



Glen Oroua School

2024-2025 Strategic Plan

Growth
Respect
Invovement
Tenacity

Vision Statement...

Our vision, Kaitiaki for our Community, values (above), and whakatauki (below) were developed in 2021, in consultation with whānau, board, staff and iwi, where we recognised the enduring shared values of our community stakeholders were around care for each other and for the land.

Consultation... (what we heard)

Whānau like to be closely involved with their children's learning, progress & development at school. Communication is valued - the more the better.
Whānau value the community being part of their children's learning, by sharing expertise, etc
Whānau value a broad curriculum, where all students have opportunities to 'shine', and have access to a wide range of learning opportunities.
(All from consultation survey)

Decision Making Process...

We used data from schoolwide information gathering - achievement & progress, wellbeing & perception data. Alongside this was information gained from consultation with, and feedback from, our whānau & community, consideration of iwi priorities for our akongā and our Education Review Office improvement plan.

manaaki whenua,
manaaki tangata,
haere whakamua.

care for the land, care for the people, go forward.

This was considered alongside the foci of Te Mātaioho: the refreshed NZ curriculum, the Board Primary Objectives (from the Education & Training Act), the National Education & Learning Priorities, and other relevant education strategies. The goals outlined below are our school board's collaboration of this, alongside our own understanding of our kura.



Glen Oroua School Strategic Plan 2024-2025

Kaitiaki for our Community

Strategic Goals & Initiatives

Every student is learning to their potential

- Implement accelerative processes
- Develop teacher & kaiāwhina capability to support student progress
- Review learner progressions within curriculum areas
- Develop staff & student te reo capability
- 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
- Meaningfully incorporate te reo Māori into the everyday life of our school.

Education & Training Act: Section 127 1 a,c,d

- Accelerated progress for target students
- Increased teacher and kaiāwhina confidence & capability
- Learner next steps are clear and relevant
- [Achievement data & targets](#)
- [Toku Reo Perception Survey data](#)

We have a broad curriculum that reflects our community

- Develop local curriculum
- Enact Enviro-Vision
- Enhance student agency
- Implement curriculum refresh

Connection to NELPs And Education & Training Act 2020

- 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.

Education & Training Act: Section 127 1 a,b, c, d

Success Measures & Indicators

- Documented local curriculum
- Students increasingly initiating and active in school enviro projects
- Community active in our kura in various ways
- [Wellbeing@School Survey data](#)

The whole child is nurtured

- Enhance visibility of student culture, language & identity
- Embed school vision & values
- Develop wellbeing practices

- 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.

Education & Training Act: Section 127 1 b,c, d

- Students have a strong sense of self - their identity, culture and languages
- Students know about wellbeing and what they can do to enhance it
- [Wellbeing@School Survey data](#)
- [Taku Reo Perception Survey data](#)

Initiative:	Implement accelerative processes Develop teacher & kaiāwhina capability to support student progress Review learner progressions within curriculum areas			
2024 Target:	Target literacy students will make progress of more than one year in reading and writing Target maths students will make progress of more than one year Target students across school will make progress of more than one year in surface features of writing			
Expected Outcome:	Where are we now:	What will we do differently	Who is responsible?	How will we measure success?
Targeted students will accelerate progress in reading & writing	In 2023: Teachers were engaged in structured literacy professional development. - 64% of this group were reading at or above where we would like them to be - 73% of this group were writing at or above where we would like them to be	1st year of MoE Accelerating Learning in Literacy (ALL) programme to target a group of students in Tupu (Term 2-4) Implement actions & monitor progress	Classroom Teacher ALL provider MoE funded support	Achievement & Progress data in Reading, and Surface & Deeper Features of Writing.
Targeted students will accelerate progress in maths	In 2023: Numicon interventions were trialled outside of classroom programme - 76% of this group were at or above where we would like them to be for Maths	Begin 1st year of MoE Accelerating Learning in Literacy (ALiM) programme to target a group of students in Māhuri (Term 2-4) Implement actions & monitor progress	Classroom Teacher ALiM provider MoE funded support	Achievement & Progress data in Reading, and Surface & Deeper Features of Writing.
Kaiāwhina capability supported	In 2023: Kaāwhina engaged with a one day course on neuro-diversity, and 3 structured literacy professional development sessions	Introduce professional growth cycles for kaiāwhina Seek out relevant professional development for kaiāwhina Implement strategies to share knowledge between staff.	Principal Funded through Teacher Aide employment agreements	Complete PGC documentation
Learner progressions are relevant and clear	In 2023: We began to engage with the 3 phases of the refreshed curriculum, which along with a structured literacy approach is at odds with the current matrices we have for reading, writing & maths.	Review & update the current matrices, with exepmlars, to connect with current MoE documentation and our own knowledge Begin with surface features for writing Engage with other schools to share best practice	Teaching Team Principal	Refreshed surface feature and deeper feature matrices/ learner progression

Initiative: Develop staff & student te reo capability Review learner progressions within curriculum areas				
2024 Target: 50% of Year 5-8 students at Level 2 of NZCER Te Reo Assessment by end of year.				
Expected Outcome	Where are we now:	What will we do differently	Who is responsible?	How will we measure success?
Increased staff competence with te reo Māori	In 2023: All teachers engaged with te reo Māori learning. 3 teachers completed at least one level of Te Ahu o te reo Māori	3 teachers are progressing onto next level in Semester 1 1 teacher starting Te Ahu in Semester 2	Teachers Funded by MoE Release for 2 day workshops	Teachers graduating from courses
Student competence with te reo Māori is increasing	In 2023: Revised progression for te reo Māori sourced Began using NZCER Te Reo assessment to measure student capability 34% of Year 5-8s at Level 2 Taku reo perception survey used with Y4-8	New progression & teaching resource being used across classes 1 hour a week of te reo teaching/learning Termly discussion of suitability of progressions and lessons.	Teachers Principal	Achievement targets and data in Te Reo Māori

Initiative: Develop local curriculum Implement curriculum refresh				
2024 Target: Localised curriculum published on school website				
Expected Outcome	Where are we now:	What will we do differently	Who is responsible?	How will we measure success?
Our localised curriculum is developed to reflect our area and community	In 2023: Principal met with curriculum lead re: local curriculum next steps and documentation Staff identified areas that make up our local curriculum	Focus area at teaching team hui to connect local curriculum with Te Mātaioho, our practice, and people and places in our community Create matrices for across school progressions where relevant. Share with community as each focus area is developed for feedback.	Teaching Team Principal	Localised curriculum published on school website Teaching team clear on what and why we teach what we do here - reflected in planning.
Our curriculum authentically develops understandings of Mātauranga Māori	In 2023: Began including an aspect of te ao Māori in all team planning Kāhui Ako identified Mātauranga Māori as its key workstream for 2024	Teaching team engage in PLD through Kāhui Ako Focus for Within School Teacher position Principal grow relationships and understanding with iwi through He Whare Mātauranga series of hui Use growing understandings to add depth to planning School visit to Te Rangimarie marae, Ki o Rahi programme Record development as part of local curriculum	Teaching Team Principal \$850	Documentation of local curriculum, planning reflects Mātauranga Māori. Student voice Taku Reo perception survey
The refreshed English & Maths curriculum will be implemented	In 2023: Engaged with Te Mātaioho through MoE Curriculum Lead in principal groups and teacher only days, then localised at teaching team hui.	Unpack English & Maths phases against our own progressions Familiarity with Understand, Know, Do format. Begin using UKD format in planning	Principal Teaching Team Curriculum Lead Teacher Only Days	Planning and progressions in Maths & English reflect the refreshed curriculum.

Initiative: Enact Enviro-Vision
Enhance student agency

2024 Target: Localised curriculum published on school website

Expected Outcome	Where are we now:	What will we do differently	Who is responsible?	How will we measure success?
The enviroschools kaupapa continues to grow in our kura	In 2023: Enviro vision map developed Enviro themes run through planning & events Some students leading and initiating enviro projects	Bronze Reflection/Celebration completed in Term 1 Develop and document connections between local curriculum, Mātauranga Māori and Te Mātaioho Implement a weekly school wide Enviro time	Enviro Facilitator: Rowena Brown Teaching Team Principal	Documented in Local Curriculum
Students are actively involved members of GO community		Establish Green Team, including members of community. Green Team develop Enviro Vision for year based on vision map Students supported to lead projects to head towards our Envirovision Develop progression for Learner Agency Explore the Collaborative Community Education Model (CCEM)	Teaching Team Principal Green Team	Growth in Wellbeing Survey indicator - I have a say in what happens at our school Learner agency progression in place Documented Enviro vision

Initiative: Enhance visibility of student culture, language & identity
 Embed school vision & values
 Develop wellbeing practices

2024 Target: Wellbeing Survey indicators:
 Our school values are important to everybody - Increase to 50% strongly agreeing with this indicator
 Teachers are interested in my culture or family background - Increase to 90% agree or strongly agree with this indicator

Expected Outcome	Where are we now:	What will we do differently	Who is responsible?	How will we measure success?
Students will see themselves in our kura	In 2023: Papatūānuku Big Idea explored respecting differing perspectives Staff know students and their interests well	Ko wai au? Who am I? Is our big idea for Term 1/2 Unpack Guide to Inclusive Culture with teaching team Intentionally celebrate a wider range of student successes and publicise this through usual channels. Analysis of types of activities available to students	Teaching Team Principal	Wellbeing@School survey indicator comparison
Reduced gap between home and school	In 2023: Nearly all students had parents attend 3 Way Conferences in Term 3 Excellent whānau attendance at community events Te Whare Tapa Wha form developed for whānau to share info about students	Recognise parent/whānau strengths and invite involvement in school programmes & activities Plan for further opportunities to communicate with parents on student success, progress and challenges Actively make connections between home & school within classroom programmes Keep record of feedback received by all staff throughout year for analysis	Teaching Team Principal	Seek feedback from whānau Wellbeing@School survey indicator comparison
Our school's GRIT values are lived by all	In 2023: GRIT values regularly discussed but in ad hoc way Tokens given to students for using values	Schoolwide weekly focus on an aspect of one of GRIT values. Tuakana-Teina time introduced for reading GRIT values used in celebrating and restoring behaviour Develop tikanga for regular practices at our kura. Update our exterior values list to GRIT values	Teaching Team Principal \$ cost tba	Wellbeing survey indicators Documentation supports weekly focus Updated values signage.
Develop & embed restorative practices across kura	In 2023: 3 x professional development sessions with facilitator: Jo Chamberlain	Increase focus on restorative practices staff learning - 2 prof development sessions per term. Embed across school processes that support positive student behaviour and relationships	MoE funded PLD Principal Teaching Team Jo Chamberlain	Updated behaviour management processes

Operational Developments

Property	Health & Safety	Finance
<p data-bbox="79 252 637 361">Property Plan Project - Installation of Archgola/Outdoor Learning Area over Turf- Begins March</p> <p data-bbox="79 408 606 478">Extension to Library/Māhuri - going out for tender early 2024.</p> <p data-bbox="79 525 479 554">Maintenance of school bore</p> <p data-bbox="79 601 363 631">Septic Tank service</p> <p data-bbox="79 678 479 748">Plan for Junior Playground Development</p>	<p data-bbox="678 252 1068 281">Develop Water Safety Plan</p>	<p data-bbox="1277 252 1841 358">Support Andy Davis in continuing to seek grants. Seek someone to take over this role in 2025</p>