

Oaklands Te Kura o Ōwaka



Strategic Plan 2024-2025-update



Vision: We are Lifelong Learners Who Aspire to Excellence.

Strategic Goals

- 1. Learning for Success**
- 2. Building a strong community**

Purpose

The requirements of Te Whakangārahu Ngātahi | Planning Together are set out in the Education and Training Act 2020 and the Education (School Planning and Reporting) Regulations 2023. Effective planning and reporting underpins all the other work that schools and kura do.

Schools and kura need to intentionally plan, and evaluate their performance to:

- give effect to Te Tiriti o Waitangi and support Māori-Crown relationships
- meet legislated board primary objectives and show how the school or kura has had particular regard for the National Education and Learning Priorities (NELP)
- ensure the needs of all ākonga are met
- ensure the voices of all ākonga and whānau are heard
- implement teaching and learning programmes that give effect to the New Zealand Curriculum or Te Marautanga o Aotearoa to improve outcomes for all ākonga.

Te Whakangārahu Ngātahi | Planning Together is designed to help:

- focus schools and kura on continuously improving their planning and reporting practices to deliver equitable and excellent outcomes for all learners
- support learners, whānau and communities to be involved in the planning process for their school or kura
- give schools and kura flexibility to reflect their local contexts in their planning and reporting
- support whānau and communities to hold their schools or kura accountable for learner outcomes.

Te Whakangārahu Ngātahi | Planning Together requires your board to develop:

- a 3-year strategic plan developed in consultation with their school community, that sets out how the board will meet their primary objectives (set out in the Education and Training Act 2020)
- an annual implementation plan that sets annual targets and actions for working towards their strategic goals
- an annual report that reports on the school's progress and finances.

The board's first strategic plan will be for a timeframe of 2 years (1 January 2024-31 December 2025) to align the strategic planning cycle with board triennial elections.

Show how school planning and reporting links to the delivery of the national curriculum

Develop and deliver a high-quality at the heart of our planning our local curriculum and marau ā-kura . We can build a rich curriculum around the aspirations our community has for its tamariki and mokopuna.

Plan for the successful implementation of the refreshed and redesigned national curriculum.

Objectives of boards in governing schools

There are four primary objectives for boards listed in Section 127 of the Education and Training Act 2020. These help boards to focus on what matters most for learners and their whānau.

Boards must ensure that:

1. every student at the school can achieve their highest educational standard
2. the school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination
3. the school is inclusive of and caters for, students with differing needs
4. the school gives effect to Te Tiriti o Waitangi, including by: › working to ensure that 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

Consultation

This plan has been developed by the Board with input and information from a wide range of stakeholder groups. In developing this plan, the Board has consulted with its community in the following ways:

- Whanau Hui
- Health Consultation
- Surveys
- Parent Education meetings
- Learning Journeys

Values

Oaklands Te Kura o Ōwaka School Values: We are committed to living our deeply held values that our community considers most important for our learners.

These values will be reflected in all our actions and interactions within the school. "Our learning community is built on the foundation of Community-Whanaungatanga, Active Thinking-Whakaaroaro
Respect-Whakaute and Excellence -Hiranga

These support and strengthen our school culture.

Our C.A.R.E Values

C: Community -Whanaungatanga	At Oaklands Te Kura o Ōwaka we grow positive and caring relationships to contribute to and support our community.
A: Active Thinkers- Whakaaroaro	At Oaklands Te Kura o Ōwaka we value active thinking Active Thinking: Explore a variety of ideas so we can become creative and critical learners.
R: Respect- Whakaute	At Oaklands Te Kura o Ōwaka we value the rights and feelings of ourselves, others, and the environment through our words and actions.
E: Excellence -Hiranga	At Oaklands Te Kura o Ōwaka we aim high and always persevere. BEST- Better Every Single Time.

Diversity Statement

The Oaklands Te Kura o Ōwaka School community is diverse and multicultural, and we provide a welcoming and inclusive environment for students of all backgrounds. We celebrate diversity in all its forms, including ethnicity, race, culture, gender, sexual orientation, religion, disability, and socioeconomic status. We particularly emphasise valuing the identity, language and culture of our Māori and tauwi (new migrants) students.

We ensure both the articles and the principles of Te Tiriti o Waitangi are reflected within our curriculum delivery programmes. The school further embraces its responsibility to ensure Māori success and uphold the cultural heritage of Aotearoa and our partnership with Māori through te Tiriti o Waitangi by ensuring in both policy and practice that Māori learners achieve educational success as Māori.

One of our core school values is respect, and our school encourages and supports our students to be respectful of others. This value is promoted through our school's restorative philosophy, which is a relational approach that is based on beliefs about the equality, dignity, mana and potential of all people.

We recognise and celebrate the diversity of our students and community, particularly Aotearoa's unique bicultural heritage, through:

- Wherever possible, including whānau in the decision making of the school, particularly through consultation and collaboration with our whānau group;
- Ongoing consideration of different strategies for involving and meeting the communication needs of whānau;
- Incorporating components of Te Reo Māori me ngā tikanga into the development of long-term plans;
- Weaving through the strands of our cultural narrative into our daily practice, including curriculum, pedagogy and 'the way we do things round here';
- Increasing student and teacher capability through ongoing access to our Māori tutor;
- Incorporating consideration of individual learning needs, social needs and physical requirements into school planning;
- Incorporating and celebrating aspects of students' identity, culture and language in the classroom;
- Recognising the multicultural nature of our school community by celebrating significant cultural events during the year;
- Gathering and incorporating student voice in aspects of planning and implementation that relate to meeting individual students' diverse needs;
- Tuakana/teina roles included in teaching and learning for recognition of what students and staff are good at, and areas for growth and development;
- Developing and regularly reviewing policies and practices which reflect the diversity and different needs of learners and whānau;
- Manaakitanga woven into the curriculum and physical school environment through school practices of being inclusive, caring and welcoming to all staff, learners and whānau; and
- Hauora is promoted as a framework of holistic wellbeing.

The board will also respond to requests from parents/caregivers of full-time learners for instruction in Te Reo Māori by:

- Developing individual plans in consultation with the learner's care teacher and our Māori tutor;
- Integrating these plans with our current provision of Te Reo Māori me ngā Tikanga, which is woven through the school's curriculum;
- Integrating these plans with membership of and participation in our Māori community
- Accessing additional support as appropriate, including:
 - Dual enrolment with a correspondence school;
 - Advice and resources from Te Taumutu Rūnanga;
 - Consultation with Māori school advisors.

National Education and Learning Priorities (NELP)

The Statement of National Education and Learning Priorities (NELP) will help to create education environments that are learner-centred, and where more of our learning and especially more of our Maori and Pacific learners are successful.

They are reflected in each of our strategic goals. We give effect to these priorities through our Strategic Direction 2024-2025 and Annual Actions. NELP'S support young people to be prepared for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	OBJECTIVE 2 BARRIER-FREE ACCESS Great education opportunities and outcomes are within reach for every learner	OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives
Priority 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying STRATEGIC GOAL 2	Priority 3: Reduce barriers to education for all, including for Maori and Pacific learners/ākonga, disabled learners and those with learning support needs. STRATEGIC GOAL 1	Priority 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning STRATEGIC GOAL 2	Priority 7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work. STRATEGIC GOAL 2
Priority 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 STRATEGIC GOAL 2	Priority 4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy STRATEGIC GOAL 1	Priority 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce STRATEGIC GOAL 1	

ERO and the school are working together to evaluate how effectively the school's learner-centred curriculum supports students to understand their learning.

The rationale for selecting this evaluation is ensuring students:

- understand what, how and why they are learning
- are prepared for the future by having the necessary skills to be competent and capable learners
- enjoy learning in ways that best meet their individual needs.

The school expects to see students who are interested and engaged in their learning and be able to articulate what success looks like.

Where to next?

Moving forward, the school will prioritise:

- Developing the school's approach to teaching and learning through the inquiry curriculum, embedding the refreshed NZ Curriculum
- Building a stronger understanding, capacity and implementation of evaluative practice across the teaching teams.
- Ensuring attendance is a focus to support student achievement.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



Oaklands Te Kura o Ōwaka

Strategic Plan 2024-2025 updated

Our Vision: We are Lifelong Learners Who Aspire to Excellence

Strategic Goals	Initiatives	Success
Learning for Success	<ul style="list-style-type: none"> • Implement the National Literacy Curriculum 2025 • Implement the National Mathematics Curriculum 2025 • Update and implement assessments to align with the new curriculums • Support teacher practice to grow confident, successful students 	<ul style="list-style-type: none"> • All teachers will complete the MOE funded PLD in structured literacy • Teachers will implement learning programmes that incorporate structured literacy. • All Teachers will attend the 2 MOE Teacher Only Days in Mathematics. • Teachers will implement the Government funded structured mathematics programme Prime • Assessments data will show student successes through an evaluative process. • Review and evaluate our ILE practices to support teacher practice and learner agency • Increased staff capability through high quality professional learning, capability and collective efficacy

Building a strong community

- **Develop the Te Whare Tapa Wha model for Well Being for staff and students.**
 - **The PB4L Restorative Framework reflects our schools values**
 - **Foster strong partnerships with our parents/whanau**
- The School's well being programme is embedded across all practices to reflect our school values
 - Our community is engaged, well informed and has a sense of belonging and connection.
 - Implement an action plan to support our diversity and inclusion.
 - implement an attendance action plan to lift student attendance.



Annual Plan 2025

STRATEGIC GOAL 1 Learning for Success	Implement the National Mathematics Curriculum Update
Initiative 1.2	
OBJECTIVE: NELP 3 Objective 6	All teachers will teach the Structured Mathematics programme using the framework of the new Mathematics Curriculum.

Actions 1.2	Who is responsible	Resources	Timeframe	How will we measure success
<p>All teachers will teach Mathematics for one hour a day using the Mathematic Curriculum</p> <p>Teachers attend the 2 MOE PLD funded teacher only days</p> <p>Teachers will implement the new Structured Mathematics programme-Prime</p> <p>Pre term planning day -Prime Programme introduction for staff</p>	<p>Curriculum Leader</p> <p>Senior staff</p> <p>Mathematics Leader</p>	<p>Teacher release days</p> <p>Prime Resources- teacher manuals student workbooks online resources</p> <p>Teacher modelling books</p> <p>Teacher assessment data</p> <p>Mathematics equipment</p>	<p>Term 1-4</p>	<p>Timetables and planning documents to be updated and evaluated.</p> <p>.</p> <p>Teachers participating in PD on the Prime Structured Mathematics programmes.</p> <p>Student voice on the Prime programme.</p> <p>Teachers feedback on the Prime programme.</p> <p>Two MOE designated TOD to support teacher capability in the Mathematics Curriculum.</p>

STRATEGIC GOAL 1 Learning for Success Initiative 1.2	Implement the National Literacy Curriculum Update
OBJECTIVE: NELP 3 Objective 6	All teachers will complete the MOE funded PLD in Structured Literacy and implement the learning programmes that incorporate structured literacy.

Actions 1.2	Who is responsible	Resources	Timeframe	How will we measure success
<p>All teachers will teach Reading, Writing, including Oral Language for one hour a day using the Literacy Curriculum.</p> <p>Implement Year 0-3 structured literacy training</p> <p>Year 4-6 teachers to attend the MOE PLD on Structured literacy</p> <p>Year 7-8 application for year 7-8 structured literacy training</p>	<p>Curriculum Leader Senior staff Literacy Leader</p> <p>Trish Patten Literacy Leader</p>	<p>NZ Curriculum School guidelines Planning documents</p> <p>Course phonics documents</p> <p>MOE School Guidance Book on year 0-2 Phonics assessments</p> <p>eAstle Reading, Writing assessment tools</p> <p>Stepsweb-spelling programme</p> <p>Handwriting programme</p>	<p>Term 1</p> <p>Term 4 2024 - Term 1-4 2025</p> <p>Term 1-4 2025</p> <p>Term 2-4 2025</p>	<p>Timetables and planning documents to be updated and evaluated.</p> <p>Develop an Oral Language programme.</p> <p>Additional TOD to support teacher capability in the new Literacy Curriculum</p> <p>Year 0-3 teachers will have completed Structured Literacy training. Year 0-3 teachers will be teaching the structured literacy programmes.</p> <p>Year 4-6 teachers will have completed Structured Literacy training. Year 4-6 teachers will be teaching the structured literacy programmes.</p> <p>Year 7-8 teachers will complete the structured literacy training Year 7-8 teachers will be teaching the structured literacy programmes.</p>

STRATEGIC GOAL 1 Learning for Success Initiative 1.3	Review the assessment tools to meet the guidelines in the new Literacy and Mathematics Curriculums.
OBJECTIVE: NELP 3 Objective 6	School assessment tools align with the changes in the Literacy and Mathematics Curriculums

Actions 1.3	Who is responsible	Resources	Timeframe	How will we measure success
<p>Each hub to identify the assessment tools required in their year level.</p> <p>School wide assessment programme planned and implemented.</p> <p>Teachers will be supported in their professional learning to understand and implement Formative Assessment tools.</p> <p>HERO SMS will be updated to reflect the new curriculum Phases and reporting to parents</p> <p>Teachers will participate in moderation of Writing assessments to ensure consistent practices</p> <p>All teaching staff will be upskilled in implementing the eAsttle assessment programmes.</p>	<p>Curriculum Leader Senior staff Literacy Leader Mathematics Leader</p>	<p>NZ Curriculums-Literacy, Mathematics Hub plans School wide assessment plan HERO SMS</p> <p>Assessment tools- Steps Web Phonics tests e-Asttle Prime</p> <p>Formative Assessment-school document and teacher resources.</p> <p>HERO SMS</p> <p>Writing Moderation protocols</p> <p>eAsttle document-implementation and evaluating of assessment tool</p>	<p>Term 1-4</p>	<p>All assessments have been implemented in the hubs. Data has been evaluated.</p> <p>Assessments across the school are evaluated for school wide progress and achievement and alignment with the new curriculum requirements.</p> <p>Formative assessment tools are used to determine student progress and achievement.</p> <p>Review and evaluation of the changes in HERO for recording student progress and achievement</p> <p>A writing moderation programme and timeframe will be developed and implemented.</p> <p>eAsttle will be implemented and evaluated across the school as a reporting tool to the MOE</p>

STRATEGIC GOAL 2 Building a strong community Initiative: 2.1	Implement a school wide model for Well Being for staff and students.
OBJECTIVE: NELP 1 Objective 1	The School's Well Being programme is embedded across all practices to reflect our school values

Actions 2.1	Who is responsible	Resources	Timeframe	How will we measure success
<p>Develop the Te Whare Tapa Wha model to implement our well being programmes</p> <p>Implement the Digital Zones of Regulation programme</p> <p>Review the Komodo reporting and resources to provide strategies to support students' well being</p> <p>Staff Happy Schools Well Being programme</p> <p>Complete the biannual community Health Consultation including the Well Being programmes.</p>	<p>Curriculum Leader</p> <p>Senior staff</p>	<p>Te Whare Tapa Wha</p> <p>Zones of Regulation</p> <p>Komodo</p> <p>Staff Well Being Programme.</p> <p>Parent survey</p>	<p>Term 1-4</p>	<p>All students have participated in the Te Whare Tapa Wha Health topic in term 1.</p> <p>All CARE teachers have completed the PD on the Digital Zones of Regulation programme and have taught the programme.</p> <p>Update the questions for 2025. School wide data will be over 80% for the year.</p> <p>Staff Well Being Programme implemented</p> <p>Additional TOD for Kiva training for all staff</p> <p>Feedback from parents will support the development of the school's Health Curriculum.</p>

STRATEGIC GOAL 2 Building a strong community Initiative: 2.2	The PB4L Restorative Framework reflects our schools values
OBJECTIVE: NELP 2 Objective 3	Engage students in developing self regulation skills to support their behaviour to Increase their academic performance.

Actions 2.2	Who is responsible	Resources	Timeframe	How will we measure success
<p>Review the school's PB4L Restorative processes and documentation</p> <p>Update the HERO procedures for recording minor and majors incidences</p> <p>Develop comprehensive parent information resources to inform them of the school's procedures and processes for managing behaviour.</p>	<p>Curriculum Leader Senior staff Senior Leaders</p>	<p>School documentation PB4L Restorative</p> <p>HERO SMS</p> <p>MOE Fidelity survey</p> <p>Professional Development Budget</p> <p>Parent feedback</p>	<p>Term 1-4</p>	<p>Updated school resources.</p> <p>Ongoing professional development for staff.</p> <p>Develop a comprehensive evaluative system for collating school wide data and</p> <p>New Hero reporting systems.</p> <p>Parent information resources developed and distributed to parents.</p> <p>Newsletter article each term informing parents of the school's PB4L Restorative Programma</p>

STRATEGIC GOAL 2 Building a strong community Initiative: 2.3	Foster strong partnerships with our parents/whanau
OBJECTIVE: 1,3 NELP Objective 2,5	Our community is engaged, well informed and has a sense of belonging and connection

Actions 2.3	Who is responsible	Resources	Timeframe	How will we measure success
<p>Parents of different cultural backgrounds have opportunities to engage with the school on their aspirations for their children</p> <p>Recognise the multicultural nature of our school community by celebrating significant cultural events during the year;</p> <p>Parent education meetings to enable feedback from our community</p> <p>Implement an attendance action plan to lift attendance</p>	Curriculum Leader Senior staff	<p>Timeline of cultural dates</p> <p>Parent meetings timeline</p> <p>Cultural activities</p> <p>Student leaders-Cultural Ambassadors</p> <p>Surveys, meetings</p> <p>School attendance data MOE STAR attendance document</p>	Term 1-4	<p>Develop a programme of consultation and engagement with our community that will be linked to the Local Curriculum</p> <p>Engagement with our Maori community Engagement with our Pacifica community Engagement with our Asian community</p> <p>ESOL parent fortnightly meetings School cultural group meetings</p> <p>Parent education meetings on learning programmes and the new curriculums.</p> <p>Increased school attendance.</p>

Annual Targets 2025-Reading, Writing, Mathematics based on achievement data 2024

Target Learning Groups 2025 Based on 2024 Data-staff consultation and review of data term 4 2024

READING: Year 6, Year 8

WRITING: Year 4, Year 5, Year 6, Year 7, Year 8

MATHEMATICS: Year 3, Year 6, Year 8

All Māori, Pasifika and Asian students will be tracked to identify progress and achievement.

Annual Targets 2025 Data 2025 Groupings

Level 2025	Year 1	2	3	4	5	6	7	8	Maori 65	Pasifika 16	Asian 168
Reading						Towards 15% Towards with support 5%		Towards 16.36% Towards with support 1.82%	Towards 6% 5 students Towards with support 1% 1 student	Towards 18% 4students Towards with support 4% 1 student	Towards 9% 18 students Towards with support 2% 5 student
Writing				Towards 19%	Towards 23.29 %	Towards 23.75% Towards with support 6.25%	Towards 18.57% Towards with support 5.71%	Towards 25.45% Towards with support 10.91%	Towards 15% 12 Towards with support 2% 2 student	Towards 4% 1students Towards with support 9% 2 student	Towards 10% 20 students Towards with support 3% 6 student
Maths			Towards 15%			Towards 17.5% Towards with support 1.25%		Towards 16.36 Towards with support 1.82%	14% below 11 students	22% below 5 students	1% below 10 students Towards with support 3% 2 student

Focus: Reading 2025
Strategic Aim: Literacy and Numeracy are the learning foundations
<p>Annual Goal: To accelerate the progress of students performing below the expected curriculum level for Reading.</p> <p>Annual Target: To increase to 90% the number of our target groups in reading to be at or above their chronological age.</p> <p>Target Group/s:-Reading:2025</p> <ul style="list-style-type: none"> ➤ Year 6 Year 8 ➤ Māori, Pacifica Asian learners
<p>Next Steps identified in the 2024 Variance Report</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement the updated curriculum for Reading/Oral Language <input type="checkbox"/> Implement the Structured Literacy programmes and assessments years 0-2 <input type="checkbox"/> Implement PLD Structured Literacy Programme for teachers years 4-8 <input type="checkbox"/> Implement planning template for reading <input type="checkbox"/> Develop and implement the assessment programmes for Structured Literacy <input type="checkbox"/> Review the Library usage and Implement the library skills programme <input type="checkbox"/> Teacher observations to develop teacher practice.

Focus: Writing 2025
Strategic Aim: Literacy and Numeracy are the learning foundations
<p>Annual Goal: To accelerate the progress of students performing below the expected curriculum level for Writing</p> <p>Annual Target: To increase to 85% the number of our target groups in writing to be at or above their curriculum level. .</p> <ul style="list-style-type: none"> ➤ Target Group/s: 2025 WRITING: Year 4, Year 5, Year 6, Year 7, Year 8, ➤ Māori, Pacifica Asian learners
<p>Next Steps identified in the 2024 Variance Report</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement the updated curriculum for Writing <input type="checkbox"/> Develop writing guidelines to ensure sustainable practice across the school and effective planning models. <input type="checkbox"/> Implement Assessment eASttle <input type="checkbox"/> Review Steps Web to support student's writing and spelling <input type="checkbox"/> Teacher observations to develop teacher practice.

Focus: Mathematics 2025**Strategic Aim: Literacy and Numeracy are the learning foundations**

Annual Goal: To accelerate the progress of students performing below the expected curriculum level for Mathematics

Annual Target: To increase to 85% the number of our target groups in mathematics to be at or above their curriculum level. .

- **Target Group/s: 2025** Year 3,Year 6 Year 8
- **Maori Pasifika and Asian learners**

Next Steps identified in the 2024 Variance Report

- ☐ Implement the updated curriculum for Mathematics and Statistics
- ☐ Implement the structured mathematics programme Prime
- ☐ Implement revised planning templates
- ☐ Implement Assessment eAstle in Mathematics
- ☐ Develop and implement Assessment for Learning model for learner agency
- ☐ Teacher observations to develop teacher practice.