Pomaria School
Strategic Plan
2024 -2025

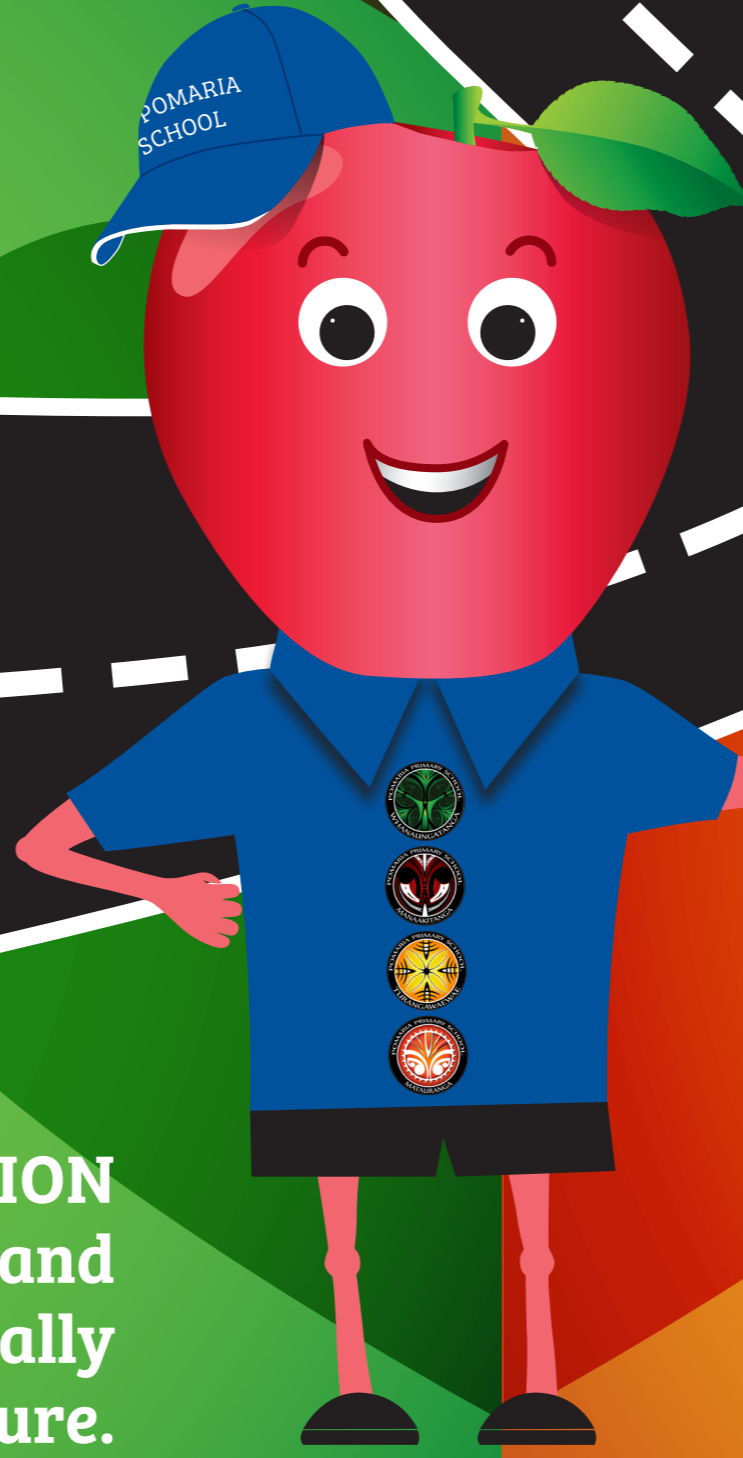FRIENDSHIP KNOWLEDGE FAIRPLAY

2023

Community engagement

VISION
Setting our learners wairua, manawa, and hinengaro up for success to stand strong individually and collectively for now and into the future.

Driver 2
Barrier free access
Meaningfully incorporating Te Reo Māori and Pasifika Languages and Cultures into our kura through the lens of our local curriculum.

Driver 3
Quality teaching & leadership
Ensure that every one of our learners gain sound foundation skills in Literacy and Numeracy.

Driver 1
Learner at the centre.
To continue to grow culturally responsive staff through the implementation of a coaching model

Reporting

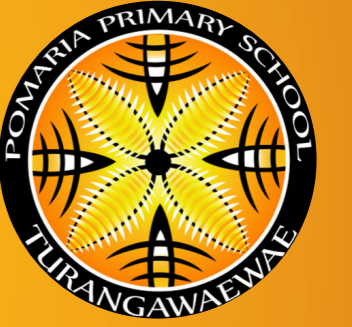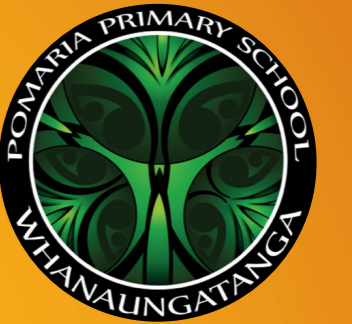|	
Board of Trustees	**BOT** Term 2/4 Progress reports on target learners
Professional Learning Groups (Leadership Meetings)	**Term 1** Goal Setting
Teachers & Support Staff PLG Meetings	**Term 2** Parent teacher interviews
Community informal manner	**Term 3** Learner Led Conferences
	Term 4 EOY Reports

WHANAUNGATANGA — POMARIA PRIMARY SCHOOL
TURANGAWAEWAE — POMARIA PRIMARY SCHOOL
MANAAKITANGA — POMARIA PRIMARY SCHOOL
MATAURANGA — POMARIA PRIMARY SCHOOL

Implementation Plan

Strategic Goal
Learner at the centre.
To continue to grow culturally responsive staff through the implementation of a coaching model.

Initiatives
EXECUTE TRAINING AND DEVELOPMENT OF RBL
Induction of staff
Training impact coaches
Develop a 'Framework' and schedule of data collection, including mechanical changes in Teachers practice and pedagogy.
Identify N/E Teachers and build/collaborate, sharing within the group and across the school.
Incorporate AREA data.
2025 Voice collection

Measures
By the end of Term 1 - All new staff inducted.
By the end of 2024, 80 -100% of Teachers will be trained Impact Coaches.
Impact Coaches to complete at least one data collection per semester.
Have a cohort of N/E Teachers identified by Term 2.
By the end of the year - To have N/E Teachers working on AREA data
Voice collection of 2023 to feed into initiatives of 2024. (Enablers/Barriers)

Actions
Induction programme through Kāhui Ako
Implementation programme to ensure all teaching staff trained over the two-year period
Create a schedule to ensure a data collection is done with all teaching staff.
Identify a cohort of our teachers who identify as N/E Teachers.
Co-constructive and analysis of AREA data
Collect voices towards the end of 2025.
Comparative analysis between 2023 and 2025 voices. (Barriers & Enablers

Strategic Goal
Barrier free access.
Meaningfully incorporating Te Reo Māori and Pasifika Languages and culture into our kura through the lens of our local curriculum.

Initiatives
REFINE AND EMBED
· Pomaria kawa
· Pōhiri/whakatau
· Poroporoaki
· Haka/whakapapa
· Te ao marama
Implement a progression of achievement in Te Reo Māori.
Use of an assessment tool.
Deepening understanding of Te Tiriti o Waitangi and New Zealand histories

Deepening understanding and knowledge of kaupapa Māori practices and te ao Māori
Building and strengthening relationships with mana whenua and community
Developing confidence in using Te Reo Māori
Developing an understanding of, and embodying tikanga
Implementing an authentic local curriculum for our community

Measures
By the end of 2024 - To have a clear Pomaria kawa.
To implement an assessment tool to evaluate the effectiveness of the teaching of Te Reo in our kura

Māori Achievement Collaborative (MAC)
Working with and alongside local iwi - Te Kawerau ā Maki to build school. Whānau and hapū/iwi partnerships.

Actions
Discussion by Term 1 with our Māori and Pasifika team to create an action plan – with advice been sought from Hone Tobin
PLD with staff to share the assessment for Te Reo Māori.
For MAC to help develop a personalised strategic plan to align with initiatives identified by Pomaria School

Strategic Goal
Quality teaching & leadership
Ensure that every one of our learners gain sound foundation skills in Literacy, Numeracy, and Technology.

Initiatives
DEVELOP TOOLS AND TEACHING PRACTICE.
That can be used to ensure learners reach their expected levels in literacy and numeracy
Numeracy
Consistency around planning and structure of Math Lessons and inclusion of DMIC and or problem-solving. Model needs to be co-constructed.

Shared planning Math sessions, Google slides with indicators and lessons and resources for all to share.
Up skill all staff to use and implement CCD effectively
Utilise CCD to assist with content knowledge.
Align marking schedule
Budget to outsource expertise for marking schedule alignment

Math Facilitator - content knowledge around number

Measures
To have consistency across our school when planning & structure of teaching Maths.

Actions
Refer to Maths overview & Annual implementation plan

Initiatives
Literacy
Embedding formative assessment practices
Strengthening data literacy and our capacity to be evaluative
Learning to be targeted and explicit
Deepen teacher knowledge of the progression of writing skills and knowledge.
Develop our local curriculum to reflect our shared vision for literacy teaching and learning.
To ensure our students understand what they are learning in writing, what they need to learn next and are developing the skills and knowledge to achieve success as writers.
To develop literacy leadership in our school having a shared understanding of what good

pedagogy and practise is in writing and working collaboratively to meet achievement targets.

Measures
To have all teachers using a range of information to target and ensure explicit teaching of writing
· Student achievement data (formal and informal)
· data from observations of teachers
· teacher planning
· teacher reflections
· student voice
To have our teachers confidently using effective assessment-planning cycles that accelerate outcomes, particularly for Māori and Pacific students and those who are not reaching their potential.

To have our teachers building an inclusive and culturally responsive community where writing is celebrated and students understand the importance of being literate in everyday life
To have our learners enjoying writing and seeing themselves as writers
Have our literacy Leaders leading effective practice analysis conversations identifying and resolving problems of practice - leaders able to use research and evidence, and be open to new learning themselves - leaders able to mentor and coach classroom teachers with literacy teaching

Actions
Refer to literacy overview & Annual implementation plan