



2024 - 2025 Strategic Plan
including
2025 Annual Implementation Plan

Pirinoa School Vision

“To develop young people who will be passionate about learning, superb managers of self, respectful, skilled communicators, inquiring learners, deep thinkers, and confident about the future.”

“Proud, confident, inspired tamariki”

To develop in our students the 'Lighthouse Values'

All three focus areas in the plan connect and support each other

The 2025 - 2025 sits on the foundation of the 2021 - 2023 plan and many elements of that plan have become 'business as usual' within the current plan

Focus Area 1: Relating to Others

Capturing the key points from our consultation...

This area is about how the kids treat others.

We'll invest in guiding our students to develop high levels of respect for themselves, others and the learning environments they are in. We want our learning spaces to be calm and respectful, so that everyone can focus on learning and achievement.

Teachers will be supported to create positive learning environments for their students, so that all students feel empowered to engage in the classroom, with their teacher and other students.

To ensure we have a safe overall learning environment, it will be monitored through student achievement data (with particular focus on reading, writing, maths & Maori achievement & incident reporting).

Goals (what we can measure and report on)

- 1. For every child in the school to conduct themselves in such a way that all classrooms are happy, productive learning environments**
- 2. For every child in the school to feel safe in all settings**
- 3. To increase the effectiveness of how we support students through conflict resolution**

		How and when are we going to do this?	Who is going to lead this?	Milestone check-ins at the end of each term Reported at the next Board meeting Are we heading in the right direction? What alterations need to be made? What is the data telling us?			
	Key 2025 initiatives	Annual Implementation Plan		Term 1, 2025	Term 2, 2025	Term 3, 2025	Term 4, 2025
1a	Reset our lighthouse values and draw on these more heavily in order to achieve our aims	In the first few weeks of the year map out new values and begin discussions with the children about how these look in our school. Base a trip to the lighthouse itself to celebrate and embed this. Get	All				

		photos to promote the concept and update the website etc					
1b	Significantly strengthen our team approach to be able to effectively respond to issues and opportunities in terms of behaviour management	Create and institute a more user friendly way of tracking behaviour in finer detail. Develop a better reporting system for BOT purposes	Teaching team				
1c	Continue schoolwide celebrations to focus the children on positive behaviour - link these celebrations to the Lighthouse Values	From early Term 1, use the token system for the children to earn and then vote on a schoolwide treat day - have one per term, starting in term one	Teachers				

Focus Area 2: Leadership and Contribution

Capturing the key points for our consultation...

This area is about the children learning to take on roles and responsibilities in our school community. It's about maximizing participation so that children feel they can break out of their comfort zones with confidence.

In addition it is about tamariki being active and creative learners in a world where so much is handed to them freely through the internet

Students should have a good understanding of what leadership is, how they can use it, and how it affects those around them. They should be able to differentiate between positive and negative leadership, and understand the responsibility that comes with being a role model.

Students are given opportunities to problem solve both as groups & individuals. Where positive leadership skills can be taught in group situations. Our goal is to have students feel as though they can take on any problem no matter how big or small.

Students are given opportunities to help organize & run community events so they feel engaged and connected to our community/people. This can also build on their leadership skills through positive role modeling.

Goals (what we can measure and report on)

- 1) Transform the reputation of our seniors so they are all seen as leaders in our school and community**
- 2) Children understand how to be leaders and a role model, including developing their public speaking skills**
- 3) Children are motivated to make a contribution to their own community and can articulate how they do this**

	Key 2025 initiatives	How and when are we going to do this?	Who is going to lead this?	Milestone check-ins at the end of each term Reported at the next Board meeting Are we heading in the right direction? What alterations need to be made? What is the data telling us?			
	Key 2025 initiatives	Annual Implementation Plan		Term 1, 2025	Term 2, 2025	Term 3, 2025	Term 4, 2025
2a	Enable all students opportunities inside and out of the classroom to showcase	From Term 1, use the opportunities that are embedded in -Free Lunches -Wet lunch supervision	Te Puna Waiora - Whaea Lee Free Lunches - Jazz Assemblies - Rm 3 teachers				

	<p>leadership and mana for their school.</p> <p>This area has 'increasing social connections' as an outcome (link to FA1)</p>	<p>-Te Puna Waiora -School Assemblies -All teachers will look for and support specific and genuine leadership roles for students in our school</p>	<p>Other opportunities - all</p>				
2b	<p>Involve the children in the care of the physical environment of the school</p>	<p>From Term 1, each class will adopt an area of the school to look after starting term one</p>	<p>Classroom teachers</p>				
2c	<p>Focus on public speaking confidence</p>	<p>Rm 1 - News - primary focus Rm 2 - A focus on fluency (e.g. opening and closing a speech) and confidence in a range of contexts e.g. reading out stories Rm 3 - More formal e.g. speeches, debating</p>	<p>Classroom teachers</p>				

Focus Area 3: Local Curriculum

Capturing the key points for our consultation...

We're thinking we'll keep using all the resources in our local area to motivate and inspire our tamariki in their learning. We'll keep doing field trips and get smarter about making sure the experiences are springboards for high quality learning back at school.

Hearing the stories of the land from the people of the land

Students & teachers to demonstrate an understanding of our local history and how it has shaped the community & landscape we see today.

We have a number of people living in our community, including Tangata Whenua, with a broad range of knowledge to be called upon. These people should be engaged as part of this process.

Students at Pirinoa School will develop an interest and understanding in how history has shaped both the physical and social environments of which they live in today.

They will be able to comprehend the changes that were brought by colonization.

They will also understand the impacts of local industries and how they have affected the natural environment at a local level.

The story of Wairarapa Moana should be central to these learnings.

Students & teachers to demonstrate an understanding of our local history and how it has shaped the community & landscape we see today.

As a school we show a connectedness and understanding of the local area and people. Enabling all students to relate to their surroundings and landmarks in their learning.

Goals (what we can measure and report on)

- 1. The students are connected to the history of our local area and people, and it is woven into the day to day life of the school**
- 2. We will see increased achievement levels of the foundational skills of literacy and numeracy in our tamariki**

How and when are we going to do this?

Who is going to lead this?

Milestone check-ins at the end of each term

Reported at the next Board meeting

Are we heading in the right direction?

				What alterations need to be made? What is the data telling us?			
	Key 2025 initiatives	Annual Implementation Plan		Term 1, 2025	Term 2, 2025	Term 3, 2025	Term 4, 2025
3a	Focus on the story of local leaders through visits from locals with historical knowledge and visits to them in their space	Use the Burnside Art Show as the focus for this	Teaching team				
3b	Explore as a teaching team how to achieve the 'hour a day' requirement within a broad curriculum that honours local history and science	As a team, develop our use of the new curriculum documents, whilst maintaining a focus on the broader curriculum. Increase the amount of teaching team meetings in order to achieve this	Teaching team				
3c	Develop new assessment tools, assessment and reporting schedule and methodology for achievement and wellbeing/behaviour data collection	Use the professional learning around BSLA, the new curriculum documents themselves, a review of our SMS and other lenses.	Richard and Jess DeM				