



Pomare School Strategic Plan 2026-2028



Vision - Core Values, Purpose & Mission

<p>Core Values (Timeless)</p>	<p>He aha te mea nui o te ao? He tangata, he tangata, he tangata</p> <p>PRIDE Values - <i>We will demonstrate these by valuing:</i></p> <table border="0"> <tr> <td data-bbox="331 392 1059 568"> <p>Perseverance - Manawanui</p> <ul style="list-style-type: none"> • Resilience • Focus • Determination </td> <td data-bbox="1088 403 1469 579"> <p>Integrity - Pono</p> <ul style="list-style-type: none"> • Honesty • Excellence • Responsibility </td> <td data-bbox="1603 483 1962 659"> <p>Empathy - Aroha</p> <ul style="list-style-type: none"> • Kindness • Consideration • Caring </td> </tr> <tr> <td data-bbox="331 572 954 754"> <p>Respect - Whakaute</p> <ul style="list-style-type: none"> • Respect myself • Respect others • Respect my environment </td> <td data-bbox="1088 584 1469 759"> <p>Diversity - Kanorau</p> <ul style="list-style-type: none"> • Uniqueness • Inclusion • Understanding </td> <td></td> </tr> </table>	<p>Perseverance - Manawanui</p> <ul style="list-style-type: none"> • Resilience • Focus • Determination 	<p>Integrity - Pono</p> <ul style="list-style-type: none"> • Honesty • Excellence • Responsibility 	<p>Empathy - Aroha</p> <ul style="list-style-type: none"> • Kindness • Consideration • Caring 	<p>Respect - Whakaute</p> <ul style="list-style-type: none"> • Respect myself • Respect others • Respect my environment 	<p>Diversity - Kanorau</p> <ul style="list-style-type: none"> • Uniqueness • Inclusion • Understanding 	
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<p>Purpose (100 years)</p>	<p>“Mā te māia, te whakahonore, me te manawanui ka tipu ai te ākonga.”</p> <p>Through courage, respect, and resilience, the learner will grow.</p>						
<p>Mission (10-25 years)</p>	<p>M1: Whanaungatanga Build relationships by strengthening ties between our school whānau and wider community.</p> <p>M2: Manaakitanga Provide an inclusive environment that upholds the mana of students, staff and whānau</p> <p>M3: Mātauranga Unleash our learners’ potential by providing an innovative curriculum, differentiated to meet their needs and interests</p>						



Te Kura o Pōmare Strategic Plan - 2026-2028

Mā te māia, te whakahonore, me te manawanui ka tipu ai te ākonga.

Mission Statement 1: Whanaungatanga

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

- Increase whānau involvement in school activities grounded in Te Tiriti o Waitangi
- Strengthen protocols, underpinned by tikanga, for regular community consultation
- Foster opportunities for students to be seen and to serve in the community, giving effect to te tiriti

Mission Statement 2: Manaakitanga

Provide an inclusive environment that upholds the mana of students, staff and whānau.

- Implement school wide strategies, aligned to ngā tumanako o te tiriti, to support student self-regulation and behaviour
- Actively promote the importance of regular attendance
- Foster tuakana-teina opportunities throughout the school

Mission Statement 3: Mātauranga

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

- Utilise the BSLA programme to effectively teach Literacy across years 0-6
- Differentiate the delivery of Maths to meet learner needs through a structured programme
- Upskill students and whānau in digital competencies & cyber-safety

Through courage, respect, and resilience, the learner will grow.



P Perseverance
Manawanui



R Respect
Whakaute



I Integrity
Pono



D Diversity
Kanorau



E Empathy
Aroha



Strategic Goals (2026-2028)

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 grounded in Te Tiriti o Waitangi	<p>A formalised communication strategy that gives effect to Te Tiriti o Waitangi</p> <p>The school name changed to Te Kura o Pōmare with a pūrakau around the ‘why’ developed.</p> <p>Increased whānau attendance at school events.</p>
B	Strengthen protocols, underpinned by tikanga, for regular community consultation	<p>School events used as consultation opportunities</p> <p>Timetable of consultations established</p>
C	Foster opportunities for students to be seen and to serve in the community, giving effect to te tiriti.	<p>Students and teachers attending local events.</p> <p>Relationships developed with Ngati Toa, Te Kohanga Reo, Pomare Community Trust, Aroha Home and local ECEs</p>
Foundation curriculum policy statements		National curriculum statements
		National Education Strategies
		NELPs



Strategic Goals (2026-2028)

M2 - Manaakitanga - 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	PC4L and restorative practices evident throughout the school Expectations being used by teachers and students Bi-annual well-being survey showing improvement Students feeling safe to explore and make mistakes
B	Actively promote the importance of regular attendance	Parents seeing the importance of regular attendance Students eager to come to school Students actively engaged in their learning
C	Foster tuakana-teina opportunities throughout the school	Regular Ngā Manu group activities Senior students serving as rangatira
Foundation curriculum policy statements		National curriculum statements
		National Education Strategies
		NELPs



Strategic Goals (2026-2028)

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	Utilise the BSLA programme to effectively teach Literacy across years 0-6	School-wide programme aligned with the new English curriculum Achievement data in Literacy increasing year-by-year
B	Differentiate the delivery of Maths to meet learner needs through a structured programme	School-wide programme aligned with the new Maths curriculum Achievement data in Maths increasing year-by-year
C	Upskill students and whānau in digital competency and cyber-safety.	Broadened expectations matrix to include digital competency and cyber-safety. Renewed cyber safety agreement to include AI
Foundation curriculum policy statements		National curriculum statements
		National Education Strategies
		NELPs



Strategic Plan (roadmap)

	Initiatives	2026 Actions	2027 Actions	2028 Actions
<p>M1: Whanaungatanga Build relationships by strengthening ties between our school whānau and wider community.</p>	<ul style="list-style-type: none"> ● Increase whānau engagement in school activities ● Strengthen protocols, underpinned by tikanga, for regular community consultation ● Foster opportunities for students to be seen and to serve in the community, giving effect to te tiriti. 	<ul style="list-style-type: none"> ● PC4L information added to school website ● Implementation of new SMS - Hero ● Teachers sending short weekly positive class updates ● System to audit positive class updates and messages ● Communication channels strategy developed and implemented ● Whole school reward if regular attendance is over 50% for the term. ● Class attendance awards and individual certificates for 95%+ ● School name change 	<ul style="list-style-type: none"> ● Regular updates of PC4L information on school website ● SMS - Hero being used by most whānau ● Positive class updates embedded ● Positive class updates and messages regularly audited ● Communication channels strategy being used effectively ● Whole school, class and individual attendance rewards embedded ● Celebration of attendance with whānau ● Parent training in cyber safety 	<ul style="list-style-type: none"> ● Regular updates of PC4L information on school website ● SMS - Hero being used by all staff and whānau for a wide variety of purposes ● Communication channels embedded and regularly audited ● Students and tamariki empowered to use technology safely
<p>M2: Manaakitanga Provide an inclusive environment that upholds the mana of students, staff and whānau</p>	<ul style="list-style-type: none"> ● Implement school wide strategies, aligned to ngā tumanako o te tiriti, to support student self-regulation and behaviour ● Actively promote the importance of regular attendance ● Foster tuakana-teina opportunities throughout the school 	<ul style="list-style-type: none"> ● Regular attendance data analysis ● Restorative practices being used consistently across the school ● Teachers sending short weekly positive class updates ● Student leaders attend leadership training ● Timeline for data analysis developed ● Fortnightly analysis of PC4L data implemented ● Online column added to expectations matrix ● Update Cyber Safety agreement to include AI 	<ul style="list-style-type: none"> ● Regular attendance data analysis embedded ● Restorative practices understood and expected by students ● Student leader role further developed ● Data analysis developing as part of BAU ● Analysis of PC4L data embedded ● Expectations matrix being taught regularly and effectively school-wide ● Cyber safety training for students and staff, including AI use 	<ul style="list-style-type: none"> ● Regular attendance data analysed and used to identify students/whanau who require extra support ● Restorative Practices embedded as 'how we do things here' ● Regular data analysis part of BAU ● Ongoing Cybersafety training for staff and students addresses changes in IT
<p>M3 - Mātauranga Unleash our learners' potential by providing an innovative curriculum, differentiated to meet their needs and interests</p>	<ul style="list-style-type: none"> ● Utilise the BSLA programme to effectively teach Literacy across years 0-6 ● Differentiate the delivery of Maths to meet learner needs through a structured programme ● Students and whānau upskilled in digital competency and cyber-safety. 	<ul style="list-style-type: none"> ● Refreshed assessment timeline aligned to BSLA and new curriculum ● Professional development around using assessment data to inform teaching and planning ● Timeline for data analysis developed ● Consistent shared planning format across the school developed ● Clear links between data and teacher planning ● Consistent and effective use of acceleration time ● Update Cybersafety agreement to include AI ● Target Student/acceleration observation strategy developed and implemented 	<ul style="list-style-type: none"> ● Assessment timeline followed ● New Curriculum areas implemented ● Assessment data to inform teaching and planning being developed ● Timeline for data analysis followed ● Consistent shared planning format across the school ● Clear links between data and teacher planning ● Consistent and effective use of acceleration time ● Update Cybersafety agreement to include AI ● Target Student/acceleration observation strategy developed and implemented 	<ul style="list-style-type: none"> ● Assessment timeline followed ● New Curriculum areas implemented ● Assessment data to inform teaching and planning benign embedded ● Timeline for data analysis reviewed ● Consistent planning across the school ● Acceleration time part of BAU ● Update Cybersafety agreement to include AI ● Target Student/acceleration observation strategy embedded



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

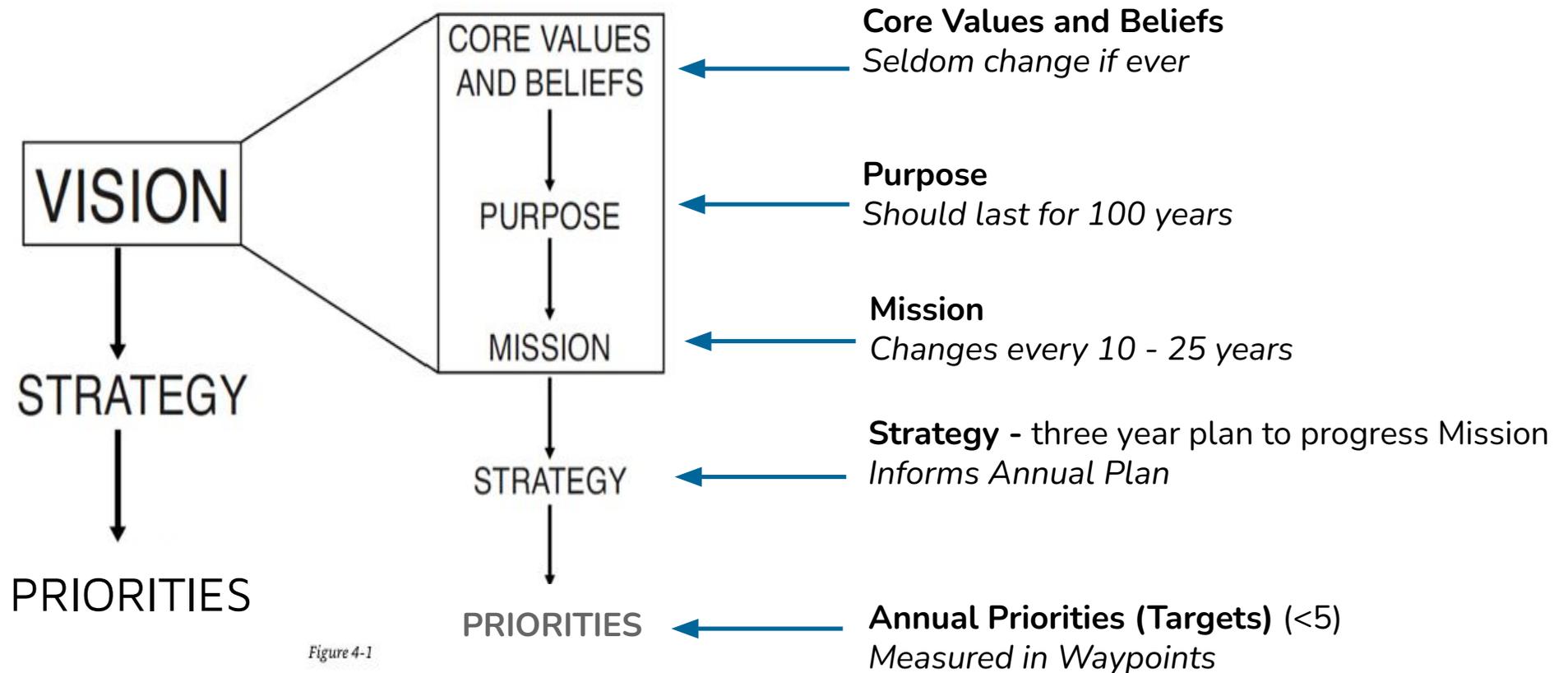


Figure 4-1

(Adapted from: Collins, J. C., & Lazier, B. (2020). *Beyond entrepreneurship 2.0: Turning your business into an enduring great company*. & Spiller, C., Barclay-Kerr, H., & Panoho, J. (2015). *Wayfinding leadership: Ground-breaking wisdom for developing leaders*.)



Vision, Strategy, Priorities, Tactics

(Adapted from: Collins, J. C., & Lazier, B. (2020). *Beyond entrepreneurship 2.0: Turning your business into an enduring great company.* & Spiller, C., Barclay-Kerr, H., & Panoho, J. (2015). *Wayfinding leadership: Ground-breaking wisdom for developing leaders.*)

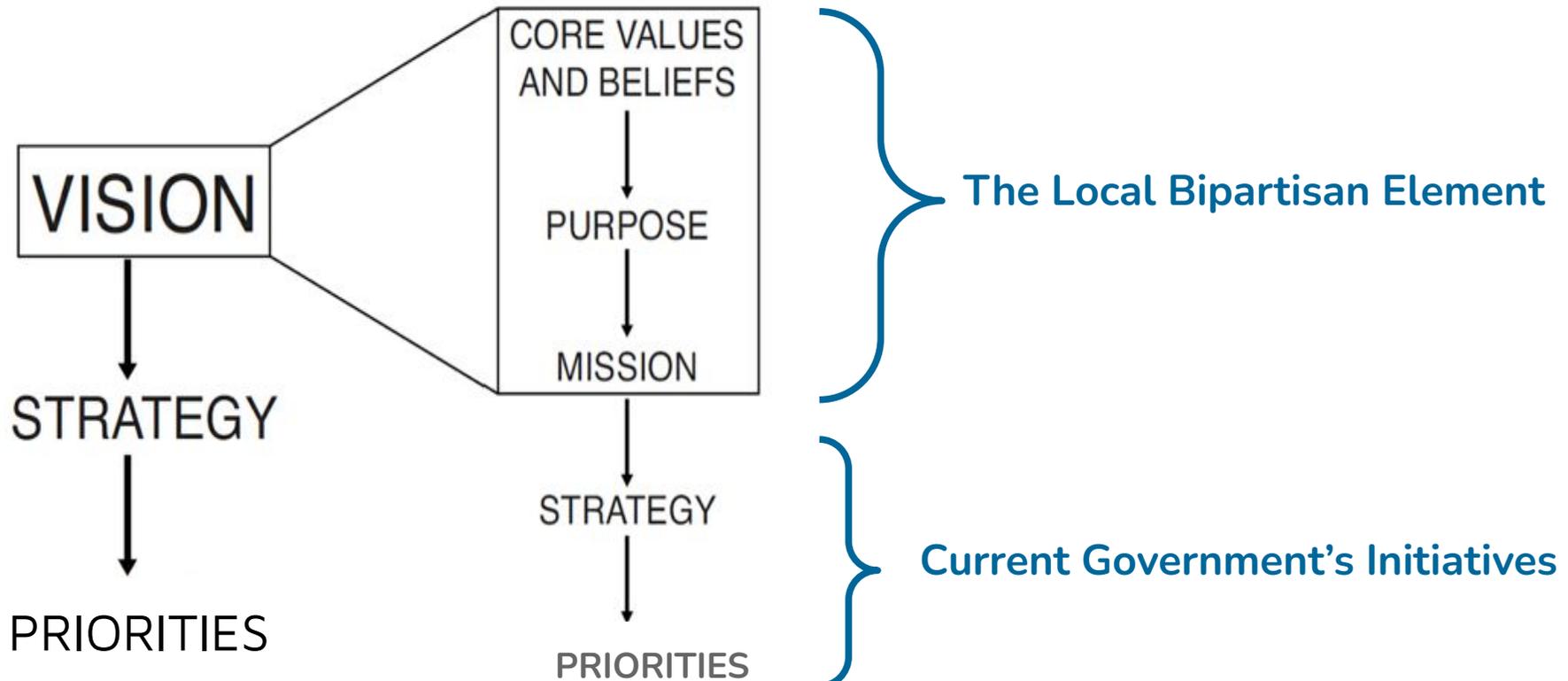


Figure 4-1



Vision, Strategy, Priorities

	Timeline	Details
Core Values	Timeless	Reflect the values of community that the school serves Enduring principles to live by; a guiding philosophy Continue to hold, even when costly to do so
Purpose	100 years	The fundamental reason for the school's existence. Like a guiding star; always pursued, never fully attained Articulates how the school delivers to the community's expectations.
Mission	10-25 years	Foci for the school's next 10-25 years as it grows its capability to realise the community's ambitions for their children. Not a 100% chance of success; requires a leap in capabilities Compelling and galvanising; easy to grasp
Strategic Plan	3 years	Board's plan to give effect to its mission in the next three years On school's website and submitted to the MoE by 1 March. Details measures, evidence and process
Annual Plan	1 year	Annual priorities (targets) Less than 5 but more successful if only 2-3 Tracked via waypoints enabling adjustments to respond to changing conditions.