

TE PARITO KŌWHAI RUSSLEY SCHOOL

Strategic Plan 2024-25

| STRATEGIC GOALS | GROWING TOGETHER | WALKING TOGETHER | CREATING TOGETHER | FLOURISHING TOGETHER |
|-----------------------|---|--|---|---|
| | Shaping connected curriculum | Nurturing community connections and partnerships | Building our school for the future | Flourishing staff and students |
| STRATEGIC INITIATIVES | <p>Prioritise the development of Te Mātaiaho</p> <p>Broaden and integrate TWR practices</p> <p>Focus professional development on highly-impactful teaching practices</p> | <p>Undertake strategic planning cycle to inform 2026-28 school pathway</p> <p>Target the development of stakeholder engagement activities</p> | <p>Complete school rebuild and associated projects</p> <p>Create adaptive strategies to manage the loss of our environment</p> <p>Student voice informs the aspirational vision for our new place</p> | <p>Raise the profile and visibility of E Tū Tangata and our school values</p> <p>Provide specific resourcing for 'bespoke' hauora needs</p> <p>Implement a system for hauora 'check-in'</p> |
| SUCCESS INDICATORS | <p>Refreshed Maths and English curriculum are in place</p> <p>Align TWR practices with the English curriculum</p> <p>A shared understanding and agreement on effective teaching practices is in place</p> | <p>Our school and it's community have a shared commitment and voice to giving value to future partnerships</p> <p>We 'know and see' our community as engaged and active advocates through their contribution and support</p> | <p>Our school is a vibrant and exceptional place to be</p> <p>Innovation and optimism promotes flexibility of thinking in everyone</p> <p>Our place provides for a student haven; shaped for kids by kids</p> | <p>ETT and our school values can be seen and heard</p> <p>Hauora is valued as a specific tool for staff retention and function</p> <p>We know the pulse of our people through thoughtfully designed 'check-ins'</p> |



Shaping connected curriculum 2025

| Our initiatives | NELP link | Actions | Champion | Timeframe | Outcome | Review |
|---|--------------------------------------|---|--------------------|-----------|---|--------------------|
| Prioritise the development of Te Mātaiaho | NELP 1 NELP 4 NELP 5 | <ul style="list-style-type: none"> ▪ Respond to Government /MOE directives in a timely, sensible and effective manner ▪ Determine what approaches will be used to support the respective curriculum refreshes ▪ Make decisions about and plan PLD to support the introduction of the various curriculum iterations ▪ Ensure relevant information is shared with our school community ▪ Trail 20/40 week phonics check ▪ Promote additional CART membership to replenish vacancies | CART Principal | 2025 | Under the umbrella of Te Mātaiaho, the English and Maths curriculum are visible and implemented. | Termly |
| 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. ▪ Review writing integration practices to support other curriculum areas, in particular the English curriculum | CART Principal | 2025 | 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 |
| Focus professional development on highly-impactful teaching practices | NELP 1 NELP 4 NELP 5 NELP 6 | <ul style="list-style-type: none"> ▪ SLT to create an overview of critical domains and highly-impactful teaching practices ▪ A learning needs assessment to be designed to complement teacher development through the professional growth cycle ▪ Individual teachers engage in personal development using the learning needs assessment | SLT Tony Burkin | 2025 | | Termly |

Nurturing community connections and partnerships 2025

| Our initiatives | NELP link | Actions | Champion | Timeframe | Outcome | Review |
|---|-----------|---|---|-----------|---|--------|
| Undertake strategic planning cycle to inform 2026-28 school pathway | NELP 2 | <ul style="list-style-type: none"> ▪ The Board oversees the strategic focus through a clear action plan ▪ Components of this action plan include: external facilitation, engagement with school CPT, stakeholder activities/consultation, succession planning | <p style="text-align: center;">Board Principal</p> <p style="text-align: center;">External facilitator Community partnership team</p> | 2025 | A 2026-28 strategic plan is in place | Termly |
| Target the development of stakeholder engagement activities | NELP 2 | <ul style="list-style-type: none"> ▪ The community partnership team (CPT) collaborates with the Board strategic planning process ▪ Promote CPT leadership and other staff involvement as required | <p style="text-align: center;">Community partnership team Principal</p> | 2025 | 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 2025

| Our initiatives | NELP link | Actions | Champion | Timeframe | Outcome | Review |
|--|------------------|--|--|-----------|---|-------------|
| Complete school rebuild and associated projects | NELP 2 NELP 3 | <ul style="list-style-type: none"> ▪ Prioritise a seamless approach to project completion to ensure efficiencies and to minimise disruption ▪ Inform our school community and stakeholders through informative updates and milestones ▪ Organise school opening/celebration event | Principal Property sub-committee | 2025 | Te Parito Kōwhai Russley School is an example of a high-quality and exemplary learning environment. | Monthly |
| Implement adaptive strategies as necessary 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 | 2025 | 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 ▪ Establish a student design group to co-ordinate feedback and design ideas ▪ Student design group actively engages in the visible promotion of design plans and ideas through public sharing | Principal Students Hawkins Construction | 2025 | The physical needs and wants of our students are visible in the completed rebuild project. | Terms 2 & 3 |

Flourishing staff and students 2025

| Our initiatives | NELP link | Actions | Champion | Timeframe | Outcome | Review |
|---|------------------|--|-----------------------------------|-----------|--|--------|
| Raise the profile and visibility of E Tū Tangata and our school values | NELP 1 NELP 3 | <ul style="list-style-type: none"> ▪ The hauora team assumes overall responsibility for the promotion of ETT and our school values ▪ Specific graphics will promote ETT and our school values about our school ▪ New opportunities will be designed and implemented to promote school values ▪ ETT will be used to guide our restorative practice processes and conversations; staff, peer mediators | SLT Hauora team | 2025 | E Tū Tangata and our school values adorn our school and multiple mechanisms for additional reinforcement are introduced and used | Termly |
| Set specific priority and resourcing to enable additional 'bespoke' hauora activity support | NELP 3 | <ul style="list-style-type: none"> ▪ Promote a case for maintaining a separate budget line of funding specifically to support school hauora. | Board Principal Hauora team | 2025 | 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"> ▪ Adapt 'check-in' tools to reflect ETT and values and the principals of psychological capital ▪ Conduct termly 'check-ins' using the designed tools | SLT Hauora team | 2025 | The principles of psychological capital contribute creating and maintaining flourishing staff. | Termly |