



Piopio Primary School Strategic Plan 2024-2025

Vision Statement: Growing well rounded tamariki who reach their full potential in a safe and inclusive environment

Where we got our information from:

- ★ Health & PE survey
- ★ Community survey on Survey monkey
- ★ staff feedback (principal Appraisal)
- ★ whānau hui
- ★ informal feedback from the community
- ★ anecdotal student feedback
- ★ analysed student data

What we heard:

I want my child:

- ★ to be a kind empathetic child who has developed confidence and is a strong competent learner excited to learn more
- ★ To learn Māori History/stories around Piopio
- ★ To know local knowledge history & important Māori sites
- ★ Provide a safe place for them to express themselves freely as they are
- ★ To feel safe, heard & included
- ★ To know opportunities are limitless
- ★ To develop a growth mindset for resilience & perseverance

Our Values

Rangatiratanga
We are leaders

Manaakitanga
We are respectful

Whanaungatanga
We are caring

Kotahitanga
We are united

| Strategic Goals Refer Regulations 7(1)(b) | Which Board Primary Objective does this strategic goal work towards meeting? Refer Regulations 7(1)(b) | Links to Education requirements Regulations 7(d) | What do you expect to see? Refer Regulations 7(g) | How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f) | How will you measure success? Refer Regulations 7(g) |
|--|---|---|---|---|--|
| Grow outstanding tamariki | Education and Training Act 2020, section 127(1)- a,b | NELP priority 1,2,3 NZC Principle 1, 3, 4, 5 | <ul style="list-style-type: none"> ● Excellence in teaching, learning & leading ● Tamariki own and are proud of their graduate profiles ● Teacher, tamariki and whānau live our values | <ul style="list-style-type: none"> ● Staff will participate in Assessment for Learning with a facilitator using MOE PLD funding. Further hours will be applied for in term 2, 2024 ● Professional Growth Cycle is reviewed and altered to support teacher practice linked to the NZ Teacher standards ● Piopio Primary Graduate profile is drafted and put out for consultation. It will be linked to Kahui Ako Graduate profile ● Survey tamariki on their learning ● School collaborative plan develops inquiry practice for staff | <ul style="list-style-type: none"> ● All teachers will have participated in Assessment for Learning PLD and classroom practice will reflect the new learning by the end of 2025 ● A graduate profile will be created that pulls together all areas of the strategic plan and integrated into our local curriculum. ● There will be links to the Kahui Ako graduate profile that reflects Maniapoto iwi ● All tamariki will be setting, measuring, and evaluating their own learning goals in relation to |

| | | | | | the refreshed NZ Curriculum- Te Mātaiaho. This is expected to be embedded by term 4 2025 |
|--|--|--|---|--|--|
| Nurture our love of our place in the world | Education and Training Act 2020, section 127(1)- b, c, d | NELP priority 1,2,4 & 5 NZC Principle 3, 4, 5,6 & 7 | <ul style="list-style-type: none"> • Piopio Primary's local curriculum is created • Our community is engaged and understands our learning journey • Tamariki embrace diversity and take pride in their place | <ul style="list-style-type: none"> • Build strong relationships with all stakeholders with open communications and participating in community events • Invite Kaumatua to school and visit the marae to share stories, supported by kuia using MOE PLD hours • School gardens continue to be developed to have a wider variety of produce to supply the community • Attend key community events and invite our community to school events, for example Matariki • Investigate a local environmental project that the school can participate in • Add to the school calendar community events | <ul style="list-style-type: none"> • Our local curriculum will include our stories and use the environment to support learning that motivates • At the end of 2025 all school documentation (local curriculum) reflects all members of the Piopio community to give a sense of belonging to our learners • In 2025 some groups/classes will have identified & participating in an environmental project to support the Piopio environment • At the end of 2025, the school |

| | | | | | |
|--------------------------|--|--|---|---|--|
| | | | | | <p>garden will have a wide range of kai, including heritage products for our tamariki and the community food cupboard</p> <ul style="list-style-type: none"> • Piopio Primary will be present at all community events, e.g. ANZAC and Christmas Parade. |
| Empower curious learners | Education and Training Act 2020, section 127(1)- b, c, d | NELP priority 1, 2, 3, 4, 5 NZC Principle 1, 2, 3, 4, 5 | <ul style="list-style-type: none"> • Classes and learning spaces will be positive learning environments that reflect a sense of belonging & identity • A culture of inquiry, risk taking, and resilience is established | <ul style="list-style-type: none"> • Develop the STEAM room with resources for learning activities that are hands on and digital • Create a student STEAM leadership group • STEAM leadership team (staff) will facilitate PLD for other staff • Students are surveyed to identify contexts for learning • The school's collaborative plan will consistently integrate the key competencies • Explore new ways of learning through inquiry • Develop teacher's use of re reo Māori and tikanga | <ul style="list-style-type: none"> • By the end of 2025 the STEAM room will be used regularly by all classes • A student STEAM leaders group will be established to support other students • Learners are inspired to know, understand and do • By the end of 2025, a Piopio Primary inquiry model will have been developed which will support |

| | | | | | |
|--|--|--|--|---|--|
| | | | | <p>through PLD support</p> <ul style="list-style-type: none"> • The principal participates in MAC (Māori Achievement Collaborative) and the advisor facilitates staff meetings • Te Ahu o te reo Māori professional learning is completed by some staff • Kapa haka is used across the school to support teacher capability • Work with iwi facilitator to develop plan to develop better understanding and strengthen relationships with iwi | <p>the inclusion of student voice</p> <ul style="list-style-type: none"> • By the end of 2025 all staff will have greater confidence using te reo Māori and following tikanga, which supports all learners to have their mana aki tanga (mana uplifted)- manaakitanga and Māori learn as Māori • By the end of 2025, all learners will be using te reo Māori and tikanga daily for learning up to an hour a day. |
|--|--|--|--|---|--|