



# OTAKIRI SCHOOL

“Learners Forever, Leading the Future”

## Strategic Plan 2026

Improve outcomes for all ākonga / learners through culturally responsive pedagogy.

Build effective partnerships with whānau which place ākonga / learners at the centre.

**Learn with purpose**  
**Engage with kindness**  
**Act with respect**  
**Dare to dream**

# Otakiri School Board Annual Plan (Aligned to ERO & Refreshed NZC)

**School:** Otakiri School

**Year:** 2026

**Strategic Framework:** Te Ara Huarau | Refreshed New Zealand Curriculum (2023–) | Ka Hikitia | Attendance & Engagement Strategy

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## Board Assurance Statement

This Annual Plan sets out how the Otakiri School Board will govern, resource, and monitor progress toward improved outcomes for all ākonga. The plan aligns with: - **ERO School Evaluation Indicators (Effective Schools / Equity & Excellence)** - **Refreshed New Zealand Curriculum** (Learner-Centred, Knowledge-Rich, Coherent Pathways) - **Te Tiriti o Waitangi obligations**

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## Strategic Aim 1: Improve outcomes for all ākonga through culturally responsive pedagogy

### ERO Evaluation Indicators

- **Learner outcomes:** Equity and excellence – Māori learners achieving success as Māori
- **Leadership:** Leadership for equity and excellence
- **Teaching & Learning:** Responsive curriculum, effective pedagogy

### Refreshed NZC Alignment

- Learners at the centre of curriculum design
- Teaching grounded in **powerful knowledge**, explicit teaching, and high expectations
- Progressions used to support coherence across learning
- Te reo Māori me ngā tikanga Māori as integral, not additive

### Annual Targets (Board sets)

- Increase the proportion of learners achieving at or above expected curriculum levels in reading, writing, and maths.
- Accelerate progress for priority learners (below or well below expectation).

## Key Board-Approved Actions

- Resource professional learning focused on culturally responsive and relational pedagogy.
- Support development of a local curriculum reflecting Otakiri, Ngāti Awa, and community aspirations.
- Ensure assessment and reporting practices align with the Refreshed NZC progressions.

## Evidence the Board Will Monitor

- Achievement and progress data (termly)
- Teacher inquiry and appraisal evidence
- Learner voice (belonging, engagement, identity)

## Board Monitoring Cycle

- **Term 1:** Baseline data and targets confirmed
  - **Term 2–3:** Progress and acceleration reported
  - **Term 4:** Evaluation of impact and next steps
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## Strategic Aim 2: Build effective partnerships with whānau that place learners at the centre

### ERO Evaluation Indicators

- **Educationally powerful connections with parents and whānau**
- **Stewardship:** Inclusive and culturally responsive governance

### Refreshed NZC Alignment

- Learning pathways strengthened through shared understanding with whānau
- Learners supported through coherent home–school partnerships

### Annual Targets

- Increase whānau participation in learning conferences, hui, and school events.
- Improve whānau understanding of learner progress and next steps.

## Key Board-Approved Actions

- Support regular, structured opportunities for whānau voice and partnership.
- Ensure reporting to whānau is clear, strengths-based, and curriculum-aligned.
- Resource events and communication tools that support engagement.

## Evidence the Board Will Monitor

- Whānau voice survey results
- Attendance at school events and conferences
- Feedback from hui and community consultation

## Board Monitoring Cycle

- **Term 1:** Engagement plan and baseline data
  - **Term 2–3:** Participation and feedback updates
  - **Term 4:** Review of partnership effectiveness
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## Strategic Aim 3: Improve attendance

### ERO Evaluation Indicators

- **Learner engagement and wellbeing**
- **Conditions for learning:** Safe, inclusive, supportive environment

### Refreshed NZC Alignment

- Regular attendance enables access to the full breadth of learning
- Engagement and wellbeing as foundations for progress and achievement

### Annual Targets

- Increase the percentage of learners attending **90% or more** of the time. In 2025 our regular attendance was **57.25%** our goal for 2026 is to have more than **75%** of our students attending 90% or more.
- Reduce the number of learners identified as chronically absent.

### Key Board-Approved Actions

- Approve and monitor a school-wide attendance strategy aligned with MoE expectations.
- Ensure early identification and response to attendance concerns.
- Resource pastoral and external agency support where required.

## Evidence the Board Will Monitor

- Attendance data (monthly and termly)
- Links between attendance and achievement data
- Case studies of successful interventions

## Board Monitoring Cycle

- **Monthly:** Attendance reports to Board
  - **Termly:** Analysis of trends and impact
  - **Annually:** Evaluation against targets
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## Principal's Reporting to the Board

The Principal will report: - Progress against annual targets - Evaluation of actions and their impact - Recommendations for resourcing and next steps

Reports will be evidence-based and aligned to ERO indicators and the Refreshed NZC.

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## Board Self-Review and Evaluation

The Board will: - Use this plan to guide governance decisions - Review progress termly using agreed indicators - Evaluate effectiveness annually in line with **Te Ara Huarau**

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**This Board Annual Plan is a living governance document and will be reviewed and refined throughout the year to ensure equitable and excellent outcomes for all ākonga at Otakiri School.**