

He aha te mea nui o te ao?



*He tangata, he tangata,
he tangata*

Pomare School

Strategic Plan

2024 – 2025



Pomare School 2024-2025 Strategic Plan Documentation

Our School has been serving the community in the northern area of Taita, Lower Hutt since 1948. We are a contributing state school working with Year 1-6 students who come from a wide range of backgrounds.

We work hard to improve students' knowledge and skills in core curriculum areas whilst developing their sense of belonging, safety and pride in themselves. We believe that this is one of our greatest strengths.

We have a number of community groups engaged with our school and we are committed to building a strong, open and supportive environment that welcomes all learners, their whānau, friends and members of our wider local community..

Guiding Whakatauki	He aha te mea nui o te ao? He tangata, he tangata, he tangata.
Vision	<i>Our learners will be confident, respectful and resilient.</i>
Our PRIDE Values	<p><i>We will demonstrate these by valuing:</i></p> <p>Perseverance</p> <ul style="list-style-type: none"> ● Resilience ● Focus ● Determination <p>Respect</p> <ul style="list-style-type: none"> ● Respect myself ● Respect others ● Respect my environment <p>Integrity</p> <ul style="list-style-type: none"> ● Honesty ● Excellence ● Responsibility <p>Diversity</p> <ul style="list-style-type: none"> ● Uniqueness ● Inclusion ● Understanding <p>Empathy</p> <ul style="list-style-type: none"> ● Kindness ● Consideration ● Caring <p style="text-align: right;"><i>“Proud to be a Pomare Kid”</i></p>

Principles		
Learning to Learn	Learners will be able to explore future focused issues through our cultural journey.	Tangata Whenuatanga: <i>Affirming Culture</i> Rangatiratanga: <i>Teacher Effectiveness</i> Whanaungatanga: <i>Relationships</i> Awhinatanga: <i>Guiding and Supporting</i> Kotahitanga: <i>Collective Vision</i> Manaakitanga: <i>Integrity, Sincerity, Respect</i> Pumanawatanga: <i>Morale, Tone, Pulse</i> Ako: <i>Being a Learner</i> Pono: <i>Having Self-Belief</i> Wananga: <i>Sharing of Knowledge</i>
Community Engagement	Learners achieve where there is open communication between home, school and the community which engages their support.	
Coherence	Learners achieve in authentic, integrated contexts where resources are used effectively and where connections, and alignment are made to other learning areas, so that new ideas can be put into practice.	
Cultural Diversity	Learners' cultural backgrounds are acknowledged and valued and the school environment reflects this.	
High Expectations	Learners value high expectations from their teachers and are responsive when provided with an environment where their learning is clearly articulated through meaningful feedback.	
Treaty of Waitangi	Te Tiriti o Waitangi is the founding NZ document, students have the opportunities to acquire Te Reo Maori me ona Tikanga.	
Inclusion	All learners and their families need to feel acceptance, belonging, affirmation, ownership and a sense of confidence and security in our learning environment.	
Future Focus	Learners will be able to explore future focused issues through our curriculum delivery.	

<p>Maori dimensions and Cultural Diversity</p>	<p>The ethnic makeup of Pomare students at the beginning of 2024 is as follows:</p> <ul style="list-style-type: none"> ➤ Māori 39% ➤ Pasifika 27% ➤ NZ European 12% ➤ Asian 16% ➤ Middle Eastern or African 6% <p>Pomare School is currently representative of 14 distinct ethnicities. This brings an exciting mix of celebration, appreciation of our diversity, and learning to our school community.</p> <p>66% of our students are from a Māori or Pasifika background, so we pay careful attention to the progress and achievement of these students, ensuring our obligations to the Ministry guidelines and under the Treaty of Waitangi are closely adhered to.</p> <p>26% of our students speak English as a second or other language so ELL instruction is an important part of our support programme.</p> <p>Our strategic goals are focused on meeting the needs of our learners and raising achievement and well-being for all.</p>
<p>Transition</p>	<p>It is paramount that we maintain strong connections with our contributing Early Childhood Centres so that they are fully aware of our values, our expectations, and the teachers that their learners will be interacting with after they move on to Primary School. Building relationships through term by term face to face meeting and greeting ensures this happens. This enables us to also have a clear understanding of where our new tamariki are coming from and what their strengths and passions are.</p> <p>Similarly, transition to Intermediate School is enhanced by communications between teachers and the principals of our local schools. Our Kahui Ako enhances these relationships and enables a smooth transfer of information and hand over for our Year 6 tuakana.</p>

<p>Teaching and Learning Beliefs</p>	<p>Along with our school PRIDE values teachers will also demonstrate these values throughout their professional practice.</p> <ul style="list-style-type: none"> ● WHAKAMANA empowering all learners to reach their highest potential by providing high-quality teaching and leadership. ● MANAAKITANGA creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity. ● PONO showing integrity by acting in ways that are fair, honest, ethical and just. ● WHANAUNGATANGA engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community. <p>Planning and practice will clearly show evidence of meaningful:</p> <p>Differentiation TA plans, IEPs, groupings including specification for students with diverse learning needs, Special Needs Register, RTLB referrals, ESOL program and LSC coordinator guidance</p> <p>Cultural Responsiveness Text & topic selection; contexts for learning; DMIC Maths; relevant and meaningful</p> <p>Goal Setting Learning Intentions, Success Criteria, Next Steps</p> <p>Acceleration NOT Remediation! Challenging and interesting learning</p> <p>Deliberate Acts of Teaching Full range of strategies, clear and purposeful teaching</p> <p>Feedback Written & verbal, teacher & peer feedback all evident. Use of technology to enhance interaction with whānau around learning</p> <p>Student Agency Students are active in their learning so that the classroom is a quality learning environment for all students.</p> <p>Teaching as Inquiry A cycle of inquiry and reflective practice will be evident</p> <p>Observations Teachers will observe the practice of others and regularly be observed; feedback from observations will be shared and acted on.</p>
<p>Kahui Ako</p>	<p>We are a part of the Taita/Stokes Valley Kahui Ako. This consists of seven local schools. The four key levers for change that the COL are working on are: Acceleration, Curriculum, Hauora, Culturally responsive and relational pedagogy. Our strategic goals align with these levers. There are several opportunities for support and development in these areas. Each school leadership team is in a focus group to look deeply into a specific lever. Pomare School is part of an achievement focus group.</p>

<p>School Roll</p>	<p>Our roll at the beginning of 2024 is 86 students. We predict to finish the year with 100 students. The year 6 cohort for 2023 was very small, so the impact of students leaving was less than in previous years. We have also had a number of walk-in enrolments at the beginning of 2024 which has boosted our numbers again.</p> <p>Lack of housing certainty remains a concern as there are still many in our community who regularly move from their rental properties because of refurbishment or personal reasons. Ongoing impact from historical government housing redevelopment (2011), and more recently, the infill housing of private developers remains a concern..</p> <p>In 2023 we saw a large influx of students with learning and behaviour needs. This also has an impact on our school roll, as it appears we have become a school of choice for such children, which puts extra pressure on both staff and students. At the same time, this can be a deterrent for other whānau. The staff and Board are aware of this dynamic, and will continue to monitor and develop plans to address these concerns.</p> <p>Although our roll appears to be on an upward trajectory, it remains fragile and so requires constant attention and monitoring. We must ensure that every action we take is to strengthen the attractiveness and the viability of Pomare School as a vibrant place of learning. As new housing developments are completed, we must endeavour to reach out to these homes and promote Pomare School as a positive choice for their tamariki.</p>
<p>Our Community</p>	<p>The Pomare community is made up of an increasingly diverse cultural and socio-economic group. Despite difficulties with housing and 'making ends meet', there is a positive and supportive atmosphere. This is enhanced by initiatives such as Tumeke Taita, Christmas in da Hood, Walter Nash Hub and library, and a wide variety of sports and community events. Our students and whānau are welcoming and respectful and want the very best for their tamariki and our kura. It is a great pleasure and privilege to work as an educator in this community.</p>

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES

OBJECTIVE
1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE
2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE
3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE
4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE
5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Pomare School Strategic Plan - 2024-2025

He aha te mea nui o te ao? He tangata, he tangata, he tangata!

Enduring Goal 1: Whanaungatanga

Build relationships by strengthening ties between our school whānau and wider community.

- Increase whānau involvement in school activities
- Ongoing community consultation
- Students serving and being seen in the local community

Enduring Goal 2: Manaakitanga

Be kind, and provide an inclusive environment that upholds the mana of all - students, staff and whānau

- Implement an effective tool to support student self-regulation and behaviour
- Increased attendance and engagement of learners
- Tuakana-teina in action

Enduring Goal 3: Mātauranga

Unleash our learners' potential by providing an innovative curriculum, differentiated to meet the needs of all.

- Implement a comprehensive Structured Literacy Programme that caters for yrs 0-6 students
- Maintain and further embed inquiry practices in Maths
- Students and whānau upskilled in digital competencies and cyber-safety

Our vision is to grow learners who are confident, respectful and resilient.

Perseverance

Respect

Integrity

Diversity

Empathy

Strategic Plan (Roadmap)

	Initiatives	2024 Actions	2025 Actions
<p>Enduring Goal #1 Whanaungatanga Build relationships by strengthening ties between our school whānau and wider community.</p>	<ul style="list-style-type: none"> ● Increased whānau engagement in school activities ● Ongoing community consultation ● Students serving and being seen in the local community 	<ul style="list-style-type: none"> ● Begin parent workshops (2 in 2024) ● Explore Class Dojo as communication platform ● Explore new school logo ● Investigate monthly column in Taita Times ● Investigate information sign board ● Develop connections with mana whenua ● Involve local cultural groups in language week learning ● Two multicultural gatherings per year ● Students explore local businesses and entities ● Walking school bus ● Actively seek out service opportunities in the community 	<ul style="list-style-type: none"> ● Continue parent workshops (3-4 in 2025) ● Embed Class Dojo (or similar) across school ● Info signboard up and running ● Embed new school logo ● Continue to develop connections with mana whenua ● Continue to involve students in service opportunities in the community ● Create pou as meeting points for students using the walking school bus.
<p>Enduring Goal #2 Manaakitanga Be kind and provide an inclusive environment that upholds the mana of students, staff and whānau</p>	<ul style="list-style-type: none"> ● Implement an effective tool to support student self-regulation and behaviour ● Increased attendance and engagement of learners ● Tuakana-teina in action 	<ul style="list-style-type: none"> ● Refresh PB4L or find another tool ● Revitalise school values - in school signage ● Restorative practices ● Zones of regulation ● Walking school bus ● Investigate different ways to share learning with whānau ● Grandparents days, cultural days, etc ● Rangatahi programme ● Senior responsibilities ● House groups established - Ngā Manu Groups 	<ul style="list-style-type: none"> ● Embed new school values into all areas of the school - signage visible throughout classrooms, shared spaces and corridors ● Restorative practices and Zones of Regulation embedded into classroom and whole school practices ● Cultural and community days continue and expanded ● Regular Ngā Manu Group activities ● Tuakana-teina evident in playground
<p>Enduring Goal #3 Mātauranga Unleash our learners' potential by providing an innovative curriculum, differentiated to meet their needs and interests</p>	<ul style="list-style-type: none"> ● A comprehensive structured literacy programme that caters effectively for years zero to six. ● Maintain and further embed inquiry practices (DMIC) in Maths ● Students and whānau upskilled in digital competency and cyber-safety 	<ul style="list-style-type: none"> ● Find the best Structured Literacy Programme for our students and get this up and running across the school ● Investigate centrally funded PLD ● Invest in resources to support Structured Literacy ● DMIC (Maths inquiry practice) parent evenings ● Continue DMIC mentoring & PLD programme ● Upskill new staff members in DMIC ● Cyber-safety programmes explored – e.g. Our Kids Online ● Update cyber-safety agreements ● Monitor use of devices in classrooms 	<ul style="list-style-type: none"> ● Structured literacy PLD - whole school focus ● Continue to expand bank of structured literacy resources across the school ● Parent evenings continued and expanded ● Cyber safety agreements signed by all students ●

Strategic Goals with Annual Actions

<p>Strategic Goal One: Kotahitanga Foster positive connections between school, home and community by:</p> <ul style="list-style-type: none"> • Increasing whānau engagement in school activities • Ongoing community consultation • Students serving and being seen in the local community 			
<p>Core outcomes to be achieved through our PRIDE values:</p> <ul style="list-style-type: none"> • PERSEVERANCE: we use a variety of ways to connect with our wider community • RESPECT: we value and honour what each member of the community has to offer • INTEGRITY: we focus on equity and excellence for all • DIVERSITY: we value the identity, culture and language of all learners • EMPATHY: we listen to our learners 			
Link to Board Primary Objective		Links to Education requirements	
All of section 127 (1) applies		NELP priorities 1, 2, 3, 4, 5 Attendance and Engagement Strategy Wellbeing in Education Strategy Ka Hikitia - Ka Hāpitia Te Hurihanganui The Action Plan for Pacific Education 2020-2030	
Strategic Actions	Specific Actions - What do you expect to see?	How will we achieve or make progress towards our strategic	Measures
Increase whānau engagement in school activities	<ul style="list-style-type: none"> • Parent workshops • Multiple platforms for communication to whānau and the community • Investigate an information signboard 	Teachers will organise and run a DMIC workshop in Term 2 - parents will learn how DMIC works Use of Facebook, Seesaw, Class Dojo, emails, paper notices to keep whānau informed of what is going on. Class newsletter sent home in week 1 of each term Principal and DP to look into possible information sign boards	Tracking of use of online platforms by whānau Feedback from parents and whānau Tracking of numbers attending events/engagement of whānau

Ongoing community consultation	<ul style="list-style-type: none"> • Develop connections with mana whenua • Involve local cultural groups in language week learning • Two multicultural gatherings per year 	Board will reach out to members of Ngati Toa as mana whenua of the school land Connections will be made with local cultural groups to support learning about these cultures	Involvement of/guidance from mana whenua in school activities Feedback from whānau at multicultural gatherings
Students serving and being seen in the community	<ul style="list-style-type: none"> • Students explore local businesses and entities • Walking school bus • Actively seek out service opportunities in the community 	Teachers, management and students will reach out to local communities and there will be visits to and from these Walking bus will be run by volunteers and will be in action 5 mornings per week (starting in March) Principal and DP will investigate service opportunities for students so that there is at least one opportunity per term.	Tracking of out of school opportunities Tracking attendance as this should increase with the walking school-bus. Volunteers keep a record of number of students engaging with the bus Feedback form local organisations

Strategic Goal Two: Manaakitanga

Be kind and provide an inclusive environment that upholds the mana of students, staff and whānau

- Implement an effective tool to support student self-regulation and behaviour
- Increased attendance and engagement of learners
- Tuakana-teina in action

Core outcomes to be achieved through our PRIDE values:

- PERSEVERANCE: we use a variety of ways to connect with our wider community
- RESPECT: we respect each persons' views, even if we disagree with them
- INTEGRITY: we focus on equity and excellence for all
- DIVERSITY: we value the identity, culture and language of all learners
- EMPATHY: we listen to our learners

Link to Board Primary Objective

Links to Education requirements

All of section 127 (1) applies		NELP priorities 1, 2, 3, 4, 5 Attendance and Engagement Strategy Wellbeing in Education Strategy Child and Youth Wellbeing Strategy Ka Hikitia - Ka Hāpitia Te Hurihanganui The Action Plan for Pacific Education 2020-2030 Learning Support Action Plan 2019-1015	
Strategic Actions	Specific Actions - What do you expect to see?	How will we achieve or make progress towards our strategic	Measures
Implement an effective tool to support student self-regulation and behaviour	<ul style="list-style-type: none"> Refresh PB4L or find and implement another tool that is more effective for our students Introduce Restorative practices as another tool to support students' behaviour Use Zones of Regulation across the school to help students understand and manage their feelings 	PB4L or other programme will be evident throughout the school Students will know the school PRIDE values and what these mean in practical terms Teachers will undergo PD in restorative practices Restorative chats will be used to address inappropriate behaviours and support self-regulation Teachers will regularly teach Zones in their classrooms Students will be able to express their emotions and implement tools to help them self-regulate	Wellbeing survey in Term 1 and 3 to measure student wellbeing Regular tracking and analysis of Pastoral data on Edge Tracking of number of students of concern Tracking of positive behaviours through counting of Gold Cards
Increased attendance and engagement of learners	<ul style="list-style-type: none"> Walking school bus Regular sharing of learning with whānau Rangatahi programme 	Reach out to whānau for volunteers to lead the walking school bus - get this underway as part of Moving March Implement the use of Class Dojo in all classes. Teachers send invitations to whānau to join Class Dojo Senior responsibilities in place and student leaders in actions	Track number of students using the walking school bus Track number of families engaging with Class Dojo - ask for feedback Regular meetings with student leaders to support their growth and gather feedback from them
Tuakana-teina in action	<ul style="list-style-type: none"> House groups - Ngā Manu Groups Student leaders 	Ngā manu groups established Regular opportunities for Ngā manu groups to work together - Fitness and Ngā manu Times Ngā Manu challenges Student leaders leading groups alongside teachers.	Watch for evidence of tuakana-teina in action in the classroom and playground Regular feedback form students, leaders and whānau

Strategic Goal Three: Maturanga

Unleash our learner's potential by providing an innovative curriculum, differentiated to meet their needs and interests.

- A comprehensive structured literacy programme that caters effectively for years zero to six.
- Maintain and further embed inquiry practices (DMIC) in Maths
- Students and whānau upskilled in digital competency and cyber-safety

Core outcomes to be achieved through our PRIDE values:

- PERSEVERANCE: all learners will be supported to find the most effective approach for their learning
- RESPECT: we ensure all learners know they can be successful and support them to reach their full potential
- INTEGRITY: all learners and teachers set high expectations
- DIVERSITY: we identify and eliminate barriers that impact a learner's environment
- EMPATHY: we provide differentiated and accelerative programmes

Link to Board Primary Objective		Links to Education requirements	
All of section 127 (1) applies		NELP priorities 1, 2, 3, 4 Te Mātaiaho and The Common Practice Model Attendance and Engagement Strategy Wellbeing in Education Strategy Ka Hikitia - Ka Hāpitia Te Hurihanganui The Action Plan for Pacific Education 2020-2030 Learning Support Action Plan 2019-1015 New Zealand Disability Strategy	
Strategic Actions	Specific Actions - What do you expect to see?	How will we achieve or make progress towards our strategic	Measures
A comprehensive structured literacy programme that caters effectively for years zero to six.	<ul style="list-style-type: none"> • Find best structured literacy programme for our students • Investigate centrally funded PLD for Structured Literacy • Invest in resources to support Structured Literacy 	Structured literacy being taught across the school Spelling taught through Structured literacy approach - The Code Support from RTLB as appropriate Stocktake of current SL practices and resources throughout the school SL resources organised for ease of use	Tracking of reading and writing data - termly Regular classroom observations Stocktake and on-going monitoring of resources

<p>Maintain and further embed inquiry practices (DMIC) in Maths</p>	<ul style="list-style-type: none"> ● DMIC (Maths inquiry practice) parent evenings ● Continue DMIC mentoring & PLD programme ● Upskill new staff members in DMIC 	<p>DMIC parents evening in Term 2 - parents upskilled to support their tamariki Two DMIC mentor session and one PD session per term New staff members inducted into use of DMIC Effective DMIC practice in all classrooms</p>	<p>Tracking of maths data twice per year Regular moderation sessions - DMIC assessments Feedback from DMIC mentors Feedback from whānau at parent evenings</p>
<p>Students and whānau upskilled in digital competency and cyber-safety</p>	<ul style="list-style-type: none"> ● Cyber-safety programmes explored – e.g. Our Kids Online ● Update cyber-safety agreements ● Monitor use of devices in classrooms 	<p>Make contact with 'Our Kids Online' - discuss with Kahui ako to share costs Hector's World and similar used in classes to support learning of cyber-safety Updated cybersafety agreements created and signed by students by end of Term 1 Device stocktake</p>	<p>Tracking of planning and implementation in classrooms Device stocktake Regular monitoring of student device use in class</p>