

# NORTH STREET SCHOOL STRATEGIC PLAN 2025-2028

## Improving Student's Learning and Achievement

- **Curriculum Access & Achievement**
  - Ensure all students successfully access *Te Mātaiaho*, evidenced by achievement in Reading, Writing, and Mathematics.
- **Curriculum Support Programmes**
  - PLD in Mathematics with Cognition.
  - Identify and support target and priority learners in Literacy and Numeracy.
  - Appoint structured literacy facilitators.
  - Provide STEAM opportunities in Science, Technology, Engineering, Mathematics, and Art.
  - Implement new curriculum with enabling and extension opportunities.
- **Inquiry & Key Competencies**
  - Drive student and teacher inquiry through Aotearoa Histories.
  - Combine and implement the 'Backpack for Learning' framework and school values to enhance students' key learning principles.


## Delivering a Quality Learning Environment

- **Learning Programmes & Teaching Delivery**
  - Review and develop whole-school behaviour management through PB4L, values, KCs, mission, and vision.
  - Develop Tier 2 PB4L interventions to support students.
  - Integrate and reflect on technology use in learning.
  - Foster collaborative teaching and best practice with Curriculum Leads.
- **Community & Cultural Engagement**
  - Strengthen family and whānau partnerships, embracing cultural diversity (*Whakawhanaungatanga*).
  - Develop a cultural narrative linked to *whenua* and local *tikanga* (*Whakawhanaungatanga*).
- **Enrichment & Digital Competency**
  - Provide enrichment in Sport, Arts, Music, Dance, Pacifica, Technology, and Culture.
  - Upskill students and staff in digital competency, including AI

## School Organisation and Structure

- **Property**
  - Action the 5 - 10 year property plan.
  - Develop outdoor learning spaces, adding new equipment to the senior playground and *Air Time* basketball hoops to courts
  - Cover court between RT and Tam; replace/paint concrete.
  - Install PB4L signage/posters schoolwide, tailored to year levels.
  - Develop innovative learning environments based on research.
  - Implement cyclical maintenance (painting, replacing orange aluminium windows and doors).
  - Invest in furniture for modern learning environments.
  - Transform the library into a modern learning hub with STEAM areas.
  - Renovate the admin block and hall (update doors, glaze/tint windows, modernise PE shed).
  - New Pool fencing.
- **Health & Safety**
  - Ensure students are healthy, connected, and supported.
  - Promote active and healthy lifestyles for *tamariki*.
  - Provide teachers with adequate learning and admin support for systems and processes
  - Implement performance management through the

	<ul style="list-style-type: none"> <li>• <b>Special Education Provision</b> <ul style="list-style-type: none"> <li>○ Support students with special needs to progress in the Curriculum and fully participate in school and community life.</li> </ul> </li> <li>• <b>Māori Student Achievement</b> <ul style="list-style-type: none"> <li>○ Implement NSS Māori Strategic Plan across the curriculum.</li> <li>○ Review Māori Student Achievement Data Termly to improve engagement and success as Māori.</li> <li>○ Develop and implement <i>Kauwhatatanga</i> initiatives.</li> </ul> </li> <li>• <b>Student Achievement Goals</b> <ul style="list-style-type: none"> <li>○ Focus on accelerating achievement in Mathematics and Literacy.</li> <li>○ Priority focus on Attendance management plan</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>professional growth cycle.</li> <li>• Conduct yearly arborist maintenance for trees.</li> <li>• Update pool fencing and surroundings.</li> </ul> <p><i>Finance</i></p> <ul style="list-style-type: none"> <li>• Allocate budgets for resources, professional development, and operational costs.</li> <li>• Maintain sustainable funding to support the school's strategic direction.</li> </ul> <p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• Maintain ongoing review of curriculum and programmes.</li> <li>• Review the professional growth cycle to meet teacher and learner needs.</li> <li>• Regularly evaluate school values and vision for relevance.</li> </ul> <p><i>Community Engagement</i></p> <ul style="list-style-type: none"> <li>• Strengthen educational awareness through regular updates and termly Whānau hui.</li> </ul>
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2026			
 <b>Tangata</b>	<b>Students, staff and whanau, thrive in an inclusive learning environment and culture.</b>	<b>Targeted Support &amp; Inclusive Development</b> <ul style="list-style-type: none"> <li>Cohorts of students at risk of not thriving are identified and supported through innovative, tailored initiatives to enhance their learning and wellbeing.</li> <li>All stakeholders, including whānau, iwi, staff, and students, play an active role in the development and planning of learning, the school environment, and culture.</li> <li>Establish and maintain an authentic, sustainable partnership with mana whenua to ensure their voices, values, and aspirations are embedded in the school's direction (1.1 Kāhui Ako A/C).</li> </ul>	<div> <div> <b>OBJECTIVE 1</b>  <b>LEARNERS AT THE CENTRE</b>  Learners with their whānau are at the centre of education </div> <div> <b>OBJECTIVE 5</b>  <b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b>  New Zealand education is trusted and sustainable </div> </div>
	<b>A pedagogically rich curriculum informs the learning programmes of all students.</b>	<b>Cultural Competencies &amp; Localised Curriculum</b> <ul style="list-style-type: none"> <li>Cultural competencies guide the development of a localised curriculum, ensuring Te Tiriti o Waitangi principles are meaningfully and authentically integrated across all learning areas.</li> <li>The Professional Learning Plan (PLP) is designed and implemented to support teachers in understanding and contributing to the development of the new curriculum.</li> <li>Kaitiaki with deep knowledge of our ākonga lead strategies to improve teaching practice, strengthen relationships, and build the capabilities of others.</li> </ul>	<div> <div> <b>OBJECTIVE 4</b>  <b>FUTURE OF LEARNING AND WORK</b>  Learning that is relevant to the lives of New Zealanders today and throughout their lives </div> <div> <b>OBJECTIVE 3</b>  <b>QUALITY TEACHING AND LEADERSHIP</b>  Quality teaching and leadership make the difference for learners and their whānau </div> </div>
	<b>The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS</b>	<b>Authentic Learning &amp; Community Integration</b> <ul style="list-style-type: none"> <li>Learning programmes incorporate the local environment in meaningful ways, providing authentic, place-based learning experiences (eg, native walkway planting).</li> <li>Strong partnerships with local communities, iwi, and hapū are developed to enrich student learning and strengthen cultural connections.</li> <li>The school environment will increasingly reflect Aotearoa's bi-cultural heritage, with initiatives such as the development of Pou in partnership with iwi.</li> </ul>	<div> <b>OBJECTIVE 2</b>  <b>BARRIER FREE ACCESS</b>  Great education opportunities and outcomes are within reach for every learner </div>