



Kōrakonui School

Strategic Plan

Vision



Core Values (Timeless)

Manaaki - Respect

Ngakau - Integrity

Hiranga - Excellence

Purpose (100 years)

Learning for Life - He mātāuranga mo te ora

To grow an engaged community with a sense of belonging and identity; creating a foundation of learning for life.

Mission (10-25 years)

M1: Nurture authentic partnerships with the community

M2: Ākonga experiencing high levels of life satisfaction

M3: Foster a love for learning and excellence



Consultation

The development of our strategic plan has been supported by a variety of community consultation. Most recently this has involved;

- Ongoing consultation with whānau as we progress through our PB4L journey. The 2024 Maimai Day provided an opportunity for whānau to share their ideas for the review of our school values. This was followed by a separate newsletter for whānau who were unable to attend Maimai Day.
- In 2024 the Board consulted with the community via an online survey. This survey included our biannual Health Curriculum Consultation and also included questions designed to provide feedback to the Board around EOTC, fundraising and community engagement.
- During Term 3 & 4 we trialled a new form of reporting student achievement to parents. Trial involved 4 families and was then extended to 8 families. At the end of each term a hui was held to review the success of the trial and plan next steps. This trial has now been extended again for 2025 and involves 30 families. Further consultation and reviews are planned for the end of Term 1 and 2 this year.
- Ongoing informal consultation takes place at all school events. The principal and teaching staff strategically work to speak with parents at school events such as the gala, swimming sports and athletics days to speak ongoing feedback around our strategic goals and the progress we are making towards these.

M1 - Nurture authentic partnerships with the community

To achieve this we will

A	develop community relationships that provide benefit for all
B	give effect to Te Tiriti o Waitangi by strengthening our connection to local iwi and bringing to life the cultural narrative for the school
C	infuse our local curriculum with community narratives
D	provide learning opportunities that reflect our community.
<div> <div> Foundation curriculum policy statements Curriculum and Student Achievement Policy Health Education Policy Assessment and Reporting Policy Te Tiriti o Waitangi Policy Inclusive Education Policy Education Outside the Classroom Policy Distance Learning Policy </div> <div> National curriculum statements NZC, Te Mātaiaho, National Education Strategies NELP 1.1, 1.2, 2.3, 3.5, </div> </div>	

M2 - Ākonga experiencing high levels of life satisfaction

To achieve this we will

A	deliver a broad curriculum that is underpinned by choice and opportunity
B	provide quality physical, academic, and cultural experiences
C	give effect to Te Tiriti o Waitangi through culturally responsive practice
D	deliver a programme that grows well-rounded, thriving individuals.
Foundation curriculum policy statements Student Wellbeing Policy Curriculum and Student Achievement Policy Health Education Policy Assessment and Reporting Policy Te Tiriti o Waitangi Policy Inclusive Education Policy Education Outside the Classroom Policy	National curriculum statements NZC, Te Mātaiaho,
	National Education Strategies
	NELP 1.1, 1.2, 2.3, 2.4, 3.5, 4.7,

M3 - Foster a love for learning and excellence

To achieve this we will

A	strive for excellence in literacy and numeracy with a focus on strategies for identifying and catering for students whose needs have not been well met
B	deliver a local curriculum that is equitable and allows all to experience success
C	draw on a variety of assessment practices
D	provide learning environments that are inviting and inclusive.
Foundation curriculum policy statements School Values and Expectations Policy Curriculum and Student Achievement Policy Health Education Policy Assessment and Reporting Policy Te Tiriti o Waitangi Policy Inclusive Education Policy Education Outside the Classroom Policy	National curriculum statements NZC, Te Mātaiaho,
	National Education Strategies
	NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6,



Annual Plan 2025

Priorities 2025 (Targets)

P1	To further amplify partnerships with whānau and the wider community
P2	To successfully implement the Year 2 programme for PB4L
P3	To further develop a common approach to learning design underpinned by authentic learning experiences centred around local contexts

Priority 1 - To further amplify partnerships with whānau and the wider community

Success is

Whānau are acknowledged as important partners in the learning process. Authentic relationships are fostered between families and teachers ahead of important conversations. Whānau are given the space to have genuine input into ākonga learning.

An authentic connection with the marae exists enabling the cultural narrative to be reflected in the school and the wider community. The marae is engaged as a key stakeholder in developing local curriculum.

There is regular community involvement and contributions to the school across all aspects of school life.

Students are engaged in their schooling and increased student attendance is evident.

Strategic Links

M1 - A, B, C, D.

M2 - A, B, C, D.

M3 - A, D.

Internal Threats

Anxiety when engaging with whānau based on past experiences.

Anxiety when engaging with marae due to lack of knowledge and experience.

It can be challenging to develop an understanding of tikanga and te reo Māori.

New staff not having connections to the community.

External Threats

People judging the school by past experiences.

New Government priorities and initiatives - requiring significant amounts of time and constantly changing the direction and priorities for schools.

Not all stakeholders have the time and availability to engage with the school as opportunities arise.

Building on Victories

We have an engaged wider community, strong whānau involvement, a positive 'vibe' in the school and wider community, whānau who had left the school are returning.

Past students and their whānau come to help and be part of the school - Ag Day, Senior Formal, Athletics, Stock Scheme etc.

The marae is working to connect with the school and sharing P.D and other learning opportunities that they have available.

Teachers are seeking employment at Kōrakonui School.

Resources

Time to foster and building relationships with local marae.

Time to organise events such as maimai day that connect the community and provide opportunities for engagement.

Funds to pay catering and other hosting expenses.

Koha to acknowledge community contributions.

Waypoints

Areas of local significance, e.g. historic pa site, are part of the local curriculum.

Connection and agreement between the marae and school.

The cultural narrative is woven into our local curriculum.

Matariki is celebrated as a community event with involvement from all stakeholders.

Kōrakonui School participating in our local Kapa Haka festival.

School events have involvement with the Whakamarama Marae.

The whole school attendance average is above 92% and 75% of students are attending school regularly (above a 90% average)

PB4L values evident and providing context for learning.

Tactics

Utilise existing relationships with the marae and wider community to gain momentum.

Connecting with Whakamarama Marae.

Kapa Haka in the school.

Ongoing collaboration with the community via the PB4L initiative.

Celebrate and encourage high levels of attendance, focus on reducing unjustified absences.

Wānanga at Whakamarama Marae.

Real Time Reporting Trial expanded

Priority 2 - To implement the Year 2 programme for PB4L

<p>Success is Positive behaviour and learning becoming the 'way things are done' at Kōrakonui School.</p> <p>Aligned support systems and processes across the school that impact all students and adults.</p> <p>A consistent and sustainable best practice approach across the whole school community is evident that aligns with the school shared values.</p> <p>Clear and achievable expectations are in place, that enable Kōrakonui learners to be the best that they can be in all aspects of life.</p>		<p>Strategic Links</p> <p>M1 - A, B, C, D.</p> <p>M2 - C, D</p> <p>M3 - B, C, D</p>
<p>Internal Threats</p> <p>A possible change to our key values, after gathering community and student voice could be met with opposition.</p> <p>The length of programme - we will need ongoing 'buy in' and training for new staff and need to maintain momentum over a sustained period of time.</p>	<p>External Threats</p> <p>Bringing our community along with us on a different/alterd way of working with children that don't conform.</p>	<p>Waypoints</p> <p>Increased engagement and learning evident in classrooms.</p> <p>A calmer school environment, with less classroom disruption and more time for teaching.</p> <p>Community groups not previously involved such as Whakamarama Marae are connected and contributing to the process.</p> <p>Updated school values are detailed and shared with the community.</p>
<p>Building on Victories</p> <p>The staff and board have identified a need within the school and agreed that the implementation of PB4L is a necessary next step in evolving and improving the school and outcomes for students.</p> <p>The wider community has a long standing and strong connection to the school, they will want to be actively involved and be supportive of PB4L.</p>	<p>Resources</p> <p>PB4L resources and facilitators.</p> <p>Time from staff and the wider community to engage in the process and work through the implementation over successive years.</p> <p>Staffing to release staff to attend meetings and to have time to continue to lead the implementation of PB4L.</p> <p>Funding to host meetings, update or replace resources as things evolve.</p>	<p>Tactics</p> <p>Work with MoE facilitator to deliver the programme in the school.</p> <p>Continuing to strengthen our relationships and connections with whānau and the wider community - ensure they know we need their input and support to make this a success.</p> <p>Ensure all elements of our community are able to contribute, especially those who often in the past, have not had a voice.</p> <p>PB4L values draws and reminders.</p> <p>Make PB4L more visual - rubrics displayed around the school.</p> <p>Increase the PB4L presence in school assemblies.</p> <p>Use multiple methods of acknowledging and rewarding students regularly for displaying the school values.</p>

Priority 3 - To further develop a common approach to learning design underpinned by authentic learning experiences centred around local contexts

<p>Success is</p> <p>Teachers utilising a common approach when planning and delivering learning. Coherent and consistent programmes are delivering increased levels of student achievement.</p> <p>Local contexts for learning are consistently included in units of work.</p> <p>Te reo and tikanga are becoming an integral part of all learning design and delivery.</p> <p>A consistent structured literacy approach across the school in years 1-3.</p> <p>A consistent approach to using the RT3T programme across the school in years 4-8.</p> <p>A successful implementation of the refreshed Mathematics Curriculum and Maths No Problem.</p> <p>One hour per day of effective teaching and learning evident in reading, writing and mathematics.</p> <p>Increased levels of student achievement are evident in reading, writing and mathematics with accelerated progress for 'at risk' learners.</p>	<p>Strategic Links</p> <p>M1 - A, B, C, D.</p> <p>M2 - A, B, C, D.</p> <p>M3 - A, B, C, D</p>
<p>Internal Threats</p> <p>A significant proportion of our teaching staff are new to the school, they will need time to learn more about our local context.</p> <p>Change can be challenging - especially for those who have been successful with the status quo.</p> <p>Systems, expectations and paperwork need to keep up with change and be clear to ensure momentum when onboarding new staff.</p>	<p>External Threats</p> <p>The Government's plans for the curriculum refresh are not yet clear, nor the impact of this on local curriculum.</p> <p>Not all stakeholders have the time and availability to engage with the school as opportunities arise.</p>
<p>Building on Victories</p> <p>There is more consistency across the school in teaching approaches and the programmes of learning.</p> <p>Teachers are comfortable working together and supporting each other to implement change.</p> <p>Change that has been implemented in recent times has been successful, leading to positive expectations moving forward.</p>	<p>Resources</p> <p>Time for staff to plan, discuss, develop and trial new approaches and then to review these.</p> <p>Curriculum refresh facilitators.</p>
<p>Waypoints</p> <p>Teachers are confident and knowledgeable about the content of the curriculum and what is covered at each curriculum level.</p> <p>Kōrakonui School has a planning overview for each curriculum level that all teachers follow to ensure curriculum coverage.</p> <p>Teachers are effectively using the Maths No Problem scope and sequence to ensure effective teaching of mathematics.</p> <p>All teachers from Year 1 - 3 are trained in BSLA and providing quality daily BSLA instruction.</p> <p>All teachers from Year 4 - 8 are using the RT3T programme effectively as a regular teaching tool.</p> <p>All classes are implementing the requirements for the 1 hour per day explicit instruction of reading, writing and mathematics.</p> <p>80% or more students are achieving either at or above, curriculum expectations for their age in reading, writing and mathematics.</p> <p>Tactics</p> <p>Review the Curriculum, look at content, planning cycles and curriculum coverage.</p> <p>Utilise existing tools within the school that teachers value such as Mathletics, Word Chain and House of Science to support consistency across the school.</p> <p>Teacher Only Days are used to unpack the refreshed Mathematics Curriculum and Maths No problem resources - supported by ongoing professional development via staff meetings.</p>	