

Strategic Plan 2025–2028

Whāia ngā taumata Aim High

Together, we create a kura of opportunities where every aakonga and kaiako is empowered to learn, grow, connect, and thrive.



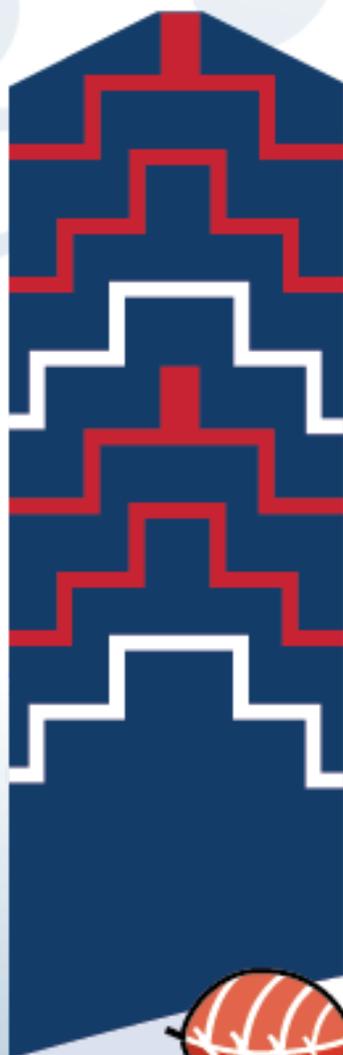
Teaching for Impact

KAUPAPA

Build effective, evidence-based, and culturally sustaining pedagogy.

WHAT THIS MEANS FOR OUR KURA

We will deliver high-quality teaching that is structured, intentional, and responsive to every learner. Our focus is on embedding the new NZ Curriculum and the Science of Learning so that all ākonga can succeed.



Empowered Learners

KAUPAPA

Our students are engaged with their learning and attending school regularly. Create inclusive and safe opportunities for student participation, voice, and leadership to foster pride, identity, and belonging.

WHAT THIS MEANS FOR OUR KURA

We want our aakonga to feel seen, heard, and valued — proud of who they are, confident to lead, and connected to their peers, whānau, and community.



Stronger Together

KAUPAPA

Together, we live our HEART values, nurture our students and staff, value diverse perspectives, and work in partnership with whānau and community.

WHAT THIS MEANS FOR OUR KURA

Our HEART values guide how we teach, learn, and relate — at school and in the wider community. We work together to create a safe, supportive, and connected environment for everyone.



Kia pono



Kia manaaki



Kia āhei



Ka Rangatira



Kia kotahi

Goal 1: Teaching for Impact

Kaupapa: Build effective, evidence-based, and culturally sustaining pedagogy.

Timeframe: 2025–2026 implementation; 2027–2028 embedded (review annually)

Focus Area	Strategic Actions	Success Indicators
<p>1. Embed NZ Maths and English Curriculum and Science of Learning</p>	<p>1. Fully implement refreshed NZ English and Mathematics Curricula by 2026. 1.1.6</p> <p>2. Use explicit teaching approaches (I do, We do, You do), front-load vocabulary, and apply retrieval and cumulative learning cycles.</p> <p>3. Provide structured literacy for priority learners. 1.1.7</p> <p>4. Develop curriculum overviews showing skill progression, term coverage, and aligned resources (PR1ME, NZCM, AI tools). 1.1.8</p>	<p>1. Teachers use consistent Science of Learning strategies observed through walk-throughs.</p> <p>2. Curriculum documentation reflects progress outcomes.</p> <p>3. Improved achievement in literacy and numeracy through pre/post assessments.</p> <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -Observation notes for PGC -Explicit teaching model implemented consistently
<p>2. Strengthen Professional Growth</p>	<p>1. Deliver sustained PLD on Science of Learning, neurodiversity, structured literacy, AI integration, and te ao Māori.</p> <p>2. Combine in-house and external expertise (Sarah Hynds, Donna Barlow).</p> <p>3. Support teacher inquiry, reflection, and peer observation through the PGC cycle. 1.2.5</p> <p>4. Encourage teacher choice and cross-school collaboration. 1.2.7</p>	<ul style="list-style-type: none"> - Increased teacher confidence and consistency in pedagogy. - PGC goals and reflections link directly to the Science of Learning. - Stronger collaboration within and across teams. <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -PGC documentation
<p>3. Strengthen Data-Informed Decision-Making</p>	<p>1. Establish consistent school-wide data systems for PAT, eTAP, pre/post testing, and moderation. 1.3.5</p> <p>2. Use data to plan deliberate acts of teaching and monitor the progress of all learners.</p> <p>3. Replace PACT with moderation and shared exemplars. Integrate AI and digital tools for tracking and analysis. 1.3.8</p>	<ul style="list-style-type: none"> - Teams use uniform data systems. - Improved accuracy of progress tracking and intervention targeting. - Data conversations drive next steps in learning design. <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -Tracking spreadsheets, intervention reports -Assessment schedule, moderation samples

Goal 2 | Empowered Learners

Kaupapa: Create inclusive and safe opportunities for student participation, voice, and leadership to foster pride, identity, and belonging.

Timeframe: 2025–2026 implementation; 2027–2028 embedded (review annually)

Focus Area	Strategic Actions	Success Indicators
<p>1. Sustain and Grow New and Diverse Opportunities for All Learning and Connecting</p>	<p>1. Broaden learning and extra-curricular opportunities (e.g., William Pike, AIMS Games, Enviroschools, Pasifika and Kapa Haka, Japan Exchange, clubs).</p> <p>2. Introduce new student-led and culturally diverse options (e.g., chess, Indian dance, language hubs).</p> <p>3. Balance classroom and outdoor learning through community-based and enrichment experiences. 2.1.4</p>	<p>1. Increased student participation across sports, arts, cultural and academic areas.</p> <p>2. Student voice reflected in programme design.</p> <p>3. High engagement and sense of belonging. 2.1.7</p> <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -Participation rates -Participation data and student voice
<p>2. Strengthen Inclusive Practices to Ensure All Learners' Cultures and Languages Are Valued and Barriers Are Removed</p>	<p>1. Know learners deeply—culture, strengths, identity—and design responsive teaching. 2.2.5</p> <p>2. Celebrate cultural diversity across the year (Matariki, Diwali, Language Weeks).</p> <p>3. Encourage home languages in class through art, writing, and music.</p> <p>4. Provide PLD on neurodiversity, trauma-informed practice, and culturally sustaining pedagogy.</p> <p>5. Strengthen specialist support and ensure equitable access to devices and resources. 2.2.8</p>	<p>1. Inclusive classroom practices observed across LCs.</p> <p>2. Greater student confidence in expressing culture and identity.</p> <p>3. Reduction in barriers for diverse learners and improved engagement.</p> <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -Survey results
<p>3. Increase Opportunities for Student Leadership and Voice to Inform Decision-Making</p>	<p>1. Establish consistent school-wide student voice systems (surveys, hui, suggestion boxes).</p> <p>2. Empower students to co-design extra-curriculars and initiatives. 2.3.4</p> <p>3. Provide tiered leadership opportunities (class, LC, kura-wide).</p> <p>4. Strengthen mentoring, young leader events, and community links.</p>	<p>1. Students report that their voice informs decision-making. 2.3.6</p> <p>2. Greater range and diversity of student leaders.</p> <p>3. Visible student-led initiatives within school and community.</p> <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -Leadership participation data

Goal 3 | Stronger Together

Kaupapa: Together, we all act on our HEART values, nurture our students and staff, value different perspectives, and create collaborative systems.

Timeframe: 2025–2026 implementation; 2027–2028 embedded (review annually)

Focus Area	Strategic Actions	Success Indicators
<p>1. Carry Our HEART Values with Us into the Community</p>	<ul style="list-style-type: none"> - Embed HEART as a shared language across school and community. 3.1.4 - Reinforce values through PB4L lessons, assemblies, and community events. - Strengthen digital citizenship and awareness of online safety. 3.1.7 - Celebrate acts of service and HEART in action both at school and beyond. 	<ul style="list-style-type: none"> 1. HEART values are consistently visible in student conduct and communication. 2. Community recognises and references HEART values. 3. Students demonstrate values through authentic service. <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -Behaviour data and PB4L records -Incident data, teaching plans
<p>2. Grow and Support Holistic Wellbeing of Ākonga and Kaiako Through Proactive Systems and Inclusive Supports</p>	<ul style="list-style-type: none"> 1. Maintain proactive wellbeing systems: early identification, safe spaces, agency referrals, and communication through ETAP. 3.2.4 2. Implement trauma-informed and neurodiverse-aware practices. 3. Strengthen attendance and engagement initiatives with class/LC rewards. 4. Enhance staff wellbeing through balanced workloads, appreciation, EAP, and collegial connection. 	<ul style="list-style-type: none"> 1. High levels of student and staff wellbeing are reported in surveys. 2. Increased attendance and engagement. 3.2.7 3. Staff report feeling supported and connected. <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -Wellbeing data and referrals -EDM Attendance reports
<p>3. Build Authentic, Trusting, and Reciprocal Relationships with Whānau to Support Student Success</p>	<ul style="list-style-type: none"> 1. Use multiple communication channels: hui, fono, open classrooms, early contact, and timely replies. 3.3.4 2. Share learning and successes regularly via digital platforms. 3. Co-design with whānau through surveys, community projects, and transition events. 3.3.6 4. Embed restorative approaches and positive contact. 	<ul style="list-style-type: none"> 1. Increased whānau engagement at school events and in learning. 2. Positive feedback on communication and trust. 3. Whānau report that their voice influences school direction. <p>Evidence for Board assurance:</p> <ul style="list-style-type: none"> -Attendance at events and survey data -Whaanau survey results