

St Leonards School

Strategic Plan

2026-2028

School ID Number 3829

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St Leonards School

Our Vision

To help children be creators, communicators, critical thinkers and kind human beings that value te taiao and the people in it.

Our Motto

Learning for Life

Our Values

Active learners

take responsibility for their learning. They develop metacognitive skills that will support their learning, both now and into their futures.

Self Managers

manage things within their control. By regulating themselves, they are able to respect others and be ready for learning.

Problem Solvers

is our tool kit. We can select Problem Solving tools to support us when we are being Active Learners, Self Managers and Environmentally Friendly

Involved | Kotahitaka

working towards their own wellbeing and that of the community.

Respect | Manaakitaka

is about upholding people's mana by showing hospitality, generosity, kindness and support. It is the process of showing respect and care of others.

Environmentally Friendly | Kaitiakitaka

gives tamariki a sense of empowerment in a context that can become overwhelming.





Strategic Goal 1

Mokopuna will achieve their highest potential in all areas of a rich and well-rounded curriculum that is grounded in local knowledge and their own cultural contexts.

Why?

To equip them with a deep knowledge that can be transferred to the variety of contexts of their future study and work, and to facilitate the transmission of local knowledge to future generations.

Strategic Goal 2

For St Leonards School to be the school of choice for whānau looking to engage in a diverse, active and supportive community.

Why?

To support mokopuna and whānau well-being through connectedness, and to install lifelong habits of community participation and service.

Strategic Goal 3

Mokopuna, whānau and the wider community will have the knowledge, skills and resilience to care for te taiao.

Why?

To support mokopuna to be hopeful of the future and their part in environmental care, building life long skills and habits along the way.

How did we create these goals?

Our school community was consulted through surveys, and both children and parents were asked to record their aspirations at our annual Matariki Celebration. This information, combined with anecdotal evidence from the teaching staff, was the basis of a robust conversation with the School Board who produced the above strategic goals.

References:

[Education and Training Act 2020](#)

St Leonards School

Annual Plan Year 2026

1. Mokopuna will achieve their highest potential in all areas of a rich and well-rounded curriculum that is grounded in local knowledge and their own cultural contexts.

Annual Goal:	Strategically implement Te Mātaiaho English and Mathematics in the context of our rich, well-rounded local and cultural contexts.
Annual Target:	All of the knowledge and practices from the English and Mathematics 2025 release are routinely covered within our planning.
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> • All knowledge and practice outcome are covered in English and Mathematics • Gaps in coverage are identified that need to be addressed in 2027 • Local knowledge resource established and each topic has included elements from this knowledge • Whānau cultural identities are reflected in each topic

Initiative	Purpose	Actions	Who and When	Resources Required	Measure of outcomes
1a Professional Growth Cycle for Teachers	Continue to refine our practice to promote healthy relationships within the school and improve academic outcomes.	Teachers and Teacher Aides participate in PGC staff meetings 2 times per term; Continue to work through St Leonards School Quality Practice Document, which outlines the ways in which we demonstrate the Standards for the Teaching Profession in our unique context; Identify up to 3 practices to embed or enhance; Engage in 10 minute observations and professional	Teaching Staff 2 meetings per term	Quality Practice at St Leonards	<ul style="list-style-type: none"> - Each teaching staff member is able to identify ways in which their practice has progressed over the year; - Acceleration in English and Mathematics; - Reflection at the end of Term 4 (will be shared in the principal's report)

		conversations based on goals.		
1b Strengthen Use of Graduate Profile	Use the ASPIRE values and Graduate Profile as a tool to strengthen classroom culture and mokopuna wellbeing to positively impact achievement.	<ul style="list-style-type: none"> - Plan Hui Ata for each term in response to identified needs - Daily focus during our Hui Ata - Evaluate the usefulness and implementation of the Graduate Profile in staff meetings 	Sarah All year	<ul style="list-style-type: none"> - Ākoka self assessments against the graduate profile (T1 /T4) - Accelerated progress in English and Mathematics.
1c Unpack Te Mātaiaho English Curriculum (2025 release)	Ensure our teaching practice aligns with the 2025 release of the English Curriculum	<ul style="list-style-type: none"> Spend some staff meetings unpacking English in Te Mātaiaho - Ensure progressions align - Unpack acceleration - Align assessment schedule 	Sarah and Alice, Term 1	<ul style="list-style-type: none"> - Delivery Statement updated accordingly - Plan for pacing to meet new expectations
1d Unpack Te Mātaiaho Mathematics Curriculum (2025 release)	Ensure our teaching practice aligns with the 2025 release of the Mathematics Curriculum	<ul style="list-style-type: none"> Attend Curriculum Days; Spend some staff meetings unpacking Mathematics in Te Mātaiaho - Create pacing document covering year 0-6 in step with each other - Unpack acceleration - Align assessment schedule 	Sarah and Alice Pre Term 1	<ul style="list-style-type: none"> - Delivery Statement updated accordingly - Plan for pacing to meet new expectations
1e Engage with draft curriculum areas	Establish how we can align our local and cultural curriculum with refreshed curriculum implementation; To submit well-considered feedback for consultation	<ul style="list-style-type: none"> - Dual planning - put draft curriculum outcomes next to current outcomes when planning units 	Sarah and Alice - ongoing Consultation due Friday 24th April (T1 W1)	<ul style="list-style-type: none"> - Submission made by due date - Draft curriculum outcomes are included in topics we have covered this year.

<p>1f</p> <p>Create a local and cultural knowledge bank</p>	<p>Ensure local and cultural knowledge is non-negotiable in the midst of external influences on our curriculum</p>	<ul style="list-style-type: none"> - Establish a bank of local and cultural knowledge and values that will continue to be integrated into curriculum planning - Consultation with whānau and wider West Harbour community to establish this - Toitū te whenua - watch with staff 	<p>Sarah and Alice Term 2 onwards</p>	<ul style="list-style-type: none"> - Knowledge Bank established
<p>1e</p> <p>Cultural Knowledge</p>	<p>Mokopuna should see themselves in the content they are learning.</p>	<p>Consult with the parent community prior to topic planning. We will let them know:</p> <ul style="list-style-type: none"> - what we plan to teach based on the curriculum - the relevant local knowledge <p>We will ask them:</p> <ul style="list-style-type: none"> - Do you have any other cultural perspectives or knowledge that should be included? - Do you have any skills that could support our learning? 		<ul style="list-style-type: none"> - Whānau have been consulted before each main topic - Teachers plan to integrate cultural knowledge in topic planning - Tamariki are able to describe the ways in which their cultural identity relates to their learning

2. For St Leonards School to be the school of choice for whānau looking to engage in a diverse, active and supportive community.

<p>Annual Goal:</p>	<p>Strengthen engagement within current school community and the wider community</p>
<p>Annual Target:</p>	<p>Increase the number of people we are engaging with</p>
<p>What do we expect to see by the end of the year?</p>	<ul style="list-style-type: none"> ● Higher attendance at assemblies ● Increased engagement in our community events

Initiative	Purpose	Actions	Who and When	Resources Required	Measure of outcomes
2.a Coffee and Playdates for ECE whānau	Create regular opportunities for connection with and between young families in our area to create a sense of belonging.	<ul style="list-style-type: none"> - Schedule on Sunday mornings, approx twice per term - Promote through ECE, social media etc - Create a contact list or online group for these whānau to belong to 	Sarah and Alice Ongoing	Printed post cards with dates	The number of new and returning whānau will be shared in the principal's reports.
2.b Increase engagement with ECE	Increase our school's visibility to whānau with preschool mokopua.	<ul style="list-style-type: none"> Seek and create opportunities to visit at least once per term. - Deliver post cards with playgroup dates - Deliver alphabet posters - Take colouring in sheets 	Sarah Once per term (last week of holidays/first week of term)	Printed material	Visits will be recorded in the principal's reports.
2.c Mitey Mental Health Initiative	Improving mental health outcomes for our mokopuna will help them participate in the community.	<ul style="list-style-type: none"> - Teachers and teacher aid are to participate in Mitey training; - With support of our Mitey coach we will develop our current practice to better support mental health, 	Teaching staff, starting Jan '26 and ongoing	None	Progress will be measured using the Mitey Wellbeing Review Tool against December '25 results.
2.d Review Motto and Vision Statement	Our Motto and Vision statement needs to be an accurate reflection on who we are as a school community.	<ul style="list-style-type: none"> - Use information gathered from Matariki and surveys to draft a motto and vision statement; - Put the draft out for consultation; - Update website and other media 	Sarah, Board Term 1		Consultation with the community regarding reviewed motto and vision.
2.e Migration to Edge	Edge is able to provide services that we currently have spread over several different platforms, with the advantage of a higher level of security. It is also part of the government's Zero Data programme, making it accessible without data. By moving to	<ul style="list-style-type: none"> - Ensure all parents have accessed the Edge Portal - Ensure future new parents are invited to use the Edge Portal - Use Edge for absences (replacing Skool Loop and directly communicating with our attendance register) - Use the Edge Portal for Whānau Learning Hui bookings (replacing Skool Loop) - Use the Edge Student Portal for sharing 	Sarah Ongoing	None	Engagement on Edge (statistics available on staff portal)

	one platform, we support whānau engagement with mokopuna learning.	learning with whānau (replacing Seesaw) - Publish newsletters to Edge (to replace Skool Loop) - Use Edge to push emergency notifications (to replace Skool Loop) - Consider using Edge for reports		
2.f Community Events	Provide authentic opportunities for the wider community engage with our school	- Op Shops - Hall Market - Rogaine Event - Quiz Night - Art Sale - Wild Dunedin events - Create a calendar of events to target different groups and spread volunteer work - Each term, invite whānau to volunteer	Ongoing	Track and monitor and analyse attendance at events

3. Mokopuna, whānau and the wider community will have the knowledge, skills and resilience to care for te taiao.

Annual Goal:	Increase our impact of environmental education within and beyond our learning community
Annual Target:	Our physical environments supports environmental learning for both our tamariki and the wider community
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> • A well maintained School Gate Greens • Progress identified in our Holistic Reflection

Initiative	Purpose	Actions	Who and When	Resources Required	Measure of outcomes
3a School Gate	Provide a meaningful context in which to learn	- Engage with Enviroschools' Action Learning Cycle to work	Enviroschools Facilitator		Ākoka will measure success by tracking income and expenses.

Greens	about financial literacy and economics by developing School Gate Greens into a sustainable and profitable enterprise.	with our ākoka to make a plan, implement and review improvements to School Gate Greens	(Megan Greer) Starting Term 1	
3b Fix Mosaic Tiles	Role model repair to our mokopuna and community; honor the school's past by restoring the work of previous students	Work with Enviro schools to either gain skills or engage someone with the skills to repair mosaics.	Enviroschools Facilitator, Term 1	Mosaics will be repaired
3.c Seed collecting	Harvest seeds to reduce the number of seed purchases required; model an aspect of sustainability to our mokopuna and community.	Learn about seed saving; have seed saving as a regular Enviro Club	Enviroschools Facilitator; Start T1 then ongoing	Seedlings in spring are from saved seeds; seeds available for purchase
3.d Holistic Reflection	An annual holistic reflection will demonstrate our commitment to the Enviroschools kaupapa; it will allow us to gather community voice about next steps for our Enviroschools mahi.	- Undertake Enviroschools holistic reflection process - Plan and host a holistic reflection celebration at Matariki	Enviroschools Facilitator; Term 2	Holistic reflection complete; next steps identified
3.f Market Day Education	The goods being sold at market day should reflect our Enviroschools values	- Integrate learning about this into financial literacy education on Fridays; - Work with Pam to set standards for stall holders	Term 1 and 4	Market Day stall holders uphold our Enviroschool values with what they are selling

Learning Improvement Plan 2026

Annual Targets for Reading:

Improve reading retell outcomes for all students (100% at or above);
 Improve automaticity and fluency for “acceleration ākoka” (rate of progress depends on individual goals)

Annual action plan to achieve this goal:

Strategies and initiatives for 2026	Who and when	Expected outcomes and evidence
Acceleration register <ul style="list-style-type: none"> - ākoka who are below, well below or at risk of being below are tracked in the register - specific interventions are recorded 	Start of year, updated at each assessment point	A clear record of interventions and progress of acceleration ākoka.
Additional assessment check in's for acceleration ākoka: <ul style="list-style-type: none"> - Followed up by staff meeting with focus on evaluating data and planning next steps 	End of Terms 1 and 3 (in addition to terms 2 and 4)	A more detailed understanding of the factors that prevent expected progress which informs next steps for interventions.
“Read Like Me” routine added into weekly Read Alongs	All staff, Term 1 and on	Improved fluency and porosity for all students, particularly acceleration ākoka.
Readers Theatre - improve fluency and porosity	Sarah, Term 1 trial	Improved fluency and porosity for all students, particularly acceleration ākoka.
Introduce “Read Like Me” routine to decodable texts	Sarah and Julie, term 1	Improve automaticity for acceleration ākoka.

Annual Targets for Writing:

**Improve idea development for all students (100% at or above in surface features)
Improve writing fluency for “acceleration ākoka” (rate of progress will depend on individual goals)**

Annual action plan to achieve this goal:

Strategies and initiatives for 2026	Who and when	Expected outcomes and evidence
Acceleration register - ākoka who are below, well below or at risk of being below are tracked in the register - specific interventions are recorded	Start of year, updated at each assessment point	A clear record of interventions and progress of acceleration ākoka.
Additional assessment check in's for acceleration ākoka: - Followed up by staff meeting with focus on evaluating data and planning next steps	End of Terms 1 and 3 (in addition to terms 2 and 4)	A more detailed understanding of the factors that prevent expected progress which informs next steps for interventions.
Introduce copy and cover routine (or similar) for junior and acceleration ākoka	All staff	Writing fluency improved for acceleration ākoka.

Annual Targets for Mathematics:

“Acceleration ākoka” to achieve at or above

Annual action plan to achieve this goal:

Strategies and initiatives for 2026	Who and when	Expected outcomes and evidence
Acceleration register <ul style="list-style-type: none"> - ākoka who are below, well below or at risk of being below are tracked in the register - specific interventions are recorded 	Start of year, updated at each assessment point	A clear record of interventions and progress of acceleration ākoka.
Additional assessment check in's for acceleration ākoka: <ul style="list-style-type: none"> - Followed up by staff meeting with focus on evaluating data and planning next steps 	End of Terms 1 and 3 (in addition to terms 2 and 4)	A more detailed understanding of the factors that prevent expected progress which informs next steps for interventions.
Before school “maths club” as an additional opportunity to develop speedy recall	Sarah, Term 1	Acceleration supported by reduced cognitive load
Timetable maths groups to maximise teaching time each week for acceleration groups and individuals	Sarah and Alice, start of each term	Acceleration supported by prioritising these ākoka