



**Te Ara Koropiko West Spreydon School  
Strategic Goals 2025-2027  
Annual Plan  
2026**

# Strategic Goals 2025-2027

## *Attitude Adventure, Achievement*

**1. Our kura; a place of belonging and identity for everyone. He iwi kotahi.**

**2. Deliver a curriculum that meets the needs of all akonga/tamariki**

### **Research base:**

Attachment Psychology, Developmental Theory. *Dr Gordon Neufeld*  
Niho Taniwha. *Melanie Riwai - Couch (professional learning day and leadership research)*  
Teaching to the North-East; Leading to the North-East. *Russell Bishop* (in Collaboration with Cognition and Kahukura Community of Practice)  
Kahukura Conference  
Kahukura Community of Practice collaboration with principals and lead teachers of Performing Arts, SENCO, Curriculum, Maori and Pasifika  
Whānau/Tamariki Voice/Student leaders  
ECE partnership  
Parent/Community surveys (Niho Taniwha adapted - p 62)  
Board survey  
Board Training with a consultant  
Formal and informal parent feedback  
Fono/hui  
Staff feedback  
Enviro Schools  
Healthy and Active Schools (Sport Canterbury as part of our consult)  
Consultation with Iwi Ngai Tahu and Ngai Tuahuriri  
Professional development with MOE providers  
Clifton Strengths  
Maori Achievement Collaboration Conference and partnership (10 year partnership)  
Better Start Literacy Approach (University of Canterbury)  
UFLI PD (University of Florida Literacy institute in collaboration with RTLB)  
The Learner First (Rob Profitt-White as a Kahukura Collaboration)

## **Strategic Goal 1**

### **Attitude**

**Our kura; a place of belonging and identity for everyone. He iwi kotahi.**

#### **Objective 1: Learners at the centre**

**Priority 1:** *Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying*

**Priority 2:** *Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures*

#### **Objective 2: Barrier-free access**

**Priority 3:** *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

**Priority 4:** *Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy*

#### **Objective 3: Quality teaching and leadership**

**Priority 5:** *Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning*

**Priority 6:** *Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*

#### **Objective 4: Future of learning and work**

**Priority 7:** *Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work*

#### **Objective 5: World-class inclusive public education**

**Priority 8:** *Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)*

Refer Section 127 Education and Training Act 2020 <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html>

<b>Strategic Goal 1</b> <b>Our kura; a place of belonging and identity for everyone. He iwi kotahi.</b>	
<b>Annual Plan 2026</b> <i>(what will we do)</i>	<b>Annual Plan Implementation 2026</b> <i>(What actions will we take to achieve these outcomes?)</i>
<b>1.1. Honour the articles of Te Tiriti o Waitangi in the daily learning and life of our kura</b>	<b>Refer to Action Plan for Maori Lead teacher</b>  Partner with Maori Achievement Collaboration to: <ul style="list-style-type: none"> <li>● Review the implementation integration and effectiveness of te reo, te ao Maori, Te Matauranga Maori</li> <li>● Develop a schoolwide kaupapa that is effective and authentically reflects the values and aspirations of our Maori tamariki and their whanau</li> <li>● Promote and update Kapa haka in the school in a manner that is relevant and enjoyable</li> <li>● Provide leadership through the Cultural Lead</li> <li>● Engage whanau in the life and growth of the school and utilize the strengths and knowledge of whānau, runanaga and the wider community to ensure we are addressing te matauranga and te ao Māori</li> <li>● Partner with Kahukura to implement the principles of Cognition (Relationships First Russell Bishop)</li> <li>● Promote cultural values and leadership skills in our tamariki</li> <li>● Review the purpose and effectiveness of our whanau hui and Celebration of Learning</li> <li>● Continue to implement the Aotearoa New Zealand Histories curriculum</li> </ul>
<b>1.2. Champion Pasifika culture and languages</b>	<b>Refer to Action Plan for Pasifika Lead Teacher and Action Plan for Maori Lead teacher</b> <ul style="list-style-type: none"> <li>● Promote Pasifika language weeks with deliberate focus and the regular use of language and incorporation of values and traditions</li> <li>● Strengthen Pasifika culture schoolwide through sasa, siva, songs and traditions</li> <li>● Review the effectiveness of our engagement with Pasifika whanau</li> <li>● Review the Celebrations of learning and whanau hui to better reflect an authentic approach to acknowledging Pasifika culture and values</li> </ul>

<b>Meeting date</b>	<b>Update on progress</b>
<b>1.3. Create opportunities for connecting with whānau</b>	<p><b>Refer to Action Plan for Pasifika and Maori Lead Teacher</b></p> <ul style="list-style-type: none"> <li>● Plan a successful community hangi to celebrate the start of the year and to welcome whanau and new kaiako / kaiawhina</li> <li>● Create a strong Champions Team to build better relationships and partnership</li> <li>● Celebrate termly mihi whakatau to welcome new whanau</li> <li>● Review reporting and interview formats so we are continuing to improve our communication with parents e,g Edge as one stop shopping rather than 3 previous communication platforms; new terminology and standards in Te Mataiaho; raw data in SMART Tool which is not moderated or based on OTJs</li> <li>● Engage with local organisations and businesses to support all kaiako and tamariki (Project Esther, Ellesmere Foodbank, Warehouse, Kids Can etc)</li> </ul>
<b>Meeting date</b>	<b>Update on progress</b>
<p><b>1.4. Embed Attachment Psychology as a foundation for relationships, connection and flourishing of all tamariki</b> <i>(Whanaungatanga and honotanga)</i></p>	<ul style="list-style-type: none"> <li>● Induct new staff in an 8 hour intensive in Attachment Psychology 101</li> <li>● Provide ongoing professional learning in staff professional learning sessions</li> <li>● Share the good news with other schools and agencies and be an agent for positive change in pedagogy and practice</li> <li>● Promote September 7 / 8 for Educators, MOE etc</li> <li>● Continue Triple A's as a strategy for developing attachment with tamariki and whanau who are struggling to find their place</li> </ul>
<b>Meeting date</b>	<b>Update on progress</b>
<b>1.5. Develop a strategic plan to increase the local</b>	<ul style="list-style-type: none"> <li>● address the disparity (13%) of the 67%-80%market share</li> <li>● Formalise meetings with the Network Manager Nick to request a zone review</li> </ul>

school roll	
Meeting date	Update on progress
<b>Property</b>	
1.6. Complete the new hall	<ul style="list-style-type: none"> <li>● Adapt the repeatable design, if feasible to reflect our place and values</li> <li>● Negotiate the placement of the hall</li> <li>● Work with the project manager, MOE and Ngai Tāhu</li> <li>● Consult with staff, tamariki and community to ensure we are reflecting the values and needs of our kura and whānau</li> <li>● Continue to consult with Ngai Tahu to place value on the cultural narrative and design as the design and build process continues (hall motif, manifestations, planting)</li> <li>● Include the design and construction of pou and waharoa (<i>We can apply for Creatives in Schools funding for designing the Waharoa and Pou around school. Damien Mackie at Whakaraupo. This would mean we can commission a carver to create the piece.</i>)</li> </ul>
Meeting date	Update on progress
1.7 5YA Ensure that repairs and maintenance projects are completed	<ul style="list-style-type: none"> <li>● Create a spreadsheet of proposed work and Implement the additional \$14k repairs and maintenance plan with kaitiaki and ensure that \$ are spent before the end of term 1</li> <li>● Meet with MOE Property Adviser regularly to set goals and maintain communication</li> </ul>
Meeting date	Update on progress
1.8 Complete the replanting and development of the school grounds and	<p><b><i>Refer to the Action Plan 2026 for Ecologista</i></b></p> <ul style="list-style-type: none"> <li>● Consult with architects, iwi, Kaiako, whānau and tamariki for the future design of the grounds in relation to the hall build-marakai, hāngī pit</li> <li>● Partner with Trees For Canterbury etc for planting native planting</li> <li>● Partner with PTA for development projects e.g. concrete 4 person outdoor table tennis,</li> </ul>

<p><b>promote our Enviro group to engage in school environment projects</b></p>	<p>adventure garden at the back of the school</p> <ul style="list-style-type: none"> <li>● Ecologista (Janice) and kaitiaki work in partnership to plan planting to ensure the grounds are developed in alignment with our Masterplan and medium term build plans (hall )</li> <li>● Design, build and maintain edible gardens</li> <li>● Establish composting, recycle, reuse and reduce practices</li> <li>● Partner with Canterbury Waterways and Christchurch City Council to maintain the Mokihi and the river banks</li> <li>● Include tamariki in the projects and provide leadership opportunities for them as kaitiaki</li> </ul>
<p><b>Meeting date</b></p>	<p><b>Update on progress</b></p>
<p><b>Strategic Goal 2</b>  <b>Adventure, Achievement</b>  <b>Deliver a curriculum that meets the needs of all akonga/tamariki</b>  <i>Objective 1: Learners at the centre</i>  <i>Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i>  <i>Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i></p> <p><i>Objective 2: Barrier-free access</i>  <i>Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i>  <i>Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</i></p> <p><i>Objective 3: Quality teaching and leadership</i>  <i>Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i>  <i>Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i></p>	

**Objective 4: Future of learning and work**

**Priority 7:** Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

**Objective 5: World-class inclusive public education**

**Priority 8:** Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

**Annual Plan 2025 - Strategic Goal 2**

**Deliver a curriculum that meets the needs of all akonga/tamariki**

**2.1. Ensure all staff are upskilled in Te Mātaiaho and that we are implementing the revised curriculum on schedule (if it is made available to us according to the proposed deadlines)**

**Refer to action plans for Senior leadership, Maths Lead Teacher, Sport/PE/Health/Performing Arts**  
***This is the neverending story and will continue for 2026/27 as the government implements drafts and makes rapid changes***

- Participate in MOE webinars, seminars etc.
- Partner with our Kahukura colleagues to provide quality professional learning for our kaimahi as we develop our understanding of the revised curriculum
- Partner with Cognition and Kahukura Community of Practice to ensure that we have the balance of relationships first and high quality teaching and learning
- ensure that lead teachers deliver the latest Te Mātaiaho developments at staff meetings, in a timely manner

**2.1.1.Literacy**

- Establish our Structured Literacy Teacher role to the best effect for all tamariki (*These*

	<p><i>teacher/s will work in close collaboration with classroom teachers to ensure that the targets for intervention are regularly reviewed and assessed)</i></p> <ul style="list-style-type: none"> <li>● Embed the structured literacy programme UFLI at years 2-6 with support from RTLb and RTLit</li> <li>● Review learning programmes for supported learning to ensure alignment with structured literacy approaches</li> <li>● Continue to use the strategies of The Writing Revolution to strengthen writing achievement across the school</li> <li>● Continue to upskill teacher assistants in the delivery of structured literacy programmes (BSLA and UFLI)</li> <li>● Train junior school kaiako in UFLI and enrol all staff who have not trained in BSLA</li> </ul>
<p><b>2.1.2.The NZC Mathematics and Statistics Y0-8</b></p>	<ul style="list-style-type: none"> <li>● Continue with Rob Profitt-White (and Kahukura) The Learner First to unpack the new expectations and programmes of work</li> <li>● Develop familiarity with assessment strategies in partnership with Rob and our Kahukura Colleagues</li> <li>● Engage in professional learning for Numicon and Maths No Problem (<i>preferably not at night from 5.30 to 7</i>)</li> <li>● Ensure that teacher release time is utilised for professional learning and that all teachers have access to learning videos, webinars or Zoom meetings</li> </ul>
<p><b>2.1.3. Health and PE Joint Healthy Active Learning Outcomes</b>  <b>1. Education settings value and prioritise quality play,</b></p>	<p><b>Implement the long term plan for Health and PE in collaboration with Sport Canterbury and the Champion Team</b>  <b>Health and PE</b>  Sport Canterbury have finalized a new MOU with strategic goals for 2025-2027. They have been tailored to fit the rapid change and huge workload being placed on teachers and leadership to accommodate the immediate demands of other curricular review.</p> <p><b>Healthy Active Learning vision – the why</b></p>

**active recreation, sport, and health and physical education.**

**2. Education settings support and promote quality food and drink environments.**

**3. Education settings value Mātauranga Māori and promote culturally distinctive approaches to play, active recreation, sport, kai and inu, and curriculum delivery.**

**4. Teachers and kaiako implement active teaching and learning**

Quality Physical Activity is acknowledged as positively contributing to learning and to the hauora/wellbeing of tamariki, schools and communities. Because of this it is prioritized accordingly by schools and supported by strategy, systems, structures, and processes that ensure that it is embedded and sustainable.

In the context of Healthy Active Learning, this looks like – the what Quality Health and Physical Education affirms all ākonga through inclusive, culturally responsive practice.

It is:

- responsive to the needs of ākonga – their context, environment, culture, and world
- informed by tamariki voice, meaningfully consulted on with whānau & wider community and supported by school senior leadership, the Board of Trustees and school wide systems.
- positively impacts all dimensions of hauora and equips ākonga with the tools to take responsibility for their own hauora.
- develops Physical Literacy - the confidence, competence, and motivation to be physically active for life.
- provides challenge, promotes critical thinking and action.
- purposefully planned, underpinned by the NZC, a school's local curriculum
- is delivered with quality pedagogy by qualified teachers.

As with all learning areas, in Health and Physical Education ākonga understand what they are learning, why they are learning it, how they are progressing and what are their next steps.

Why should Quality HPE remain a priority:

Given the current education environment and some of the changes that have thrust upon schools from the government, there is some discourse around not having time to prioritise Health & Physical Education. In response to this, we refer the MoE of education expectations around this which can be found here on Tāhūrangi.

‘Schools are expected to develop a balanced teaching programme for their students based on all learning areas within the 2007 New Zealand Curriculum’.

<p><b><i>approaches and deliver quality health and physical education. 5. Education settings work effectively with whānau and their local community to enable inclusive and equitable access to play, active recreation, sport, and quality food and drink.</i></b></p>	<p>‘Each learning area has rich opportunities for teaching reading, writing, and maths skills’.</p> <p>‘Teachers are encouraged to use this opportunity to consider how reading, writing, and maths can be taught during a dedicated time and where these skills can be integrated across the curriculum.’</p> <p>‘During dedicated times for reading, writing, and maths, teachers will engage in a range of learning experiences, including collaborative tasks, investigations, problem solving, and games that support the aim of the lesson.’</p> <p>‘When taught as an integrated part of the curriculum, reading, writing, and maths will be deliberately and purposefully planned.’</p> <p>Play is enabled by giving tamariki time, space and permission to do so. This is achieved through the provision of quality, accessible environments and conditions that allow all tamariki to explore, lead themselves, interact positively with their peers, be physically active in a diverse range of ways, take risks, learn, and make sense of their world.</p> <p>A wide variety of extra-curricular Physical Activity opportunities (including sport and active recreation/EOTC) are available and accessible for all and complement opportunities that exist outside of school. These opportunities are reflective of the culture and identity of the tamariki that make up the school, their whānau and the wider community. Where appropriate, these opportunities are supported by engagement with whānau and the wider community.</p>
<p><b>2.1.4.Partner with Origin Sport to promote skills and competency</b></p>	<ul style="list-style-type: none"> <li>● Work closely with Greg to ensure our physical activity and health programmes are inclusive and expansive</li> <li>● Upskill teachers in the revised curriculum</li> <li>● Maintain the bikes and scooters and complete an inventory</li> </ul>

<b>based learning and continue our partnership with Bikes in Schools</b>	
<b>2.1.5. Continue to promote Out of School sports opportunities</b>	<ul style="list-style-type: none"> <li>● Organise teams, team managers and coaches for all of the OOS sports opportunities</li> <li>● Encourage kaiako to attend at least once without creating an unnecessary burden</li> <li>● Create strong community/parent partnerships to make the workload feasible-coaches, team management</li> </ul>
<b>2.1.6. Consult with community on Health Education Curriculum (sexuality)</b>	<ul style="list-style-type: none"> <li>● Ensure that the board consults with the community in a timely manner</li> <li>● Deliver the curriculum with support from external agencies when appropriate e.g. NZ Police, Family Planning, PHN</li> </ul>
<b>2.1.7. Implement the approved Attendance Plan</b>	<ul style="list-style-type: none"> <li>● Encourage teachers to make a personal follow up via phone call, message or email</li> <li>● Track all absences and analyse concerning patterns and notify staff and board contingently</li> <li>● Implement the required steps in a modified form that retains and protects relationships</li> <li>● Offer practical assistance where required; PHN, Food parcels, counselling, etc</li> <li>● Work alongside MOE for positive strategies and outcomes</li> </ul>
<b>Meeting date</b>	<b>Update on progress</b>
<b>2.2.Promote programmes for gifted and talented and learners</b>	<p><b><i>Refer to Action Plans for Student Leadership, OOSSport, Ecologista Action Plans, Cultural Leads, Performing Arts</i></b></p> <ul style="list-style-type: none"> <li>● Strengthen the Literacy Club for competition</li> <li>● Boost existing programmes: Digi Whānau, choirs, ukulele, guitar, fuse drumming, Lego, Dance Club, Jump Jam and promote the performing arts to foster talent and giftedness</li> <li>● Work with Sport Canterbury to ensure that our Physical Activity and Health programmes are</li> </ul>

<p><b>requiring support who have not yet achieved their potential</b></p>	<p>adapted for the needs of all students, including those with disabilities and different needs</p> <ul style="list-style-type: none"> <li>● Identify learners who are at risk of not achieving and ensure that planning and teaching address their needs</li> <li>● Investigate membership of the Children’s University</li> </ul>
<p><b>Meeting date</b></p>	<p><b>Update on progress</b></p>
<p><b>2.3. Develop leadership capabilities and new opportunities for kaiako and tamariki</b> (New kaiako and student leaders each year)</p>	<p><b><i>Refer to Action Plans: Student Leadership, OOSSport, Ecologista , Cultural Leads, Performing Arts, Middle Leaders, SLT</i></b></p> <ul style="list-style-type: none"> <li>● Extend the training and opportunities for student leaders-PALs, Enviro, Sports, Performing Arts, Culture</li> <li>● Promote leadership opportunities and coaching for kaiako- CPPA Middle Leaders, internal mentoring and coaching, team and/or curriculum leadership</li> <li>● Collaborate with Kahukura Leadership, Team Leaders, LSC, Performing Arts, Cultural Leads, Curriculum leads, Middle Leaders</li> <li>● Celebrate the successes at fono/hui, in newsletters and on the website</li> <li>● Organize weekly Induction meetings with new staff members and new leaders</li> </ul>
<p><b>Meeting date</b></p>	<p><b>Update on progress</b></p>
<p><b>2.4. Promote wellbeing and health as self management strategy and as a collective focus</b></p>	<p><b>Refer to Action Plans: SLT, Middle Leaders 2026 HPE Coordination, Health, Out of School Sport and PALS</b></p> <ul style="list-style-type: none"> <li>● Promote play and physical activity as a strategy for wellbeing and health for kaiako and tamariki</li> <li>● Regularly Remind all personnel of the concerns and complaints policies and survey wellbeing</li> <li>● Monitor workloads of all kaiako and kaiawhina</li> </ul>
<p><b>Meeting date</b></p>	<p><b>Update on progress</b></p>
<p><b>2.5. Centenary</b></p>	<ul style="list-style-type: none"> <li>● Establish an organising committee to meet regularly</li> </ul>

<b>Celebrations</b>	<ul style="list-style-type: none"><li>● Appoint a chair person</li><li>● Set dates for events and book venues</li><li>● Delegate responsibilities</li><li>● Advertise locally and nationally</li><li>● Organise school involvement</li></ul>
<b>Meeting date</b>	<b>Update on progress</b>