



Pomare School Annual Plan 2025



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Equipping Leaders for the Journey Ahead



Vision - Core Values, Purpose & Mission

Core Values

(Timeless)

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

PRIDE Values -

We will demonstrate these by valuing:

Perseverance - Manawanui

- Resilience
- Focus
- Determination

Respect - Whakaute

- Respect myself
- Respect others
- Respect my environment

Integrity - Pono

- Honesty
- Excellence
- Responsibility

Diversity - Kanorau

- Uniqueness
- Inclusion
- Understanding

Empathy - Aroha

- Kindness
- Consideration
- Caring

Purpose

(100 years)

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

Mission

(10-25 years)

M1: Whanaungatanga

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

M2: Manaakitanga

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

M3: Mātauranga

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



Strategic Goals (2024-2025)

M1 - M1: Whanaungatanga - Build relationships by strengthening ties between our school whānau and wider community.

To achieve this we will		Our measures, evidence and progress
A	Increase whānau engagement in school activities	Communication strategy developed that gives effect to Te Tiriti o Waitangi Increased whānau attendance at school events.
B	Establish protocols, underpinned by tikanga, for regular community consultation	School events used as consultation opportunities Timetable of consultations established
C	Foster opportunities for students to be seen and to serve the community, giving effect to te tiriti.	Students and teachers attending local events.
Foundation curriculum policy statements		National curriculum statements
		National Education Strategies
		NELPs



Strategic Goals (2024-2025)

M2 - M2: Manaakitanga - Be kind and provide an inclusive environment that upholds the mana of students, staff and whānau

To achieve this we will		Our measures, evidence and progress
A	Implement school wide strategies, aligned to ngā tumanako o te tiriti, to support student self-regulation and behaviour	PB4L and restorative practices will be evident throughout the school Expectations being used by teachers and students Bi-annual well-being survey shows improvement
B	Actively promote the importance of regular attendance	Parents will see the importance of regular attendance Students will be actively engaged in their learning
C	Foster tuakana-teina opportunities throughout the school	Regular Ngā Manu group activities Senior responsibilities
Foundation curriculum policy statements		National curriculum statements
		National Education Strategies
		NELPs



Strategic Goals (2024-2025)

M3 - Mātauranga Unleash our learners' potential by providing an innovative curriculum, differentiated to meet their needs and interests

To achieve this we will		Our measures, evidence and progress
A	Formalise a structured literacy programme that caters effectively for Y0-6	Literacy being taught in each class through a structured lens.\nSchool-wide programme aligned with refreshed English curriculum
B	Differentiate the delivery of maths to meet learner needs	School-wide programme aligned with structured maths curriculum
C	Students and whānau upskilled in digital competency and cyber-safety.	Broadened expectations matrix to include digital competency and cyber-safety.\nRenewed cyber safety agreement
Foundation curriculum policy statements		National curriculum statements
		National Education Strategies
		NELPs



Priorities (<5)

P1	Increase student engagement through strengthened relationships and high expectations
P2	Teaching programmes implemented with fidelity across the school, using MOE provided resources aligned to the updated curriculum
P3	Strengthen the partnership between the school, and whānau, and community



Priority 1 - Increase student engagement through strengthened relationships and high expectations

Success is

80% of students at school at least 90% of the time. Parents encouraging regular attendance as they recognise its importance and their tamariki genuinely want to be at school. Teachers knowing their students' interests, strengths and challenges, and are therefore able to support them to experience success through learning that is culturally responsive, relevant, engaging, differentiated and inclusive. Regular cultural celebrations and on-going opportunities for *tuakana-teina* in action further strengthen a positive culture within the school that encourages engagement and attendance, while PC4L (Positive Culture for Learning) and restorative practices help maintain a positive and supportive learning environment.

Strategic Links

M1 - A, C

M2 - A, B, C

M3 - A, B, C

Internal Threats

- Teachers feeling overwhelmed by all the changes
- Slipping back into past practices
- Time management

External Threats

- Government/policy change
- Negative home events
- Resources not arriving when needed

Waypoints

System of class competition to increase attendance established

Protocols/scripts for restorative practice developed.

Building on Victories

Ngā Toi Whakaari increased attendance on Wednesday

Cultural day rotations always very popular

Reward days encourage attendance and engagement

Resources

Ongoing PLD for Restorative Practices

Graphics protocols/scripts

Rewards for attendance improvement

Catering and meeting expenses for whānau and fono groups

Teachers talking about priority students in a way that shows they know them.

Whānau and fono groups established

Tactics (te tiriti o Waitangi)

Rewards for class with the best attendance each term

Certificates for kids 90%+ attendance

10 minute PC4L lessons daily

Number, name, face, story observation strategy



Priority 2 - Teaching programmes implemented with fidelity across the school, using MOE provided resources aligned to the updated curriculum

Success is

Consistency of teaching and learning, as all teachers follow schoolwide procedures and timelines. They are well trained in using structured literacy and Maths approaches, and strive for ongoing fidelity and improvement through their PGC (professional growth cycle) goals. Student achievement data is regularly analysed and used to adjust the delivery of the learning programmes, while maintaining its integrity. Schoolwide accountability and support systems ensuring consistent, effective practices across the school, that support student progress and success.

Strategic Links

M1 - B

M2 - A, B,

M3 - A, B

Internal Threats

- Teacher reluctance to let go of established practices
- Teachers missing deadlines
- Teachers wanting to focus on something other than programme delivery fidelity
- Teachers' understanding of data

External Threats

- Government priority changes
- Lack of access to appropriate resources
- Two significant curricula being rolled out simultaneously

Waypoints

Leadership observation process established

Schoolwide SL PD underway

Timeline for data analysis developed

Clear links between data and teacher planning

Building on Victories

- Kahui Ako structured literacy PD has provided a strong foundation
- PRIME maths resources have been order through MOE

Resources

- PRIME maths programme
- Maths manipulatives kit in each class
- Structured Literacy texts
- PLD for Maths and SL
- Teacher release for uptake of

Tactics (te tiriti o Waitangi)

PAT testing for robust baseline data

PD around using data to inform teaching

Number, name, face, story observation strategy

SL and Maths PD



Priority 3 - Strengthen the partnership between the school, and whānau, and community

Success is

Fostering positive connections between the school, whānau and the local community. Open and transparent communication channels ensure that the community and whānau know where to find important information. Whānau are well-informed about the new curriculum and teaching programmes, and feel included in the school's decision-making processes. School participation in community service projects leads to increased collaboration with local organisations. Initiatives such as "Cuppa with Sherilyn", showcasing stories of former students, cultural celebrations with whānau, and termly mihi whakatau to welcome new students and their whānau, help build a strong, inclusive, connected school community.

Strategic Links

M1 - A, B, C

M2 - B, C

M3 - C

Internal Threats

- Urgent taking over the important
- Whānau not prioritising coming to events
- Our own understanding of the curriculum not secure enough to pass onto whānau
- New staff not having connections with the community
- Previous negative experiences

External Threats

- Local organisations not willing to engage with school
- Limited finances for catering, etc
- School building projects
- Previous negative experiences

Waypoints

System of teachers sending short weekly class updates established

System of teachers sending positive messages to parents established

System to audit positive class updates and messages implemented

Communication channels strategy developed

Building on Victories

Successful parent evenings in 2024

Previous staff still keen to help

Financial and practical support from Kapura, Do Some Good, Rotary, KPMG for events

Resources

Time to foster relationships with local organisations

Catering for events

Tactics (te tiriti o Waitangi)

Use Class Dojo and Skool Loop for communication as these are already established

New Logo roll out

Cultural leadership role job crafting

Whānau and fono groups established - consultation



Education (School Planning and Reporting) Regulations 2023

Board must prepare an annual plan effective from 1 January following an election.

Must be submitted on or before 1 March

Board's Strategic Plan must contain:

- Vision
- Strategic goals developed in consultation with the school community
- Information relating to how the Board has prioritised its strategic goals (Purpose/Values) and their links to:
 - NELP, other relevant national education strategies e.g Ka Hikitia, Action Plan for Pacific Education
 - Foundation curriculum policies and national curriculum statements.

Strategies for making progress towards its strategic goals (M elaborations) ensure:

- at least one mention is made of strategies for identifying and catering for students whose needs have not been well met)
- Te Tiriti o Waitangi - this might be a new 'M'

Information describing measures, evidence and process to evaluate progress towards strategic goals - Waypoints

Annual Plan

- Annual targets for each strategic goal (Priorities)
 - Intended actions
 - Resourcing actions
 - Measures and evidence
 - Relationship to last year's priorities (Threats)
 - Teaching and learning strategies and programmes (Success is...)
 - Give effect to Te Tiriti o Waitangi

Clause 10 should be part of the Board annual work programmes



Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

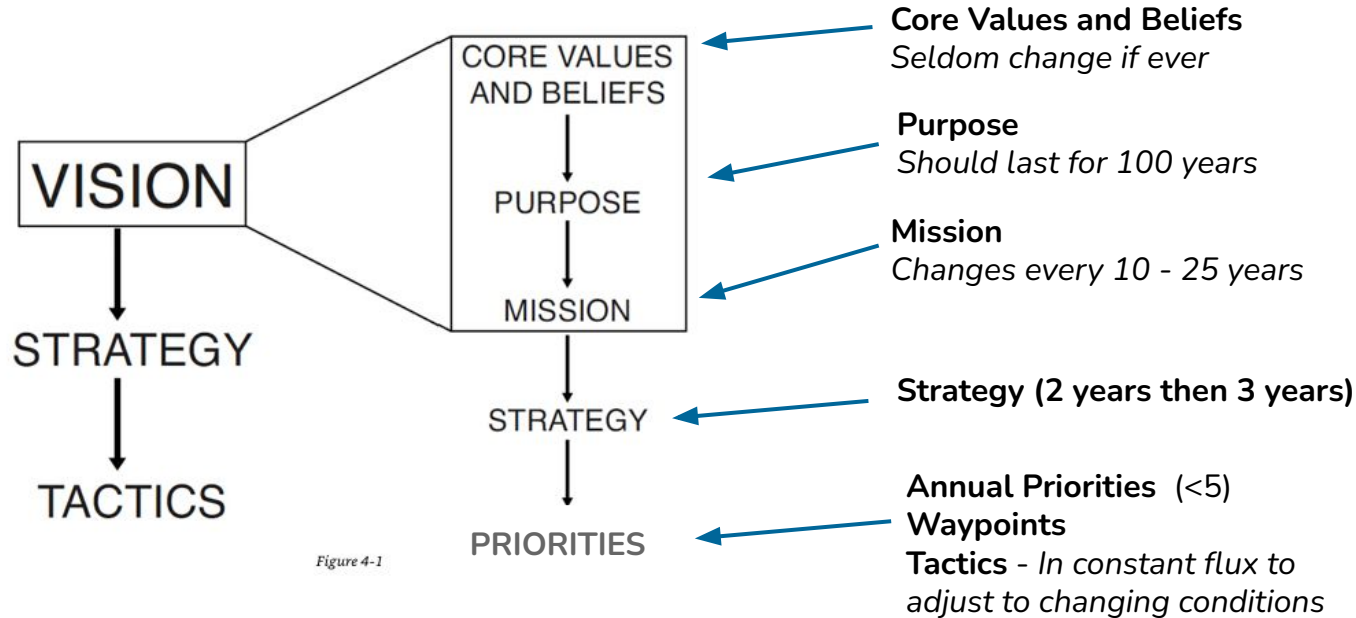
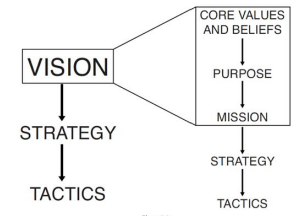


Figure 4-1



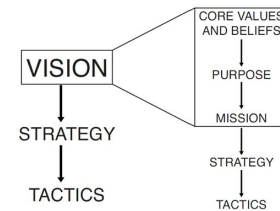
Vision



Core Values → Purpose → Mission		
Timeless	100 Years	10-25 years
Enduring principles to live by; a guiding philosophy	The fundamental reason for the organisation's existence. Like a guiding star; always pursued, never fully attained	Like a big mountain to climb, a clear finish line to shoot for in a compelling and galvanizing way.
Reflect the values of community that the school serves.	Articulates how the school delivers to the community's expectations.	The school's priorities for the next 10-25 years as it grows its capability to realise the community's ambitions for their children.
Would continue to hold, even when costly to do so; practices and strategies change, but not core values	Should guide the organization for at least 100 years	Not a 100% chance of success; requires a leap in capabilities Compelling and galvanising; easy to grasp



Strategy



Strategic Plan	Annual Plan
Prepared by the BoT to be effective from 1 January following a General Election. (Or from an earlier date determined by the Secretary) Submitted to the MoE by 1 March.	Annual targets
The Board's strategy, in consultation with the community, as to the priorities for delivering their Mission, including measures, evidence and process.	No more than five each year with responsibility shared across SLT
Information relating to how the Board has prioritised its strategic goals and their links to: <ul style="list-style-type: none"> ○ NELP, other relevant national education strategies e.g Ka Hikitia, Action Plan for Pacific Education ○ Foundation curriculum policies and national curriculum statements. 	Tracked via Waypoints with regular adjustments to meet changing conditions.