



# ***Strategic Plan Jan 2024 - Dec 2025***

## ***School Vision:***

Quality Teaching, Quality Learning

## ***School Mission Statement:***

Aim high, do your best, be resilient, have fun.

## ***School Motto Statement:***

Aim high, do your best, be resilient, have fun.

**Presiding Board Member:** Elizabeth Walker - Ratu

Strategic Goals	Board and community reason for prioritising.	Links to NELPs	Links to Tiriti of Wāitangi	How will we measure success or gather evidence?
<p><b>Strategic Aim 1:</b> Continue to build teacher capacity and capability in culturally responsive pedagogy, curriculum design and delivery of teaching and learning.</p>	<p>Aspiring for best practice and modifying teacher's learning programmes to align with our vision of Quality Teaching, Quality Learning. This aim was also consulted with staff as being necessary to have space for ongoing improvement.</p>	<p>All aspects of the NELPs are weaved through this strategic goal and often the NELPs are captured and implemented in school policy and procedures.</p>	<p>Building teacher capability and capacity in core subject teaching is paramount to keep abreast of evidenced based practice. Our pedagogy to be underpinned by our six Māori metaphors.</p>	<p>Longitudinal data recorded for Mid and End of Year data collections and reporting periods. Integrated curriculum assessment data. Teacher's feedback. Facilitator of professional development provider's feedback.</p>
<p><b>Strategic Aim 2:</b> Continue building teachers' knowledge in tikanga Māori, Te Ao Māori and te reo Māori.</p>	<p>Te reo Māori is Aotearoa's first language. Providing quality Māori language, culture and tikanga experiences align with providing equity for priority learners while honouring aspects of the Tiriti of Waitangi. It also recognises success for Māori through a Māori lens.</p>	<p>All aspects of the NELPs are weaved through this strategic goal and often the NELPs are captured and implemented in school policy and procedures.</p>	<p>Te reo Māori is Aotearoa's first language. Providing quality Māori language, culture and tikanga experiences align with providing equity for priority learners while honouring aspects of the Tiriti of Waitangi.</p>	<p>Teacher's progression in and through te reo Māori in the Te Ahu o te reo Māori ki Ngai Tahu. Senior children achieving at level 2 of the school te reo Māori curriculum. Integration of ideas through whānau consultation into the local curriculum. Ongoing reasonable steps to provide instruction in both te reo and tikanga Māori</p>

<p><b>Strategic Aim 3:</b> Understand, develop and implement our new school curriculum refresh based upon Te Mātaiaho.</p>	<p>Ministry of Education requirement. This will take considerable thought and time and needs to be prioritised as it will be the foundational policy underpinning our school's refreshed and developed curriculum.</p>	<p>All aspects of the NELPs are weaved through this strategic goal and often the NELPs are captured and implemented in school policy and procedures.</p>	<p>Links to community input, connection through genuine partnership Aligns to a curriculum which values ākonga identity, uniqueness and diversity through valuing language, culture and strength.</p>	<p>A school curriculum written, designed and implemented with its essence being underpinned by the Whakapapa of Te Mātaiaho A curriculum that reflects tikanga Māori, mātauranga Māori and te ao Māori</p>
<p><b>Strategic Aim 4:</b> Focus on working together with the community and agencies to improve attendance to reach 70% of children attending school 90% of the time when needed.</p>	<p>This is a nationwide call on action to improve attendance across New Zealand with the aim of improving educational outcomes. This will take time and a concerted effort.</p>	<p>All aspects of the NELPs are weaved through this strategic goal and often the NELPs are captured and implemented in school policy and procedures.</p>	<p>A number of our children with poor attendance identify as Māori. To improve attendance we will need to foster partnerships conducive to improving participation.</p>	<p>The aim is to consistently see 70% of children attending school 90% of the time.</p>

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<b>1</b> <b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>2</b> <b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>3</b> <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>4</b> <b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>5</b> <b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable
PRIORITIES	<b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying  <b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs  <b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy  <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>	<b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning  <b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	<b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

# Implementation of the Statement of National Education and Learning Priorities in schools and kura

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
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<p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>
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	<p><b>1</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b></p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>3</b></p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>4</b></p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><b>5</b></p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>6</b></p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>7</b></p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b></p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD<sup>2</sup> policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiaiko and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiaiko to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	

<sup>2</sup> Bring your own device.