

Strategic Plan

2026



ŌPAHEKE SCHOOL

Our Vision: Poipoia te kākano kia puāwai- *Together we will find, nurture, and celebrate the potential of every child.*

Our Values: Respect and Effort

Our Strategy

ASPIRATIONS	A great place for every learner	No learning barriers	Outstanding Teachers
	■ Inclusive environment ■ Broad, rich, and exciting curriculum ■ Engaged whānau	■ Kids are at school ■ Kids have what they need to learn ■ Responsive and adaptive learning support systems	■ Every teacher is an outstanding practitioner

Community Voice – Summary of themes from board led consultation in 2025.

A great place for every learner

- Whānau want more arts, music, drama, and movement opportunities.
- Families value inclusive, welcoming environments and want more opportunities to attend school events.
- Parents ask for clearer, earlier communication and more frequent updates.

No learning barriers

- Strong desire for better support for neurodiverse learners, including teacher PLD.
- Parents appreciate equity-focused supports (breakfasts, low-cost trips) and want these continued.
- Families want a safe environment and transitions supported.

Outstanding teachers

- Parents emphasise the importance of maintaining high-quality teachers and teaching practice.
- Desire for consistency in teaching practice, communication, and learning expectations.
- Families want more regular insights into classroom learning and progress.

Annual Plan

2026

	Schoolwide Achievement target
Reading	75% at or above expectation
Writing	75% at or above expectation
Mathematics	75% at or above expectation
Attendance	70% of school attending regularly* *(90% and above student attendance)
	Team wide Focus groups for targeted intervention
Maungakiekie (Y 1/2)	Reading – Māori
Maungarei (Y 3/4)	Writing – Y3 Māori & Y4 Māori girls and Pasifika boys
Rangitoto (Y 5/6)	Mathematics – girls
Maungawhau (Y 7/8)	Reading – Māori & Pasifika

A great place for every learner

	How	Who
Engaging curriculum opportunities	- Expand EOTC, cultural and sporting experiences. - Strengthen opportunities for creativity through performing arts and music.	- Teams - Arts curriculum team
Culturally responsive environment	- Provide CRRP induction for beginning and overseas-trained teachers. - Enhance kaiako Te Reo capability and integrate te reo Māori across the curriculum. - Celebrate language weeks and cultural events school-wide. - Broaden multicultural performances and cultural exchange opportunities. - Ensure environment and curriculum is inclusive of diverse identities and cultures.	- CRPP team, OTT lead - Tikanga Māori lead
Engage whanau	- Strengthen connections through Kaiako Kōrero, Whānaungatanga Week, and student-led conferences. - Hold whānau hui, Pasifika fono, and targeted partnership meetings as required - Provide more chances for families to attend learning showcases, cultural events, and in-class celebrations. - Review communication processes to ensure consistency and quality of outward communications	- ALL staff - CRPP leaders - Teams - SLT and TLs

No learning barriers

	How	Who
Learning support	- Redistribution of learning support portfolio: Gradual transition of newly appointed LSC who will work alongside AP (junior) to oversee Y0-3 learning and behaviour support. DP (operations) to have oversight of learning support in Y4-8. - Strengthen transitions and early intervention (Y0-3). - Increase LST capacity and capability.	DP (operations), AP (junior), and LSC AP (Junior) and LSC P as advised
Catering for diverse learners	- Undertake professional learning in the field of neurodiversity where appropriate.	RTLB and teachers
Attendance	- Prioritise attendance of Māori and Pasifika learners. - Engage proactively with families (Everyday Matters). - Follow stepped attendance processes. - Continue positive reinforcement strategies.	P and CRPP P and Teachers Admin P

Outstanding Teachers

Every teacher at Ōpaheke School is an outstanding practitioner.

	How	Who
Inducting new teachers	- SLT to oversee induction of new teaching staff (<2 years at Ōpaheke). - Robust induction and mentoring programme for our provisionally certified teachers (PCTs). - Individual induction and support programme for new overseas trained teachers (OTTs).	DP (Learning and Teaching) MTs DP (Learning and Teaching)
Building capability	- Implement new mathematics curriculum and revise current planning, teaching, and assessment documents. - Further structured literacy PLD for new staff. - Implementation of new English curriculum content. - Introduce Numicon phase 1 and continue implementation of Prime phase 2 - PLG groups- In-depth focus on teaching practice within curriculum areas.	ML AP (junior) SLT and English curric team ML and junior teachers SLT and external support
Shifting students	- Implement consistent schoolwide target tracking processes. - Target Student Discussions to remain priority agenda item at team meetings.	DP (Learning and Teaching) TL's and SLT

Other areas of work		
	Action	Who
Curriculum	- Explore the refreshed Science & Technology, Arts, Health & PE, and social science curriculum content in preparation for 2027 implementation (Terms 3 and 4). - Introduce new reports. - Undertake assessment PLD with Evaluation Associates to coincide with new curriculum and report changes.	All teaching staff
Property	- Astroturf and fence the courts. - Learning support property modifications.	Board MOE and P

GLOSSARY

P-Principal

CRPP- Culturally responsive pedagogy and practice

AP- Assistant principal

DP- Deputy principal

EOTC- Education outside of the classroom

LST- Learning support teachers

PLD- Professional learning and development

LSC- Learning support coordinator

SLT- Senior leadership team

TL- Team leaders

MT- Mentor teachers

ML- Mathematics curriculum lead

RL- Reading curriculum lead