Strategic Plan 2026-2029

Te Kura o Aorere | Collingwood Area School

Our Vision

Te whanaungatanga ki te tangata, te taiao, te anamata hoki.

Connecting to others, our environment and the future.

Our Values

Manaakitanga - A culture of care

Ako - Passionate, engaged learning

Kaitiakitanga - Nurture and Protect

Goal 1: Strengthen Learning and Curriculum

We design and deliver a coherent, culturally grounded curriculum that supports high-quality teaching and learning across all phases.

- Curriculum development that reflects Te Tiriti, our community and local narratives.

- Coherent learning pathways from 5-18 and beyond.

- Strengthened team collaboration, teaching, and learning practices.

- Consistent planning, teaching, reporting, and assessment practices.

Goal 1: Strengthen Learning and Curriculum

We design and deliver a coherent, culturally grounded curriculum that supports high-quality teaching and learning across all phases.

Focus Area	Strategic Intent	Actions and Indicators	Key Alignments
Curriculum development that reflects Te Tiriti, our community and local narratives	Develop and embed a localised, culturally grounded curriculum that honours Te Tiriti o Waitangi and reflects the pūrakau, values, and aspirations of our ākonga, whānau, and community.	‣ Complete, publish and integrate the Cultural Narrative document with iwi, hapū, and community representation. ‣ Integrate mātauranga Māori, te reo Māori, and local histories across all learning areas. ‣ Provide and engage in PLD as the curriculum developments unfold. ‣ Review planning and assessment for inclusive practice and relevance.	‣ Te Mātaiaho ‣ Localised curriculum and mātauranga Māori integration. ‣ Safe, inclusive learning free from racism and discrimination. ‣ Giving effect to Te Tiriti o Waitangi.
Coherent learning pathways from 5–18 and beyond	Build strong, connected learning pathways that enable smooth transitions and clear progressions from early learning through the ages and stages at school and beyond.	‣ Map learning progressions and statements. ‣ Develop transition portfolios and utilise shared assessment tools. ‣ Use data tracking to monitor progress across phases. ‣ Strengthen collaboration between primary and secondary teams.	‣ Te Mātaiaho ‣ Emphasis on continuity and learning progressions. ‣ Ensure every learner can progress and achieve their potential. ‣ Use of the ERO Teaching Observation Framework to ensure coherence across learning.
Strengthened team collaboration, teaching, and learning practices	Grow a collaborative professional culture where teachers share expertise, reflect on practice, and build capability to deliver effective, high-quality teaching and learning.	‣ Implement structured PLD and inquiry cycles focused on pedagogy and curriculum design. ‣ Embed peer observation, mentoring, and coaching systems. ‣ Promote collaborative planning and moderation to ensure shared expectations. ‣ Develop leadership within teaching roles.	‣ Quality teaching and leadership. ‣ Professional Growth Cycle and development within the Leadership Capabilities Framework ‣ Continuous professional reflection. ‣ Commitment to collective professionalism.
Consistent planning, teaching, reporting, and assessment practices	Establish coherent, transparent systems that ensure teaching, planning, assessment, and reporting are consistent, reliable, and clearly demonstrate progress for ākonga.	‣ - Develop school-wide templates and shared expectations for planning and assessment. ‣ Embed moderation and data-sharing practices across teams. ‣ Refine reporting to whānau for clarity and accessibility. ‣ Use digital platforms to strengthen data collection and visibility.	‣ Use evidence to inform teaching and learning. ‣ Measure and report progress. ‣ Coherence in assessment and reporting.

Goal 2: Enhance Engagement and Attendance

We grow belonging, leadership, and wellbeing to lift attendance and engagement for every learner.

Implement values-based systems which align with our shared kaupapa.

Strengthen pastoral structures and leadership opportunities across the school.

Support smooth transitions between phases of learning.

Track and respond to attendance trends through data-informed pastoral care.

Goal 2: Enhance Engagement and Attendance

We grow belonging, leadership, and wellbeing to lift attendance and engagement for every learner.

Focus Area	Strategic Intent	Actions and Indicators	Key Alignments
Implement values-based systems which align with our shared kaupapa	Embed a consistent, values-based culture that promotes positive behaviour, recognition, and pride in belonging to our kura.	‣ Align PB4L-SW, integrate the Graduate Profile, and school values systems. ‣ Strengthen positive acknowledgement processes for ākonga and staff. ‣ Integrate shared language of values into classroom expectations and community events.	‣ Ensure Safe, inclusive environments free from racism and discrimination. ‣ PB4L School-wide – Values-based, relationship-focused approaches. ‣ Te Tiriti o Waitangi – Partnership and participation in shared kaupapa.
Strengthen pastoral structures and leadership opportunities across the school	Build robust pastoral systems and student-leadership pathways that nurture wellbeing, responsibility, and service.	‣ Review and clarify pastoral roles, communication, and case-management systems. ‣ Extend student leadership through peer-mediation, tuakana-teina, and house-based initiatives. ‣ Provide professional learning which aligns to the school's needs.	‣ Quality leadership supports student success. ‣ Wellbeing @ School Toolkit – Strong systems for relational support. ‣ Our Code, Our Standards – Commitment to caring and inclusive relationships.
Support smooth transitions between phases of learning	Create seamless pathways that strengthen belonging and achievement as ākonga move through and beyond each phase of schooling.	‣ Ensure strong transition profiles and shared handover meetings between teams. ‣ Co-design induction processes for staff, new learners and whānau. ‣ Track engagement and achievement data through transitions.	‣ Te Mātaiaho – Coherence across learning progressions. ‣ Ensure learners can progress and achieve their potential. ‣ ERO TOF – Continuity of learning experiences.
Track and respond to attendance trends through data-informed pastoral care	Use attendance and engagement data to identify patterns early and respond proactively to learner needs.	‣ Establish and use an attendance and engagement profile and data collection methodology ‣ Set school-wide attendance targets aligned with national goals (e.g. 80 % > 90 % attendance by 2030). ‣ Implement interventions and re-engagement plans for at-risk learners. ‣ Report termly to Board and community on attendance trends.	‣ MoE Attendance Strategy 2022–2030 – Focus on regular attendance. ‣ Use evidence to inform actions. ‣ Education and Training Act 2020 s.127 – Monitoring learner participation

Goal 3: Use Data and Communication to Drive Improvement

We use clear data and effective communication to connect, improve, and celebrate learning.

Build shared data literacy to inform decisions and track progress.

Strengthen communication with staff, students, whānau and external services through clear reporting, online services, and induction materials.

Align systems to ensure consistent, accessible information.

Use evidence to evaluate and refine practice across the school.

Goal 3: Use Data and Communication to Drive Improvement

We use clear data and effective communication to connect, improve, and celebrate learning.

Focus Area	Strategic Intent	Actions and Indicators	Key Alignments
Build shared data literacy to inform decisions and track progress	Strengthen capability across the school to collect, interpret, and use data that informs teaching, wellbeing, and school improvement.	‣ Provide targeted PLD to fit the needs of staff. ‣ Develop shared systems for collecting and analysing achievement, engagement, and wellbeing data. ‣ Use data-based strategies to identify priority learners and create intervention plans.	‣ Use evidence to inform teaching and learning. ‣ School Planning & Reporting Framework 2023 – Measure and report progress. ‣ Te Mātaiaho – Data-informed evaluation for improvement.
Strengthen communication with staff, students, whānau and external services	Create transparent, accessible communication channels that connect learners, families, and staff around progress and wellbeing.	‣ Refresh communication guidelines and channels ‣ Develop online induction materials for staff, students, and whānau. ‣ Improve reporting cycles and align with new requirements as they become clear.	‣ Engage learners and families as valued partners. ‣ Te Tiriti o Waitangi – Partnership through reciprocal communication. ‣ ERO Indicators – Effective communication with learners and whānau.
Align systems to ensure consistent, accessible information	Integrate school systems to improve efficiency, reduce duplication, and ensure reliable access to information.	‣ Audit current IT and data systems ‣ Align templates, branding, and storage conventions across platforms. ‣ Create shared access points for policies, planning, and reporting.	‣ Digital Strategy for Schools 2022–2030 – Modern, integrated data systems. ‣ Evidence-based monitoring. ‣ MoE Information Security Policy.
Use evidence to evaluate and refine practice across the school	Embed a culture of inquiry where evidence is used to evaluate impact, celebrate success, and guide improvement.	‣ Implement regular review cycles using data, feedback, and ERO TOF indicators. ‣ Share outcomes with staff and community through annual reporting. ‣ Recognise and celebrate progress through internal and external communication.	‣ Quality teaching and leadership. ‣ ERO Evaluation Framework – Inquiry and improvement. ‣ School Planning & Reporting Framework 2023 – Annual review of progress.

Giving Effect to Te Tiriti o Waitangi

We aim to embed partnership, participation, and protection across our curriculum, culture, and systems so that Māori identity, language, and culture are integral to our success. Our approach ensures te reo Māori, mātauranga Māori, and local narratives are visible and valued in teaching and learning, while fostering belonging, authentic relationships, and culturally responsive pastoral care. Through transparent communication and the effective use of data, we strengthen partnerships with whānau and iwi, ensuring equitable outcomes and shared responsibility for every learner's progress.

Identifying and Catering for Learners Whose Needs Have Not Yet Been Well Met

We aim to ensure every learner is visible, supported, and successful. By strengthening teaching, refining curriculum, and using data wisely, we identify needs early and respond effectively. Our focus on wellbeing, engagement, and attendance removes barriers to participation, while strong communication and partnerships with whānau promote shared responsibility for progress. Together, these efforts create an inclusive, responsive culture where every learner is known and their growth is celebrated.

Giving Effect to National Education Priorities

Our goals align with the national education priorities by strengthening teaching, improving attendance, and using data to raise achievement. We are focused on delivering a clear, high-quality curriculum that supports effective literacy, numeracy, and rich learning experiences. By prioritising wellbeing, engagement, and regular attendance, we create the conditions for every learner to thrive. Through evidence-based practice and open communication with whānau and community, we ensure that teaching is responsive, progress is visible, and every learner has the opportunity to succeed.