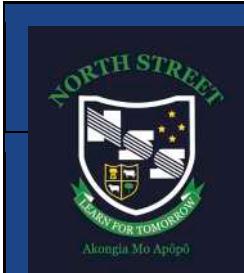


NORTH STREET SCHOOL STRATEGIC PLAN 2025-2028

| Improving Student's Learning and Achievement | Delivering a Quality Learning Environment | School Organisation and Structure |
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| <ul style="list-style-type: none">Curriculum Access & Achievement<ul style="list-style-type: none">Ensure all students successfully access <i>Te Mātaaho</i>, evidenced by achievement in Reading, Writing, and Mathematics.Curriculum Support Programmes<ul style="list-style-type: none">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<ul style="list-style-type: none">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. | <p>Learning Programmes & Teaching Delivery</p> <ul style="list-style-type: none">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. <p>Community & Cultural Engagement</p> <ul style="list-style-type: none">Strengthen family and whānau partnerships, embracing cultural diversity (<i>Whakawhanaungatanga</i>).Develop a cultural narrative linked to <i>whenua</i> and local <i>tikanga</i> (<i>Whakawhanaungatanga</i>). <p>Enrichment & Digital Competency</p> <ul style="list-style-type: none">Provide enrichment in Sport, Arts, Music, Dance, Pacifica, Technology, and Culture.Upskill students and staff in digital competency, including AI | <p>Property</p> <ul style="list-style-type: none">Action the 5 - 10 year property plan.Develop outdoor learning spaces, adding new equipment to the senior playground and <i>Air Time</i> basketball hoops to courtsCover 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. <p>Health & Safety</p> <ul style="list-style-type: none">Ensure students are healthy, connected, and supported.Promote active and healthy lifestyles for <i>tamariki</i>.Provide teachers with adequate learning and admin support for systems and processesImplement performance management through the |

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| <ul style="list-style-type: none"> • Special Education Provision <ul style="list-style-type: none"> ○ Support students with special needs to progress in the Curriculum and fully participate in school and community life. • Māori Student Achievement <ul style="list-style-type: none"> ○ Implement NSS Māori Strategic Plan across the curriculum. ○ Review Māori Student Achievement Data Termly to improve engagement and success as Māori. ○ Develop and implement <i>Kauwhata tangata</i> initiatives. • Student Achievement Goals <ul style="list-style-type: none"> ○ Focus on accelerating achievement in Mathematics and Literacy. ○ Priority focus on Attendance management plan | | <ul style="list-style-type: none"> professional growth cycle. • Conduct yearly arborist maintenance for trees. • Update pool fencing and surroundings. <p><i>Finance</i></p> <ul style="list-style-type: none"> • Allocate budgets for resources, professional development, and operational costs. • Maintain sustainable funding to support the school's strategic direction. <p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Maintain ongoing review of curriculum and programmes. • Review the professional growth cycle to meet teacher and learner needs. • Regularly evaluate school values and vision for relevance. <p><i>Community Engagement</i></p> <ul style="list-style-type: none"> • Strengthen educational awareness through regular updates and termly Whānau hui. |
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Tangata

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| Students, staff and whanau, thrive in an inclusive learning environment and culture. | <p>Targeted Support & Inclusive Development</p> <ul style="list-style-type: none">• Cohorts of students at risk of not thriving are identified and supported through innovative, tailored initiatives to enhance their learning and wellbeing.• All stakeholders, including whānau, iwi, staff, and students, play an active role in the development and planning of learning, the school environment, and culture.• 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). | <p>OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>OBJECTIVE 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable</p> |
| Ako | <p>A pedagogically rich curriculum informs the learning programmes of all students.</p> | <p>Cultural Competencies & Localised Curriculum</p> <ul style="list-style-type: none">• Cultural competencies guide the development of a localised curriculum, ensuring Te Tiriti o Waitangi principles are meaningfully and authentically integrated across all learning areas.• The Professional Learning Plan (PLP) is designed and implemented to support teachers in understanding and contributing to the development of the new curriculum.• Kaitiaki with deep knowledge of our ākonga lead strategies to improve teaching practice, strengthen relationships, and build the capabilities of others. |
| Whenua | <p>The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS</p> | <p>Authentic Learning & Community Integration</p> <ul style="list-style-type: none">• Learning programmes incorporate the local environment in meaningful ways, providing authentic, place-based learning experiences (eg, native walkway planting).• Strong partnerships with local communities, iwi, and hapū are developed to enrich student learning and strengthen cultural connections.• The school environment will increasingly reflect Aotearoa's bi-cultural heritage, with initiatives such as the development of Pou in partnership with iwi. |