

Ōpoho School Board of Trustees (3790)

Strategic Plan 2024 - 2026

(Updates to the 2026 Strategic Goals - MOE directed are included within the 2026 Annual Implementation Plan)

Vision Statement: Refer Regulation 7 (a)

Learners who are inquisitive, independent, empathetic, courageous and community focused. Who show perseverance through discovery and inquiry, and who will make empowered actions for a sustainable future.

Summary of the information used to develop this plan/How did you create this plan

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 ©

Community Survey 2022 - Online and Kanohi te kanohi

Ongoing communication and feedback during the year

Health Survey completed every two years (Completed 2023)

Annual NZCER Wellbeing @ School Survey and Teaching & School Practices Survey 2023

'What are your aspirations for your child?' Question within Term 1 3 Way Conferences and Whānau-Kaiako Interviews.

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans. These must be based on the identities, needs and aspirations for your school community. Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
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<p>Whāinga Rautaki Tuatahi Whakamana</p> <p>To create and implement bespoke learning programmes that support, encourage, enrich and extend all taura to make progress and experience success in all areas of the New Zealand Curriculum,</p> <p>To give priority to all taura achievement in Literacy and Numeracy, as evidenced by progress and achievement against learning progressions and the New Zealand Curriculum.</p>	<p>'Every student at the school is able to attain their highest possible standard in educational achievement'</p>	<p>NELPS 1 & 2 Learners at the center</p> <ul style="list-style-type: none"> - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. - 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. <p>NELPS 3 & 4 Barrier free access</p> <ul style="list-style-type: none"> - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy <p>NELP 6 Quality teaching and leadership</p> <ul style="list-style-type: none"> - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. 	<p>Teaching programmes that extend and support learners appropriate to their needs and strengths.</p> <p>Implementation of child focused interventions to encourage engagement and build student efficacy within Literacy and Numeracy</p> <p>Fluid identification and monitoring of students strengths and needs which inform teacher practice.</p> <p>Clear links between focused formative assessment, planning and teaching;</p> <p>Next steps, achievement and progress identified and monitored for all taura;</p> <p>Developed and implementation of an 'Ōpoho' structured literacy programme to enhance understanding and progress within literacy.</p> <p>Access to and implementation of focused professional learning to enhance teacher practice and understanding in Literacy and Numeracy.</p>	<p>Emphasis is on engagement (participating), responsibility (managing self) and growth mindset (thinking) across the curriculum;</p> <p>Implementation of quality learning programmes, including a bespoke 'Ōpoho Structured Literacy' programme to support student achievement across the school within literacy;</p> <p>Continue to implement TLF strategies in Numeracy;</p> <p>Utilise teaching and learning inquiry to show enhancements in teacher practice in either Literacy or Numeracy to improve reading and writing capabilities or Maths confidence;</p> <p>Utilise and analyse effective formative assessment strategies to inform next step learning; Review and redevelop school 'Reporting' framework:</p> <p>Review and introduce an updated 'Year 6 Graduate Profile'.</p>	<p>Focused analysis of whole student data (Start and End of Year) - Gender, Ethnicity, Cohort to show areas of strength and areas for improvement;</p> <p>Identification and tracking of all students who require extra assistance or who are yet to make expected progress;</p> <p>Clear and focused assessment practices used to inform teacher practice and judgements;</p> <p>Collect and analyse student and teacher feedback.</p>
<p>Whāinga Rautaki Tuarua Te Ao Māori</p> <p>To strengthen the integration of te reo me ona tikanga throughout Ōpoho School. Meaningfully</p>	<p>'The school gives effect to Te Tiriti o Waitangi, including by - - i working to ensure that its plans, policies, and local curriculum reflect</p>	<p>NELPS 1 & 2 Learners at the center</p> <ul style="list-style-type: none"> - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. - Have high aspirations 	<p>Implementation of Te Reo me ōna Tikaka evident in all classrooms and spaces across the kura.</p> <p>Integration of Te Reo me ōna Tikaka is seamless and normalised.</p>	<p>Continue to seek opportunities to develop capacity and capability for Te Reo and Tikanga by;</p> <p>Identify and establish a reciprocal relationship with Mana Whenua through our MOP</p>	<p>Collect and analyse student, teacher, whānau and mana whenua feedback.</p>

<p>and authentically incorporating Te Ao Māori into the everyday life of Te Kura o Ōpoho. Enhance whānaungatanga with Mana Whenua & Tāngata Whenua whānau to identify aspirations for our Māori tauira and provide access to programs and opportunities that empower success for Māori as Māori.</p>	<p>local tikaka Māori, mātauraka Māori, and te ao Māori; and - <i>ii</i> take all reasonable steps to make instruction available in tikaka Māori and te reo Māori; and - <i>iii</i> achieving equitable outcomes for Māori students</p>	<p>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.</p> <p>NELPS 3 Barrier free access</p> <p>- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>NELP 5 Quality teaching and leadership</p> <p>- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Karakia, waiata, whakatauki, kemu and kupu are evident and utilised within all school practices.</p> <p>Development of a 'Reo Rua' bilingual class for all tauira. Strong connections between school, mana whenua and tangata whenua.</p> <p>Development and enhancement of Whakapapa Māori Whānau group.</p> <p>Adoption of 'Cultural Narrative' as foundation narrative for curriculum development, whānaungatanga, and school improvement.</p>	<p>with Kāti Huirapa Rūnaka ki Puketeraki;</p> <p>Continue to participate in professional learning with Kāti Huirapa Rūnaka ki Puketeraki and MAC;</p> <p>Learn and use more te reo in classes and between kaiako; Ensure board members have training about Te Tiriti o Waitangi (as needed);</p> <p>Develop and support the implementation of 'Reo Rua'. Establish 'Reo Rua' as a one day immersion class for Junior and Senior tauira, starting in Term 1 2024;</p> <p>Utilise services of Manawa Enterprises to support programme development within Reo Rua;</p> <p>Develop a 'whānau rōpū' to support 'Reo Rua' and kaiako Continue to engage professional mentors and tutors facilitate kapahaka instruction for y3-6 tauira;</p> <p>Enable kapahaka for y0-2 tauira using expertise within the teaching team;</p> <p>Arrange performance opportunities for all kapahaka members e.g. Polyfest; school and community performances;</p> <p>One teacher is learning Level 7 Te Ara Reo & 1 Level 6.</p> <p>Tumuaki continue to engage /participate in the Ōtepoti Reo Rua Cluster (PLD Contract)</p>	<p>Collect and analyse student and whānau feedback.</p>
<p>Whāinga Rautaki Tuatoru </p>	<p>'Every student at the school is able to attain their highest</p>	<p>NELP 2 Learners at the center</p>	<p>Implementation of the 'Refreshed New Zealand Curriculum' subject areas</p>	<p>Continued exploration of the 'Refreshed New Zealand Curriculum' Utilising MOE</p>	<p>Meet requirements of 'Refreshed Curriculum</p>

<p>To develop and implement the 'Refreshed New Zealand Curriculum'.</p>	<p>possible standard in educational achievement'</p>	<p>- 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.</p> <p>NELPS 3 & 4 Barrier free access</p> <p>- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>NELP 6 Quality teaching and leadership</p> <p>- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>evident in revised school documentation;</p> <p>Implementation and utilisation of the 'Common Practice Model' to inform and enhance 'teaching practice';</p> <p>Implemented programmes and interventions to target the specific identified needs of students based on age, stage and phase.</p> <p>Use allocated Regionally Funded PLD with Learning Architects in 2024 to develop sound understanding of the 'Common Practice Model' and our understanding of the 'Understand, Know, Do' model.</p>	<p>Curriculum Leads and Advisors to assist with knowledge building.</p> <p>Staff Hui, Classroom awhina sessions and Teacher Only Days targeting the development of understanding and implementation of the 'Common Practice Model' and the "Understand , Know, Do' pedagogy.</p> <p>Continued professional learning across the school focused on 'Structured Literacy' and 'Rich Maths'.</p>	<p>Implementation' as set down by the MOE.</p> <p>Utilise PLD milestone reports to gauge progress against objectives and goals of PLD.</p> <p>Successfully implement 'Structured Literacy' pedagogy into 'Ōpoho Curriculum'. Monitor enhancement in student engagement and progress.</p>
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