



# Royal Oak Primary School STRATEGIC PLAN 2023-2025

Manaaki • Whakaute • Whakamana



### Vision and Values

Manaaki/Care • Whakaute/Respect • Whakamana/Empower



#### GOALS

#### GOAL 1 – CURRICULUM



To further develop an effective future-focused curriculum.

#### GOAL 2 – COMMUNITY



To build an inclusive and nurturing community embracing our bicultural heritage and culturally responsive practices.

#### GOAL 3 – CULTURE



To develop a school culture based on our values where all stakeholders are valued and empowered to learn.



#### SUCCESS FACTORS

Our ākonga are engaged in our local curriculum that is fully developed as a dynamic framework based on future focused pedagogy.

Honouring Te Tiriti is the foundation of all we do and our ākonga feel valued. We have strong relationships with our community.

All stakeholders are positively engaged in learning and are thriving and contributing in a collaborative environment.






#### INITIATIVES

- Develop a future focused curriculum through collaborative, creative and innovative approaches.
- To create an environment where student agency, student-led inquiry and digital literacy are an integral part of teaching and learning.
- Create a culturally relevant local curriculum.

- Develop our school wide understanding of inclusive education.
- Embed our school wide culturally responsive practices.
- Embrace our bi-cultural heritage honouring Te Tiriti O Waitangi.

- Develop our schoolwide focus on hauora inspired by our school values.
- Provide opportunities to ensure that all ākonga experience success.
- Have a positive bubbling vibe throughout the kura and our community.

| STRATEGIC GOALS  | 2023   |    |    |    | 2024   |    |    |    | 2025   |    |    |    |
|--|--|----|----|----|--|----|----|----|--|----|----|----|
|  | T1   | T2 | T3 | T4 | T1   | T2 | T3 | T4 | T1   | T2 | T3 | T4 |
|  <b>CURRICULUM</b> |  |    |    |    |  |    |    |    |  |    |    |    |
| Initiatives  | Create a culturally relevant local curriculum.               |    |    |    |  |    |    |    |  |    |    |    |
|  |  |    |    |    | To create an environment where student agency, student-led inquiry and digital literacy are an integral part of teaching and learning. |    |    |    |  |    |    |    |
|  |  |    |    |    |  |    |    |    | Develop a future focused curriculum through collaborative, creative and innovative approaches. |    |    |    |
|  <b>COMMUNITY</b>  |  |    |    |    |  |    |    |    |  |    |    |    |
| Initiatives  | Develop our schoolwide understanding of inclusive education. |    |    |    |  |    |    |    |  |    |    |    |
|  |  |    |    |    | Embrace our bi-cultural heritage and honour Te Tiriti o Waitangi.  |    |    |    |  |    |    |    |
|  |  |    |    |    |  |    |    |    | Embed our culturally responsive practices.   |    |    |    |
|  <b>CULTURE</b>  |  |    |    |    |  |    |    |    |  |    |    |    |
| Initiatives  |  |    |    |    | Provide opportunities to ensure that all ākonga experience success.  |    |    |    |  |    |    |    |
|  |  |    |    |    |  |    |    |    | Develop our schoolwide focus on hauora inspired by our school values.                          |    |    |    |
|  |  |    |    |    |  |    |    |    | Have a positive, bubbling vibe throughout the kura and our community.                          |    |    |    |

**GOAL 1: To further develop an effective future-focused curriculum**



| Initiative   | Action  | Responsibilities                                 | Resources   | Measurements   |
|--|---|--|---|--|
| <b>Develop a future focused curriculum through collaborative, creative and innovative approaches</b> | Continue to explore and implement programmes that add additional opportunities for success                              | SLT and STEM teacher<br><br>On-going             | Explore further sources of funding for growth opportunities | There are a range of opportunities available to the tamariki   |
|  | Provide Music specialist programme for all students   | Music Leader<br>All year                         | CRT funded  | All students experience a weekly music programme   |
|  | Offer Itinerant music teachers, such as, Lewis Eady, Violin and Cello classes   | Lewis Eady. Violin/Cello specialists<br>All year | Whānau funded   | Programme implemented throughout the year<br>Recitals and other celebrations   |
|  | Instrumental and choral groups provided by the music specialist. Parent skills embraced for support in these activities | Music Leader<br><br>All year                     | CRT release   | Programme implemented throughout the year<br>Number of tamariki involved in the various programmes<br>Recitals and celebrations              |
|  | Provide dedicated STEM/Enviro Science kaiako  | STEM/Enviro Kaiako<br>All year                   | Resourced through staffing                                  | Programme implemented throughout the year<br>Student engagement and involvement in the other programmes related to STEM , e.g Science Badge, |

| Initiative | Action   | Responsibilities  | Resources                     | Measurements  |
|------------|--|---|-------------------------------|---|
|            |  |   |                               | TFS, Eco Warriors, EPro8, Birdsong, Beach Audits, MM2 and Enviro projects   |
|            | Provide school-wide Physical Education/sport lead teacher (.1 release)   | PE/Health/Sport Leader<br>All year  | .1 release                    | Programme implemented throughout the year<br>Including school events, field days, zone events', liaise with and organise outside sport providers  |
|            | Provide dedicated Te Reo kaiako (.5 release—to include admin)  | Te Reo kaiako<br>All year   | .5 release                    | Programme implemented throughout the year using Te Reo progressions.<br>All tamariki become more fluent in Te Reo and answer simple sentences appropriately and follow basic instructions |
|            | Kapa Pasifika, Rōpū Rangatahi facilitated by the te reo kaiako   | Te Reo kaiako<br>All year   | Release provided              | Programme implemented throughout the year.<br>Groups can lead Pōwhiri/Mihi whakatau and other celebrations  |
|            | Provide Intervention programmes  | LSC/SLT/learning support/Maths and literacy intervention kaiako<br>All year | Board funded learning support | Tamariki who attend programmes make progress in their learning – see appropriate assessments  |
|            | Gifted programmes, such as Tournament of Minds, EPro8, school-based opportunities based on staff strength and availability and based on students' identified. Review the quality | SLT and programme providers   | Release from SLT              | Success at competitions<br>Survey the tamariki<br>Uptake of ex-ROPS students at intermediate/college  |

| Initiative   | Action  | Responsibilities  | Resources   | Measurements   |
|--|---|---|---|--|
|  | of the programmes and their outcomes for students   |   |   |  |
|  | Undertake Te Reo PL   | Teaching staff have responsibility to undertake some form of Te Reo PL – this may be the Takatu Course (Terms 2 and 3)                | Free courses through MoE: Takatu<br>Podcasts/websites/school Te Reo lessons                       | A number of staff complete their appropriate level of learning Te Reo through Takatu.<br>Competence shows improvement.<br>Increase in the use of Te Reo throughout the school.<br>Evidence collected in the registered teachers' criteria. |
|  | White Space Audit   | SLT   | Anne Milne's White Spaces Audit   | Complete the audit and make appropriate adjustments  |
|  | Implement Structured Literacy schoolwide, moving to explicit teaching of literacy.                | SLT/Literacy leads/Kaiako/facilitator<br>Term 1 ToD<br>Term 1 and 2 facilitator will work in classrooms supporting kaiako<br>All year | 50 hours MoE funding<br>Will investigate further funding resources                                | DIBELS – dynamic indicators of basic early literacy skills<br>The Code   |
| <b>To create an environment where student agency, student-led inquiry and digital literacy are an integral part of teaching and learning</b> | Review reporting process and investigate real time reporting across the curriculum                | SLT   | Work with eTap and other schools using real time reporting portal                                 | Reporting is done on-line in real time   |
|  | Review and implement programmes with input from students  | SLT/Kaiako/tamariki   | Student agency  | Survey tamariki  |
| <b>Create a culturally relevant local curriculum</b>   | Design and implement local curriculum which is ever evolving relevant to our school and linked to | SLT/Curriculum leaders/Kaiako   | Digital technologies facilitator providing local curriculum PL through the MoE 200 hours for 2023 | Local curriculum designed and implemented  |

| Initiative | Action  | Responsibilities | Resources | Measurements   |
|------------|---|------------------|-----------|--|
|            | the Kahui Ako, with a focus on involvement in social action   |                  |           |  |
|            | Further develop active citizenship through our local curriculum, environment and community                              | Kaiako/ākonga    |           | Survey staff and community<br>Feedback at Mahi Tahī conferences  |
|            | Local curriculum (including NZ History) embedded as a learning pathway supported by the Digital Technologies curriculum | Kaiako           |           | In class observations<br>Student data<br>Formative assessment<br>Peer observations in collaborative spaces |

## GOAL 2: To build an inclusive and nurturing community embracing our bicultural heritage and culturally responsive practices



| Initiative  | Action  | Responsibilities               | Resources   | Measurements  |
|---|---|--------------------------------|---|---|
| <b>Develop our school wide understanding of inclusive education</b> | Focus on strength based learning and a common language is used for both staff and students  | All staff, tamariki and whānau | Staff knowing the tamariki and whānau                               | Staff knowing the tamariki and whānau and regularly communicating with them                                       |
|   | Foster an environment where students feel accepted, enjoy positive relationships with their peers and teachers, and are active, visible members of the learning community | All staff and community        | Staff knowing the tamariki and whānau                               | Staff participating in community activities – i.e Parent Group events<br>Staff taking time to connect with whānau |
|   | Staff foster positive relationships within environments that are caring, inclusive, non-discriminatory and cohesive   | All staff                      | Mahi Tahī evenings twice per year                                   | Positive feedback from Mahi Tahī evenings   |
|   | Kaiako have high expectations of all learners   | All kaiako                     | PaCT PL and Learning progressions across all curriculum areas       | Student data shows progress across the learning progressions for all ākonga                                       |
|   | Develop a climate that is inclusive, positive, and celebrates difference  | All staff and tamariki         | PB4L programme that is the basis for all that we do. Staff/tamariki | PB4L entries into eTap are low. Tamariki and staff interact positively with each other                            |
|   | Build teaching and learning relationships are based on mutual trust, respect, and an ethic of care  | All staff                      |   |   |
|   | Focus on the principles in our ROPS Curriculum document   | All staff                      | ROPS Curriculum refresh   | ROPS Local curriculum is developed and in action  |



| Initiative   | Action  | Responsibilities                                    | Resources   | Measurements   |
|--|---|---|---|--|
|  | Develop inclusive and respectful language that acknowledges diverse perspectives and different ways of behaving, feeling, and knowing learning contexts | All staff   | PB4L programme that is the basis for all that we do.<br>Staff/tamariki<br>Restorative Practice PL | Restorative Practice is embedded and positive relationships are evident across the school – survey community |
|  | Reflect upon and deepen our understanding of our own unconscious bias   | All staff   | Anton Blanc's work and resources  |  |
| <b>Embed our school wide culturally responsive practices</b> | Tapasā PL for staff   | All staff – led by leadership team<br><br>Time????? | Continue PL (provided by MoE)   | Survey community regularly to measure how we are progressing and what next steps we can take                 |
|  | Background knowledge of cultural practices and in-depth knowledge of families is continued and embedded   | All staff – led by leadership team<br>All year      | Kaiako/ākonga/whānau  | Hui and fono responses discussions   |
|  | Celebrate cultures and inclusivity by connecting with families and tapping into expertise from the cultures within our communities                      | SLT/Kaiako<br><br>All year                          | Kaiako/ākonga/whānau  |  |
|  | Provide Parent Information/consultation evenings Hui/Fono   | SLT/ Te Reo lead<br><br>Term 2 Term 4               | Kaiako/ākonga/whānau  |  |
|  | Work with Poutama Pounamu to support the NZ Histories delivery  | SLT/all staff                                       | Facilitators from Waikato University  |  |
|  | Investigate how we grow our consultation – more than hui and fono   | SLT   | Consult with local iwi  |  |
|  | Reduce the barriers for Māori and Pasifika learners   | All staff<br>All year                               | Kaiako/whānau   |  |

| <b>Initiative</b>  | <b>Action</b>  | <b>Responsibilities</b>                                 | <b>Resources</b>                  | <b>Measurements</b>  |
|--|--|---|-----------------------------------|--|
|  | Value, embrace and include the heritage and languages of our Māori and Pasifika learners   | All staff<br>All year                                   | Tamariki/ whānau/kaiako           | Engagement in discussions  |
| <b>Embrace our bi-cultural heritage and honouring Te Tiriti O Waitangi</b> | Enrol staff in full year Te Reo course   | Open to all staff                                       | Takatu Associates                 | Survey community regularly to measure how we are progressing and what next steps we can take |
|  | Provide PL to develop a common understanding of unconscious bias – via Anton Blanc’s website and Corrine (Evaluation Associates) | Tumuaki   | Evaluation Associates             |  |
|  | Continue to address the impact of unconscious bias   | Kaiako and awihinakaiako                                |                                   |  |
|  | Work from Poutama Pounamu  | All staff ToD with facilitators from Waikato University | PLD facilitators from Waikato Uni |  |
|  | Incorporate the Tātaiako practices into the Professional Growth Cycle  | SLT/kaiako  | Tātaiako resouce                  |  |

**GOAL 3: To develop a school culture based on our values where all stakeholders are valued and empowered to learn**



| Initiative  | Action   | Responsibilities                      | Resources   | Measurements   |
|---|--|---------------------------------------|---|--|
| <b>Develop our schoolwide focus on hauora aligning with our school values</b> | Finalise a strategic plan for wellbeing focused on the 6 ways of wellbeing<br>Reflect upon and unpack the strategic plan for wellbeing<br>Utilise the resources available to us including Bounce Back; Pause, Breathe, Smile; Mindfulness; Restorative Practice, Sparklers and Te Rito Toi | Wellbeing team                        | Draft wellbeing plan and other supporting resources | Wellbeing plan is finalised and implemented across the school  |
|   | Introduce the Mitey programme  | SLT/Kaiako/facilitator<br>From Term 2 | Mitey Resources                                     | Structured Mitey review tool   |
|   | Investigate other tools to build resiliency and emotional and social literacy (hauora)   | Wellbeing team                        | Wellbeing tools                                     | The wellbeing tools are being used across all levels of the school and the tamariki and staff can discuss the benefits of them |
| <b>Provide opportunities to ensure that all ākonga experience success</b>     | Inclusive and culturally responsive practices are continued, enriched and embedded   | All staff                             | Poutama Pounamu                                     | Tamariki are highly engaged in their learning and school attendance is above 98%   |
|   | Staff and students look for opportunities to extend best practices   | All staff/ tamariki                   | Tuakana teina                                       | Tuakana teina practices are evident across the school in a wide variety of forms   |
|   | Continue to value resilience teaching by using a range of supportive tools   | All staff                             | Resilience tools such as Bounce Back                | Resilience tools are used across the kura  |

| <b>Initiative</b>  | <b>Action</b>   | <b>Responsibilities</b> | <b>Resources</b>      | <b>Measurements</b>   |
|--|---|-------------------------|-----------------------|---|
|  | Reduce the barriers for Māori and Pasifika learners                 | All staff               | Tapasā and Ka Hikitia | Survey tamariki to see how they feel their language and culture is valued and what the barriers may be for them |
|  | Value the heritage and languages of our Māori and Pasifika learners | All staff               | Tapasā and Ka Hikitia |   |
| <b>Have a positive bubbling vibe throughout the kura and our community</b> | Investigate ways of connecting with community regarding wellbeing   | SLT/Parent Group/Board  | Whānau                | Survey to measure effectiveness of connecting with the community  |
|  | Engage positively with community and whānau                         | All staff/Board         | Whānau                | Survey to measure effectiveness of connecting with the community  |

**GOAL 1: To further develop an effective future-focused curriculum**



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|--|---|---|---|-----------|--|
| <b>Develop a future focused curriculum through collaborative, creative and innovative approaches</b> | Continue to explore and implement programmes that add additional opportunities for success                              | SLT and STEM teacher                                | Explore further sources of funding for growth opportunities | On-going  | There are a wide range of opportunities available to the tamariki.   |
|  | Provide Music specialist programme for all students   | Music Leader  | CRT funded  | All Year  | All students experience a weekly music programme   |
|  | Offer Itinerant music teachers, such as, Lewis Eady, Violin and Cello classes   | Lewis Eady.<br>Violin/Cello specialists<br>All year | Whānau funded   | All year  | Programme implemented throughout the year<br>Recitals and other celebrations   |
|  | Instrumental and choral groups provided by the music specialist. Parent skills embraced for support in these activities | Music Leader  | CRT release   | All year  | Programme implemented throughout the year<br>Number of tamariki involved in the various programmes<br>Recitals and celebrations. |

| Initiative | Action   | Responsibility  | Resources                     | Timeframe | Measurement of success   |
|------------|--|---|-------------------------------|-----------|--|
|            | Provide dedicated STEM/Enviro Science kaiako                           | STEM/Enviro Kaiako  | Resourced through staffing    | All year  | Programme implemented throughout the year<br>Student engagement and involvement in the other programmes related to STEM , e.g Science Badge, TFS, Eco Warriors, EPRo8, Birdsong, Beach Audits, MM2 and Enviro projects |
|            | Provide school-wide Physical Education/sport lead teacher (.1 release) | PE/Health/Sport Leader  | .1 release                    | All year  | Programme implemented throughout the year<br>Including school events, field days, zone events', liaise with and organise outside sport providers   |
|            | Provide dedicated Te Reo kaiako (.5 release—to include admin)          | Te Reo kaiako   | .5 release                    | All year  | Programme implemented throughout the year using Te Reo progressions.<br>All tamariki become more fluent in Te Reo and answer simple sentences appropriately and follow basic instructions                              |
|            | Kapa Pasifika, Rōpū Rangatahi facilitated by the te reo kaiako         | Te Reo kaiako   | Release provided              | All year  | Programme implemented throughout the year. Groups can lead Pōwhiri/Mihi whakataua and other celebrations   |
|            | Provide Intervention programmes  | LSC/SLT/learning support/Maths and literacy intervention kaiako | Board funded learning support | All year  | Tamariki who attend programmes make progress in their learning – see appropriate assessments.  |

| Initiative | Action   | Responsibility   | Resources  | Timeframe   | Measurement of success   |
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|            | Gifted programmes, such as Tournament of Minds, EPro8, school-based opportunities based on staff strength and availability and based on students' identified. Review the quality of the programmes and their outcomes for students | SLT and programme providers  | Release from SLT   | On-going  | Success at competitions<br>Survey the tamariki<br>Uptake of ex-ROPS students at intermediate/college   |
|            | Undertake Te Reo PL  | Teaching staff have responsibility to undertake some form of Te Reo PL – this may be the Takatu Course | Free courses through MoE: Takatu<br>Podcasts/websites/school<br>Te Reo lessons | Terms 2 and 3   | A number of staff complete their appropriate level of learning Te Reo through Takatu.<br>Competence shows improvement.<br>Increase in the use of Te Reo throughout the school.<br>Evidence collected in the registered teachers' criteria. |
|            | Implement Structured Literacy schoolwide, moving to explicit teaching of literacy.   | SLT/Literacy leads/Kaiako/facilitator  | 50 hours MoE funding<br>Will investigate further funding resources             | Term 1 ToD<br>Term 1 and 2<br>facilitator will work in classrooms supporting kaiako<br>All year | DIBELS – dynamic indicators of basic early literacy skills<br>The Code   |

## GOAL 2: To build an inclusive and nurturing community embracing our bicultural heritage and culturally responsive practices



| Initiative   | Action   | Responsibility                     | Resources                            | Timeframe  | Measurement of success  |
|--|--|------------------------------------|--------------------------------------|--|---|
| <b>Embed our school wide culturally responsive practices</b> | Tapasā PL for staff  | All staff – led by leadership team | Continue PL (provided by MoE)        | Term 2/3?  | Staff understanding of Pasifika practices is improved and evident in classroom practice.      |
|  | Background knowledge of cultural practices and in-depth knowledge of families is continued and embedded                            | All staff – led by leadership team | Kaiako/ākonga/whānau                 | All year   | Survey community regularly to measure how we are progressing and what next steps we can take. |
|  | Celebrate cultures and inclusivity by connecting with families and tapping into expertise from the cultures within our communities | SLT/Kaiako                         | Kaiako/ākonga/whānau                 | Centennial celebration involvement<br>Term 1/2<br>All year | Involvement in Centennial and celebrations, including language weeks.                         |
|  | Provide Parent Information/consultation evenings<br>Hui/Fono   | SLT/ Te Reo lead                   | Kaiako/ākonga/whānau                 | Term 2 Term 4  | Hui and fono responses from discussions.  |
|  | Work with Poutama Pounamu to support the NZ Histories delivery   | SLT/all staff                      | Facilitators from Waikato University | On-going   | NZ Histories curriculum embedded in our ROPS Curriculum.                                      |
|  | Investigate how we grow our consultation – more than hui and fono  | SLT                                | Consult with local iwi               | Begin in Term 1  | Discussions with whānau.  |



| <b>Initiative</b> | <b>Action</b>  | <b>Responsibility</b> | <b>Resources</b>                | <b>Timeframe</b> | <b>Measurement of success</b>   |
|-------------------|--|-----------------------|---------------------------------|------------------|---|
|                   | Reduce the barriers for Māori and Pasifika learners                                      | All staff             | Kaiako/whānau                   | All year         | Tracked achievement shows progress for all our Māori and Pasifika learners. |
|                   | Value, embrace and include the heritage and languages of our Māori and Pasifika learners | All staff             | Tamariki/ whānau/kaiako         | All year         | The use of these language is embedded in classroom practice.                |
|                   | White Space Audit  | SLT                   | Anne Milne's White Spaces Audit | Term 1           | Audit completed and necessary adjustments made.                             |

**GOAL 3: To develop a school culture based on our values where all stakeholders are valued and empowered to learn**



| Initiative  | Action   | Responsibility         | Resources   | Timeframe          | Measurement of success   |
|---|--|------------------------|---|--------------------|--|
| <b>Develop our schoolwide focus on hauora aligning with our school values</b> | Finalise a strategic plan for wellbeing focused on the 6 ways of wellbeing<br><br>Reflect upon and unpack the strategic plan for wellbeing<br><br>Utilise the resources available to us including Bounce Back; Pause, Breathe, Smile; Mindfulness; Restorative Practice, Sparklers and Te Rito Toi | Wellbeing team         | Draft wellbeing plan and other supporting resources | By the end of 2024 | Wellbeing plan is finalised and implemented across the school<br><br>Survey staff and students   |
|   | Introduce the Mitey programme  | SLT/Kaiako/facilitator | Mitey Resources                                     | From Term 2        | Structured Mitey review tool   |
|   | Investigate other tools to build resiliency and emotional and social literacy (hauora)   | Wellbeing team         | Wellbeing tools                                     | All year           | The wellbeing tools are being used across all levels of the school and the tamariki and staff can discuss and see the benefits of them |