



ŌRĀKEI SCHOOL



# Te Kura o Ōrākei/ Ōrākei School Proposed Strategic Plan (October 2023)

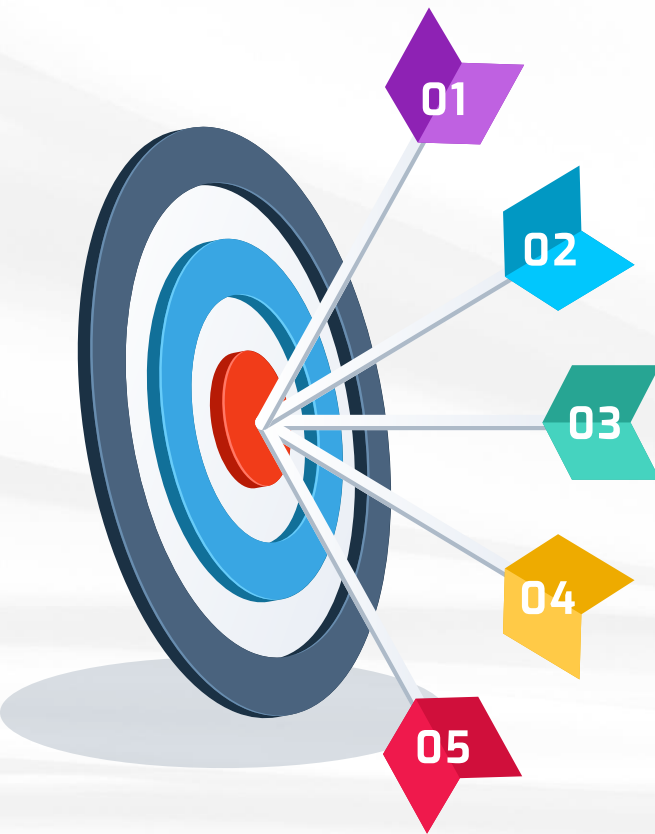
January 2024 - December 2025



# Journey towards a strategic plan

The Board at Ōrākei School have been working over the past twelve months to engage, consult and understand what makes our school unique and what should be strengthened to help our children succeed.

Our Journey is mapped for our whānau community below...



## *July – Nov 2022 – Community Hui*

Gathered feedback, key concerns, and school aspirations from community

## *Feb 2023 – Board and Principal workshop*

This workshop focussed on four key themes/challenges that were raised in the 2022 community hui.

- School identity - missing unified identify that brings together English mainstream, Rumaki, and approach to neurodiverse students
- Staffing - how to retain teaching staff and help them thrive
- Student Achievement - need to continually adapt and improve curriculum to ensure high standard of teaching and student achievement
- Financial sustainability - secure ongoing funding sources other than government funding

## *Feb - March 2023 – Staff feedback*

Staff feedback and input collected on the four themes/challenges

## *April 2023 – Understanding what to grow*

Strategy and Stakeholder committee recommend grouping ideas/initiatives into three pillars/goals to be overlaid with a north star lens (Vision)

- Wellbeing - Hauora: Nurture excellence in our staff and students by building wellbeing and resilience at Ōrākei School
- Curriculum: Nurture excellence in our learning environment through future-focused teaching and learning
- Community: Nurture excellence in relationships through strong connections with our community and celebration of our cultural diversity

## *May – August 2023 – Our points of reference and contexts*

- Whakawhiti kōrero (consultation) on establishment of designated character school Te Kura o Ngāti Whātua ki Tāmaki, in Auckland
- Board starts to define a vision to ensure initiatives can have strong Ōrākei context. Continual strategic discussions highlight our community has embraced the diversity that makes Ōrākei strong and unique. Our vision and strategy is strongly linked to two NELPs - learners at the centre and barrier free access. The "I belong" provides a reference for students, staff and community and builds on our strengths and opportunities from embracing inclusive and diverse perspectives. A recognition of whakatauki.
- Feedback and input from staff on approach and vision
- Board/Leadership engagement with School Kaumatua - gifted a whakatauki
- Board mind-mapping to ensure NELPs, prioritise 2024 - 2025 focus, and other regulations are covered.
- Education (School planning and reporting regulations 2023 confirmed 1st August)



*'Ki te kore te pūtaka,  
e mākūkūngia, e āta poipoia,  
e kore te rakau, e tū tika ai'*

*'If the root of the tree is not  
watered and nurtured with  
good sustenance, the tree will  
never grow to its full potential'*

*I am proud to stand tall and strong as  
our Pōhutukawa. I have the courage to  
be me, I achieve as me, I am tall and  
flourish because I am me.*

DRAFT

**Our North Star**

*I achieve at Ōrākei because  
**I belong.** My learning is  
nourished and nurtured by  
being supported to be myself,  
embracing my culture and those  
of others, and building my  
wellbeing.*



# Te Kura o Ōrākei / Ōrākei School Strategic Plan

## January 2024 - December 2025

DRAFT

**I am proud to stand tall and strong as our Pōhutukawa. I have the courage to be me, I achieve as me, I am tall and flourish because I am me.**

**I achieve at Ōrākei School because I belong. My learning is nourished and nurtured by being supported to be myself, embracing my culture and those of others and my building wellbeing.**

***'Ki te kore te pūtaka, e mā kūkūngia, e āta poipoia, e kore te rakau, e tū tika ai'***  
***'If the root of the tree is not watered and nurtured with good sustenance, the tree will never grow to its full potential'***

### Ōrākei School Strategic Goals:



#### **Wellbeing - Hauroa**

Nurturing our staff and students by building wellbeing and resilience at Ōrākei School.



#### **Curriculum**

Nurturing in our learning environment through future-focused teaching and learning



#### **Community**

Nurturing our community bonds through cultural diversity celebration.





## Wellbeing - Hauroa

Nurturing our staff and students by building wellbeing and resilience at Ōrākei School.

[Give feedback](#) on  
Ōrākei School  
Strategic plan



### What do you expect to see?

#### Students

- Wellbeing programme
- Behaviour management supported and IEP
- School values programme

#### Staff

- Ongoing learning to design, plan and managed work
- Ōrākei employee journey
- Psychological safety

### How will we achieve or make progress towards our strategic goals?

#### Building wellbeing and resilience at Ōrākei School

- Staff (Valued people initiatives)
- Student (Wellbeing initiatives)
- Understanding student needs and creating wellbeing practices and spaces
- Understanding teaching needs and requirements.

#### Better work for a thriving workplace

- Understand workplace and what can be enhanced for the school employees (teachers/ teacher aides/ support and administration team)
- Continued investment in leadership at SLT
- Valuing and seeking worker thoughts and ideas in addition to creating stronger feedback loops.
- Induction programme based on "I belong"
- Community initiatives and support of the team.

### How will you measure success?

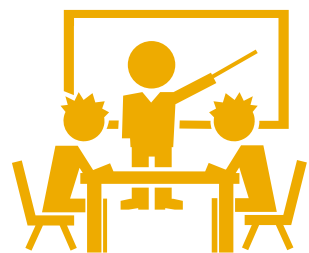
#### 2024

- Mitey - Year 1 - student well-being programme - mental health and resilience
- Integration of Mana potential
- Linking students to nature and healthy eating - such as Garden to Table, Harold and ongoing commitment in 2025
- Monitor staff engagement to understand positive drivers of retention, such as induction, professional development, leadership development, availability of resources
- Continue staff exit interviews to understand opportunities to enhance employee value proposition.

#### 2025

- Monitor staff engagement to understand positive drivers of retention, such as induction, professional development, leadership development, availability of resources
- Continue staff exit interviews to understand opportunities to enhance employee value proposition.
- Mitey - Year 2- student well-being programme - mental health and resilience
- Delivery of students to nature and healthy eating and ongoing commitment to 2026
- Continuation of Mana potential





## Curriculum

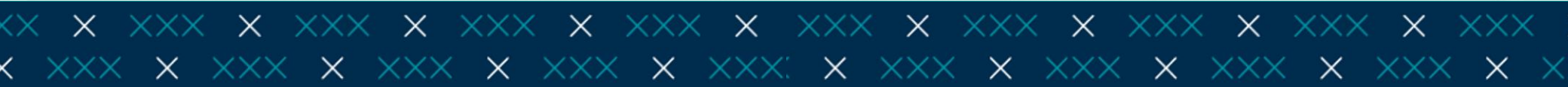
Nurturing in our learning environment through future-focused teaching and learning

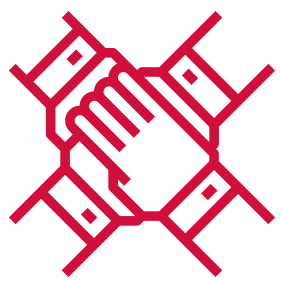
[Give feedback on](#)  
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What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Introduction of universal design for learning across curriculum, PD and resources.</p> <p>Tailored PD for staff – neurodiversity and Te Tiriti o Waitangi</p> <p>Identified and more bespoke resources in classrooms</p>	<p>Hero integration into learning</p> <p><b>Learner quality values</b></p> <ul style="list-style-type: none"> <li>• Ōrākei values programme</li> <li>• “I belong” student journey</li> </ul> <p>Nurture hub and new build delivery – (Dependant on MoE)</p> <p>Structured literacy</p> <p><b>Future-focused teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Understanding diversity requirements</li> <li>• Local curriculum/curriculum refresh</li> <li>• Individual learning styles</li> </ul> <p>One school consistent cultural practice</p>	<p><b>2024</b></p> <ul style="list-style-type: none"> <li>• Ongoing student achievement reviews</li> <li>• Ongoing targeted student achievement plans and reviews</li> <li>• Introduction of consistent cultural practice</li> <li>• Monitor how Mana potential is making a difference for students and teachers</li> <li>• Implement neurodiversity strategy</li> <li>• Structured literacy implementation</li> <li>• Review Hero integration into student achievement</li> <li>• Participating in a variety of school sports that suit a variety of abilities, continued opportunity to participate in inter-school competitions</li> <li>• Monitor development/Introduction of history curricula, including links to local history and knowledge</li> <li>• Preparation of common practice model (CPM)</li> <li>• Common understanding of universal design created and consideration of next steps/and or pilot.</li> <li>• Explore further numeracy opportunities of current practices and external developments to extend current programme.</li> </ul> <p><b>2025</b></p> <ul style="list-style-type: none"> <li>• Ongoing Student achievement reviews</li> <li>• Ongoing Targeted student achievement plans and reviews</li> <li>• Structured literacy sustainability</li> <li>• Planning or implementation for resources (e.g. PD) of enhanced numeracy curriculum</li> <li>• Implementation of common practice model</li> <li>• Preparation for and start of introduction of universal design.</li> </ul>





Community

Nurturing our community bonds through cultural diversity celebration.

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What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Stakeholder channels developed</p> <p>Kaumātua opportunities and involvement</p> <p>Real-time communications and stronger integration/transparency of parents in child’s learning journey</p> <p>Further understanding in what Rumaki needs from Ōrākei School to continue to grow Te Ahureinga o Te Aroha (TAoTA).</p> <p>Funding channels and Strategic partnerships developed</p>	<p>Build an induction programme for families</p> <p>Embracing our neurodiversity</p> <p>Valuing and celebrating all cultures Strong connections with our community and celebration of cultural diversity</p> <p>Ensure TAoTA proposition continues to evolve – Ōrākei offers learning in Te Reo that differs from Te Kura o Ngāti Whātua ki Tāmaki and ensure continued sustainability for Te Ahureinga o Te Aroha with a clear compelling proposition for whānau.</p> <p>Alternative funding options created based on our North Star strategic plan delivery.</p> <p><b>Celebrating and incorporating our identity at Ōrākei</b></p> <ul style="list-style-type: none"><li>• Learning through and building mana via ancestral and heritage stories</li><li>• Spaces celebrate Ōrākei – past, present and future – acknowledge our growing and diverse community</li><li>• Events foster positive wellbeing and community interactions</li></ul>	<p><b>2024</b></p> <ul style="list-style-type: none"><li>• Roll growth maintained</li><li>• Establishment of Kaumātua guidance, involvement and giving effect to Te Tiriti</li><li>• Development of Ōrākei incubator opportunities (Strategic partnerships – International/NGOs/Corporates) for funding</li><li>• YOY increase of ballot numbers</li><li>• Effective comms strategy that engages/promotes community of all the extracurricular our parents/guardians all the opportunities available at Ōrākei School – e.g. use of Hero, website and other community.</li><li>• Ongoing visible additions to the school identity e.g. Completion of student Mural on K block and Reorua throughout the school</li><li>• Growing attendance at community events</li><li>• Student/family interviews to understand opportunities to enhance student learner proposition.</li><li>• Baseline understanding of attendance and what school connections can assist to support increase in attendance.</li><li>• Monitor developments of Te Kura o Ngāti Whātua ki Tāmaki to ensure sustainability of TAoTA and continue communications with whānau.</li></ul> <p><b>2025</b></p> <ul style="list-style-type: none"><li>• Roll growth increasing</li><li>• Funding increasing</li><li>• Monitor school connections to understand if improvements are driving change in absenteeism</li><li>• Development of strategy to ensure sustainability of TAoTA.</li><li>• YOY increase of ballot numbers</li><li>• Strengthen community connections through ongoing events and kōrero.</li></ul>







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# Appendix A

## 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	
<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>	
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	
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours		Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations		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 all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills		Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying		Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau		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		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		Use development opportunities for teachers/kaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	
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		Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations		Where possible, reduce non-fee costs, including costs associated with BYOD <sup>2</sup> policies, and take advantage of policies to reduce financial dependence on families and whānau		Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them		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	
		Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori						Identify gaps in teaching capability and invest in opportunities for teachers/kaiko and staff to strengthen teaching, leadership and learning support	
		Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning						Develop teacher/kaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	
								Expect and support teachers/kaiko 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	
				</					

<sup>2</sup> Bring your own device.





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## Appendix B

### 7 Content of strategic plans

(1) A board's strategic plan must include—

- (a) the board's vision for its school:
- (b) the board's strategic goals, as developed in consultation with the school community, for meeting the board's primary objectives as set out in [section 127](#) of the Act:
- (c) information relating to how the board has prioritised its strategic goals:
- (d) information relating to the link between the board's strategic goals and—
  - (i) the statement of national education and learning priorities issued by the Minister under [section 5](#) of the Act; and
  - (ii) any other relevant national education strategies or plans, including Ka Hikitia, the Action Plan for Pacific Education, and the oranga tamariki action plan; and
  - (iii) the foundation curriculum policy statements and national curriculum statements made under [section 90](#) of the Act:
- (e) the board's strategies for achieving or making progress towards its strategic goals based on the identities, needs, and aspirations of its school community, including, without limitation, strategies for identifying and catering to students whose needs have not yet been well met:
- (f) the board's strategies for giving effect to Te Tiriti o Waitangi, including strategies for—
  - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - (ii) achieving equitable outcomes for Māori students; and
  - (iii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori:
- (g) information describing the measures, evidence, and processes the board intends to use to evaluate its progress towards achieving the strategic goals.

(2) In addition, if a board is—

- (a) the board of a Kura Kaupapa Māori, the board may develop strategic goals that reflect Te Aho Matua and local tikanga:
- (b) a specified kura board that is not the board of a Kura Kaupapa Māori, the board may develop strategic goals that reflect local tikanga.

(3) If a board is a specified kura board,—

- (a) the requirement in subclause (1)(f) does not apply; and
- (b) the board's strategic plan must instead include a general statement about how the kaupapa of the board's school reflects Te Tiriti o Waitangi.