



Royal Oak Primary School **STRATEGIC PLAN 2023-2025**

Manaaki • Whakaute • Whakamana



Royal Oak Primary School

STRATEGIC PLAN 2023–2025



Vision and Values

Manaaki/Care • Whakaute/Respect • Whakamana/Empower



GOALS



SUCCESS FACTORS



INITIATIVES

GOAL 1 – CURRICULUM



To further develop an effective future-focused curriculum.

Our ākonga are engaged in our local curriculum that is fully developed as a dynamic framework based on future focused pedagogy.

- Develop a future focused curriculum through collaborative, creative and innovative approaches.
- To create an environment where student agency, student-led inquiry and digital literacy are an integral part of teaching and learning.
- Create a culturally relevant local curriculum.

GOAL 2 – COMMUNITY



To build an inclusive and nurturing community embracing our bicultural heritage and culturally responsive practices.

Honouring Te Tiriti is the foundation of all we do and our ākonga feel valued. We have strong relationships with our community.

- Develop our school wide understanding of inclusive education.
- Embed our school wide culturally responsive practices.
- Embrace our bi-cultural heritage honouring Te Tiriti O Waitangi.

GOAL 3 – CULTURE



To develop a school culture based on our values where all stakeholders are valued and empowered to learn.

All stakeholders are positively engaged in learning and are thriving and contributing in a collaborative environment.

- Develop our schoolwide focus on hauora inspired by our school values.
- Provide opportunities to ensure that all ākonga experience success.
- Have a positive bubbling vibe throughout the kura and our community.



Royal Oak Primary School

STRATEGIC PLAN ROADMAP 2023-2025

Manaaki · Whakaute · Whakamana

Strategic Goals		2023				2024				2025			
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
CURRICULUM	Initiatives	Create a culturally relevant local curriculum.											
						To create an environment where student agency, student-led inquiry and digital literacy are an integral part of teaching and learning.							
						Develop a future focused curriculum through collaborative, creative and innovative approaches.							
COMMUNITY	Initiatives	Develop our schoolwide understanding of inclusive education.											
						Embrace our bi-cultural heritage and honour Te Tiriti o Waitangi.							
						Embed our culturally responsive practices.							
CULTURE	Initiatives	Provide opportunities to ensure that all ākonga experience success.											
						Develop our schoolwide focus on hauora inspired by our school values.							
						Have a positive, bubbling vibe throughout the kura and our community.							

GOAL 1: To further develop an effective future-focused curriculum



Initiative	Action	Responsibilities	Resources	Measurements
Develop a future focused curriculum through collaborative, creative and innovative approaches	Continue to explore and implement programmes that add additional opportunities for success	SLT	Purchase more EPRo8 kits Provide funding for growth opportunities	There is an understanding from all stakeholders of what a collaborative, creative, innovative curriculum is (Survey)
	Provide Music specialist programme for all students	Music kaiako	CRT funded	
	Offer Itinerant music teachers, such as, Lewis Eady, Violin and Cello classes	Lewis Eady. Violin/Cello specialists	Whānau funded	Programme implemented throughout the year
	Instrumental and choral groups provided by the music specialist. Parent skills embraced for support in these activities	Music Leader	CRT release	Programme implemented throughout the year
	Provide dedicated STEM/Enviro Science teacher	STEM/Enviro kaiako	Resourced through staffing	Programme implemented throughout the year
	Provide school-wide Physical Education/sport lead teacher (.1 release)	PE/Health/Sport Leader	.1 release	Programme implemented throughout the year
	Provide dedicated Te Reo teacher (.5 release—to include admin)	Te Reo Leader	.5 release	Programme implemented throughout the year

Initiative	Action	Responsibilities	Resources	Measurements
	Kapa Pasifika, Rōpū Rangatahi provided by the te reo teacher	Te Reo Leader	Learning support allocated	Programme implemented throughout the year
	Provide Intervention programmes	LSC/SLT/learning support		Tamariki who attend programmes make progress in their learning
	Gifted programmes, such as Tournament of Minds, EPro8, Otago Maths and school-based opportunities based on staff strength and availability, and based on students' identified Review the quality of the programmes and their outcomes for students	SLT		Tamariki who attend programmes make progress in their learning
	Undertake Te Reo PL	All staff	Free courses through MoE: Takatu	Most of the staff complete their appropriate level of learning Te Reo through Takatu
To create an environment where student agency, student-led inquiry and digital literacy are an integral part of teaching and learning	Review reporting process and investigate real time reporting across the curriculum	SLT	Work with eTap and other schools using real time reporting portal	Reporting is done on-line in real time
	Review and implement programmes with input from students	SLT/Kaiako/tamariki	Student agency	Survey tamariki
Create a culturally relevant local curriculum	Design and implement local curriculum which is ever evolving relevant to our school and linked to the Kahui Ako, with a focus on involvement in social action	SLT/Curriculum leaders/Kaiako	Digital technologies facilitator providing local curriculum PL through the MoE 200 hours for 2023	Local curriculum designed and implemented
	Further develop active citizenship through our local curriculum, environment and community	Kaiako/ākonga		Survey staff and community Feedback at Mahi Tahī conferences

Initiative	Action	Responsibilities	Resources	Measurements
	Local curriculum (including NZ History) embedded as a learning pathway supported by the Digital Technologies curriculum	Kaiako		In class observations Student data Formative assessment Peer observations in collaborative spaces

GOAL 2: To build an inclusive and nurturing community embracing our bicultural heritage and culturally responsive practices



Initiative	Action	Responsibilities	Resources	Measurements
Develop our school wide understanding of inclusive education	Focus on strength based learning and a common language is used for both staff and students	All staff, tamariki and whānau	Staff knowing the tamariki and whānau	Staff knowing the tamariki and whānau and regularly communicating with them
	Foster an environment where students feel accepted, enjoy positive relationships with their peers and teachers, and are active, visible members of the learning community	All staff and community	Staff knowing the tamariki and whānau	Staff participating in community activities – i.e Parent Group events Staff taking time to connect with whānau
	Staff foster positive relationships within environments that are caring, inclusive, non-discriminatory and cohesive	All staff	Mahi Tahi evenings twice per year	Positive feedback from Mahi Tahi evenings
	Kaiako have high expectations of all learners	All kaiako	PaCT PL and Learning progressions across all curriculum areas	Student data shows progress across the learning progressions for all ākonga
	Develop a climate that is inclusive, positive, and celebrates difference	All staff and tamariki	PB4L programme that is the basis for all that we do. Staff/tamariki	PB4L entries into eTap are low. Tamariki and staff interact positively with each other
	Build teaching and learning relationships are based on mutual trust, respect, and an ethic of care	All staff		
	Focus on the principles in our ROPS Curriculum document	All staff	ROPS Curriculum refresh	ROPS Local curriculum is developed and in action

Initiative	Action	Responsibilities	Resources	Measurements
	Develop inclusive and respectful language that acknowledges diverse perspectives and different ways of behaving, feeling, and knowing learning contexts	All staff	PB4L programme that is the basis for all that we do. Staff/tamariki Restorative Practice PL	Restorative Practice is embedded and positive relationships are evident across the school – survey community
	Reflect upon and deepen our understanding of our own unconscious bias	All staff	Anton Blanc's work and resources	
Embed our school wide culturally responsive practices	Tapasā PL for staff	All staff – led by leadership team	Continue PL (provided by MoE)	Survey community regularly to measure how we are progressing and what next steps we can take
	Background knowledge of cultural practices and in-depth knowledge of families is continued and embedded	All staff – led by ALT and leadership team	Kaiako/ākonga/whānau	
	Celebrate cultures and inclusivity by connecting with families and tapping into expertise from the cultures within our communities	SLT/Kaiako	Kaiako/ākonga/whānau	
	Provide Parent Information/consultation evenings Hui/Fono	SLT/ Te Reo lead	Kaiako/ākonga/whānau	
	Work with Poutama Pounamu to support the NZ Histories delivery	SLT/all staff	Facilitators from Waikato University	
	Investigate how we grow our consultation – hui and fono	SLT	Consult with Waikato Uni facilitators	
	Reduce the barriers for Māori and Pasifika learners	All staff		
	Value the heritage and languages of our Māori and Pasifika learners	All staff		

Initiative	Action	Responsibilities	Resources	Measurements
Embrace our bi-cultural heritage and honouring Te Tiriti O Waitangi	Enrol staff in full year Te Reo course	Open to all staff	Takatu Associates	Survey community regularly to measure how we are progressing and what next steps we can take
	Provide PL to develop a common understanding of unconscious bias – via Anton Blanc’s website and Corrine (Evaluation Associates)	Tumuaki	Evaluation Associates	
	Continue to address the impact of unconscious bias	Kaiako and awhinakaiako		
	Work from Poutama Pounamu	All staff ToD with facilitators from Waikato University	PLD facilitators from Waikato Uni	
	Incorporate the Tātaiako practices into the Professional Growth Cycle	SLT/kaiako	Tātaiako resouce	

GOAL 3: To develop a school culture based on our values where all stakeholders are valued and empowered to learn



Initiative	Action	Responsibilities	Resources	Measurements
Develop our schoolwide focus on hauora aligning with our school values	Finalise a strategic plan for wellbeing focused on the 6 ways of wellbeing Reflect upon and unpack the strategic plan for wellbeing Utilise the resources available to us including Bounce Back; Pause, Breathe, Smile; Mindfulness; Restorative Practice, Sparklers and Te Rito Toi	Wellbeing team	Draft wellbeing plan and other supporting resources	Wellbeing plan is finalised and implemented across the school
	Investigate other tools to build resiliency and emotional and social literacy (hauora)	Wellbeing team	Wellbeing tools	The wellbeing tools are being used across all levels of the school and the tamariki and staff can discuss the benefits of them
Provide opportunities to ensure that all ākonga experience success	Inclusive and culturally responsive practices are continued, enriched and embedded	All staff	Poutama Pounamu	Tamariki are highly engaged in their learning and school attendance is above 98%
	Staff and students look for opportunities to extend best practices	All staff/ tamariki	Tuakana teina	Tuakana teina practices are evident across the school in a wide variety of forms
	Continue to value resilience teaching by using a range of supportive tools	All staff	Resilience tools such as Bounce Back	Resilience tools are used across the kura
	Reduce the barriers for Māori and Pasifika learners	All staff	Tapasā and Ka Hikitia	Survey tamariki to see how they feel their language and

Initiative	Action	Responsibilities	Resources	Measurements
	Value the heritage and languages of our Māori and Pasifika learners	All staff	Tapasā and Ka Hikitia	culture is valued and what the barriers may be for them
Have a positive bubbling vibe throughout the kura and our community	Investigate ways of connecting with community regarding wellbeing	SLT/Parent Group/Board	Whānau	Survey to measure effectiveness of connecting with the community
	Engage positively with community and whānau	All staff/Board	Whānau	Survey to measure effectiveness of connecting with the community

GOAL 1: To further develop an effective future-focused curriculum



Initiative	Action	Responsibility	Resources	Timeframe	Measurement of success
Create a culturally relevant local curriculum	Design and implement local curriculum which is ever evolving relevant to our school and linked to the Kahui Ako, with a focus on involvement in social action	SLT/ALT/Curriculum leaders/Kaiako/DT facilitator	Digital technologies facilitator providing local curriculum PL through the MoE 200 hours for 2023	Term 1 – 4	Local curriculum designed and implemented
	Further develop active citizenship through our local curriculum, environment and community	Kaiako/ākonga		Term 1 – 4	Survey staff and community Feedback at Mahi Tahī conferences
	Embed local curriculum (including NZ History) as a learning pathway supported by the Digital Technologies curriculum	SLT/ALT/Curriculum leaders/Kaiako/DT facilitator		Term 1 – 4	In class observations Student data Formative assessment Peer observations in collaborative spaces

GOAL 2: To build an inclusive and nurturing community embracing our bicultural heritage and culturally responsive practices



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Develop our school wide understanding of inclusive education.	Focus on strength-based learning and a common language is used for both staff and students	All staff, tamariki and whānau	Staff knowing the tamariki and whanau	Term 1 ongoing	Staff knowing the tamariki and whānau and regularly communicating with them
	Foster an environment where students feel accepted, enjoy positive relationships with their peers and teachers, and are active, visible members of the learning community	All staff and community	Staff knowing the tamariki and whanau	Term 1 ongoing	Staff participating in community activities – i.e Parent Group events Staff taking time to connect with whanau
	Staff foster positive relationships within environments that are caring, inclusive, non-discriminatory and cohesive	All staff	Mahi Tahī evenings twice per year	Ongoing	Positive feedback from Mahi Tahī evenings
	Kaiako have high expectations of all learners	All Kaiako	PaCT PL and Learning progressions across all curriculum areas	Term 1 – 4	Student data shows progress across the learning progressions for all ākonga
	Develop a climate that is inclusive, positive, and celebrates difference	All staff and tamariki	PB4L programme that is the basis for all that we do. Staff/tamariki	Term 1 ongoing	PB4L entries into eTap are low. Tamariki and staff interact positively with each other
	Build teaching and learning relationships are based on mutual trust, respect, and an ethic of care	All staff			

Initiative	Action	Responsibility	Resources	Timeframe	Measurement of success
	Focus on the principles in our ROPS Curriculum document	All staff	ROPS Curriculum refresh	Term 1	ROPS Local curriculum is developed and in action
	Develop inclusive and respectful language that acknowledges diverse perspectives and different ways of behaving, feeling, and knowing learning contexts	All staff	PB4L programme that is the basis for all that we do. Staff/tamariki Restorative Practice PL	Term 1 ongoing	Restorative Practice is embedded and positive relationships are evident across the school – survey community
	Reflect upon and deepen our understanding of our own unconscious bias	All staff	Anton Blanc's work and resources	Term 1 ongoing	Survey staff regarding awareness of their unconscious bias at the end of Term

GOAL 3: To develop a school culture based on our values where all stakeholders are valued and empowered to learn



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Provide opportunities to ensure that all ākonga experience success	Inclusive and culturally responsive practices are continued, enriched and embedded	All staff	Poutama Pounamu	Term 1 ongoing	Tamariki are highly engaged in their learning and school attendance is above 98%
	Staff and students extend best practices	All staff/ tamariki	Tuakana teina	Term 1 ongoing	Tuakana teina practices are evident across the school in a wide variety of forms
	Continue to value resilience teaching by using a range of supportive tools	All staff	Resilience tools such as Bounce Back	Term 1 ongoing	Resilience tools are used across the kura
	Reduce the barriers for Māori and Pasifika learners	All staff	Tapasā and Ka Hikitia	Term 1 PL	Survey tamariki to see how they feel their language and culture is valued and what the barriers may be for them
	Value the heritage and languages of our Māori and Pasifika learners	All staff	Tapasā and Ka Hikitia	Term 1 ongoing	