



# REPOROA PRIMARY SCHOOL STRATEGIC PLAN 2024-2025

**VISION:** “Lengthen our stride to become knowing” “Whāronatia kia pūkekotia”

*At Reporoa Primary School this means we focus on our goals and move forward, taking ownership of our learning and embracing challenges along the way.*

**MISSION:** We provide an education that is learner focused, inclusive & supported by productive partnerships.

*At Reporoa Primary School learner focussed means we know our learning needs and our abilities. We understand our learning style and strive to develop learner agency.*

*Inclusive means we celebrate our differences and cater for all needs whether they are social, behavioural, learning, cultural, or physical.*

*Active Productive Partnerships are fostered by working collaboratively together with our whanau and community to reach our common goals.*

**VALUES:** Respectful, Engaged, Positive, Striving

*As a PB4L (Positive Behaviour for Learning) school, at Reporoa Primary School we use our “REPS”. We pride ourselves in displaying these values through everything we do.*

**Summary:** In term 4 2023 the Board of Trustees sent surveys out to students, whanau, and staff. They met with Ngāti Tahu-Ngāti Whaoa Iwi and had conversations with whanau. Teaching staff feedback via Te Ara Huarau, the School Improvement Framework. Data from progress and achievement reports were presented. The board held extra planning meetings and based the following plan on the information that was collected. All data used can be found [HERE](#).

Strategic Goals:	What do we expect to see?	How will we achieve/make progress?	How will we measure success?
<p><b><u>STRATEGIC GOAL 1: LEARNER FOCUSED - EMPOWER LEARNER AGENCY</u></b></p> <p>All ākonga will receive quality teaching and learning that meets individual needs and fosters agency.</p> <p><b>Board Primary Objectives:</b></p> <ul style="list-style-type: none"> <li>Section 127 (1a, 1c, 1di, 1dii, 1diii)</li> </ul> <p><b>Education requirements:</b></p> <ul style="list-style-type: none"> <li>NELP Priorities 1 to 6</li> <li>Attendance and Engagement Strategy</li> <li>Wellbeing in Education Strategy</li> <li>Ka Hikitia - Ka Hāpaitia - Tau Mai te Reo</li> <li>Te Mātaiaho and the Common Practice Model</li> <li>The Literacy, Communication, and Maths Strategy</li> <li>Te Ara Huarau - School Improvement Framework</li> </ul>	<ul style="list-style-type: none"> <li>Learner Agency - Ākonga will be able to articulate their learning journey in line with the school vision, meeting high expectations that are equitable and excellent through targeted and monitored, positive and culturally responsive programmes.</li> <li>Ākonga and staff are excited and engaged with their localised curriculum, in literacy and mathematics, which responds to their culture, language and identity.</li> <li>Ākonga learning te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori, giving effect to Te Tiriti o Waitangi through the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the school's vision with all stakeholders and create a resource that unpacks the school's vision clearly for ākonga.</li> <li>Finish developing a refreshed localised school curriculum based on Te Mātaiaho with a Long Term Plan, Curriculum Guiding Documents and collaborative planning</li> <li>Show that planning is reflective, responsive, authentic, connected, progression based, acceleration focussed, assessed, and collaborative through a shared format.</li> <li>Ensure reporting systems in literacy, mathematics, and then <u>across</u> the curriculum in HERO (with rewritten goals in kid speak) and SeeSaw effectively show progress through Te Mātaiaho phases. Begin to use easTTle in years 4-6.</li> <li>Teachers observe experts in literacy and mathematics to model best practice, raising capability with relevant, challenging, and effective teaching strategies.</li> <li>Track and trace target ākonga, run booster groups, and monitor interventions for effectiveness</li> <li>Improve Assessment for Learning through the HITS and the Capabilities Matrix, setting specific PGC goals to improve teaching practice. Use a coaching model to monitor outcomes.</li> <li>Create across school collaboration, assessment and moderation to improve teaching and learning focusing on equity for Māori and learners with diverse learning requirements.</li> <li>Literacy and math leads model best practice and observe with feedback termly.</li> <li>Co construct a 'Kete' for Te reo and tikanga expectations, meeting level 4a funding.</li> <li>Sign an agreement with Ngati Tahu Ngati Whaoa to work together and employ an Iwi based Te Reo educator working</li> </ul>	<ul style="list-style-type: none"> <li>A clear localised curriculum is in place that all staff follow</li> <li>A robust assessment cycle, with triangulated assessment, in literacy and mathematics and regularly monitored 'track and trace' systems in place</li> <li>SeeSaw entries show clear learning intentions, progress and achievement across the curriculum with whanau engagement.</li> <li>Progress through clearly articulated Goals in HERO <u>across</u> the curriculum.</li> <li>Increased Teacher capability and capacity while using the the HITS (High Impact Teaching Strategies) which are monitored through the PGC in Literacy and Mathematics.</li> <li>Te Reo/Tikanga progressions show growth for ākonga and kaiako. Use the MAC assessment tool.</li> <li>Ākonga, staff and the community can articulate the vision and its relevance to them. It strongly connects with the Learner Profile.</li> </ul>

<p><b>STRATEGIC GOAL 2: INCLUSIVE - FOSTER A POSITIVE SCHOOL CULTURE</b></p> <p>All ākonga will enjoy equity that ensures all needs are met to reach their potential.</p> <p><b>Board Primary Objectives:</b></p> <ul style="list-style-type: none"> <li>Section 127 (1bi, 1bii, 1biii)</li> </ul> <p><b>Education requirements:</b></p> <ul style="list-style-type: none"> <li>NELP Priorities 1 to 6</li> <li>Attendance and Engagement Strategy</li> <li>Wellbeing in Education Strategy</li> <li>Ka Hikitia - Ka Hāpaitia - Tau Mai te Reo</li> <li>Te Mātaiaho and the Common Practice Model</li> <li>The Literacy, Communication, and Maths Strategy</li> <li>Te Ara Huarau - School Improvement Framework</li> </ul>	<ul style="list-style-type: none"> <li>Turangawaewae - ākonga belong and have a sense of pride in a physically safe environment where everyone feels celebrated and successful. They enjoy opportunities for connection and learning without barriers.</li> <li>Professional and respectful relationships along with effective teaching are focused on the learning and wellbeing of all ākonga. These are underpinned by relational and culturally responsive teaching to eliminate barriers and improve learning outcomes. Effective restorative practice shows staff, whānau, hapū, iwi, parents, and the community eliminate racism, stigma, bullying and any form of discrimination.</li> <li>A vision and learner profile, show a strong sense of wellbeing, resilience, optimism, belonging, connection, social and emotional competence, and confidence in their identity, language and culture.</li> </ul>	<p>across the Kahui Ako - raising fluency in Te Reo and sharing iwi based stories/Mātauranga.</p> <ul style="list-style-type: none"> <li>Implement Friday Whare time for Tukana Teina opportunities</li> <li>Include passion projects/electives twice a year</li> <li>Develop and use a student profile school wide to inform staff of strengths and areas of need early.</li> <li>A Kaitakawaenga (Community Connector) employed through iwi, will work with attendance and engagement initiatives to support whānau, hapū, iwi and parents.</li> <li>Waiariki Mana Ake is working in the school to support mental health.</li> <li>Staff use trauma informed practice to assist ākonga to reach their potential.</li> <li>The BOT will provide stationery to eliminate the barrier of a slow start to learning</li> <li>Review the enrollment pack and transition practices for effectiveness.</li> <li>Seek community feedback around a graduate profile</li> <li>Use the MACs tool to develop a profile to trial</li> <li>Ākonga work towards meeting the indicators of a co-constructed graduate profile.</li> <li>Include progress in our values (REPS) for HERO reporting</li> <li>Staff train in TAW and begin to use alongside PB4L</li> <li>Staff read and work through Niho Taniwha together</li> <li>PLD in restorative practice for staff, whānau, hapū, iwi, parents, and the community to eliminate racism, stigma, bullying and any form of discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Success across the curriculum is reported.</li> <li>Use student voice to guide passion projects/electives.</li> <li>Attendance data shows 90%+</li> <li>Target students are tracked and monitored with whanau contact and support put in place.</li> <li>Students recorded as regularly late are followed up with a phone call/meeting.</li> <li>SENCO monitoring and reporting to the BOT to inform future programmes.</li> <li>Monitoring the Job Descriptions and progress of ākonga working with the Kaitakawaenaga and Waiariki Mana Ake Way Finder.</li> <li>Indicators of the graduate profile are met.</li> <li>Te Ara Whakamana and Trauma Informed Practice are used school wide</li> <li>The termly 'Big 5' PB4L report show +ve progress.</li> <li>Transition surveys show positive responses.</li> </ul>
<p><b>STRATEGIC GOAL 3: PRODUCTIVE PARTNERSHIPS - ACTIVE COMMUNITY ENGAGEMENT AND CONNECTEDNESS TO OUR WORLD</b></p> <p>All ākonga will enjoy positive and multicultural whanau engagement, connections with iwi, Kahui Ako, cluster schools, the community and local business.</p> <p><b>Board Primary Objectives:</b></p> <p>Section 127 (2a, 2b)</p> <p><b>Education requirements:</b></p> <ul style="list-style-type: none"> <li>NELP Priorities 1 to 7</li> <li>Attendance and Engagement Strategy</li> <li>Wellbeing in Education Strategy</li> <li>Ka Hikitia - Ka Hāpaitia - Tau Mai te Reo</li> <li>Te Mātaiaho and the Common Practice Model</li> <li>Te Ara Huarau - School Improvement Framework</li> </ul>	<ul style="list-style-type: none"> <li>A wide variety of community groups/members providing diverse learning experiences in a range of contexts - cultural, local, national, and global citizenship.</li> <li>Educational powerful connections, communication and relationships and with Māori whānau, hapū, iwi and parents, families and communities.</li> <li>Multicultural events that showcase all cultures in our kura.</li> </ul>	<ul style="list-style-type: none"> <li>The school and community will engage in reciprocal learning centred relationships and partnerships that enrich opportunities for ākonga to become confident, connected and actively involved learners, seeing the connection between what they are learning and the wider world.</li> <li>Invite whanau and community experts into the school to share their skills. Set up a register to draw from.</li> <li>Visit local business and community groups regularly</li> <li>Include focused questions for community engagement responses in surveys and community hui.</li> <li>Visit local marae and local whenua each year.</li> <li>Hold termly hui with Iwi/Runanga to plan and meet the Ngati Tahu Ngati Whaoa education plan.</li> <li>Celebrate cultural events school wide.</li> <li>Meet with Asian community to plan for their aspirations for their tamariki</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at school events such as a multicultural day, whanau days, SLC's, cultural festivals (representing all cultures), and sporting events.</li> <li>Timetable visits in and out of school to support learning across the curriculum and record responses to gather voice.</li> <li>Include focussed questions for community engagement responses in surveys and community hui.</li> <li>Gather student voice representative of all cultures</li> <li>The BOT and Whanau Group are representative of all cultures in our kura</li> <li>Monitor progress around the Ngati Tahu Ngati Whaoa education plan.</li> </ul>