

Creating and Pursuing Opportunities

Capable staff	Empowering Students
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Whaka Pokai o Tara	Lead as Tara Led	Act Nobly
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A Culturally Supportive Learning Environment
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<ul style="list-style-type: none"> ● Improve the relationships between teachers/staff members and students so that learning is enhanced ● Value and support our staff members so they can be ‘the best’ that they can be ● Continue to develop curriculum provision ● Engage with new, exciting and innovative teaching and learning opportunities 	<ul style="list-style-type: none"> ● Ensure students have a say in what happens at school and how we can improve ● Provide a supportive and inclusive environment where all people feel, and are, valued ● Improve mentoring and support for students to reduce bullying and bad behaviour ● Reduce disparity and support equality for all students
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<p style="text-align: center;">All our people are ‘STAR’s’ Safety – Trust – Attitude - Respect Ensure Success</p>	<p style="text-align: center;">Our students are Effective Communicators, ‘Connected’, Learners with Healthy Minds and Bodies</p>
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Improving Outcomes for Every Student

Long term strategic Goals	Actions	2025	2026	2027	2028	
Governmental Target - 80% of all students achieving at or above the stated expectations for their year levels by 2030.	In 2024 the Targets were 55% of all Y8 students achieving	60% of all Y8 students achieving at or above in all core curriculum areas	65% of all Y8 students achieving at or above in all core curriculum areas	70% of all Y8 students achieving at or above in all core curriculum areas	75% of all Y8 students achieving at or above in all core curriculum areas	
Outcomes	Reading					
	Writing					
	Mathematics					
EMPOWERING STUDENTS						
<p>Address Disparities Through Targeted Support: Ensure equal opportunities for all students, regardless of their background or circumstances</p> <p>Address language barriers through interpreters, translators and resources</p> <p>Provide ongoing staff professional development and support in cultural competence and the range of challenges, and ways they can be addressed, that some of our students face.</p>	Promote and use reputable translators of school documents				Measurable Outcomes Students report they have equal access to opportunities	
	<p>School Handbooks are all available on our school website and able to be translated using online tools</p> <p>Particularly</p> <ul style="list-style-type: none"> ● STAR Way ● Enrolment and Prospectus ● Notices about trips and events etc 	<p>Handbook reviews are undertaken with the support of parent/ staff groups</p> <ul style="list-style-type: none"> ● STAR Way ● Enrolment and Prospectus ● Notices about trips and events etc 				
	Employ translators for whanau meetings (e.g. hui, IEP, disciplinary- if requested)					
	<ul style="list-style-type: none"> ● Find available translators to work with whanau and school and create a school resource list. ● Routinely ask whanau if they want/need a translator 					
Staff PD : Cultural Competency						

	Unteach Racism workshops available on the teaching Council are completed in Teaching groups over the course of the year	Otara Panthers Dawn Raid PD - expression with MOE	Staff providing PD to one another about their own experiences <ul style="list-style-type: none"> ● Religious ● Cultural ● Gender ● Sexual orientation 	Inclusion PD focus	
<p>Implement Student Voice Mechanisms: Ensure students have a meaningful role in shaping their educational environment, what is learned and how, and teacher capabilities.</p> <p>Provide meaningful opportunities for students to reflect on, review, improve curriculum context and delivery</p>	Establish meaningful and responsive opportunities for student feedback				<p>Measurable Outcomes</p> <p>Students report they have meaningful input into shaping their educational environment</p> <p>Students report our school listens to and acts on feedback</p>
	<p>Establish meaningful and responsive opportunities for student feedback</p> <ul style="list-style-type: none"> ● Instruction for students on how to give critical feedback ● Feedback surveys ● Suggestion boxes ● Reporting mechanisms ● Curriculum review and improvement ● Student feedback to teachers 				
<p>Provide Effective Mentoring Programmes to reduce bullying and behavioural problems by promoting peer support and consistent expectations</p>	Address inconsistent expectations for student behaviour				<p>Measurable Outcomes</p> <p>Incidents of bullying and behavioural problems are reduced</p> <p>Students and staff report that behavioural expectations are clear</p>
	<ul style="list-style-type: none"> ● Teacher PD regarding the need for consistency ● Staff agreement to address inconsistent expectations for student behaviour ● Leadership focus on consistency 	Review Staff agreement about consistency of expectations			

		Provide programmes that unpack bullying and related behaviours			Staff report a positive school culture
	<p>Continue and embed student mentoring strategies</p> <ul style="list-style-type: none"> ● Refined Brothers and Sisters ● Leaders mentoring ● Academic mentoring for all students 				
CAPABLE TEACHERS					
<p>Enhance Professional Development to provide targeted professional development focusing on:</p> <p>Inclusion and cultural competence</p> <p>Innovative teaching methods, resources and technology integration</p> <p>effective, and engaging instruction</p> <p>AND Streamline Assessment and Feedback Systems to use assessment data effectively to inform instruction and support student progress, ensuring that learning needs are met.</p>	All teacher/staff will participate PD as follows:				<p>Measurable Outcomes</p> <p>Observation and student Survey data indicates teachers have the skills and knowledge needed to deliver inclusive, effective, and engaging instruction.</p> <p>Assessment data is used effectively to inform instruction and support and enhance student progress</p>
		Trauma and wellbeing informed teaching practices			
			Developing innovative teaching methods and technology integration		
		<ul style="list-style-type: none"> ● Effective pedagogies ● Implementing effective formative assessment ● Using all assessment data, including summative and formative assessment to inform planning 			
			Providing feedback to students about their achievement and 'next learning steps'		

<p>Strengthen Teacher-Student Relationships to enhance mutual respect and understanding, to improve student engagement and learning outcomes.</p>	<p>Provide teachers clearer direction about how and when to connect with students and whanau</p>				<p>Measurable Outcomes</p> <p>Students report that their teachers respect and understand them.</p> <p>Teachers report that their students respect them.</p>
	<p>Provide planned opportunities for staff and students to work collaboratively on school projects</p>				
	<ul style="list-style-type: none"> ● Embedding Market Days ● Cultural Gardens ● Planting at GSR 	<ul style="list-style-type: none"> ● Fundraising for shade canopies ● Camp 			
<p>Create a Supportive and Inclusive School Culture that fosters an environment where all students and staff feel valued and included.</p> <p>All staff ensure that teaching is inclusive of and respectful towards the diverse cultural backgrounds of students</p>	<p>Review school facilities to ensure there are adequate spaces for all students and staff that meet the ranges of needs (e.g. quiet places, places that reflect a range of identities etc)</p>				<p>Measurable Outcomes</p> <p>Students and staff report that they feel valued and included</p> <p>Students and staff report increased inclusion and respectful attitudes towards their diverse cultural backgrounds.</p>
	<p>Quiet spaces</p> <p>Culturally focused spaces</p>	<p>Reflective and thinking spaces</p>			
		<p>Student-led initiatives to celebrate diversity</p>			

	<p>Students and their whanau are encouraged to teach others about their culture with the aim that everyone in the classroom learns about traditions, beliefs and language of their classmates</p> <p>Classrooms reflect culture and the diversity of students in the room</p>				
			<p>Focus on students learning about diversity</p> <ul style="list-style-type: none"> ● understanding others ● Neurodiversity ● gender differences 		