materials and their impact on student outcomes</p> |
| | | | <p>Accelerated progress for identified target groups of students in Literacy and Numeracy</p> | <p>All points above, and:</p> <p>-Resource one full time Board-funded teacher aide to support intervention strategies for target groups</p> <p>Resource three (PT and FT) Board funded Teacher Aides to support classroom programmes (some are partially funded by agencies and TA are working with classes and individual students)</p> | <p>All points above</p> |
| | | | <p>Register of Individual Education Programmes (IEPs) for children with additional needs, including ESOL and disabilities</p> | <p>Strong links and communication with support agencies.</p> <p>RTLB involvement that supports the accelerations of academic gains for students and to increase capabilities for staff.</p> <p>Termly review of the ANR (Additional Needs Register)</p> | <p>Students monitored and programmes implemented to suit needs with a focus on academic progress.</p> <p>Strong connections between school and home to ensure support in place to promote academic gains.</p> |
| | | | <p>Evidence of Year 8 readiness (academic and social) for</p> | <p>Resource identified</p> | <p>Students are prepared with</p> |

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| | | | <p>secondary school</p> <p>opportunities specific to Year 8 development.</p> <p>Communication with catchment schools as to what students need for a seamless transition.</p> <p>Student inquiry into career pathways and learning opportunities to set them up for success in high school.</p> | <p>skills, attitudes and competencies to thrive in year 9.</p> <p>Solid transition opportunities for students to confidently take the next step in their learning.</p> |
| | | | <p>Support and continue to develop teacher capabilities in educational initiatives in Literacy and Numeracy.</p> <p>Provide PD on specific programmes or initiatives to support academic outcomes and students needs.</p> <p>Utilise expertise within the Kahui Ako to support our plans.</p> <p>Engage with PD providers to provide PD based on our goals and existing skills</p> <p>Seek out opportunities to engage with local iwi that supports our goals and builds the mana of our students and community.</p> | <p>Teachers will be capable and confident with a variety of strategies and initiatives that support the best learning for our students.</p> <p>PD will be targeted and specific to our goals and the needs of the students.</p> <p>Learning opportunities that encourage mana building and the principles of Te Tiriti.</p> |

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|---|---------------------------------------|--|---|---|--|
| <p>To provide a safe, inclusive environment with a focus on wellbeing and resilience</p> | <p>All sections of 127(1) applies</p> | <p>NELP Priorities: 1,2,3,4,5,6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaoho Implementation support pack</p> <p>The Literacy and Communication and Maths Strategy</p> | <p>Positive staff and student welfare.</p> | <p>Checking in with staff and students to make sure that help can be given where needed.</p> <p>Make wellbeing a priority within the staff culture - check ins and events that promote positive wellbeing.</p> | <p>Surveying staff and students to measure happiness and satisfaction in the workplace and in their studies.</p> |
| | | <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaita</p> <p>Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> | <p>Health and Safety, and Building WOF requirements are met</p> <p>Maintenance of grounds and buildings a priority</p> | <p>Invest in grounds person</p> <p>Engage with industry professionals when needed for maintenance.</p> | <p>Assurances from principal that H&S policies are being implemented.</p> <p>Board members to support maintenance and requirements of buildings and projects within grounds.</p> <p>Develop a Board member to have a property portfolio that supports ongoing development of our environment</p> <p>-Check certification</p> |
| | | <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p> | <p>Decreasing incidence of bullying, and verbal and physical violence in the school environment (including towards staff)</p> | <p>-Supporting a school culture where positive behaviour and school virtues are the norm</p> <p>-PB4L teaching</p> <p>-Behaviour Management/standown plan/Policy</p> <p>Investing in personnel to support the needs of students</p> | <p>-Staff Incident and Injury reporting through Leadership</p> <p>-PB4L reporting</p> <p>-Staff wellbeing survey</p> <p>-Student wellbeing survey</p> |
| | | | <p>Students, parents, families and whanau from all cultures</p> | <p>-Board, staff and student leaders modelling inclusive</p> | <p>-Student wellbeing survey</p> |

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| | | | <p>are welcomed and treated equally.</p> | <p>language and behaviour.</p> <p>Engage with our migrant community to ensure their needs are met</p> <p>Form a parent group to support Te Ao Māori within our school environment.</p> <p>Various cultural celebrations and special events are recognised and supported within our school community,</p> | <p>-Community consultation</p> <p>Termly engagement surveys to continually get feedback to support improvements.</p> <p>Feedback requested after events.</p> |
| | | | <p>Children with additional needs are recognised and supported (including disabilities and neurodiversity)</p> <p>Engaged & happy students at school with a positive attitude to learning and school activities.</p> | <p>Board provides support for additional needs as required.</p> <p>SenCo works with outside agencies, staff and students to ensure needs are being met.</p> <p>Communication with whānau is timely and honest.</p> <p>PB4L Behaviour Curriculum actively reviewed, taught and positively reinforced.</p> | <p>-IEP register</p> <p>-Student wellbeing survey</p> <p>-Community consultation</p> <p>-Monitoring academic achievement and progress of this group</p> <p>-Confident & happy students</p> <p>-Good behaviour</p> <p>-Increased student achievement and engagement with learning</p> |

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| <p>To strengthen the connection between parents, families, whānau and our school</p> | <p>All sections of 127(1) applies</p> | <p>NELP Priorities: 1,2,3,4,5,6</p> <p>Te Mātaiao and the Common Practice Model</p> <p>The Te Mātaiao Implementation support pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> | <p>Effective and timely communication between the school and the community</p> | <p>Provide clear and consistent information through all our school communication channels in a timely manner.</p> <p>Invest in and implement the new SMS system (Edge)</p> <p>Clear and timely reporting to parents of child's progress</p> <p>Involvement in support programmes communicated to parents and opportunities to support academic gains are provided.</p> | <p>Ask families in quarterly surveys if they are happy with the communication from the school.</p> |
| | | <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaita</p> <p>Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p> | <p>Increase in family participation with the school, and school fundraising groups (eg Home and School).</p> | <p>Provide a welcome pack for new families. Within this pack give all information needed to ensure successful connections with school, teacher and classmates.</p> <p>Board members actively promote the school and take a proactive role in governance - Board Members model engagement</p> <p>Ensure Website and other digital platforms are up to date and share relevant information with our community.</p> | <p>Keep an estimated record of how many people attend events to see if there is a rise or fall in numbers.</p> <p>The Board will communicate with our community about initiative and ideas for support.</p> |

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| | | | <p>Actively create an environment where families feel they can participate in school activities.</p> <p>Active parent fundraising group.</p> <p>Continue with popular family days that already bring families & whānau to school - Pet Day, Prize Giving, sports events.</p> <p>Include PREP & Splash n Sizzle which have been popular in the past and requested by whānau during consultation</p> | |
| | | Parents actively engaging with their child's digital portfolio - Seesaw. | <p>View SeeSaw as a celebration of engagement, students share learning with parents through this platform.</p> <p>Through a variety of platforms, promote ways in which whānau can get involved.</p> | Parents are actively engaged with students' digital portfolio, providing support and acknowledgment for their tamariki. |
| | | Strong links between classrooms and whānau that support academic outcomes for all students | <p>Have parent Hui termly to ensure reporting of information and concerns are timely.</p> <p>Classroom teachers make connections with parents through various digital platforms</p> | Parents and whānau are well informed about academic progress and/or concerns. |



Oroua Downs School Strategic Plan 2024



| Our Goals | Our Initiatives | Our Success |
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| <p>To provide a safe, inclusive environment with a focus on wellbeing and resilience.</p> <p>Learners at the Centre</p> | <p>Supporting a positive school culture where positive behaviour and school virtues are a priority.</p> <p>Board supports additional needs when required.</p> | <p>Engaged and happy students at school with a positive attitude towards learning and school activities.</p> <p>Students thrive and seek opportunities to further skills and interests.</p> |
| <p>Teaching and learning that engages and prepares our learners for future educational and social success.</p> <p>Quality Teaching and Leadership</p> | <p>Ensure effective monitoring of students and their learning needs, provide supports in a variety of forms to cater for those needs.</p> <p>Provide and engage with Professional Development to improve teacher capabilities to support needs of all learners.</p> | <p>Students are succeeding on all core learning areas gaining academic progress.</p> <p>Students with additional needs are catered for either within the classroom or in support programmes.</p> |
| <p>To strengthen the connection between parents, families, whānau and our School.</p> <p>Barrier Free Access</p> | <p>Use a variety of platforms to share learning with the community.</p> <p>Plan and provide events that involve the community.</p> <p>Ensure the voice of our community is heard and contributes to decision making.</p> <p>Grow and strengthen Te Ao Maori capabilities and connections through developing knowledge and confident use of Te Reo and Tikanga Māori - CR&RP pedagogies.</p> | <p>All parents/whānau and caregivers are involved with the education of our tamariki.</p> <p>All cultures are valued and celebrated with confidence.</p> <p>Te reo Māori is part of our school community.</p> <p>Feedback is actively sought to promote constant improvement.</p> |

