

Strategic Plan

Empowering learners together

2024 - 2026



Onepoto School

Manaakitanga | Manawanui | Whakatutuki
Respect | Persevere | Achieve

Strategic Goals	Key Initiatives	Success
 <h3>Working together</h3> <p>Actively develop strong connections with whanau and celebrate cultural diversity.</p> <p>NELPS: 1 & 2</p>	<ul style="list-style-type: none">• Grow our understanding of Te Tiriti o Waitangi, Te Reo Maori and Tangata Whenua.• Our school environment reflects our multicultural learners and community.• Increase visibility and relationships in the the community.	<p>Delivering a local curriculum that celebrates our cultural, social, and academic aspirations.</p>
 <h3>Future Focused</h3> <p>Consistently and regularly monitor progress, evaluate performance, and use data to inform future decisions.</p> <p>NELPS: 3 & 4</p>	<ul style="list-style-type: none">• Improve teacher assessment & evaluation practices.• Embed moderation processes and implement internal review plan.• Streamline documentation and access to review data.	<p>Continual improvement in all aspects of school based on regular and reliable data.</p>
 <h3>Responsive Curriculum</h3> <p>Student achievement is accelerated by building student, teacher, leader agency.</p> <p>NELPS: 5 & 6</p>	<ul style="list-style-type: none">• Improve teacher & leader practice through cycles of inquiry & quality mentoring.• Improve teacher knowledge of what to teach, when & how to teach it.• Increase whanau engagement in their child's learning.	<p>Confident, achieving students with engaged whānau alongside highly skilled and motivated teachers.</p>




Roadmap

Implementing our
Key Initiatives



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Strategic Goals	Key Initiatives		
	2024	2025	2026
 Working together NELPS: 1 & 2	Grow our understanding of Te Tiriti o Waitangi, Te Reo Maori and Tangata Whenua.		
	Our school environment reflects our multicultural learners and community.		
	Increase visibility and relationships in the community.		
 Future Focused NELPS: 3 & 4	Improve teacher assessment & evaluation practices.		
	Embed moderation processes and implement internal review.		
	Streamline documentation and access to review data.		
 Responsive Curriculum NELPS: 5 & 6	Improve leader & teacher practice through cycles of inquiry & quality mentoring.		
	Improve teacher knowledge of what to teach, when & how to teach it.		
	Increase whanau engagement in their child's learning.		



WORKING TOGETHER

Actively develop strong connections with whanau and celebrate cultural diversity.

NELPS: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2. Have high aspirations for every learner/ākonga, 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 cultures

Key Initiatives:

What we will do:

Who?

Resources:

When:

OUTCOMES:

Grow our understanding of Te Tiriti o Waitangi, Te Reo Maori and Tangata Whenua.

- Continue to review policies and curriculum statements as per the new curriculum and evaluation schedule.
- Engage with local marae, iwi, MAC and our Kahui Ako to increase staff knowledge of the local area.

Board
SLT
Teachers
Support staff

School docs
MAC
Kahui Ako
Te Reo courses

Ongoing

T1-T4

*Board documentation and policies reflect changes.
*We have a shared understanding of our local history and curriculum.

Our school environment reflects our multicultural learners and community.

- Plan and develop cultural artworks that reflect our place in this whenua, our local curriculum and the cultures of our learners.
- Continue our journey with the Maori Achievement Collaborative
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SLT/Teachers
Support staff.

SLT/Teachers

SLT/Board

Staff meetings
Te Reo
Te Arataki
Marau
MAC
Facilitator

T1 – T4

T1 – T4
Hapori and school wide.

*Increased confidence in culturally responsive practice.
*Teachers collaboratively plan and teach incorporating Poutama Reo and Te Arataki Marau.
*Artwork visible around the school.

Increase visibility and relationships in the community.

- Implement school events that engage whanau – school gardens, International day, Matariki, Whanau Days, Whanau Curriculum evenings, Annual Cultural Festival, sports and the Arts - Music, Dance and Drama.
- Participate and contribute to wider community events.
- Design and plan for school environment projects and school signage.

SLT
Teachers

WSL

Time
Planning
Participation
in Kahui Ako

T1- T4

Ongoing

*Increased whanau participation at school events.
*The school strengthens its relationships in the wider community.

SUCCESS:

Delivering a local curriculum that celebrates our cultural, social, and academic aspirations.



FUTURE FOCUSED

Consistently and regularly monitor progress, evaluate performance, and use data to inform future decisions.

NELPS: 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/ākonga, disabled learners/ākonga and those with learning support needs.

4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Key Initiatives:	What we will do:	Who?	Resources:	When:	OUTCOMES:
Improve teacher assessment & evaluation practices.	<ul style="list-style-type: none"> Implement data analysis procedures. Implement positive messaging about attendance through different communication platforms –Newsletters, FB posts, school website and posters. Implement and strengthen assessment and evaluation practices for learning. Regularly review roll growth for future employment of teachers or teacher aides to support learners. 	SLT Teachers Principal	Relevant assessments. Time Time Board Staffing applications	T1 – T4 T1 / T2 T1- T4 T1 – T4	Teachers understand assessment, use assessment tools, and analyse data to inform best practice. Students are supported in the learning.
Embed moderation processes and implement internal review plan.	<ul style="list-style-type: none"> Implement a regular review of reading, writing and maths programs. Use collective sense-making to understand the root causes for outcomes, when responding to student learning needs. Implement a regular review of attendance 	Principal AP SLT / Teachers Principal/PM	Scheduled Time Staff meetings SLT meetings	T1 T1-T4 In Termly	Moderation and review shows an understanding and alignment with overall teacher judgements.
<ul style="list-style-type: none"> Streamline documentation and access to review curriculum data. 	<ul style="list-style-type: none"> Centralise documentation and assessment data in E-tap and shared docs. Implement a regular review of data at Mid-year and End of the Year. Consolidate reports to the board against the review schedule. 	Principal / AP Principal	E-tap SMS E-tap Training Time	T1 T2/ T4 Termly	Leaders and teachers are confident users of E-tap.
OUTCOME:	Continual improvement in all aspects of school, based on regular and reliable data.				



RESPONSIVE CURRICULUM

Student achievement is accelerated by building student, teacher, leader agency.

NELPS: 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 learner support capability across the education workforce

Key Initiatives:	What we will do:	Who?	Resources:	When:	Outcome:
Improve leader and teacher practice through cycles of inquiry & quality mentoring.	<ul style="list-style-type: none"> Continue to Implement regular coaching and mentoring for Team Leaders and teachers. Strengthen leader and teacher Professional Growth Cycles. Teachers and leaders will seek and participate in PD relevant to their practice. Develop and implement a schedule of observations and feedback cycle. The principal will participate in wellbeing PD in 2025. 	Principal/DP Teachers Principal/DP Principal	Retreat, conferences and visiting schools.	T1 – T4 T1-T3 Termly T1-T3	Confident leaders guiding teachers in explicit practice. Teachers are delivering effective practice and learning programs.
Improve teacher knowledge of what to teach, when & how to teach it.	<ul style="list-style-type: none"> Implement expectations for teacher practice and teaching the curriculum at OS. All teachers are involved in school-wide PLD – Te Mātaiāho, Kahui Ako maths, BSLA and Maori Achievement Collaborative. Implement strategies for Kahui Ako maths, BSLA, English Literacy and Te Reo maori and tikanga maori. 	Principal/AP Teachers DP Teachers	OS Curriculum. Kahui Ako ASL Maths PD BSLA training MAC	T1 T1-T4 T1 – T4	Confident and responsive teachers with high expectations, who can plan and teach effectively.
Increase whanau engagement in their child's learning.	<ul style="list-style-type: none"> Strengthen Start of the Year Interviews and Meet the Teacher interviews. Termly hui/Fono with whanau for curriculum workshops and cultural events. 	Principal/AP Teachers	SLT / Teachers SLT / Teachers	T1 T1 – T4	Strengthened partnerships with whanau through positive engagement in events and school life.
SUCCESS:	Confident, achieving students with engaged whānau alongside highly skilled and motivated teachers.				

2025 ANNUAL IMPROVEMENT PLAN - CURRIUCULUM

TARGETS:				KEY ACTIONS	Led by	Timeframe	Review
READING	WRITING	MATHS	TE REO				
<p style="text-align: center;">READING</p> <p>All students will make accelerated progress in Reading, against Te Mātaiāho and the refreshed English Curriculum expectations of 70% - 80%, for our context.</p>				<ul style="list-style-type: none"> • SLT implement expectations for teachers for how to deliver reading programs. • Teachers deliver responsive reading programs that meet student learning needs. • Continue to implement the BSLA program in years 1&2. • Train a second teacher for BSLA. • Improve teacher practice in BSLA and reading. • Ensure program is resourced. • Teacher data analysis • School -wide data analysis at Start, mid-year and end of the year. 	<p style="text-align: center;">AP</p> <p style="text-align: center;">Teachers</p> <p style="text-align: center;">Y1 – 2 Teachers AP</p> <p style="text-align: center;">Teachers in NE – Y3 AP Teachers</p> <p style="text-align: center;">SLT</p>	<p style="text-align: center;">Beg T1</p> <p style="text-align: center;">T1 – T4</p> <p style="text-align: center;">T1 – T4 T1 – T4</p> <p style="text-align: center;">T1 – T4</p> <p style="text-align: center;">Ongoing Ongoing</p> <p style="text-align: center;">T1/T2/T4</p>	
<p style="text-align: center;">WRITING</p> <p>All students will make accelerated progress in Writing, against Te Mātaiāho and the refreshed English Curriculum expectations of 70% - 80%, for our context.</p>				<ul style="list-style-type: none"> • Implement expectations for teachers for how to deliver writing programs. • Moderation of writing at mid-point and endpoint of the year using e-asstle. • Implement BSLA strategies and senior writing strategies from 2023 PLD. 	<p style="text-align: center;">AP</p> <p style="text-align: center;">SLT / Teachers</p> <p style="text-align: center;">Teachers</p>	<p style="text-align: center;">T1</p> <p style="text-align: center;">End T2</p> <p style="text-align: center;">Ongoing</p>	