



ŌRĀKEI SCHOOL

# ANNUAL PLAN 2025

## VISION

Nurturing Excellence with Kindness

## VALUES

Self-Belief, Inquiring Minds, Respect, Excellence, Creativity, Kindness

### Strategic Priority 1: Wellbeing/Hauora

- Nurture excellence in our staff and students by building wellbeing and resilience at Ōrākei School

Goals	Actions	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Evidence to date
<b>Restorative Practice &amp; PB4L</b> (Kim)	Develop a school wide understanding around the concept of Restorative Practice.	Kim/SLT/Teachers	Term 1 - 4	<p>SENCO to lead staff sessions and in class support</p> <p>Staff meetings - to unpack the behaviour matrix.</p> <p>Restorative Practice PD - attend sessions with Leanne Carlson</p>	<p>Decrease in negative behaviours, as reported on Hero, classroom teachers.</p> <p>Less teacher frustration/burn-out/negative speak</p> <p>Consistent use of behaviour matrix and school wide understanding of minor/moderate/major behaviours. Posters in all classrooms and learning spaces.</p> <p>Increase in student connectedness and engagement, in class learning</p> <p>Teacher use of tiered strategies.</p>	
<b>CRT Program</b> (Shanthan)	<p>Continue Classroom Release Programme that is innovative and engaging</p> <p>CRT teacher specialists - Art, STEAM, Garden to Table</p> <p>Set up schedule to maximise teacher release time to improve teacher capability</p>	Principal/SLT	Term 1 - 4	<p>Classroom space</p> <p>Planning of program for specialist team</p> <p>Teachers given the opportunity to collaboratively plan, engage with meaningful PD, visit other schools within our COL</p>	<p>Release program is innovative &amp; engaging for all students</p> <p>Teachers are released to plan collaboratively, engage with current PD</p> <p>Attend PD offsite when required and visit schools in our COL to view best practice</p>	

<b>Staff Well-being (Molly &amp; Olivia)</b>	<p>Continue to develop and enhance - 4 C's - Communication, Connection, Collaboration and Celebration</p> <p>Clear expectations and guidelines, shared and discussed at staff &amp; team meetings, to ensure consistency and clarity for all staff.</p> <p>Staff social events to establish strong staff culture and connections. (Staff well-being team)</p>	<p>Principal/Staff</p> <p>SLT/Team Leaders/Staff Well-being team</p> <p>Plan, coordinate and organise staff events, to ensure a positive culture is maintained and celebrated</p>	<p>Term 1 - 4</p> <p>Term 1 - 4</p>	<p>Staff well-being team - staff across the school to contribute and support initiatives.</p>	<p>Weekly newsletter with information that is relevant for the week ahead.</p> <p>Celebrate the teacher's success and the positive aspects of our school.</p> <p>Form strong personal and professional connections amongst staff.</p> <p>Collaborate and work together at staff, team and school meetings</p>	
<b>Student Well-Being (Kim)</b>	<p>Introduce Pulse App to monitor student well-being across the school</p> <p>Recognise patterns and trends on how students are feeling about school, peer relationships, and their person well-being</p>			<p>Chromebooks &amp; student email addresses</p>	<p>School registered on Pulse and will launch to teachers and students on Friday 21 March</p> <p>Track student well-being on a fortnightly basis.</p> <p>Make informed decisions using data collated from pulse check ins</p> <p>Schedule time at staff and team meetings to discuss data and how we can support student well being at school</p>	

**Strategic Focus 2: Curriculum**

- Develop and deliver a broad, rich local curriculum
- Support the development of teaching and learning expertise to meet the needs of our students/akonga
- develop a sense of agency over their learning

Goals	Actions	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Evidence to date
Structured Maths WSL's/SLT	<p>Work with Lucie Cheeseman to facilitate and develop strong maths pedagogy across the school.</p> <p>Integrate MOE maths resource - Oxford Press into the Maths program</p> <p>Create groups of target learners on Hero. Track progress of target learners</p> <p>By using the AKO Model, teachers will be providing students with consistent teaching practice across the school.</p>	SLT/Team Leaders/Teachers	1 - 4	<p>Lucie - PD sessions and modelling of maths sessions.</p> <p>Oxford Press - review, sign up students and use strategically with students</p>	<p>Using assessments to</p> <ul style="list-style-type: none"> <li>• Math Whizz</li> <li>• Oxford Press</li> <li>• Education Perfect</li> <li>• E ASttle</li> <li>• PAT / NZCER</li> </ul> <p>Teachers to successfully integrate Oxford press into the maths program.</p> <p>Create rich learning tasks for maths that engages learners at various levels of maths.</p> <p>Track student progress on Hero and provided targeted support in class</p> <p>Teachers to reference the AKO model and model best practice in class.</p>	

	ALIM (Advanced Learning in maths) - Molly - ALIM trained.				<p>Provide further intervention and support for targeted learners in the Yr 5/6 teaching space.</p> <p>Share accelerated maths practice in Yr 5/6 and with teachers across the school.</p> <p>Review culturally responsive practice in maths.</p>	
Structured Literacy (Kim & Susan)	<p>Embed structured literacy practice across the school.</p> <p>The senior school to embed the code -spelling program across the senior school</p> <p>Rachel to teach children who require urgent intervention.</p> <p>By using the AKO Model, teachers will be providing students with consistent teaching practice across the school.</p>	<p>Susan/Junior School Teachers</p> <p>Sharing strategies and best practice in literacy across the Yr 5/6 team and school.</p>	Terms 1 - 4	Susan/Kim/Staff	<p>Structured Literacy Resources purchased to support classroom programmes.</p> <p>Daily implementation of the Structured Literacy programme.</p> <p>Students are moving through the stages consistently making progress.</p> <p>Teachers are feeling increased confidence in delivery and interacting with the different resources purchased.</p> <p>Families are commenting that their children are beginning to engage more with reading and writing.</p> <p>Teachers to reference the AKO model and model best practice in class.</p>	
Staff Professional Development - Increasing Evaluative Capability of Leadership Team/Staff (Shanthan/SLT)	<p>Leading teams across the school with - clear communication, clarity and support.</p> <p>Develop and enhance staff capability using the Professional Growth Cycle (PGC) to staff</p>	Principal/SLT/Whanau leaders	Term 1 - 4	<p>Kay Penniall will be working with middle and senior leaders to build strengths in inquiry, data, tracking student progress and running PLCs to improve student outcomes.</p> <p>There will be a strong focus on achieving equity of outcomes for Māori akonga.</p>	<p>Tracking student progress and achievement for all learners across the school.</p> <p>Professional Growth Cycle - staff to carry out inquiry on student achievement/progress</p> <p>Leaders at school to complete the leadership matrix and work towards personal goals over the course of this year.</p>	
<b>Inquiry - Theme Overview</b>	Consolidate school wide planning for inquiry learning.	Christine	Term 1- 4	Christine M/SLT	<p><b>3 year overview is kept updated</b></p> <p>Teachers use the school planner</p>	

	Themes to be selected and planned ahead of time.				<p>and link their planning.</p> <p>Reading and writing planning has connections to the topic theme. Developing knowledge.</p> <p>Teachers are using the curriculum DO and KNOW objectives and linking to class activities.</p> <p>Students can articulate the theme and what they are learning about.</p>	
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**Strategic Priority 3: Partnership/Community**  
 Develop and strengthen meaningful partnerships with our school community including the school's relationships with families/whānau, and Ngāti Whātua Ōrākei.

Goals	Actions	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Evidence to date
<b>Tuakana Teina</b>	<p>Develop a strong connection between Rumaki and English Medium classes.</p> <p>Learning, sporting &amp; cultural activities to be shared between teachers and students</p>	Rumaki/Teachers	Term 1 - 4	SLT/Staff	<p>Scheduled times for students to build whanaungatanga</p> <p>Matauranga sharing between R5 and Lower K hub every second Monday.</p> <ul style="list-style-type: none"> <li>Waiata, Haka, karakia and tauparapara.</li> </ul> <p>Students participating in academic, cultural and sporting activities.</p> <ul style="list-style-type: none"> <li>Ki o Rahi within school and across the CoL.</li> </ul>	
<b>COL - working alongside our Kahu Ako to implement our across school initiatives</b>  (WSL's/SLT)	<p>Implement strategic initiatives set out by the COL.</p> <p>A strong focus on Literacy/Numeracy data and teacher practice</p> <p>Support teachers with best practice, sharing resources, modelling lessons.</p> <p>Inquiry into data and how students are tracking in different cohorts across schools</p>	SENCO/SLT/Staff	Term 1-4	SLT/Staff/Specialist Team	<p>WSL's are part of working groups to unpack the new curriculum</p> <p>Sharing of data between schools and how ASL's can support WSL's in making an impact in schools.</p> <p>Build a collective understanding of the key terminology in the Mathematics and English Curriculum to ensure clarity and consistency across the Kāhui Ako.</p>	
<b>Rumaki &amp; Across School</b>  (Hone & Rumaki kaiako)	<p>Embedding Rumaki Ngāti Whātua Ōrākei centric curriculum</p> <p>Focus on student leadership within māori spaces</p> <p>Embed school song, school haka, school haka pōwhiri</p>	Hone/Rumaki/SLT/Staff	Term 1-4	Rumaki/staff	<p>Teachers in the Rumaki teaching space are to plan according to the Ngāti Whatua centric curriculum.</p> <p>Students leading whānau hui, whakatau and tikanga māori</p> <p>Teachers across the school have access to words, actions and</p>	

	Continue to normalise the use of te reo and tikanga māori in all classes				songs.	
<b>Attendance</b> <b>(Christine)</b>	<p>Using Hero to track attendance across the school.</p> <p>Ensure students are attending school and families are contacted when they are not at school.</p> <p>Provide programs that are engaging that would encourage increased attendance at school.</p>	Christine/SENCO/Principal/Staff/Admin	Term 1-4		<p>Increased attendance of identified students</p> <p>Contact made regularly to celebrate attendance</p> <p>Attendance certificates to be handed out at end of term assemblies.</p>	