

TE PARITO KŌWHAI RUSSLEY SCHOOL

Strategic Plan 2024-25

STRATEGIC GOALS	GROWING TOGETHER	WALKING TOGETHER	CREATING TOGETHER	FLOURISHING TOGETHER
STRATEGIC INITIATIVES	Shaping connected curriculum Embed structured literacy practices Broaden and integrate TWR practices Prioritise the development of Te Mātaiaho	Nurturing community connections and partnerships Establish & develop a community partnership team Target the development of stakeholder engagement activities	Building our school for the future Engage with the rebuild and redesign of our school Create adaptive strategies to manage the loss of our environment Student voice informs the aspirational vision for our new place	Flourishing staff and students Establish staff/student hauora team Provide specific resourcing for 'bespoke' hauora needs Implement a system for hauora 'check-in'
SUCCESS INDICATORS	A common practice model for literacy is evident in all learning spaces A scope and sequence for TWR is developed and evident in all learning spaces Our localised curriculum is informed by Te Mātaiaho implementation	Our school and it's community have a shared commitment to valuing a strong partnership We 'know and see' our community as engaged and active advocates through their contribution and support	Our school is a vibrant and exceptional place to be Innovation and optimism promotes flexibility of thinking in everyone Our place provides for a student haven; shaped for kids by kids	Obstacles are opportunities; our staff and students will continue to flourish Hauora is valued as a specific tool for staff retention and function We know the pulse of our people through thoughtfully designed 'check-ins'



Shaping connected curriculum

Our initiatives	NELP link	Actions	Champion	Timeframe	Outcome	Review
Embed structured literacy (SL) practices	NELP 1 NELP 4 NELP 5	<ul style="list-style-type: none"> Review and highlight expectations for the delivery of SL. Through observation, structured literacy practices are critiqued and enhanced. Collegial observations are promoted as a teacher capability. Use a gap analysis to set specific shift targets for SL growth. 	CART Principal	2024	A cohesive and consistent approach to SL teaching/learning is visible across the school. Expected SL practice is observable in 100% of learning environments.	Termly Year end
Broaden and integrate The Writing Revolution (TWR) practices	NELP 1 NELP 4 NELP 5	<ul style="list-style-type: none"> Clarify what/how we teach writing through TWR. Design and produce a TPKR scope and sequence document. Through observation, TWR practices are critiqued and enhanced. Provide additional TWR PD support for 2 staff members. 	CART Principal	2024-25	A cohesive and consistent approach to TWR teaching/learning is visible across the school. Expected TWR practice is observable in 100% of learning environments.	Termly Year end
Prioritise the development of Te Mātaiaho	NELP 1 NELP 4 NELP 5	<ul style="list-style-type: none"> Develop a roadmap for the continued Te Mātaiaho curriculum development PD. Report on the roadmap attainment. Create an integrated planning overview capable of providing effective collaborative access for teachers. Build teacher competency in the Understand, Know, Do planning principles, including designing authentic, contextual learning experiences. 	CART Principal	2024-25	The TPKR localised curriculum is reviewed and refreshed to align with Te Mātaiaho.	Termly

Nurturing community connections and partnerships

Our initiatives	NELP link	Actions	Champion	Timeframe	Outcome	Review
Establish & develop a community partnership team	NELP 2	<ul style="list-style-type: none"> ▪ Identify 2-3 staff to initiate the community partnership team ▪ Develop an specific action plan to monitor and report on progress ▪ Conduct a community outreach survey and skills audit ▪ Invite and approach community 'influencers' to be part of the CP team 	Community partnership team Principal	2024	Focused and purposeful action creates closer community connections and partnerships	Termly
Target the development of stakeholder engagement activities	NELP 2	<ul style="list-style-type: none"> ▪ From the feedback gathered, target 3 new community engagement initiatives ▪ Each of the initiatives are reported on through feedback loops 	Community partnership team Principal	2024	A broader range of community engagement opportunities encourage a great contribution from a variety of school community members	Termly

Building our school for the future

Our initiatives	NELP link	Actions	Champion	Timeframe	Outcome	Review
Engage with the rebuild and redesign of our school	NELP 2 NELP 3	<ul style="list-style-type: none"> Proactively manage the onsite interruptions and workload Inform our school community and stakeholders through informative updates and milestones 	Principal Property sub-committee	2024-25	Te Parito Kōwhai Russley School is an example of a high-quality and exemplary learning environment.	Monthly
Create adaptive strategies to manage the loss of our environment	NELP 2 NELP 3	<ul style="list-style-type: none"> Provide resource (\$) to enable flexible decision-making to meet immediate environment needs Consult with local amenity contacts to plan for provision of spaces for play Engage with the hauora team to feedback on challenges/opportunities to plan for 	Board Principal Hauora team	2024-25	The staff and students are provided with the best possible physical environment throughout the rebuild process.	Termly
Student voice informs the aspirational vision for our new place	NELP 2 NELP 3	<ul style="list-style-type: none"> Seek student design input/ideas to assist with long-term playground and facilities development 	Principal Students Hawkins Construction	2024	The physical needs and wants of our students are visible in the completed rebuild project.	Terms 2 & 3

Flourishing staff and students

Our initiatives	NELP link	Actions	Champion	Timeframe	Outcome	Review
Establish staff/student hauora team	NELP 1 NELP 3	<ul style="list-style-type: none"> ▪ Attract 2-3 staff members to contribute to the formation of a hauora team ▪ Hauora team to create a specific action plan that engages staff in a hauora feedback loop ▪ Prioritise and implement the hauora action plan budget 	SLT Hauora team	2024	Staff and student hauora is prioritised and acknowledged as a key aspect for the ongoing success of our school.	Termly
Set specific priority and resourcing to enable additional 'bespoke' hauora activity support	NELP 3 NELP 3	<ul style="list-style-type: none"> ▪ Promote a case for a separate budget line of funding specifically to support school hauora. ▪ Develop guidelines to determine the need and application for hauora fund disbursement at team and school level 	Board Principal Hauora team	2024	Resource is available to support the development and maintenance of hauora across our school for the benefit of those at our school.	Termly
Implement a system for 'checking in' on personal/professional hauora	NELP 3	<ul style="list-style-type: none"> ▪ Engage with PLD to develop an understanding of psychological capital through Tony Burkin ▪ Using the principles of psychological capital, design niche check-in tools to assist the hauora team function ▪ Conduct termly 'check-ins' using the designed tools 	SLT Tony Burkin Hauora team	2024-25	The principles of psychological capital contribute creating and maintaining flourishing staff.	Termly