



Glen Oroua School

2023-2025 Strategic Plan

Vision...

Kaitiaki for our Community

Values...

Growth

Respect

Involvement

Tenacity

Whakatauki...

Manaaki whenua, Care for the land,
Manaaki tangata, Care for people,
Haere whakamua! Go forward!



Glen Oroua School Strategic Plan 2023-2025

Kaitiaki for our Community

Strategic Goals & Initiatives

Students are learning to their potential

- Structured Literacy PLD
- Intervention Programmes
- Enhanced support systems

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- Reduce barriers for education for all, incl Māori & Pacific learners, disabled learners, & those with learning support needs.
 - Ensure every learner gains sound foundation skills
 - Develop staff to strengthen teaching, leadership and learner support capability

We have a broad curriculum that reflects our community

- Develop cultural capability
- Implement curriculum refresh
- Develop localised curriculum

Connection to NELPs

(National Education & Learning Priorities)

- Have high aspirations for every learner, & support these by partnering with whānau/ community to design & deliver education that responds to students needs, sustains their identities, languages & culture.

Success Looks Like

- Enviroschools embedded at GO
- Relevant reporting processes
- Confidence with refreshed curriculum areas
- Community involvement

The whole child is nurtured

- Develop restorative & wellbeing practices
- Enhance visibility of student & kura identity

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- Ensure our school is safe, inclusive & free from racism, discrimination & bullying.
 - Design & deliver education that responds to students needs, sustains their identities, languages & culture.
 - Meaningfully incorporate te reo Māori & tikanga into the everyday life of our school.

- Students have a range of strategies to support their and others wellbeing
- Student and kura identity aligned and celebrated

Annual Plan 2023

Students are learning to their potential

Initiative 1: Develop capacity for acceleration of priority students' learning

2023 Development: Build on teacher knowledge and cohesive school-wide support systems, to enhance teaching and learning for priority students

When	What	Who	Measures of Success
Term 1-3	Professional Learning & Development in Structured Literacy for teachers/kaiāwhina, plus development of schoolwide systems to support this.	Kerry Satherley & Chrissy Braid, Massey University	Confidence across school at implementing structured literacy approach 95% at or above for Reading 75% at or above for Surface Writing Features 85% at or above for Deeper Writing Features
Term 1-4	Mathematics Numicon Intervention Programme - support groups of priority students from Māhuri & Rākau classes with 1:1 or small group remediation	Principal, in conjunction with classroom teachers	Priority Maths students in Māhuri & Rākau make more than a year's progress in Maths. 85% at or above for Mathematics across school
Term 1-2	Support selected Year 7-8 priority students with tutoring funded by Lost Learning Fund. Kaiāwhina to work with teachers to support students meet identified goals.	Kaiāwhina Classroom & intervention teachers	Kaiāwhina have clear sense of purpose in role 100% of Y7/8 Readers at or above. Targeted students make progress of more than one year.
Ongoing	Priority student monitoring and planning developed, to meet student needs and further tailored support with clear goals and progression, accessible to all of support team.	Literacy Lead Principal	Meeting of goals by priority students celebrated Support team clear on goal to be met for individual Resources developed to support teaching
Term 1-4	Develop growth coaching and critical friend practices to enhance teacher growth	Principal Teachers	Learning community within teaching team enhanced Higher level conversations around teacher growth
Term 1-4	Continue with board PLD to develop abilities to govern in ways to bring about best outcomes for tamariki	Board NZSTA	Board aware of current best practice + obligations Board has skillset/confidence for decision making

Initiative 1: Develop cultural capabilities

2023 Development: Continue to strengthen cultural capability, inclusive practice, and local connections.

When	What	Who	Measures of Success
Term 1 onwards	Continue using self review tools with board and teaching staff to identify professional learning needs and strengths.	Board Teaching Team	Clear understandings of areas of success and requiring development Forward plan created in this space
Term 1-4	Te Ahu o te Reo Māori kei te Taiuru (Level 1 Māori language course) Roll out plan developed for all teaching staff to engage with this	SC & FC Te Ataarangi	Completion of Level 1 Course by Francie (mid year) and Shayna (eoy) Increased fluency and confidence in using te reo, and supporting learners in te reo language learning
Term 1-4	Implement te reo curriculum sourced in 2022 Access kapa haka learning for our tamariki	Teaching Team	Re-survey Year 4-8 students in Term 4 using Toku Reo survey. Target: Improvement across all areas for the 'Use of te reo in the classroom' aspect
Term 1	Professional development in cultural capabilities - Whiringawha (teaching staff) & Niho Taniwha (FC). Implement relevant aspects that are identified through this.	Teaching Team Principal	Teacher capability enhanced Te ao Māori visible in classrooms and kura
Term 1-4	Engage expertise of community within planning to support our local curriculum. Develop ways to proactively identify and draw on community resources	Teaching Team Principal	Reports e.g. through newsletter, facebook, Seesaw of involvement of whānau and community Students feel connected to their community, and that the expertise of their whānau is valued.
Term 1-4	Build on relationships with whānau and iwi - Grow connection with students who whakapapa to te Rangimarie	Principal Teachers	Students feel connection between marae, school and home Mana enhancing ways of engaging with te Rangimarie developed

Initiative 2: Develop Localised Curriculum

2023 Development: Development of localised school curriculum which reflects school context and engagement with curriculum refresh.

When	What	Who	Measures of Success
T1-4	Embed Enviroschools in our kura <ul style="list-style-type: none"> - Continue to engage in PLD with Enviro facilitator and other enviroschools - Finalise Enviro vision map, work towards actions within it and bronze reflection (eoy) - Establish systems within school to help Enviroschools work be self-sustaining 	Teaching Team Rowena Brown Principal	Bronze reflection celebrated at the end of 2023 Shared vision map in place Students able to talk about the enviroschools mahi that we do
T2	Develop assessment processes and GO curriculum for literacy, in conjunction with structured literacy PLD	Principal Literacy Lead	Updated Literacy curriculum in place
T1&2	Review how we report to and communicate learning with whānau Consult with whānau/students/staff about their needs Research best practice models that enhance partnership model between student, whānau, teacher/s	Within School Teacher Principal	Reporting/Communicating Learning policy and procedures in place by mid year. Whānau/students engage with information about learning that is useful, timely and empowering.
T1-2 T2-4 As avail	Implementing the Curriculum Refresh Engage with and provide feedback on the Literacy and Numeracy progress steps and content of Tech, Arts Science learning areas Try out ways to design learning using the Understand Know Do and progressions model, in existing programmes (literacy, numeracy, social sciences) Participate in professional learning and development	Teaching Team	Teaching team feel confident about and up to date with curriculum changes. Our kura is well placed to implement these changes as required
T1 T2-4	Implementing the Aotearoa/NZ Histories curriculum Curriculum plan created with other local rural schools Connect with local histories where possible Trial ways to design learning using the Aotearoa NZ Histories curriculum	Principal Teaching Team	Aotearoa NZ Histories Curriculum in place Teachers confident in implementation of A-NZ histories Students experience their local histories at our kura

Initiative 1: Developing Identity

2023 Development: Develop students' sense of identity and ways of being, as individual and as part of our kura

When	What	Who	Measures of Success
Term 1 Term 3-4	<ul style="list-style-type: none"> Utilise Restorative Practices within our kura - Plan for roll out of professional development - Participate in professional learning - Implement strategies at classroom/individual level 	Principal Teaching Team	<ul style="list-style-type: none"> Students will take ownership and responsibility for their behaviour Teachers will have a sound grounding in this way of responding to student behaviours Students will develop skills to manage themselves
Ongoing	<ul style="list-style-type: none"> Pause Breathe Smile/Zones Of Regulation Maintenance - Find opportunity for SC to complete PBS training - Select aspects of ZoR to refresh as kura with students - PBS journals used in selected classes 	Principal/SC Teaching Team	<ul style="list-style-type: none"> Shared language and strategies around Zones of Regulation continue to be used Students have range of regulation strategies they can access when needed
Term 3-4	<ul style="list-style-type: none"> Develop SuperLearner and Graduate Profile - Connect to vision, values, key competencies & learning foci for new curriculum stages. - Consult with students, whānau, staff 	Within School Teacher Principal	<ul style="list-style-type: none"> Guideline for capabilities for our students to work towards while at Glen Oroua School A clear and shared idea of where our students are heading
Term 1-4	<ul style="list-style-type: none"> Students experience their culture in our kura - Create and plan for opportunities to show who they are, what they know and can do, within existing programmes 	Teaching Team	<ul style="list-style-type: none"> The diversity of our kura is evident Students sense of self in our kura is tangible.
Term 2	<ul style="list-style-type: none"> Follow Up Wellbeing Survey - identify areas of growth and need 	Y4-8 students Teaching Team	<ul style="list-style-type: none"> Students will have experienced growth in areas of focus Ongoing measure of wellbeing to be utilised to inform planning

Operational Developments

Property	Health & Safety	Finance
<p>Re-furbishment of Library/Māhuri</p> <ul style="list-style-type: none">- Easter holidays and thru Term 2 <p>Plan for extension to Library/Māhuri</p> <p>Property Plan Projects</p> <ul style="list-style-type: none">- Roof repair - (summer break 22/23)- Archgola over courtyard- Signage <p>Nga Iti Kahurangi Projects</p> <ul style="list-style-type: none">- Re-carpeting classrooms <p>Plan for Junior Playground Development</p>	<p>Develop Water Safety Plan</p> <p>Teachers complete First Aide revalidation (or whole course if necessary) - October</p> <p>Maintain & develop Covid processes as required</p>	<p>Support Andy in continuing to seek grants</p> <p>Maintain new procedures around one level up approval of expenditure</p>