



Glen Oroua School

2024-2025 Strategic Plan

Growth
Respect
Involve
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
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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
 - 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

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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.

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 Develop staff & student te reo capability Review learner progressions within curriculum areas			
2025 Target:	Target literacy students will make progress of more than one year in reading and writing Target maths students will make more than one year's progress English language learners will progress one stage or more across each of the 4 modes of the English Language Learning Progressions 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:	Success measures:
Targeted students will accelerate progress in reading & writing	We disengaged from the previous Reading Recovery model in 2021, as it had conflicting pedagogy with the structured literacy approach being taught at our kura. Structured literacy support was provided for senior students from 2020-2023, as other staff upskilled. Structured literacy support now funded for junior students. 7/30 (23%) Year 0-4 below where they need to be for aspects of literacy at the end of 2024.	Structured Literacy Support - 0.1 FTTE funded by MoE, 0.1 funded by GO school. Students receive 20 mins support 3 x per week, monitored using Dibels literacy assessment. Implement & monitor progress, adapt as required as year progresses.	Structured Literacy Support kaiako Tumuaiki	Dibels assessments Reading & Writing data
Targeted students will accelerate progress in maths	17/55 (30%) of Year 3-8 below where they need to be in Maths at end of 2024. One teacher worked with ALiM (Accelerating Learning in Maths) programme in 2024, but felt it didn't meet our acceleration needs. Keen to find strategies we know will be successful at accelerating Maths learning. 5/17 Year 7-8 students meet the criteria to be accepted into the Accelerated Maths Trial.	Spring Into Maths structured intervention for students Y3 and above. Taught by teacher aides, overseen by teachers. Training during Easter holidays, and begin implementation in Term 2. Implement & monitor progress, adapt as required as year progresses. Training half day \$995 + GST for teachers & aides Resources \$1,695 + GST. Potentially funded through RTLb. Accelerated Maths Y7-8 trial - 24 week trial in 2 x 12 week blocks. Online & supported by teacher aides. Orientation & Training provided online. Implement & monitor progress	Tumuaki Kaiako & Kaiawhina RTLb Tumuaki Rākau kaiako & kaiawhina	Maths data Spring into Maths monitoring e-asTTle assessment

Expected Outcome:	Where are we now:	What will we do differently:	Who is responsible	Success measures:
English Language Learners will be supported to accelerate progress across the English Language Learning progressions	5% of our roll (with a further student to come this year) are English language learner whose first, or language spoken at home is not English. While structured literacy processes are excellent at supporting these learners to develop literacy in English, ELL students have specific needs that require our support. Our kaiako have a range of experiences in supporting ELL students, and a school wide approach to provide the best we can for these akonga needs to be developed.	Increased capacity to support English Language Learners by: - teachers & aides complete online MoE modules to support and teach English language learners - AI, SC, TC participate in English Language Learners course run by Evaluation Associates (Term 2 - \$372pp incl GST) - Work with RTLB to develop programmes and processes to support English language learners - Continue using English Language Learning Progressions to measure & monitor progress, effectiveness of interventions, and to access support funding for these learners - identify & implement best ways to communicate with, and inform, whānau of ELLs	Tumuaki Kaiako Kaiawhina RTLB	Student data English Language Learner Progression monitoring
Student & staff competence with te reo Māori is increasing	In 2024, 3 staff were working on same te reo professional development, others different 2 students across our Year 4-8 working at Level 3 of curriculum in Te Reo (a first to have students at Level 3). 28% of Year 5-8 students working at Level 2 for Te Reo at end of year. At mid year this was 42%.	Develop consistency across our te reo kaiako learning, and student learning by all working on the same programme: Te Puna Reo Māori. \$1,350 for 2025. Teachers work through Starting Out modules A&B during teaching team hui Teachers teach Starting Out Module C & begin Level 1A in class during 2025. Modify & update our curriculum throughout the year.	Tumuaki Kaiako	Taku reo perception survey NZCER Te Reo Māori assessment
Learner next steps are forward focussed relevant &	Processes around setting next steps with students inconsistent across our kura as they are yet to be developed. Clarity around what is to be learned next builds learner agency and strengthens a learning-focussed relationship	FC complete Assessment for Learning year long course, implementing processes within kura throughout year. \$931.50 (incl GST) Individual Learning or Behaviour Plans in place where necessary with regular review - working with whānau to support children's learning & wellbeing Gain consistency of goal setting through implementation of Hero platform - 2nd half	Tumuaki	Hero usage IEP/ILP documents

Initiative: Implement curriculum refresh				
2025 Target: Increased teacher confidence & capability at implementing 2025 curriculum changes				
Expected Outcome:	Where are we now:	What will we do differently:	Who is responsible	Success measures:
Increased capacity to implement refreshed English curriculum	Becoming more comfortable with the Understand, Know, Do framework. Using structured literacy approach. Need to personalise our curriculum to the refreshed phases of the curriculum and the SL approach	-Update our writing progressions/matrices to reflect a structured literacy approach and the refreshed curriculum -Utilise the full version of the Single Word Spelling Test we received at the end of 2024, use as a measure of where students are at and to plan teaching programmes around.	Literacy lead Kaiako Tumuaki	Writing progressions updated SWST results planner in use.
Implementing assessment changes	Teaching team have done some investigation around e-asTTle Maths in the 2nd half of 2024 and can see its worth for both formative & summative assessment. Would like to utilise it to its full potential, and have consistent and standardised assessment processes.	- Access e-asTTle webinars - to assist with the implementation and full analysis of data gained - Use e-asTTle for assessments in June & November - trial the Phonics checks with new entrant students at 20 and 40 weeks - Update our curriculum expectations to match the new curriculum and assessment changes. - Develop our Hero student management system to reflect our updated assessments, expectations and data.	Tumuaki Kaiako Junior Kaiako Tumuaki Tumuaki	e-asTTle results for Maths, Writing, Reading in Hero.
Increased capacity to implement refreshed Maths curriculum and resources	Team researched different Maths resources available and decided Numicon would best suit our kura and approach to Maths. Focus of Nov 2024 teacher only day was on new Maths curriculum, our approach to Maths and assessments. Identified areas to work on.	- Maths Curriculum professional learning & development - 2 x teacher only days with other cluster kura in 2025. Follow up with implementation at school. - Utilise Numicon resources and professional learning & development, from late February. Visit schools using Numicon where appropriate. - Develop matrices/learning progressions for Mathematics	Tumuaki Kaiako	Numicon resources in use in classrooms Learning progressions in place for Maths.

Annual Implementation Plan 2025

We have a broad curriculum that reflects our community

Initiative: Enact Enviro-Vision
Enhance student agency
Develop local curriculum

2025 Target: Localised curriculum developed further

Wellbeing Indicator: Students have a say in what happens at our kura - Increase to 80% agreeing or strongly agreeing with this indicator

Expected Outcome:	Where are we now:	What will we do differently:	Who is responsible	Success measures:
Our local curriculum will be further developed as we progress towards our Enviro-vision	Green team established in 2024. A number of schoolwide planning inquiries had EnviroSchools themes. Regular PLD with our enviro-schools facilitator. Bronze Reflection completed.	<ul style="list-style-type: none"> - Murals designed via consultation with our community to recognise multiple histories and forward pathways for our kura and reflect and embrace culture & heritage. Funded by our Friends of the School. - EnviroSchools Hold termly Enviro Action Days where the whole kura is involved. - Expand our Green Team into further Enviro teams, - Continue schoolwide planning with Enviro themes - Development of spaces: Orchard/Chook coop/Trees for Survival 	<p>Tumuaki</p> <p>Tumuaki Kaiako</p>	<p>Murals in place</p> <p>Enviro lead and teams in place</p> <p>Well-being indicators</p>
Our curriculum authentically develops understandings of Mātauranga Māori	A number of PLD opportunities were made use of in 2024 in this space individually and collectively by the staff. It is timely now to use this learning intentionally in our local curriculum.	<ul style="list-style-type: none"> - Develop local pūrākau based learning, based on a pūrākau per year level - Begin schoolwide Kapa Haka, participating in the inaugural cluster Cultural Festival in Term 3. Seek and fund expertise to support Kapa Haka teaching and learning. - Te Puna Reo Māori - develop curriculum and kaiako & akonga competence 	<p>Within School Teacher</p> <p>Tumuaki, Rākau Teacher, experts Teaching team</p>	<p>Pūrākau curric in trial format</p> <p>Participation in cluster Cultural Festival</p>

Initiative: Enhance visibility of student culture, language & identity Embed school vision & values Develop wellbeing practices				
2025 Target: Attendance: 71% of students attending school more than 90% of the time across school year. Wellbeing Survey indicators: Students have a say in what happens at our kura - Increase to 80% agreeing or strongly agreeing with this indicator Respect for Culture domain - Increase to 83% Our school values are important to everybody - Increase to 80% agreeing or strongly agreeing with this indicator				
Expected Outcome:	Where are we now:	What will we do differently:	Who is responsible	Success measures:
Students will see themselves in our kura	84% of students agree or strongly agree that 'teachers are interested in my culture or family background' from 2024 Wellbeing Survey. Have been celebrating successes based on our GRIT values which is accessible to all. One Green Team with 10 students in it. Increasing cultural diversity amongst our akonga.	- EnviroSchools teams - grow our teams so there are more opportunities for student leadership - Actively build on ways for students to share their strengths that benefit our community - Increase the visual images & resources that reflect & celebrate cultural diversity	Tumuaki Kaiako	Wellbeing @School survey results
Our school's GRIT values are lived by all	Began implementing explicit weekly teaching of our school values in 2024. Indicator in Wellbeing Survey about 'Our school values being important to everyone' has decreased over the last two June surveys.	Continue to teach our values in a school-wide manner - building our resource base about how our different values are seen at our school Update our values signage at school Actively recognise and celebrate the use of our school values in alignment with the values teaching Build whānau knowledge of our values through external publications.	Tumuaki Kaiako	Wellbeing @School survey results
Students will implement strategies to positively support their wellbeing	A number of practices have been taught school-wide over the last few years (Pause, Breathe, Smile; Zones of Regulation, both connecting to Restorative Practices). Some students have added these to their skillset and some others still have difficulty rebalancing themselves after becoming dysregulated.	Teachers select from strategies to re-teach to support student behaviour and well-being within their classes. Staff acknowledge when they notice student using self regulation Strategies from all practices will be refreshed during teaching team hui, and in Flying in 5 slides across the year. Continue to co-create with students the expectations for behaviours in different settings	Tumuaki Kaiako	Anecdotal measures of increased regulation in class

Operational Developments

Property	Health & Safety	Finance
<p>Septic Tank service</p> <p>Install doors to separate Māhuri from extension</p> <p>Update Junior Playground</p> <p>Develop 5YA property plan</p>	<p>Finalise & work towards improvements in water safety plan</p> <p>Staff to complete First Aid course (or renewal of)</p> <p>Further develop systems for playground safety checking</p>	<p>Support Cassie McTavish in grant seeking</p> <p>Consider environmentally sustainable products when purchasing</p> <p>Make productive use of the Furniture & Fittings grant</p>
<p>Other: Integrate new Student Management System (SMS) into regular use</p> <p> Consult with community about strategic direction for 2026-2029</p> <p> 2 yearly consultation around health curriculum.</p>		