

- [Onehunga Primary School Strategic Plan 2024 - 2025 - Approved 2024](#)
- [Glossary of term used in this plan](#)
- [Annual Implementation Plan 2024](#)
- [Annual Implementation Plan 2025](#)

Draft updated Strategic Plan for 2025 based on mandated changes for schools. Note as agreed via email - 2 Strategic goals Literacy and Maths & 2 ongoing focus areas...EPIC and Wellbeing. Te Tiriti o Waitangi aspects will be shown in purple in all of the strategic goals and ongoing focus areas. This will be more evident in the 2025 Annual Implementation Plan.

Onehunga Primary School Strategic Plan 2025 - Approved



ONEHUNGA
PRIMARY
SCHOOL

Vision Statement: A confident, inspired community of learners

Our Values: We CARE

Our Principles:

Collaboration - learning and

Act - safely and responsibly

Respect - people, places and things

Empathy - walking in someone else's shoes

- **Actively and visibly honouring Te Tiriti o Waitangi**
- **High Expectations**
- **Inclusiveness** - which celebrates diversity
- **Whānau and Community Partnerships**
- **Developing perseverance and resilience**
- **Sustainability**

References to Regulations in this document refer to the Education [\(School Planning and Reporting Regulations 2023\)](#).

Purple text refers to how OPS is giving effect to Te Tiriti o Waitangi

Summary of the information used to develop this plan

Staff, Leaders and BOT utilised information from the following sources to prioritise and develop this Strategic Plan to reflect the goals and aspirations of our OPS community.

- OPS Whānau Engagement - The OPS BOT carried out engagement with the OPS community in Term 4 of 2023. This data was analysed by staff and BOT to identify themes.
- OPS Ākonga Engagement - Information collected from OPS ākonga was analysed by staff to identify themes.
- OPS Staff Expertise - OPS staff have high levels of professional knowledge and expertise which has been utilised as part of this planning
- OPS Student Achievement data from previous years was analysed by staff and BOT to identify themes and priorities
- Current education research, MOE guidelines and legislation were used to develop this Strategic Plan

Strategic Goal 1

1. LITERACY - Reading, Spelling, Oral Language and Writing

- Whole School Focus

Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success
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Education and Training Act - BOT Primary Objective - 127(1) Draft English Curriculum National Education and Learning Priorities Objectives 1, 2, 3, Te Mātaiaho The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Ka Hikitia - Ka Hāpaitia The Action Plan for Pacific Education 2020-2030	Goals / Outcomes • A consistent Literacy Learning teaching approach and progression through each year / level at OPS based on research • Learning Leaders supporting teachers in each learning community to make changes to practice and implement agreed approach to Literacy • An increase in confidence and enjoyment of Literacy for ākonga, a specific focus on Māori and Pacific ākonga • An increase in Literacy achievement for OPS ākonga with a specific focus on Māori and Pacific ākonga • Easy to understand communication with whānau about approach, whānau involvement, progress and achievement	• Teacher Professional Learning - Funded by MOE Professional Learning Application & OPS Operating Budget • Assessment of each ākonga and planned strategic implementation of Ideal approach to Literacy over 2024 and 2025. • Analysis of student achievement data from 2023 & 2024 • Target Groups of ākonga who are not achieving at the level we want them to, identified by teachers in each Learning Community. A specific focus on Māori `Akonga. A specific focus on Pacific `Akonga • Professional Learning and staff mahi related to updated Literacy Curriculum • Professional Learning related to chosen standardised assessment tool as mandated by Govt • Utilisation of Learning Assistants to support targeted ākonga with initiatives to support Literacy • Communications and engagement with Whānau about approaches to literacy and supporting at home. • School wide attendance focus - <i>see also Strat Goal Hauora / Wellbeing</i> • Develop proposed PLD next steps for OPS in 2026 - 2028 based on identified needs.	• Initial student achievement data collected as part of 'Ideal' approach as teachers implement each part of Literacy. End of year 2024 and 2025 data will be used to show progress. • expected progress identified and supported through tier 2 interventions and target groups. Target groups to include Māori ākonga not progressing as expected. Target groups to include Pacific ākonga not progressing as expected. • Start of 2024 year ākonga 'attitude' data collected and used as baseline data to compare at mid year and end of 2024 and again in 2025. All ākonga who are part of target groups will be involved along with a planned selection of each cohort. • Māori ākonga progress tracked, analysed and next steps planned according to findings • Pacific ākonga progress tracked, analysed and next steps planned according to findings
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Strategic Goal 2

2. MATHEMATICS AND STATISTICS

- Whole School Focus

Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success
Education and Training Act - BOT Primary Objective - 127(2b) applies Maths Curriculum Te Mātaiaho National Education and Learning Priorities Objectives 1, 2, 3, 4 The Literacy and Communication and Maths Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	Goals / Outcomes - Increased OPS staff awareness of and confidence in implementing Te Mātaiaho the refreshed NZ curriculum - Implementation - mathematics and statistics. - Identification of approaches which ensure success of Māori ākonga completed and shared with OPS staff. - Identification of approaches which ensure success of Pacific ākonga completed and shared with OPS staff. - Planning for Maths and Statistics beyond 2025.	- Investigate approaches being used at all levels of OPS and interrogate achievement data in Maths utilising OPS achievement data and information collected from Learning Community teachers. - Investigation and considered decision made about which of the provided resources and programmes will be used at OPS - Investigation and considered decision made about which of the predetermined by govt assessment tools will be used at OPS - Develop summary of Maths and Statistics best practice for OPS staff - Professional Learning and staff mahi related to updated Literacy Curriculum - Professional Learning related to chosen standardised assessment tool as mandated by Govt - Develop proposed PLD next steps for OPS in 2026 - 2028 based on identified needs.	- Start and End of year survey of OPS staff confidence and capability related to high expectation teaching of maths and statistics - Initial Implementation of new maths curriculum - Initial use of new resources to support programmes - Initial use of chosen assessment tool. - Proposed plan which can be reviewed by leaders for implementation 2026 - 2028.

OPS Ongoing Focus

EPIC Environments & High Expectation Teaching Practices

Teachers continue to build on the use of, and evaluate the impact of **High Expectation Teaching Practices** in **EPIC Environments** - **E**motional, **P**hysical and **I**ntellectually **C**hallenging Environments.

Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success
Education and Training Act - BOT Primary Objective - 127(1) applies <u>National Education and Learning Priorities</u> Objectives 1, 2, 3, 4, Te Mātaiaho Attendance and Engagement Strategy Wellbeing in Education Strategy Wellbeing for success: a resource for schools The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	Goals / Outcomes - Teachers strategically select from an increased range of highly effective teaching approaches to engage ākonga - Increase of ākonga engagement and enjoyment of learning - Increased attendance (link to hauora/wellbeing increase) - Increased ākonga achievement - with a specific focus on: - Māori ākonga measured through student achievement data - Pacific ākonga measured through student achievement data	- Use of MOE documentation, research and supporting documents to continue to develop and refine EPIC & High Expectations - Ongoing staff professional learning with strong links to Te Mātaiaho - Learning Communities identify focus areas for each term which will benefit their cohort of ākonga, to refine and develop. - A specific focus on meeting the needs of Māori ākonga - A specific focus on meeting the needs of Pacific ākonga - A focus on culturally responsive practice - A focus on Critical Literacies - A focus on Adaptive Expertise - A focus on Assessment For Learning - A focus on whānau engaged with children's learning and school community - Learning Leaders coaching and supporting learning communities - Snr Leaders supporting and coaching Learning Leaders	- Measure increases in reviewing in ākonga achievement data against levels in Te Mātaiaho the refreshed NZ curriculum - Measure increases in Māori ākonga achievement data using Overall Teacher Judgement - Measure increases in Pacific ākonga achievement data using Overall Teacher Judgement - Measure increases in attendance using 2023 and 2024 attendance - Measure increases in Māori attendance using 2023 and 2024 attendance - Measure increases in Pacific attendance using 2023 and 2024 attendance - Measure Increases in positivity about school, learning and feeling of wellbeing - Start of 2024 year ākonga 'attitude' data collected and used as baseline data to compare at mid year and end of 2024 and again in 2025. All ākonga who are part of target groups will be involved along with a planned selection of each cohort.

OPS Ongoing Focus

EPIC - EMOTIONAL ENVIRONMENT - Hauora / Wellbeing

- Leadership Inquiry

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Previous Plan before Mandated Changes

Onehunga Primary School Strategic Plan 2024 - 2025 - Approved 2024



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- A**ct - safely and responsibly
- R**espect - people, places and things
- E**mpathy - walking in someone else's shoes

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Strategic Goals	Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success
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2. Literacy - Reading, Spelling, Oral Language and Writing - Whole School Focus	Education and Training Act - BOT Primary Objective - 127(1) National Education and Learning Priorities Objectives 1, 2, 3, Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Ka Hikitia - Ka Hāpaitia The Action Plan for Pacific Education 2020-2030	Goals / Outcomes • A consistent Literacy Learning teaching approach and progression through each year / level at OPS based on research • Learning Leaders supporting teachers in each learning community to make changes to practice and implement agreed approach to Literacy • An increase in confidence and enjoyment of Literacy for ākonga, a specific focus on Māori ākonga • An increase in confidence and enjoyment of Literacy for ākonga, a specific focus on Pacific ākonga • An increase in Literacy achievement for OPS ākonga with a specific focus on Māori ākonga • An increase in Literacy achievement for OPS ākonga with a specific focus and Pacific ākonga • Easy to understand communication with whānau about approach, whānau involvement, progress and achievement	• Teacher Professional Learning - Funded by MOE Professional Learning Application & OPS Operating Budget • Assessment of each ākonga and planned strategic implementation of Ideal approach to Literacy over 2024 and 2025. • Analysis of student achievement data from 2023 • Target Groups of ākonga who are not achieving at the level we want them to, identified by teachers in each Learning Community. A specific focus on Māori `Akonga</a></li> <li>• <a href="#">Target Groups</a> of ākonga who are not achieving at the level we want them to, identified by teachers in each Learning Community. A specific focus on Pacific `Akonga • Utilisation of Learning Assistants to support targeted ākonga with initiatives to support Literacy • Communications and engagement with Whānau about approaches to literacy and supporting at home. • School wide attendance focus - <i>see also Strat Goal Hauora / Wellbeing</i>	• Initial student achievement data collected as part of 'Ideal' approach as teachers implement each part of Literacy. End of year 2024 and 2025 data will be used to show progress. • Ākonga not making • expected progress identified and supported through tier 2 interventions and target groups. Target groups to include Māori ākonga not progressing as expected. • expected progress identified and supported through tier 2 interventions and target groups. Target groups to include and Pacific ākonga not progressing as expected. • Start of 2024 year ākonga 'attitude' data collected and used as baseline data to compare at mid year and end of 2024 and again in 2025. All ākonga who are part of target groups will be involved along with a planned selection of each cohort. • Māori ākonga progress tracked, analysed and next steps planned according to findings • Pacific ākonga progress tracked, analysed and next steps planned according to findings
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Strategic Goals	Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success
EPIC Environments & High Expectation Teaching Practices Teachers continue to build on the use of, and evaluate the impact of High Expectation Teaching Practices and focus on EPIC Environments - Emotional, Physical and Intellectually Challenging Environments. - Whole School Focus	Education and Training Act - BOT Primary Objective - 127(1) applies National Education and Learning Priorities Objectives 1, 2, 3, 4, Te Mātaiaho and the Common Practice Model Attendance and Engagement Strategy Wellbeing in Education Strategy Wellbeing for success: a resource for schools The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	Goals / Outcomes - Teachers strategically select from an increased range of highly effective teaching approaches to engage ākonga - Increase of ākonga engagement and enjoyment of learning - Increased attendance (link to hauora/wellbeing increase) - Increased ākonga achievement - with a specific focus on Māori ākonga measured through student achievement data - Increased ākonga achievement - with a specific focus on Pacific ākonga measured through student achievement data	- Use of MOE documentation, research and supporting documents to continue to develop and refine EPIC & High Expectations - Ongoing staff professional learning with strong links to Te Mātaiaho and the Common Practice Model - Learning Communities identifying focus areas for each term which will benefit their cohort of ākonga, to refine and develop. - A specific focus on meeting needs of Māori ākonga - A specific focus on meeting needs of Pacific ākonga - A focus on culturally responsive practice - Learning Leaders coaching and supporting learning communities - Snr Leaders supporting and coaching Learning Leaders	- Measure increases in reviewing in ākonga achievement data against levels in Te Mātaiaho the refreshed NZ curriculum - Measure increases in Māori ākonga achievement data using Overall Teacher Judgement - Measure increases in Pacific ākonga achievement data using Overall Teacher Judgement - Measure increases in attendance using 2023 and 2024 attendance - Measure increases in Māori and attendance using 2023 and 2024 attendance - Measure increases in Pacific attendance using 2023 and 2024 attendance - Measure Increases in positivity about school, learning and feeling of wellbeing - Start of 2024 year ākonga 'attitude' data collected and used as baseline data to compare at mid year and end of 2024 and again in 2025. All ākonga who are part of target

				groups will be involved along with a planned selection of each cohort.
Strategic Goals	Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success
Actively and visibly honouring Te Tiriti o Waitangi - Whole School Focus	Education and Training Act - BOT Primary Objective - 127(1d.) applies National Education and Learning Priorities Objectives 1, 2, 3, 4, Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy Wellbeing for success: a resource for schools The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo	Goals / Outcomes - Actively work to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. - Increase instruction available in te reo Māori and tikanga Māori. - Achieving more equitable outcomes for Māori students.	- Leaders continue to engage in professional learning as part of Te Iti Kahui Rangi Kahui Ako. New learning shared with OPS staff through staff meetings and learning community meetings. - Staff member to lead regular staff and school new learning in te reo Māori and tikanga Māori - A specific focus on Māori ākonga in all target groups and focus of learning <i>Note - Any related action in Strat Plan and annual implementation plan will be coloured purple to show in all aspects of school learning and operation.</i>	- Measure increase in Māori ākonga achievement data against levels in Te Mātaiaho the refreshed NZ curriculum - Measure increase in Māori ākonga attendance utilising 2023 and 2024 data - Measure Increase in use of te reo Māori in school and Learning communities - Measure increase in awareness and honouring of tikanga Māori via staff surveys and evidence in planning - Targeted focus on Māori ākonga - Increase in positivity about school, learning and feeling of wellbeing - Measure using start of 2024 year ākonga ‘attitude’ data collected and used as baseline data to compare at mid year and end of 2024 and again in 2025. All ākonga who are part of target groups will be involved along with a planned selection of each cohort.

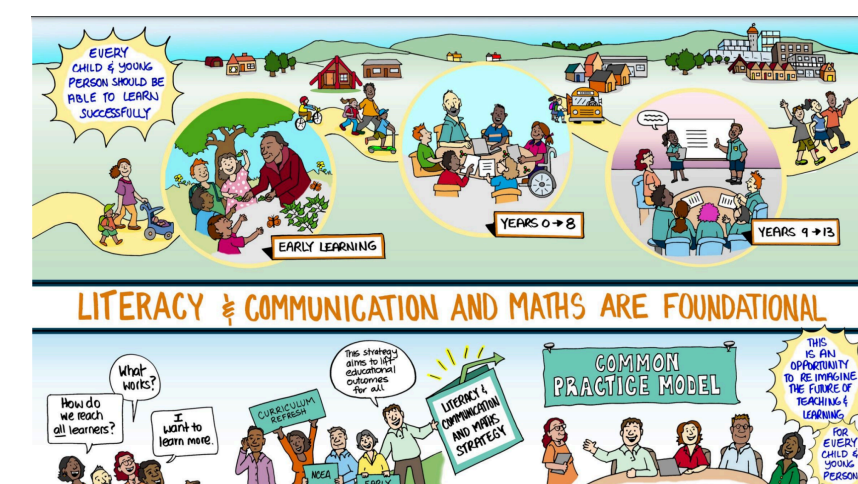
	NZSTA's guidance for giving effect to Te Tiriti o Waitangi			
Strategic Goals	Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success
Hauora / Wellbeing - Leadership Inquiry	Education and Training Act - BOT Primary Objective - 127(1b.) applies National Education and Learning Priorities Objectives 1, 2, 3, 4 Te Mātaiaho and the Common Practice Model Attendance and Engagement Strategy Wellbeing in Education Strategy Wellbeing for success: a resource for schools The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	Goals / Outcomes • Ākonga's wellbeing/hauora is positively influenced by having a strong sense of belonging & identity with a particular focus on Māori and Pacific. • Structures and systems which can support staff workload and hauora /wellbeing.	• Ākonga's wellbeing/hauora enhanced through relationship building with ākonga and whānau to gain a strong understanding of each child. • Staff actively providing opportunities for each ākonga's identity to be part of learning. <i>Eg recognising and including history, heritage, customs and beliefs in learning.</i> • Staff utilise resources available via OPS Staff site and identify any additions to support ākonga wellbeing • Maximising leadership and responsibility positions via OPS staffing, MOE positions and Kahui Ako In School Lead to benefit OPS and KA • Investigate ways to support staff hauora/wellbeing through school systems and structures. Trial changes where possible. • Continued focus on staff working collaboratively to avoid overlaps in admin, planning,	• Increases in positivity about school, learning and feeling of wellbeing - Start of 2024 year ākonga 'attitude' data collected and used as baseline data to compare at mid year and end of 2024 and again in 2025. All ākonga who are part of target groups will be involved along with a planned selection of each cohort. • Increases in Māori attitude about school, learning and feeling of wellbeing - see above - cohort analyzed separately • Increases in Pacific attitude about school, learning and feeling of wellbeing - <i>see above</i> - cohort analyzed separately • Staff end of year feedback and surveys utilised to identify changes. New data collected each term to measure impact.
Strategic Goals	Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success
Mathematics and Statistics at OPS - Leadership Inquiry *Note this is a	Education and Training Act - BOT Primary Objective - 127(2b) applies National Education and Learning Priorities Objectives 1, 2, 3, 4	Goals / Outcomes • Summary of approaches and outcomes of Maths and Stats at OPS completed, and shared with OPS staff. • Summary of approaches and outcomes of Maths and Stats	• Investigate approaches being used at all levels of OPS and interrogate achievement data in Maths utilising OPS achievement data and information collected from Learning Community teachers. • Investigate successful approached	• Start and End of year survey of OPS staff related to high expectation teaching of maths and statistics • Start and End of year survey of OPS staff related to teaching of maths and statistics and understanding of Te Mātaiaho the refreshed NZ curriculum

leadership inquiry to support future development of mathematics and statistics at OPS as a major professional learning focus in next strategic plan cycle - 2026 - 2028	Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	at Kahui Ako schools completed, and shared with OPS staff. • Summary of current research and approaches of Maths and Stats in Aotearoa New Zealand completed and shared with OPS staff. • Summary of approaches which ensure successor Māori ākonga completed and shared with OPS staff. • Summary of approaches which ensure success of Pacific ākonga completed and shared with OPS staff. • Increased OPS staff awareness of Te Mātaiaho the refreshed NZ curriculum - Implementation - mathematics and statistics. • Develop proposed professional learning and development next steps for OPS in 2026 - 2028 Strategic Plan	being utilised within Kahui Ako schools and NZ • Review successful approaches to Maths being used in other NZ schools. • Develop summary of Maths and Statistics best practice for OPS staff • Develop proposed PLD next steps for OPS in 2026 - 2028 based on identified needs.	- Implementation - mathematics and statistics. • Proposed plan which can be reviewed by leaders for implementation 2026 - 2028.
Strategic Goals	Board Primary Objective strategic goal Links to Education requirements	What we expect to see at the end of 2025	Actions - How we will achieve or make progress towards our strategic goals	How we will measure success

Te Mātaiaho the refreshed NZ curriculum - Implementation te ao tangata social sciences, English, mathematics and statistics. - Leadership Inquiry	Education and Training Act - BOT Primary Objective - 127(2b) applies National Education and Learning Priorities Objectives 1, 2, 3, 4, 3 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	Goals / Outcomes - OPS staff confident in understanding of Te Mātaiaho the refreshed NZ curriculum - Implementation - te ao tangata social sciences, English, and mathematics and statistics. - Evidence of Te Mātaiaho the refreshed NZ curriculum - Implementation - te ao tangata social sciences, English, and mathematics and statistics in planning and Learning Community Implementation.	- OPS Leaders participate in Kahui Ako professional learning related to Te Mātaiaho the refreshed NZ curriculum and share learning with OSP staff - OPS Leaders familiarise themselves with Te Mātaiaho the refreshed NZ curriculum and develop strategy to ensure implementation in OPS planning and learning programmes.	- Start and End of year survey of OPS staff - Evidence of Te Mātaiaho the refreshed NZ curriculum in planning and implementation at OPS.
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Glossary of Terms

- ākonga** - learner
- ‘Attitude Data’** - How ākonga feel about themselves as a learner, collected through formal and informal measures
- Common Practice Model** - A common approach and practices to provide consistency for learners as they progress through places of learning - [Link to illustration](#)



- **Culturally responsive practice** - teachers create an inclusive and welcoming environment where everyone feels like their identity and heritage are valued, respected and included.
- **Ideal Approach** - [Ideal Website](#) Asystematic approach to Literacy - Spelling, REading, Writing and Oral Language
- **Inquiry** - eg Leadership Inquiry - A process of investigation with specific measurable outcomes
- **Kahui Ako** - Cluster of schools working together to raise student achievement
- **Overall Teacher Judgement** - Teachers determine achievement levels based on a combination of data, assessment, observation and evidence of learning.
- **PLD** - Professional learning and development
- **Target Groups** - Teachers identify small groups of ākonga not making expected progress to be involved with additional programmes to support learning and progress
- **Te Iti Kahurangi** - The Kahui Ako OPS is part of
- [Te Mātaiaho | the refreshed NZ curriculum](#)
- **te reo Māori** - Māori Language
- **Tier 2 Interventions** - In Literacy Tier 2 Interventions are increased opportunities for exposure to learning focus.
- **tikanga Māori** - *correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context .* - [Te Aka Māori Dictionary](#)
- **mātauranga Māori** - Māori knowledge - the body of knowledge originating from Māori ancestors, including the Māori world view and perspectives, Māori creativity and cultural practices. - [Te Aka Māori Dictionary](#)
- **te ao Māori.** - *the Māori world*
- **Wellbeing / Hauora** - Utilising Te Whare Tapa Whā was developed by leading Māori health advocate Sir Mason Durie in 1984. The model describes health and wellbeing as a wharenuī/meeting house with four walls. These walls represent taha wairua/spiritual wellbeing, taha hinengaro/mental and emotional wellbeing, taha tinana/physical wellbeing and taha whānau/family and social wellbeing. Our connection with the whenua/land forms the foundation. When all these things are in balance, we thrive. When one or more of these is out of balance our wellbeing is impacted.



[Statement of National Education and Learning Priorities \(NELP\) 2020](#)[PDF, 217 KB]

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Support learners/ākonga to see the connection between what they're learning and the world of work Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	

² Bring your own device.