

Ōwhiro Bay School Strategic Plan 2025 - 2028

Annual Implementation Plan 2026

Introduction to Our Four-Year Strategic Plan

E Tipu E Rea – In Our Children Lies Our Future

At Ōwhiro Bay School, our strategic plan is a commitment to nurturing a thriving, inclusive learning community that values diversity, fosters lifelong learning, and upholds our core values of Rangatiratanga, Open-Mindedness, Creativity, Kotahitanga, and Success.

Guided by a deep understanding of our strengths, challenges, and opportunities, this plan responds to the evolving educational landscape and the aspirations of our whānau. We recognize the critical role of strong relationships - between students, staff, families, and the wider community - in shaping an environment where every ākonga can flourish.

Key priorities have been identified through PESTLE and SCOT analysis, ensuring our approach is responsive to external influences such as policy changes, economic pressures, and technological advancements. We are focused on sustaining quality teaching and learning, enhancing our school's cultural and environmental presence, and securing the resources needed to support all learners effectively.

With a steadfast commitment to Te Tiriti o Waitangi, we will continue to weave te reo Māori me ona tikanga into our practices, honoring our responsibility to provide an inclusive and culturally rich education.

As we move forward, we are embracing significant changes in education, including the introduction of two new curriculum documents and a shift towards evidence-based teaching approaches. We are embedding the Science of Learning across all areas of teaching and learning, ensuring that our students receive the best possible foundation. This includes Learning Matters (iDeal) Structured Literacy approach and the Maths No Problem approach, both of which provide clear, research-backed frameworks to support student success. Professional development will be heavily focused on equipping staff with the skills to deliver these approaches effectively, ensuring a consistent and high-quality learning experience for all ākonga. Building systems to ensure consistency of practice school-wide, and effective collection and handling of data is a priority. This is ongoing work that will take time.

To strengthen data-driven decision-making and enhance real-time communication with whānau, we continue to implement a new Student Management System (SMS). This system (edge) will allow for improved data analysis, making learning progress more visible and ensuring whānau are well-informed partners in their child's education.

Ōwhiro Bay School is uniquely positioned, both geographically and culturally. Nestled between moana and awa, with Red Rocks, Tawatawa Reserve, and other significant sites within walking distance, our location provides exceptional opportunities for hands-on, place-based learning. We embrace the rich natural and cultural heritage that surrounds us, integrating it into our curriculum to deepen students' understanding of their environment, their history, and their role as kaitiaki of this special place.

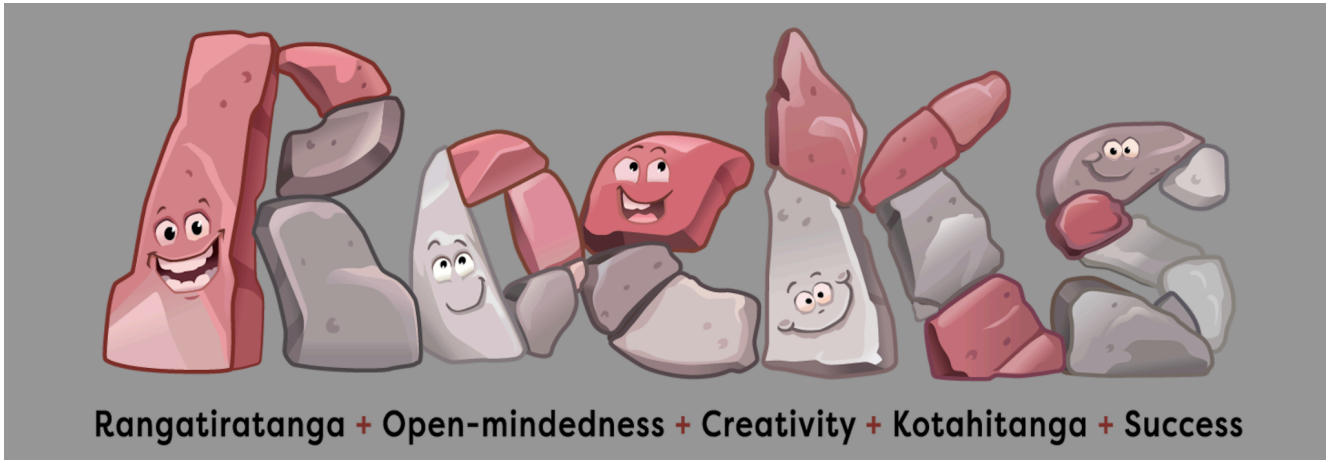
This strategic plan is not just a roadmap, it is a shared vision, shaped and strengthened by our collective efforts. Together, we will ensure that Ōwhiro Bay School remains a place of belonging, whānaungātanga, opportunity, and success for all.

Our Vision

E TIPU E REA - Our children Our future

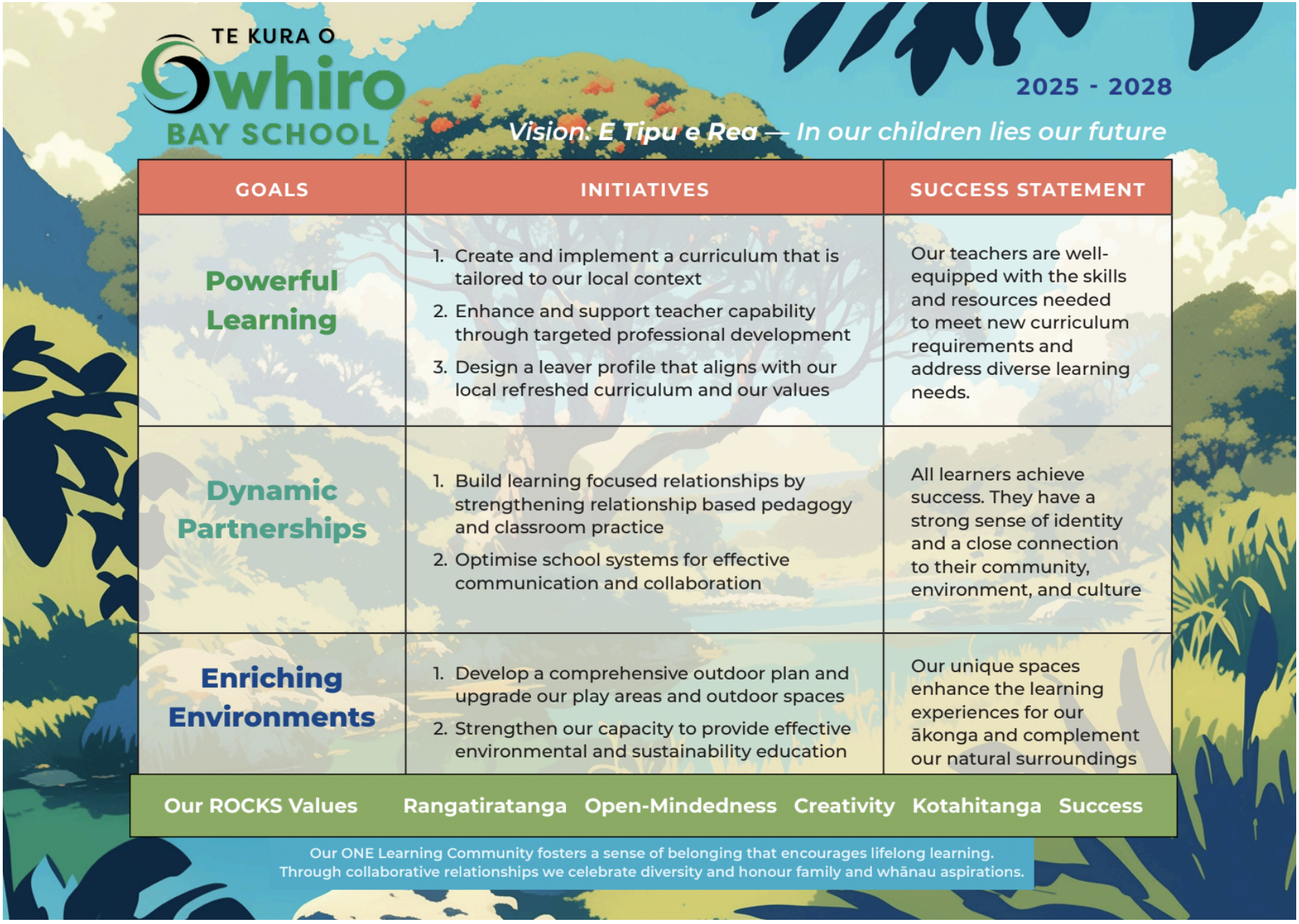
Our One Learning Community fosters a sense of belonging that encourages lifelong learning.
Through collaborative relationships we celebrate diversity and honour family and whānau aspirations.

Our Values - under refresh!



Te Tiriti o Waitangi	**Te reo for staff and ākonga** **North East Principles** **karakia, waiata, mihi whakatau** **whānau, kaumatua and mana whenua connections** **Implementing learnings from Poutama Poutama and Rongohia te hau**		
	Hear *students being greeted in Māori by all staff, te reo is naturally integrated into learning; karakia, waiata, pōwhiri, whakatau, etc,...*	***Feel*** *A shared decision making process with whānau, hapu and iwi. Te reo Māori has status and mana by being valued and actively revitalised. Māori values are being lived eg Rangatiratanga, Kotahitanga, Manaakitanga*	***See*** *Equitable representation of things Māori and non-Māori in the physical environment Te Reo Māori and content on the website and in communication. Equitable representation of Māori in governance and in decision making.*
	Kāwanatanga / Honourable Governance	**Rangatiratanga** / Agency	**Ōritetanga** / Equity

To be refreshed with our new AWA values once approved



Annual Implementation Plan 2026

Strategic focus for 2026

2026 is a deliberate year of sense-making, alignment, and embedding. Following significant national curriculum change, our focus is on building shared understanding and consistent practice in relation to the updated October 2025 New Zealand Curriculum and the government's new assessment package. This approach prioritises coherence, sustainability, and impact over pace, ensuring changes are well understood, manageable, and embedded in ways that improve outcomes for our learners.

This focus aligns with the ERO School Evaluation Indicators, particularly:

- Leadership for Equity and Excellence
- Curriculum, Teaching and Learning
- Assessment, Evaluation and Inquiry
- Educationally Powerful Connections and Relationships

In addition, a key focus for this year is the deep integration of our AWA values, Aroha, Whānaungatanga, and Auahatanga, into everything we do. This will be reflected in updated signage and how we share our story with the community. These changes are more than just visual; they represent our commitment to being a welcoming, visible home for all our learners and whānau as we continue to grow.

🟢 **Green – On Track**
Strong progress is being made. Actions are well underway and outcomes are being achieved or are expected to be achieved as planned.
🟠 **Orange – Progressing, but Needs Strengthening**
Progress is evident, but some aspects are not fully on pace. Additional focus or support is needed to maintain momentum and meet expectations.
🔴 **Red – Behind Schedule**
Progress is limited and key actions or milestones are not being met. A change in approach or additional support is likely needed to realign with goals.
⚪ **Grey – Not Yet Started**
This action or priority is scheduled for a later stage and is not yet due to begin. No current action required.

Annual Implementation Plan 2026

Goal 1: Powerful Learning	**Initiative 1:** Embed high-quality English and Mathematics teaching and learning
Outcome All learners experience consistent, engaging, and effective English and Mathematics teaching that reflects the refreshed curriculum and supports strong progress and achievement.	**Measures (ERO-aligned)** • Consistency of English and Maths practice across classrooms (*Effective Teaching*) • Teacher confidence and shared language about pedagogy (*Leadership for Equity and Excellence*) • Learner engagement and progress in English and Maths (*Curriculum, Teaching and Learning*) • Working documents for reference: Literacy WIP and Maths WIP

Key Actions	Accountable	Responsible	Resources
• Continue to embed the refreshed English curriculum across the school, in particular: - Writing - Assessment - Use of the SLA Intervention teacher - Use of the iDeal platform and resources	Principal	Literacy: Niky/Cilla	NZC: English Years 1-6 iDeal Platform Write Right Conference 14-15 May Staff Only Day
• Support consistent delivery across the curriculum through shared expectations for: ○ lesson structure ○ explicit instruction ○ practice and feedback	Principal	Literacy: Niky/CIlla	iDeal webinars (15-20 mins) iDeal resources iDeal SL training for Jenn and Lisa
• Continue to embed the refreshed Mathematics curriculum across the school, in particular considering: - Science of Learning PLD - Maths Scope and Sequence (MNP) alignment with NZC - Use of Maths Acceleration Teacher (MAT) - Curriculum and assessment expectations	Principal	Maths: Sarah/Vikki	MoE PLD - 4 day provision Maths No Problem induction for new teachers and refresher webinars MNP resources
• Strengthen induction and ongoing support for new staff and roles, including: ○ Science of Learning PLD ○ SLA intervention teacher - Maths Support Teacher ○ Curriculum and assessment expectations	Principal	Cilla, VIkki	iDeal SL training for NE/Year 1 kaiako MNP induction course NE/Year 1 kaiako Regular iDeal webinars (15-20 mins) Release for observations of other teachers/schools
• Bring to life High Leverage Teaching Practices and high impact delivery of both English and Maths: ○ clear learning intentions ○ modelling and worked examples ○ guided practice and checking for understanding ○ fun, engaging learning	Principal	Literacy: Niky Maths: Sarah/Vikki	Anita Archer webinars and podcast Online resources - iDeal/other ERO Teaching Observation Framework - peer observations

Goal 1: Powerful Learning		**Initiative 2:** Implement a localised, refreshed curriculum	
Outcome Assessment practices are clear, consistent, and aligned with national expectations, strengthening teaching decisions and learner progress.		**Measures (ERO-aligned)** • Teachers confidently administer and interpret national assessment tools (*Assessment, Evaluation and Inquiry*) • Assessment information is used to identify progress, next steps, and support needs (*Responsive Curriculum*) • Assessment workload is manageable and purposeful (*Conditions for Effective Teaching*) • Working document for reference: Assessment 2026	
Key Actions	**Accountable**	**Responsible**	**Resources**
• Develop an understanding of the expectations for assessment (SMART Tool, Phonics Checks, milestone assessments, refreshed PATs, etc...)	Principal	Cilla/Cam	Time: Cilla/Cam scheduled meetings twice per term Wk 2 and Week 7
• Refresh our current assessment schedule ensuring it is aligned to the refreshed curriculum	Principal	Cilla/Cam	Time to review current schedule and generate year level assessment schedule/tracking - 1 x staff hu. 1 xl day release - Cam Session with DP Vikki

• In both classroom and intervention settings, use assessment information to:
  ○ understand learner progress
  ○ identify next teaching steps
  ○ Enhance progress of learners requiring additional support
	Principal	Cilla/Cam	Time in Staff Hui at least once per term to
			- analyse samples of how this looks in practice
			- Work alongside SLA to discuss impact of assessments and planning for next learning

• Strengthen use of the SMS to support assessment, tracking, and analysis - *NB new SMS to be introduced in Term 2*	Principal	Cilla/Cam	Session with Cam, Cilla, Phil (edge) - release time for Cam to participate Investigate a switch to HERO

• Involve whānau and students and learners richly in understanding the assessments we use and what they tell us
  ○ Whānau hui unpacking what we do and recent changes
  ○ Teacher feedback to students is purposeful and helps them understand their next steps in learning
	Principal	Cilla/Cam	Whānau hui term 1: Assessment section led by Cilla and Cam
			
			Staff hui x 2 looking at teacher feedback - effectiveness and consistency of

Goal 1: Powerful Learning		**Initiative 2:** Continue to craft then implement our Leaver Profile	
Outcome Our Leaver Profile clearly describes the learner we aspire to grow at ŌBS and guides teaching, learning, and culture.		**Measures** • Shared understanding of the Leaver Profile across the school • Alignment between curriculum, values, and learner aspirations • Working document for reference:	
Key Actions	**Accountable**	**Responsible**	**Resources**
• Finalise and confirm the Leaver Profile (aligned with curriculum and values)	Principal	Vikki/Cilla	Time allocated within SLT meetings to unpack curriculum changes and implications for the Leaver Profile Student voice of values expansion Time in staff hui to provide input and refine the profile

• Socialise the Leaver Profile with:
  ○ staff
  ○ students
  ○ whānau
	Principal	Vikki/Cilla	Feedback from staff re skills needed to transition between spaces across school
			
			Scheduled whānau hui time for sharing and gathering feedback
			
			Processes and tools to gather student voice on values and capabilities

• Use the Leaver Profile to:
  ○ guide curriculum design
  ○ support learner goal setting
  ○ inform reporting and transition conversations
	Principal	Vikki/Cilla	Access to curriculum design templates and planning frameworks
			
			Communication channels (newsletter, website, class updates) for socialising the profile with the community
			
			Time for collaborative planning to embed the Leaver Profile into curriculum, goal setting, reporting, and transition processes

Goal 2: Dynamic Partnerships		**Initiative 1:** Embed values-based, relational practice	
Outcome Learners experience a strong sense of belonging, identity, and consistency across the school.		**Measures** • Evidence of values in classrooms and interactions • Improved student wellbeing and engagement data • Increased consistency in relational practice	
Key Actions	**Accountable**	**Responsible**	**Resources**
• Explicitly teach and embed **new school values** across learning, behaviour, and relationships - *Launch to take place by mid term 2*	Principal	Lisa Cilla All staff BoT	New school artwork/visual identity for values (already noted) School Values Teaching Matrix (behaviour + learning examples) Values visual posters for classrooms & shared spaces Lesson plans / mini-units for each value Whānau engagement sheet for “Values at home” Values certificates / tokens for recognition Model scripts for staff (common language) Values walkthrough tool for internal evaluation Reinforcement of values in newsletter
• Continue to embed **relationship-based pedagogy** (Rongohia te Hau, Poutama Pounamu, PB4L, Restorative Practices, Pause Breathe, Smile, etc...)	Principal	Lisa Cilla All staff	Rongohia te Hau observation templates Poutama Pounamu PLD materials PB4L Tier 1/2 resources Restorative conversations script cards Restorative hui templates Pause Breathe Smile teacher guides Induction booklet for new staff (key relational practices) Coaching/observation cycle templates PLD - Cath Forster or other provider
• Use staff reflection and student voice to strengthen **consistency of practice**	Principal	Lisa Cilla All staff	Staff reflection survey templates Student voice questionnaires (wellbeing, sense of belonging, values visibility) and/or suggestion box for students Whānau voice form for relational practice A simple tool for teachers to self-track implementation “Consistency of practice” rubric for observations and internal evaluation - tools for awhi buddies/ leadership Well-Being at School Tool or similar

Goal 2: Dynamic Partnerships		**Initiative 2:** Use systems to strengthen communication and partnerships	
Outcome Whānau feel informed, connected, and engaged in their child's learning.		**Measures** • Whānau feedback indicates clarity and confidence in communication • Increased engagement with reporting and conferences • Small improvements are made in response to feedback	
Key Actions	**Accountable**	**Responsible**	**Resources**

• Use the SMS effectively for:
  ○ reporting
  ○ communication
  ○ pastoral and academic tracking
	Principal	Cilla
		All staff
			Initial training with HERO
			
			Cheat Sheet or short video snippets for staff on using the SMS features for pastoral notes and academic entries to ensure consistency across the school.
			
			Data Entry Calendar that marks specific weeks for pastoral updates and academic tracking so staff workload remains predictable and manageable

• Refine reporting and Learning Conferences to align with:
  ○ curriculum expectations
  ○ Leaver Profile
  ○ school values
	Principal	Cilla
		All staff
			Student Reflection Template based on school values and Leaver Profile that students use to prepare for conferences, making them the leaders of the conversation.
			
			Whānau hui, one to one conversations, email and newsletters to help parents understand the new reporting descriptors and expectations at year levels.

• Ensure there are authentic opportunities for meaningful engagement with whānau, (whānau hui, daily interactions with staff and whānau, email, etc,...)	Principal	Cilla All staff	Establish a digital or physical tool specifically for gathering feedback after school events or hui to facilitate the small improvements. Include more evidence of learning in school newsletter - including references to new curriculum initiatives. Allow opportunities for whānau to see learning in action - open afternoons and learning celebrations. Create other feedback opportunities including students, staff and whānau.

Goal 3: Enriching Environments		**Initiative 1:** Progress learning-focused environments	
Outcome Our physical and cultural environments support learning, wellbeing, and our values.		**Measures** - We have a comprehensive playground and outdoor development plan - We have a visual timeline of the changes in our physical play spaces - Stage 1 (small project) completed - Stage 2 planning underway	
Key Actions	**Accountable**	**Responsible**	**Resources**
• Complete Stage 1 playground project and evaluate impact	Principal	BoT Cilla	Create a Playground User Survey for students and staff to gather qualitative data on how the new Stage 1 space is being used, which directly supports your measure of evaluating impact. Develop a Photo Journal or digital slideshow to serve as the visual timeline of changes in play spaces
• Scope and plan Stage 2 in line with funding and capacity		BoT Cilla	Use a Project Wishlist to categorise Stage 2 features by cost (low vs. high) and impact on wellbeing and play. Draft a Community Funding Proposal template to encourage local business sponsorship or grants for the next phase.

• Maintain focus on environments that support:
  ○ Inclusion (including our learning nest)
  ○ play
  ○ wellbeing
	Principal	BoT
		Cilla
			Design an Inclusion Audit Checklist specifically for the Learning Nest and general classrooms to ensure the physical setup continues to support diverse learner needs.
			
			Apply for Learning Support/Putea Piki funding through MoE
			
			Allocate budget for upgrading equipment
			
			Compile a Wellbeing Equipment Kit (e.g., sensory tools or outdoor quiet-zone seating) that can be easily moved or updated to support the learning-focused environment initiative.

• Enhance the visual profile of the school through new signage, publicity of values refresh, newsletter and website upgrades	Principal	BoT Cilla	Create the story of our values refresh Build a "Newsletter Content Calendar" that rotates themes between • Values in Action • Playground and Environment • Inclusive Learning and Curriculum to keep the community engaged with our goals.

Goal 3: Enriching Environments		**Initiative 2:** Strengthen our capacity to provide environmental and sustainability education	
Outcome Students continue to develop care for the environment and practical sustainability skills.		**Measures** - Learning and wellbeing are supported by the environment - Planned progress against agreed priorities - Student voice and participation are evident - Sustainability practices are embedded and visible - Environments reflect school values and local context and culture	
Key Actions	**Accountable**	**Responsible**	**Resources**
• Sustain Garden to Table and environmental initiatives already in place	Principal	Cilla	Budget allocation to increase TA support when needed Budget required to pay G to T membership fees and ongoing costs for ingredients etc,...
• Support student leadership in sustainability and action across the school	Principal	Cilla	Time allocated for student leadership meetings to plan actions Funding for Soil to Plate workshops for all students - Botanical Gardens Budget allocated to support initiatives, either through fundraising or grants
• Integrate visible and purposeful opportunities for kaitiakitanga within termly planning to ensure aroha for our environment	Principal	Cilla	Schedule of activities to be undertaken
• Sabbatical report (Cilla) to reflect new findings and understandings after visiting different schools who run successful sustainability programmes	Principal	Cilla	Completed Sabbatical Report from Cilla, containing specific case studies and successful sustainability models from other schools to serve as a blueprint. Opportunities to take other staff to workshops and see great initiatives in action e.g. Garden to Table workshops, tutorials with Olivia, etc

Roadmap Ōwhiro Bay School Strategic Plan 2025 - 2028

Goals		2025				2026				2027				2028				Success Statements
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Powerful Learning	**1**	**Create a refreshed curriculum with a local ŌBS flavour**								**Review and refine**				**Embed and update**				Our teachers are well-equipped with the skills and resources needed to meet new curriculum requirements and address diverse learning needs
		English and Maths						Science/ Tech		Health/ PE		SS/ ANZHC		Te Ao Māori		The Arts		
	2			**Whānau hui - vision and values**		**Whānau hui**					**Whānau hui**				**Whānau hui**			
	3			**Develop our Leaver Profile**							Review LP				Refresh LP			
Dynamic Partnerships	**1**	**Unpack Rongohia te Hau survey** - practice implications				**Implement and monitor** R te H, RP, PP, NE principles				**Embed Rongohia te Hau/Poutama Pounamu/RP/NEP**								All learners achieve success. They have a strong sense of identity and a close connection to their community, environment and culture
	2	**Roll out of new SMS**				**Reporting aligned to NZC**				**Engage new features of SMS, trial and implement**								
	3	**Marketing action #1**				**Marketing action #2**				**Marketing action #3**				**Marketing action #3**				
Engaging Environments	**1**	Current state photos **Environmental Audit** Design small project e.g. new swing area				**Scoping project and designs. Secure funding - action Stage 1 playground Project**				**Scope stage 2 project Create design**		**Secure funding - action Stage 2 project**						Our unique spaces enhance the learning experiences for our ākonga and complement our natural surroundings
	2					**Implement new systems** Review Garden to Table												

Te Tiriti	Business as Usual		
Across all goals, we continue to uphold: Te Tiriti o Waitangi commitments, Te reo Māori and tikanga Māori in daily practice, North East Principles, strong whānau and community connections	Te reo for staff and ākonga North East Principles karakia, waiata, mihi whakatau Implementing learnings from Poutama Poutama and Rongohia te hau whānau, kaumatua and mana whenua connections		**Kāwanatanga** / Honourable Governance **Rangatiratanga** / Agency **Ōritetanga** / Equity
	Hear *students being greeted in Māori by all staff, te reo is naturally integrated into learning; karakia, waiata, pōwhiri, whakatau, etc,...*	***Feel*** *A shared decision making process with wnānau, hapu and iwi. Te reo Māori has status and mana by being valued and actively revitalised. Māori values are being lived eg Rangatiratanga, Kotahitanga, Manaakitanga*	***See*** *Equitable representation of things Māori and non-Māori in the physical environment Te Reo Māori and content on the website and in communication. Equitable representation of Māori in governance and in decision making.*