

Ōtari School Strategic Plan

January 2024 - December 2025

Vision Statement: *Inspiring a love of learning through an education that values the development of the whole child.*

Summary of Plans Development: Ōtari Strategic Plan was developed through consultation with Ōtari School whānau from all three strands, staff and students.

STRATEGIC GOAL 1 Akoranga Learning	Primary Objective goal is working towards	Links to Education Requirements	What we expect to see (Annual Goals derived from these)	How we will achieve or make progress toward goals	How will we measure success?
<p>Teaching and learning that authentically develops the whole child, (as per the school vision)</p>	<p>Primary objectives 1 to 4 https://www.education.govt.nz/school/boards-information/board-objectives/</p>	<p>NELP priorities 1,2,3,4,5,6 https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf Te Mātaiaho and the common practice model.</p>	<ul style="list-style-type: none"> • Provision of support for students below or well below expectation • Lifts in writing/tuhituhi achievement through schoolwide writing programme • Lifts in mathematics/pāngarau achievement through PLD and deepened knowledge of the refreshed curriculum • Strengthened assessment practices to enable school to meet the needs of individual ākonga • Provision of a balanced curriculum that includes regular engagement with the arts, science and physical activity, whilst still prioritising literacy and mathematics. 	<p>Kaiako will maintain a focus on the progress and achievement of each ākonga.</p> <p>Through the development and implementation of consistent and rigorous assessment systems and practices</p> <p>Engaging effectively with Te Mātaiaho and Te Marautanga curriculum refresh guidance.</p>	<ul style="list-style-type: none"> • Achievement data • Assessment documentation • Implementation of assessment practices • Regular review of curriculum implementation and coverage • BoT Reporting • Other school reporting.

STRATEGIC GOAL 2 Te Marautanga The Curriculum	Primary Objective goal is working towards	Links to Education Requirements	What we expect to see (Annual Goals derived from these)	How we will achieve or make progress toward goals	How will we measure success?
Developing an engaging, refreshed curriculum for all ākonga.	Primary Objectives 1 to 4 (all of section 127 (1) applies.	NELP priorities 1,2,3,4,5,6 Te Mātaiaho and the common practice model.	A Learner-centred, creative and collaborative curriculum, reflective of who ākonga are, who they can be, their whakapapa and their connection to whenua. Deeper knowledge of te mātauranga Māori, tikanga Māori and te reo Māori - students, staff and whānau.	Engaging effectively with Te Mātaiaho and Te Marautanga curriculum refresh guidance. Ongoing development of a local curriculum. Mātauranga Māori within the local curriculum that will authentically reflect mana whenua.	By establishing criteria in which to evaluate how the curriculum supports the national curricula whilst reflecting local priorities and mātauranga Māori.

STRATEGIC GOAL 3 Whanaungatanga Community	Primary Objective goal is working towards	Links to Education Requirements	What we expect to see (Annual Goals derived from these)	How we will achieve or make progress toward goals	How will we measure success?
<p>Three fully engaged strand communities, involved in whanaungatanga enhancing inter-strand activities and events.</p>	<p>Primary objectives 2. (i) (ii)(iii) 3. 4. (1)</p>	<p>NELP 1, (safe places of learning 2, (partnerships) 3, (reduce barriers for all)</p>	<ul style="list-style-type: none"> ● Well supported inter-strand activities and events throughout the year ● High parent attendance and enthusiasm ● Community led events ● Increased awareness of what is possible, already available as well as what is already happening. 	<p>Support individuals within strands who organise events.</p> <p>Be thoughtful about the timing of events and activities.</p> <p>Provide release time if necessary for teachers involved in co-ordinating events and activities.</p> <p>Resource events and activities.</p> <p>Encourage parent involvement at strand level.</p>	<p>By evaluating events in relation to criteria such as:</p> <ul style="list-style-type: none"> - enjoyment - participation - turn out - Support for organisers - Parent involvement - Teacher involvement - Student involvement - feedback

STRATEGIC GOAL 4 Akoranga tū-ā-nuku Outdoor Education	Primary Objective goal is working towards	Links to Education Requirements	What we expect to see (Annual Goals derived from these)	How we will achieve or make progress toward goals	How will we measure success?
Establishing and sustaining opportunities for learning beyond the classroom.	Primary goals 1 - 4	All NELP priorities incorporated but especially 2,3,4	<ul style="list-style-type: none"> ● Akonga engagement with the mara ● Further utilisation of Ōtari Wilton Bush ● Development of knowledge of the local area ● Noho marae ● More team sports within school ● Day of play once a term ● More music and drama opportunities ● Further opportunities for environmental education and field based activities. 	Events and activities will be planned by individual teachers, strands, syndicates and whole staff, depending on the focus and nature of the activity.	Document and track the events and activities covered within headings such as ‘Music and drama’, ‘Sports’ Environmental’. Term and end of year reviews.

STRATEGIC GOAL 5 Hononga kura-whānau School-whānau partnership	Primary Objective goal is working towards	Links to Education Requirements	What we expect to see (Annual Goals derived from these)	How we will achieve or make progress toward goals	How will we measure success?
Empowering our Kaiako and supporting their well-being so they can most effectively lead pedagogy and partner with whānau to enhance outcomes for students.	Primary goals 1 - 4	All NELP priorities incorporated but especially 2 and 3	<ul style="list-style-type: none"> ● Strengths and expertise of whānau are utilised to support the curriculum and student learning outcomes ● Adequate parental support is obtained for activities beyond the classroom ● There is effective, consistent, two way communication between every class and their whānau ● Teacher well-being is enhanced. 	<p>Surveying whānau to ascertain those willing to share strengths, expertise and provide assistance if needed.</p> <p>Establishing consistent and effective processes for communication.</p>	<p>Through establishing criteria in relation to the goal that enables us to evaluate</p> <ul style="list-style-type: none"> - Engagement - Support - Enhancement supported by documentation.