

PORT AHURIRI SCHOOL STRATEGIC PLAN 2024 - 2025



To Tatou Tirohanga: Our Vision: Empowered Learners in a Stimulating Inclusive Environment						
To Tatou Uara Values		Be Kind Kia Ngākāu Mahaki	Be Respectful Kia Ngākāu Whakaute	Be a Learner Kia Whai Kaha Ki Te Ako		
To Tatou Whāinga Goals	Board Primary Objectives	National Education Learning Priorities		A Tatou Kaupapa Rautaki Our Strategic Initiatives		To Tatou Angitu Our Success Metrics
Students have Ownership of their Learning.	Every student is able to attain their highest possible standard.	<p>Learners at the Centre 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>Barrier Free Access Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy.</p>	➔	<p>Implement learning programmes that increase student ownership over their learning pathway.</p> <p>Embed learning progressions in reading, writing and mathematics to allow children to see a visual pathway of their learning.</p> <p>Childrens needs are met through careful analysis of data, progress in values and competencies.</p>	➔	<p>Children will be able to talk about their learning.</p> <ul style="list-style-type: none"> what they have directly learnt what they are currently learning / next steps age appropriately, the impact of their learning or understanding of the context. <p>High levels of achievement across the school.</p> <p>High level of learning satisfaction.</p>
Staff are Empowered and Inspired.	<p>The school is a physically and emotionally safe place for all staff and students.</p> <p>The school takes all reasonable steps to eliminate racism, stigma, bullying and other forms of discrimination within the school.</p>	<p>Learners at the Centre 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>Quality Teaching and Leadership Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	➔	<p>Staff learning and development in Te Maiaho refresh, through building shared understanding and capability.</p> <p>Staff build knowledge and use of Te Reo me ōna tikanga Māori.</p>	➔	<p>Port Ahuriri curriculum reflects the rolled-out stages of the national curriculum refresh.</p> <p>Teachers continue to participate in Professional Growth cycle aligned to the strategic direction of the hub/school.</p> <p>Ensure there are relevant PLD opportunities for staff to inquire into and develop their understanding of and practice in Mātauranga Māori and Te Reo.</p> <p>Teachers designing learning programmes and assessment practices with a cultural lens.</p>
Learning Spaces and Curriculum.	<p>The school is inclusive of and caters for students with differing needs.</p> <p>The school gives effect to relevant student rights.</p>	<p>Barrier Free Access Reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.</p> <p>Quality Teaching and Leadership Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	➔	<p>Collaboratively design consistent, progressive hub profiles through shared dispositions of learner qualities.</p> <p>Ensure the school curriculum reflects to tātou tirohanga (Vision) and tātou uara (Values).</p> <p>School property will be reflective of visions, values, cultural representations to ensure all users of the school grounds feel included/recognised in some way.</p> <p>School property and programming will reflect movement towards a strong environmentally sustainable future.</p>	➔	<p>Collaborative teaching, learning and achievement systems are consistent and progressive schoolwide. Curriculum document and learning spaces reflect hub profile through and across hubs.</p> <p>Representations of culture and learning evident across the school.</p> <p>Visual representations of sustainable environmental practice evident in teaching/learning programmes and spaces.</p>
Positive Relationships through Whanau Involvement.	<p>The school gives effect to Te Tiriti o Waitangi by:</p> <ul style="list-style-type: none"> working to ensure plans, policies and curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori taking reasonable steps to make instruction available in tikanga Māori and te reo Māori achieving equitable outcomes for Māori students. 	<p>Learners at the Centre Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</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>Barrier Free Access Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy.</p> <p>Quality Teaching and Leadership Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning.</p>	➔	<p>We recognise whānau/community as partners in the learning process.</p> <p>Consultation will be targeted reflecting community values and tikanga.</p>	➔	<p>Parents and staff working together to develop knowledge and understanding in:</p> <ul style="list-style-type: none"> expected values and tikanga of the school, specific curriculum learning areas individual and group needs in values and competencies, through targeted, individualised consultation activities. <p>Consultation will be used to capture levels of engagement in community culture and new ideas/initiative.</p>

Success Metrics					
	2024	Evidence	2025	Evidence	Impact
Students	Learning programmes reflect embedding of literacy learning through a structured approach.	<ul style="list-style-type: none"> Students can discuss 'next steps' of learning across literacy and mathematics in conferences with teachers. Student survey mid – yearly – review and analyse results by hub – report to Board. 	<p>Classroom literacy programmes reflect teaching and learning through a structured approach.</p> <p>Structured mathematics programme being developed</p> <p>Children able to (age appropriately) self assess their own learning behaviours in mathematics.</p>	<p>School achievement data reflects 85% average, at/above reading and writing and mathematics.</p> <p>Student voice</p>	High quality learning evidenced through student achievement.
Staff	<p>Participate in curriculum teams to deliver first stage of literacy / mathematics refresh for school curriculum</p> <p>Participate in culturally responsive assessment practices professional development</p> <p>Continue on Te Reo me ōna tikanga Māori individual journeys.</p> <p>Ensure behaviour/values plan reflects school agreed values.</p>	<ul style="list-style-type: none"> School curriculum review acknowledges vision and values in literacy, mathematics and assessment. Whānau consultation to assess school behaviour/values plan. School assessments reflect a cultural lens as appropriate. Provide resources to support Te Reo practice and implementation. Reflected in RTC comments in Growth and Performance plans. 	<p>Participate in school professional learning to deliver refreshed literacy / numeracy curriculum.</p> <p>Continue on Te Reo me ōna tikanga Māori individual journeys. Inquiry focus for Social Sciences: Te Whanganui ā Ōrotu</p> <p>Refine the framework of what coherent and consistent collaborative learning looks like.</p> <p>Staff meeting schedule also enables science, technology and arts curriculum development.</p>	<p>Literacy and mathematics programmes reflect both local and national requirements of the curriculum refresh.</p> <p>Growth and Performance plans reflect Te Reo increases in practice.</p> <p>Staff meeting schedule enables discussion and practice in science, technology and arts curriculum and ukelele learning.</p>	Staff are highly skilled, motivated and confident educators.
Learning Spaces / Curriculum	<p>Design a collaborative learning skills progression for children across the school.</p> <p>Continue localising of school curriculum in ANZ histories. Develop an emphasis in environmental practices within curriculum delivery.</p> <p>Review learning spaces so that they reflect the development and progression of children's collaborative skills.</p> <p>Complete junior play area and Waharoa.</p>	<ul style="list-style-type: none"> Begin discussion with MoE/Board/staff/students on effective ways to enhance the collaborative teaching structure of hubs. ANZ Histories: Develop school resource on Otatara Pa Values displayed and referred to regularly in a range of settings. Complete junior play area and waharoa project; reflecting community input and cultural acknowledgement. Survey whānau for local input into waharoa pou. Review environmental practices in both learning and property. 	<p>Reflect the school community through new community designed pou/carving for Waharoa</p> <p>School Garden Spaces</p> <ul style="list-style-type: none"> Continue Enviro Club – consider options such as propagation of native tress, visits to Cape Sanctuary 	<ul style="list-style-type: none"> Continue/refine review learning spaces so that they reflect the development and progression of school collaborative journey. Values displayed and referred to regularly in a range of settings. 	Student and staff learning through refreshed English and Maths curriculum.
Community	<p>Consultation: Whānau hui Forums based on</p> <ul style="list-style-type: none"> Literacy, Mathematics <p>Continue to improve communication strategies – Seesaw, new Website and App, Facebook – timeliness of communications to be consistent.</p>	<p>Events held each term:</p> <ul style="list-style-type: none"> Meet and Greet Otatara Pa Production Kapa Haka – local performances/competition Amazing Race: Mathematics Open morning and evenings based on: Literacy. <p>Parent uptake of Seesaw and school App remains high.</p>	<p>Consultation: Whānau hui - Waharoa</p> <p>Open mornings – Maths</p> <p>Marae</p> <p>Matariki Term Two</p> <p>Visual Art exhibition Term Three – consider Wearable Arts programme</p> <p>Hero Premium</p>	<p>Events held each term:</p> <ul style="list-style-type: none"> Meet and Greet Term One Marae Kapa Haka – local performances/competition <p>Open morning based on maths</p> <p>Review and audit communication systems to identify areas to refine or target.</p> <p>Hero parent app to be trialled with staff children / parents' communication portal to be opened / parent payment portal to be opened</p>	Relationships evidenced through participation rates.

2025 Implementation Plan

Summary of the plan

Plan review occurred by staff and Board in November 2024 to reflect the changes at both school and national levels.

We continue to focus on the whānau responses from 2024.

Students

Parents are very happy with the education provision – particularly Mātauranga Māori and Kapa haka, the strong literacy and mathematics focus was praised, however they suggested more:

- continuing work on emotional development, healthy relationships and positive mindsets, values education
- learning around environmental issues
- fulfilling of passions in learning
- programmes for the greater enhancement of student agency and friendships.

Staff

Whānau are very happy with teaching staff and the continuity of staffing including children being with teachers for more than one year. Staff were noted as being committed and listening.

The main focus point here was for the school to continue maintaining a broad curriculum that doesn't focus on teaching to assessments.

Learning Spaces

It was substantially recognised that the children were confident and happy and that the school was a positive learning environment. Whānau suggestions were:

- to see more environmental focus to our learning programmes, and
- to consider whether design changes to hubs to create environments that would reduce noise and distractibility and provide a range of spaces for different learning styles.

Whānau

- Satisfaction was expressed with school/home communication; however, we have been reminded to watch our timeliness. The community was recognised as an inclusive and caring environment.
- Post covid they would like a return to the school-based curriculum events previously run such as the Amazing Race format.

Overall whānau would like to see a continuation of the range of parent evenings and involvement.

The significant suggestions from the survey were:

Provide:

- More Values education
- More Environmental education
- Consider the design of the differentiated learning spaces.
- Watch our timeliness in communication.

Continue:

- The focus on high academic achievement.
- Expansion of ANZ Histories and learning in Mātauranga Māori
- Enabling children to be happy and confident

How will our targets and actions give effect to Te Tiriti o Waitangi:

- Teachers are encouraged to engage in professional development to enhance their understanding of TToW – strengthening their cultural competency.
- Enhance the creation of an inclusive and culturally responsive environment.
- Continue the establishment of strong partnerships/collaboration with local/Māori community – seeking guidance on the interpretation of a Māori perspective.
- Collaboration of Māori achievement / icons / events / tikanga / Purakau
- Incorporation of protocols / custom into daily routines, ceremonies and events – including karakia, pepeha and te reo.

2025 Annual Plan				
Strategic Goal 1 Students have Ownership of their Learning.				
Annual Target				
<ul style="list-style-type: none"> Classroom literacy programmes reflect teaching and learning through a structured approach. Structured mathematics programme being developed Children able to (age appropriately) self assess their own learning behaviours in mathematics. 				
Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
<ul style="list-style-type: none"> Develop structured maths programmes through in-house PLD. Begin maths assessment profiles/evidence to reflect NZ Curriculum 	Teachers	No Number Maths New Zealand Curriculum (NZC)	Yearly	<ul style="list-style-type: none"> Student survey – review and analyse results by hub – report to Board. School achievement data reflects 85% average achievement, at/above reading and writing. Mathematics assessments practised, new phases explained to parents and being used in reporting by year end.
Student survey	Hub Leaders	Survey	Mid - Year	
Strategic Goal 2 Staff are Empowered and Inspired.				
Annual Target				
<ul style="list-style-type: none"> Participate in school professional learning to deliver refreshed literacy / numeracy curriculum. Continue on Te Reo me ōna tikanga Māori individual journeys. Inquiry focus for Social Sciences: Te Whanganui ā Ōrotu Refine the framework of what coherent and consistent collaborative learning looks like. Staff meeting schedule also enables science, technology and arts curriculum development. 				
Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
Literacy and mathematics programmes reflect both local and national requirements of the curriculum refresh.	Kāhui Ako Within-School staff. Teaching Staff	NZC	Yearly	<ul style="list-style-type: none"> School curriculum review acknowledges vision and values in literacy, mathematics, assessment and social sciences School assessments reflect requirements of NZC Review school Collaborative Learning framework.
Growth and Performance plans reflect Te Reo increases in practice.	Teaching Staff	Māori Made Easy – Scotty Morrison	Yearly	<ul style="list-style-type: none"> Provide resources to support Te Reo practice and implementation. Reflected in RTC comments in Growth and Performance plans.
Staff meeting schedule enables discussion and practice in science, technology and arts curriculum and ukelele learning.	Teaching Staff	In House	Termly	<ul style="list-style-type: none"> Activities in staff meeting schedule.
Strategic Goal 3 Learning Spaces / Curriculum.				
Annual Target				
<ul style="list-style-type: none"> Reflect the school community through new community designed pou/carving for Waharoa School Garden Spaces <ul style="list-style-type: none"> Continue Enviro Club – consider options such as propagation of native tress, visits to Cape Sanctuary 				
Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
<ul style="list-style-type: none"> Continue/refine review learning spaces so that they reflect the development and progression of school collaborative journey. 	Principal/Teachers	Board Funding	Yearly	<ul style="list-style-type: none"> Implementation progressed and complete by year end.
Values displayed and referred to regularly in a range of settings.	Teachers	In-House	Yearly	<ul style="list-style-type: none"> Staff review
Strategic Goal 4 Positive Relationships Through Whānau Involvement.				
Annual Target				
<ul style="list-style-type: none"> Continue communication strategy refinement. Whānau Hui – forums 				
Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
Review and audit communication systems to identify areas to refine or target.	Principal/Deputy Principal	Hero Premium	Yearly	<ul style="list-style-type: none"> Hero parent app to become main school communication portal <ul style="list-style-type: none"> Notices and payment options to be opened Possible parent report portal by year end.
Events: Events held each term: <ul style="list-style-type: none"> Meet and Greet Term One Marae / Matariki Visual art performance/display Open sessions on maths Pou/Waharoa design sessions	Within-School Teachers and Curriculum Teams		Yearly	<ul style="list-style-type: none"> Community participation <ul style="list-style-type: none"> High participation rates recorded. (Aim Range - 60% of school families across activities)