Strategic Initiatives			
2026			
Learners Ākonga	**Localised Curriculum**	**Community** Hapori	**Stewardship** Kaitiakitanga
Develop and implement an Elsthorpe School Learner Profile that reflects the school's values, local curriculum, and aspirations for learners transitioning to secondary school. To develop the daily use of Te Reo in classroom conversation and across the curriculum. Accelerate literacy progress for students below expected curriculum levels through the implementation of a structured literacy approach, monitored through termly assessment data.	Follow timeframes for the implementation of Te Mataiaho in conjunction with our developing the Elsthorpe School curriculum. Incorporate a Tikanga focus in all inquiries Improve mathematics achievement across the school, with a particular focus on accelerating progress for Māori learners and students below expectation, using the refreshed mathematics curriculum progress outcomes.	Improve regular attendance rates through proactive monitoring, whānau engagement, and early intervention, with attendance data reviewed and reported to the Board each term.	Review 10ypp in consultation with Board, MOE and outside contractors

2026		
Learners Ākonga		
We will ensure Ākonga are connected, caring, compassionate, and empowered to lead their own learning. We will strengthen te ao Māori and promote the language, culture and identity of all Ākonga.		
Term	Task	Who's responsible?
Term 1	• Whanau Hui to build relationships within the learning community. • All Ākonga to research and learn their pepeha. • Classrooms to create a shared treaty. • PB4L practices to be evident within the school. • Four-year-old visits. • Ongoing Structured Literacy Programme. • Termly meeting with Tracy Davis (RTLB)to discuss the needs of Elsthorpe students. • Analyse literacy and maths achievement data • Identify target students requiring acceleration • Monitor progress of Māori learners • Review effectiveness of interventions	• All Staff • Staff, Students and Whānau • Staff & Students • All Staff • Julie and Whānau • Julie & Tim • Tim & Tracey
Term 2	• Consultation with Māori Whānau group to incorporate tikanga and te ao Māori into Elsthorpe School. • Four-year-old visits. • Ongoing Structured Literacy Programme. • Term 2 progress reports completed and shared with parents. • Termly meeting with Gabrielle Vallely (RTLB)to discuss the needs of Elsthorpe students. • Complete PAT Testing and analyse results to inform next steps for students. • Analyse literacy and maths achievement data • Identify target students requiring acceleration • Monitor progress of Māori learners • Review effectiveness of interventions	• Tim & Maori Whānau group. • Julie and Whānau • Julie & Tim • All staff • Tim, Julie & Gabe • All staff

Term 3	• Hold a pōwhiri to welcome new students and families to Elsthorpe School. • Four-year-old visits. • Ongoing Structured Literacy Programme. • Term 2 progress reports completed and shared with parents. • Termly meeting with Gabrielle Vallely (RTLB)to discuss the needs of Elsthorpe students. • Analyse literacy and maths achievement data • Identify target students requiring acceleration • Monitor progress of Māori learners • Review effectiveness of interventions	• Staff & Kapa Haka provider • Julie & Whānau • Julie & Tim • All staff • Tim, Julie & Gabe
Term 4	• Follow up hui with Māori Whānau group to talk about the year and plan next steps for 2024. • Four-year-old visits. • Assess Structured Literacy Programme 2025 and plan for 2026 • Term 4 End of Year reports completed and shared with parents. • Termly meeting with Gabrielle Vallely (RTLB) to discuss the needs of Elsthorpe students. • Analyse literacy and maths achievement data • Identify target students requiring acceleration • Monitor progress of Māori learners • Review effectiveness of interventions	• Tim & Maori Whānau group. • Julie & Whānau • Tim & Julie • All Staff • Tim, Julie & Gabe
• Continued development and implementation of a robust Professional Growth Cycle		

2026		
The Curriculum		
To develop an integrated curriculum that will equip our learners with diverse skills to succeed in an ever-changing world.		
Term	Task	Who's responsible?
Term 1	• Planting of seasonal vegetables. • Whole School Kapa Haka • Gardening/Environment group to provide feedback regarding next steps. • Attendance at Playgroup • Review implementation of Te Mātaiaho • Evaluate effectiveness of structured literacy • Moderate assessment practices • Gather student voice	• All Staff • Staff & Kapa Haka provider • Enviroschools provider, Gardening Group & Tim • Staff & students
Term 2	• Planting of seasonal vegetables. • Attendance at Ngāti Whai • Gardening/Environment group to provide feedback regarding next steps. • Attendance at Playgroup • Review implementation of Te Mātaiaho • Evaluate effectiveness of structured literacy • Moderate assessment practices • Gather student voice	• Staff & students • Staff & Kapa Haka provider • Enviroschools provider, Gardening Group & Tim • Staff & students
Term 3	• Community groups are utilised, when able, in order to enhance learning opportunities. • Development of the garden for seasonal planting. • Whole School Kapa Haka • Teacher Only Day - Te Mataiaho Curriculum focus • Attendance at Playgroup • Review implementation of Te Mātaiaho • Evaluate effectiveness of structured literacy	• Staff & Whānau • Staff & students • Staff & Kapa Haka provider • All Staff • Staff & students

	• Moderate assessment practices • Gather student voice	
Term 4	• Assess the successes and failures of the community garden and develop a plan for the following year. • Ensure the continuation of community gardening group. • Development of garden for seasonal planting. • Attendance at Playgroup • Review implementation of Te Mātaiaho • Evaluate effectiveness of structured literacy • Moderate assessment practices • Gather student voice	• Staff & students • Tim & Whānau • Staff & students • Staff & students

2026		
Community Hapori		
We will enhance and develop strong partnerships that support student learning.		
Term	Task	Who's responsible?
Term 1	• Community groups are utilised, when able, to enhance learning opportunities. • 125th Celebrations • Elsthorpe/Omakere swimming sports. • Māori Whānau Hui • Create a working group for Māori Whānau to improve equity and excellence for all of our students. • Review attendance at the beginning of each day and monitor trends over time, addressing issues as they arise. • Review attendance data • Evaluate whānau engagement • Gather feedback from Māori whānau • Report attendance trends to Board	• All Staff • All Staff & Community • All Staff • Tim • Tim & Maori Whānau group • All Staff
Term 2	• Community groups are utilised, when able, to enhance learning opportunities. • Elsthorpe/Omakere Cross Country • Whānau Hui • Māori Whānau Hui • Review attendance at the beginning of each day and monitor trends over time, addressing issues as they arise. • Elsthorpe 5's • Review attendance data • Evaluate whānau engagement • Gather feedback from Māori whānau • Report attendance trends to Board	• All Staff • Tim & Haylee • All staff • Tim & Maori Whānau group • All Staff • Haylee & All Staff
Term 3	• Community groups are utilised, when able, to enhance learning opportunities.	• All Staff

	• Rippa Rugby tournament • Pet Day • Review attendance at the beginning of each day and monitor trends over time, addressing issues as they arise. • Review attendance data • Evaluate whānau engagement • Gather feedback from Māori whānau • Report attendance trends to Board	• Tim, Haylee & PAFs • All Staff • All Staff
Term 4	• Community groups are utilised, when able, to enhance learning opportunities. • Elsthorpe Invitational Cricket Tournament. • School prizegiving • Review attendance at the beginning of each day and monitor trends over time, addressing issues as they arise. • Review attendance data • Evaluate whānau engagement • Gather feedback from Māori whānau • Report attendance trends to Board	• All Staff • Tim & PAFs • All Staff & Community • All Staff

2026		
Stewardship Kaitiakitanga		
Provide safe, attractive, functional learning spaces and grounds that promote our student's learning.		
Term 1	Task	Who's responsible?
Term 1	• Oversee demolition and redevelopment of the Office and Admin block. • Successful roll-out of the All of Government contracts. • Board members to carry out termly risk assessment walkarounds before each meeting. • Complete monthly Argest building reports and water testing. • Ensure the cleanliness of the pool. • Management and upkeep of the school rental properties. • Update of the school website. • Board updates are communicated via the school newsletter. • Print and distribute Elsthorpe School promotional brochures. • Oversee demolition and redevelopment of the Office and Admin block. • Health and safety review • Property compliance review • Staff wellbeing check-in • Policy review schedule • Cyclical review of emergency procedures	• BOT • Tim & Nicola • BOT • Tim • Board & Caretaker • Rhonda • BOT • BOT • Felicity • BOT
Term 2	• Transition of office from temporary building to new office. • Transition of teachers from temporary teaching positions to redeveloped areas. • Successful transition of the office to the temporary building site. • Board members to carry out termly risk assessment walkarounds before each meeting. • Update signage around the school to reflect our school community. • Complete monthly Argest building reports and water testing.	• BOT & Staff • BOT & Staff • BOT & Staff • BOT & Staff • BOT • Tim & Maori Whānau group • Tim

	• Management and upkeep of the school rental properties. • Update of the school website. • Board updates are communicated via the school newsletter. • Health and safety review • Property compliance review • Staff wellbeing check-in • Policy review schedule • Cyclical review of emergency procedures	• Rhonda • BOT • BOT
Term 3	• Board members to carry out termly risk assessment walkarounds before each meeting. • Complete monthly Argest building reports and water testing. • Branding of school to be completed and evident. • Update of the school website. • Management and upkeep of the school rental properties. • Board updates are communicated via the school newsletter. • Health and safety review • Property compliance review • Staff wellbeing check-in • Policy review schedule • Cyclical review of emergency procedures	• BOT & Staff • Tim • Tim • Tim & Maori Whānau group • BOT • Rhonda • BOT
Term 4	• Board members to carry out termly risk assessment walkarounds before each meeting. • Complete monthly Argest building reports and water testing. • Update of the school website. • Board updates are communicated via the school newsletter. • Management and upkeep of the school rental properties. • Health and safety review • Property compliance review • Staff wellbeing check-in • Policy review schedule • Cyclical review of emergency procedures	• BOT • Tim • BOT • BOT • Rhonda