Carisbrook School
STRATEGIC PLAN

1 Jan 2025 - 31 Dec 2027

At Carisbrook School we seek excellence together to foster confident, inquiring, active, lifelong learners.

Whāia to iti, kahuraki kia maia, kia manawanui kia pumau ki te mātauraka. mo ake tonu.

RESPECTFUL
We care.

RESPONSIBLE
We make good choices.

RESILIENT
We keep trying.

RESPECTFUL / MANAAKI

RESPONSIBLE / HAEPAPA

RESILIENT / MANAWAROA

STRATEGIC PRIORITIES

2025 - 2027

Professional Growth & Leadership
Build shared leadership and collective capacity to sustain excellence.

Cultural Capability
Ensure culturally responsive teaching and learning is embedded across the school.

Literacy & Numeracy Foundations
Raise achievement by embedding consistent, evidence-based practice.

Data-Informed Practice
Ensure timely, relevant, and accurate data guides teaching decisions.

Whānau Engagement
Partner with families and the wider community to support student success.

Behaviour Support & Wellbeing
Support the well-being and social development of every learner.

Inclusive Systems
Ensure physical and learning environments meet the needs of all ākonga.

	Objective One: Learners at the Centre		Objective Two: Barrier Free Access		Objective Three: Quality Teaching and Leadership		Objective Four: School and community in partnership
N E L P S	Priority One	Priority Two	Priority Three	Priority Four	Priority Five	Priority Six	Priority Seven
	We ensure our places of learning are safe, inclusive and free from racism, bias, discrimination and bullying.	We 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.	We reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.	We ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy.	We meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning.	We develop our staff to strengthen teaching, leadership and learner support capability across the education workforce.	We will strengthen the relationships with our whānau and community by informing, involving and collaborating with them, and seek their support in our students' learning and welfare, including recognising and embracing the language, identity and cultures of all our families.
P R I O R I T I E S	Whānau Engagement – Strengthen partnerships and listen to whānau		Literacy & Numeracy Foundations – Ensure all students access high-quality learning		Professional Growth & Leadership – Focus on mentoring, PGC, and leadership development		Cultural Capability – Honour te ao Māori and Te Tiriti o Waitangi
	Behaviour Support & Wellbeing – Support student voice and wellbeing		Inclusive Systems – Improve accessibility and equity through IEPs and inclusive practices		Data-Informed Practice – Use data to improve teaching impact		Whānau Engagement – Strengthen partnerships and listen to whānau
	Inclusive Systems – Ensure environments meet all learners' needs						

Strategic Priorities

Strategic Priorities:

Driving Change to Achieve Our Vision

To realise our school's vision and live our whakataukī"Whaia to iti kahuraki – Strive for excellence", we have identified key areas of change that will drive equitable, meaningful, and sustainable outcomes for all ākonga.

1. Deepen Cultural Capability
- Partner authentically with mana whenua and cultural experts to develop and share our local cultural narrative.
- Through ongoing PLD, build staff confidence and competence in te reo Māori and tikanga.
- Integrate local pūrākau, history, and te ao Māori perspectives meaningfully across the curriculum.

2. Strengthen Literacy and Numeracy Foundations
- Fully implement the Better Start Literacy Approach (BSLA), with dedicated PLD, mentoring, and collaborative planning time.
- Extend and embed Numicon as a core numeracy tool to support conceptual understanding and student engagement.
- Monitor progress using high-quality assessment tools and support early intervention.
- Ensure equitable access to foundational learning; recognise diverse learners' rights; support Māori success

3. Enhance Data-Informed Practice
- Develop systems for regular data analysis and reflection at the classroom, syndicate, and leadership levels.
- Empower Māori voice in data use; analyse equity outcomes; enable self-determination through evidence
- Use assessment to identify trends, celebrate progress, and personalise learning pathways.
- Build staff capacity to use data collaboratively for inquiry and improvement.

4. Strengthen Whānau Engagement and Voice
- Increase opportunities for whānau to engage with learning, contribute to school decisions, and celebrate progress.
- Develop communication practices that are accessible, inclusive, and responsive.
- Create culturally safe spaces for whānau to share aspirations, concerns, and feedback.

5. Embed Restorative and Inclusive Behaviour Support
- Fully implement the new time-out and restorative reflection system across the school.
- Provide targeted staff training in restorative practices, trauma-informed approaches, and behaviour support.
- Create inclusive, safe spaces; respond to Māori wellbeing needs; uphold manaakitanga and whanaungatanga
- Track and reflect on behavioural data to ensure equity, consistency, and effectiveness.

6. Build Inclusive Systems and Environments
- Continue physical accessibility improvements, including visual cues and hazard reduction for visually impaired learners.
- Identify and address barriers to participation for students with additional learning or behavioural needs.
- Promote inclusive values, language, and expectations across classrooms and playgrounds.

7. Foster a Culture of Professional Growth
- Embed collaborative inquiry, peer mentoring, and leadership opportunities into staff development.
- Align Professional Growth Cycles and PLD with strategic goals and student outcomes.
- Support Māori staff development; enable Māori leadership; align growth with Treaty responsibilities
- Celebrate innovation, reflective practice, and improvement.

Three-Year Plan

Priority Area	2025	2026	2027
Cultural Capability	Staff begin cultural PLD; Initiate cultural narrative; Integrate basic pūrākau in plans	Full use of pūrākau across teams; Whānau input sought; Students share pepeha	Embed cultural narrative in curriculum; Student-led cultural learning
Literacy & Numeracy Foundations	Full BSLA & Numicon rollout; Collect base assessment data	Track student growth; Adjust programmes using data; Build teacher capacity	Close achievement gaps; Extend high achievers; Sustain PLD cycles
Data-Informed Practice	PLD on effective data use; Team inquiries trialled; Termly data collation	All teams use data to drive change; Inquiry reporting to SLT	Real-time data dash-boarding; Data culture embedded in PGC's
Whānau Engagement	Launch 2–3 key events; Improve communication; Begin whānau surveys	Act on feedback; Develop home–school learning partnerships; Increase response rates	Establish regular hui; Whānau advisory input in strategy; Sustain high engagement
Behaviour Support & Wellbeing	PLD on restorative practice; Implement time-out system; Start tracking behaviour data	Reduce incident trends; Staff coach each other; Student wellbeing surveys in place	Embed restorative conversations; Student peer leaders; 80%+ feel safe & supported
Inclusive Systems	Audit accessibility; Support students with diverse needs; Review IEP systems	Improve campus for equity; Digital supports introduced; Consistent IEP review process	Inclusive design normalised; All teachers confident with UDL; Parent feedback on IEPs collected
Professional Growth & Leadership	Realign PGC's to strategy; Establish mentoring; Encourage inquiry projects	All staff engage in strategic-aligned goals; Share inquiry outcomes	Strong leadership pipeline; Systematic succession planning; Culture of reflective practice

Annual Implementation Plan

Strategic Goal	Key Actions	Indicator	Target	Data Source	Review Frequency
Cultural Capability	Staff PLD sessions	% of staff completing PLD	100% per term	PLD attendance sheets	Termly
	Use of pūrākau in classrooms	Evidence of pūrākau in planning/docs	All rooms by Term 3	Class walkthroughs, planning	Termly
	Student cultural confidence	Survey response: cultural identity confidence	80% positive responses	Student voice surveys	Mid & End of Year
Literacy & Numeracy Foundations	BSLA & Numicon training	% of teachers trained	100% by Term 4	PLD records	Termly
	Student achievement growth	% of students at/above expectation	80% by end of year	PATs, BSLA data, OTJs	Each Term
Data-Informed Practice	Use of team data inquiries	% teams completing inquiry templates	100% per term	Syndicate reports	Termly
	Reporting and analysis	Reports shared with Board/whānau	2 reports per year	Board minutes, newsletters	Mid & End of Year
Whānau Engagement	Whānau events	# of events held	3 per year	Event calendar	Annually
	Family voice in surveys	% response rate and satisfaction	55% response, 80%+ satisfaction	Whānau surveys	End of Year
Behaviour Support & Wellbeing	Staff trained in restorative practice	% of staff trained	100% by Term 2	PLD attendance, feedback	Mid-Year
	Behaviour incident tracking	% reduction in incidents	30% decrease by Term 4	Behaviour logs	Each Term
	Student wellbeing survey	% feeling safe/supported	80%+ positive survey	Student wellbeing surveys	Twice Yearly
Inclusive Systems	Physical accessibility upgrades	% of areas completed	100% of priority areas	Property reports	Mid-Year
	IEP reviews	% of IEPs reviewed each term	100% of IEPs reviewed	SENCO records	Each Term
Professional Growth & Leadership	Inquiry and mentoring	% staff completing inquiry cycles	100% annually	PGC documentation	End of Year
	Strategic alignment in goals	% of goals aligned with strategy	100% by Term 1	PGC templates	Term 1