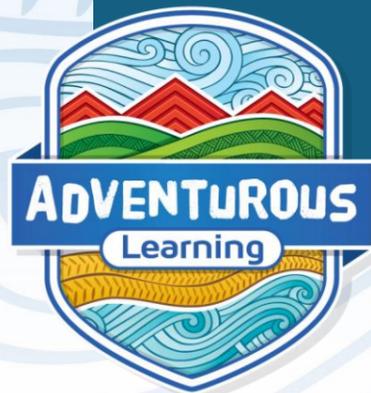


# Strategic Plan

	1. Empowered	2. Evaluative	3. Future Focused
Strategic Goals	Inspire excellence through world-class teaching and learning programmes with a strong foundation in numeracy and literacy.	Strengthen our positive learning culture through reflective evaluation.	Be future-focused and innovative, embracing our unique cultural landscape.
Strategic Initiatives	<ul style="list-style-type: none"> <li>Implement with fidelity and embed our PPS 'Common Code of Pedagogy' and signature practices.</li> <li>Equip staff with the knowledge to adapt as change occurs in the New Zealand Curriculum during 2026 and beyond.</li> <li>Embed our refined PPS local curriculum framework, honouring our relationship with mana whenua.</li> </ul>	<ul style="list-style-type: none"> <li>Build student and teacher capability in using formative assessment practices through a PPS learner profile.</li> <li>Develop a culture of evaluative impact and resilience.</li> <li>Design and embed instructional leadership practices that are observable and measurable.</li> </ul>	<ul style="list-style-type: none"> <li>Learning programmes are future-focused, learner-centred and visible.</li> <li>Develop digital capabilities for teachers and students.</li> <li>Enhance the school site to future-proof learning.</li> </ul>
Success	<ul style="list-style-type: none"> <li>Our students have strong academic foundations that enable them to thrive in an ever-changing world.</li> <li>Students have a proud sense of their community, environment and culture.</li> <li>Teachers deliver world-class learning programmes grounded in current research.</li> </ul>	<ul style="list-style-type: none"> <li>Students know what they are learning, why, and where to go next (agency).</li> <li>Students and teachers assess and report learning progress using learner competencies.</li> <li>Teachers and students become assessment literate, developing a positive assessment culture.</li> </ul>	<ul style="list-style-type: none"> <li>Digital tools are used to share learning and report progress.</li> <li>Learning programmes are future-focused teaching skills for the future.</li> <li>An outdoor canopy is added to the school site to future-proof learning.</li> </ul>



Ako Hōpara

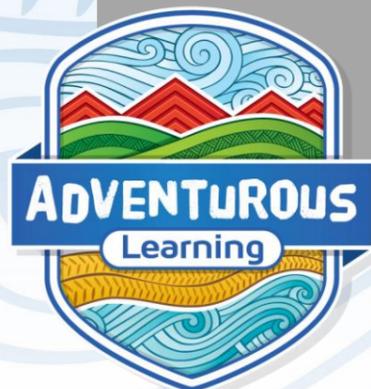


Goals	2026				2027				2028				Success
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
1. Inspire excellence through world-class teaching and learning programmes with a strong foundation in numeracy and Literacy.	Embed CCOP with fidelity (consistency) in Literacy and Maths school-wide.				Equip staff with knowledge to adapt as changes occurs in the NZ Curriculum. Review PPS curriculum at the end of 2028.								<ul style="list-style-type: none"> <li>Students have a strong sense of community and academic foundations to adapt in an ever-changing world.</li> </ul>
2. Strengthen our positive learning culture through evaluation.	Embed PPS local curriculum framework, reviewing updated curriculum changes.												
	Build student and teacher capability in using formative assessment practices through a PPS learner profile.				Develop a culture of evaluative impact and resilience.								
					Embed instructional leadership practices.								
3. Be future-focused and innovative, embracing our unique cultural landscape.					Learning programmes are future-focused, learner-centred and visible in classrooms.								<ul style="list-style-type: none"> <li>Digital tools are used to share learning progress and skills for their future.</li> </ul>
					Develop digital capabilities for teachers and students.								
	Enhance the school site to future-proof learning.												



Inspire excellence through world-class teaching and learning programmes with string literacy and numeracy foundations.

INITIATIVES	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	SUCCESS
1. Implement with fidelity and embed the PPS 'Common Code of Pedagogy (CCOP) and signature practices.	<p>Consistent teacher practice for walkthrough and formal observations.</p> <p>Clarity for students and teachers</p> <p>Parent confidence in our learning programmes.</p>	<p>2 x formal lesson observations</p> <p>2025 Achievement data report</p> <p>Informal termly Walkthroughs</p>	<p>2 x formal lesson observations</p> <p>2025 Achievement data report</p> <p>DP –Coaching conversations with AP's to measure impact on-going.</p>	<p>Achievement data- term 4 analysis</p> <p>Staff survey- confidence</p> <p>School-wide goals achieved- 85%</p>	<p>Our students have strong academic foundations that enable them to thrive in an ever-changing world.</p>
2. Equip staff with the knowledge to adapt as change occurs in NZ curriculum	<p>Positivity and confidence in teaching the updated curriculum.</p> <p>Timely professional learning to support Kaiako/teachers.</p>	<p>1:1 conversations with teachers by A.P's</p> <p>Absentee data for teaching staff</p> <p>DP coaching conversation</p>	<p>Staff meeting- group reflection</p> <p>Feedback through middle leaders and DP's</p>	<p>Google survey staff-confidence</p> <p>Middle leader anecdotal notes</p> <p>Professional Learning Community notes ( PLC's)</p> <p>Absentee data teaching staff</p>	
3. Embed the PPS local curriculum framework.	<p>Learning areas will be filtered through the new local curriculum framework.</p> <p>Reduced cognitive load for teachers.</p> <p>Strengthen the two-yearly learning cycle, honouring mana whenua/Iwi partnerships.</p>	<p>Review planning systems/templates</p> <p>Iwi reflection on our curriculum at termly hui.</p> <p>Resources are made and stored to support key learning areas for each team over two-year cycle.</p>	<p>Curriculum leads completing lesson observations</p> <p>Instructional leadership framework identifying observable actions – teams sharing at staff meetings</p> <p>Termly AP check ins with teachers</p>	<p>Review the Instructional Leadership Framework</p> <p>Feedback from students</p> <p>Feedback from teachers/leaders</p>	



Ako Hōpara



Strengthen our positive learning-focused culture through evaluation

INITIATIVES	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	SUCCESS
1. Build student and teacher capability in using formative assessment through our PPS learner profile.	Students will articulate learning goals and how to achieve them.	Rubric design from year 1-6, showing progression of development for our learner competencies: Communicator, Courageous, Connected, Explorer and Team-Player. Teacher assessment Self-assessment	Teacher assessment Student self assessment	Teacher assessment Student self assessment	Teachers and students become assessment literate, developing a positive assessment culture that measures impact.
2. Develop a culture of evaluative impact and resilience.	Evaluative practices are embedded across the school: How well are we doing? Where is our evidence?  Teacher to student Student to teacher	Staff voice- survey  Student voice Principal Hui  Community survey termly  Review how and what we evaluate	Staff survey  Staff meeting check-ins	Staff survey  Staff meeting check-ins  Student survey	
3. Embed Instructional Leadership Actions	Clear and transparent leadership systems and accountabilities.  Develop an Instructional leadership action plan that is clear, deliberate and observable.	The Instructional Leadership Action Plan is measured termly with all leaders.  Definitions of leadership language co-constructed.  Leadership voice fortnightly reviewing actions.	DP- AP 1:1 chats AP: teacher data conversations  Leadership voice fortnightly reviewing actions.	DP-AP 1:1 chats AP: teacher data conversations  Leadership voice fortnightly reviewing actions.	



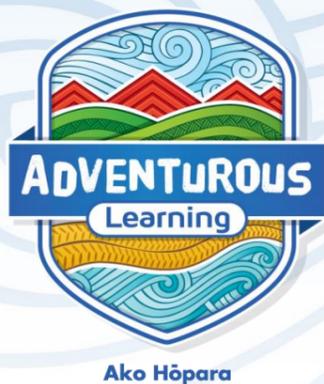
Be future-focused and innovative.

INITIATIVES	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	SUCCESS
1. Learning programmes are future-focused, learner-centred and visible.	Learning expectations are visible in all classrooms with exemplars designed around the curriculum.  Technology will be used to enhance learning.	AP planning checks  PLC's every 3 weeks  Device use in teams  Parent survey  Teachers survey	PLC anecdotal notes  Classroom observations  Student 1:1 conversations	Achievement data in comparison to 2025  Student engagement survey	Our school site and learning programmes are future-focused teaching skills for an ever-changing world.
2. Develop digital capabilities for teachers and students.	Enhanced pedagogical practices for teachers.  Proficient digital skills for teachers and students to use technology to enhance learning opportunities.	Student survey  Parent survey  Teacher survey  Survey device use	Lesson observations  PLD reflection	Lesson Observations  Teacher survey  Student survey	
3. Enhance the school site to future-proof learning all year round.	The school site is enhanced to enable outdoor learning in all seasons.	Staff feedback  Community feedback  Student feedback	Staff feedback  Community feedback  Student Feedback	Staff feedback  Community feedback  Student feedback	



Inspire excellence through world-class teaching and learning programmes with strong literacy and numeracy foundations

KEY ACTIONS	Outcome: Students have strong academic foundations in literacy and numeracy. Students have a proud sense of their community, environment and culture. Teachers deliver world-class learning programmes.			
	Accountable	Responsible	Resources	Complete by
Review international research to inform curriculum decision-making	Principal	Deputy-Principal	Visible learning online	Ongoing
Review the Common Code of Pedagogy in Literacy	Deputy Principal	Pedagogical Leaders x 3	2 days	T1 W5
Review the Common Code of Pedagogy in Mathematics	Deputy Principal	Pedagogical Leaders x 3	2 days	T1 W5
Lead professional learning- updated curriculum	Deputy Principal	Deputy Principal	Termly as needed	End of 2026
Lead professional learning- SMART assessment tool	Deputy Principal	Deputy Principal	TOD meeting time	T1 W5
Implement Maths No Problem!- Junior School – year 0-3	Deputy Principal	Assistant Principal- Kiwi team	P.D in TOD to start the year	T1 W10
Engage PLD providers	Principal	Deputy Principal x 2	\$5000,00	W1 T1
Develop and embed signature practices	Deputy Principal	Assistant Principals	4 x days	End of each term
Review planning templates to align to the local curriculum	Deputy Principal	Pedagogical leaders x 3	Termly	End of each term
Establish 'Walkthrough' expectations for classroom observations	Principal/Deputy Principal	Lead Team x 5	Termly	End of each term
Strengthen partnerships and growing cultural competencies	SLT	Principal	On-going	Termly



## Strengthen our positive learning-focused culture through evaluation

Outcome: Students know what they are learning, why and where to next. Students and teachers assess and report progress using learner competencies.

KEY ACTIONS	Accountable	Responsible	Resources	Complete by
Review how 'Visible' learning currently is in classrooms	Deputy Principal	SLT		T1 W10
Design signature practices that align to the Common Codes of Pedagogy in literacy and mathematics	Deputy Principal	Deputy Principal	On-going	Tm1 W10
Draft PPS learner profile rubric aligned to learner competencies	Deputy Principal	Evaluative Leader	Fortnightly release for half day	Tm 4
Track and evaluate attendance data	SLT	DP- Curriculum	Termly	Tm 1
Scope and prioritise areas for focus, gathering teacher voice	SLT	Assistant Principals	Release as scheduled	Tm 1
Research and visit other schools using a learner profile	Deputy Principal	Evaluative Leader	As scheduled	
Identify formative practices using international educational research	SLT	Deputy Principal	PLD	
Design Instructional Leadership framework to measure observable and deliberate actions	Principal	SLT		Tm 1
Review current assessment practices focusing on a positive assessment literate culture involving student voice.	SLT	Deputy Principal		
Build a work plan to gather voice for all stakeholders annually and with a specific focus	BOT	Principal	Time at BOT hui	Termly



## Be future-focused and innovative

Outcomes: Digital tools are used to share learning and report progress. Learning programmes are future-focused teaching skills for the future.

KEY ACTIONS	Accountable	Responsible	Resources	Complete by
Grow powerful Kaiako practice	SLT	Deputy Principal	Curriculum Budget	Ongoing
Review learning programmes focusing on learner agency	SLT	Deputy Principal	Fortnight release	Tm 1
Create a strategic digital framework	Deputy Principal	Future-focused leaders	2 x days term release	Tm 4
Gather digital capability data from students and teachers	Deputy Principal	Future-focused leaders	Use of release days	Tm 1
Gather parent community voice on digital tools in classrooms	Principal	Future-focused leaders		
Build confidence in HERO as a reporting and assessment tool	Deputy Principal	Future-focused leaders	As needed	On-going
Be proactive and resilient in securing funds to build outdoor canopy	BOT	Principal	Grants, BOT investment	Tm 2
Grow expertise in digital tools and the use of AI by staff and students	Principal	Deputy Principal	Curriculum budget	Tm 4
Embed digital expectations into the PPS learner profile	Deputy Principal	Future-focused leaders	Permanent release termly	Tm 4
Use HERO to report progress with a focus on learner agency	Deputy Principal	Future-focused leaders	Permanent release termly	Tm 4

