


## STRATEGIC PLAN - 2024/2025

<b>Our Mission</b>   To Seek. To Learn. To Flourish. Together.		<b>Our Vision</b> We follow pathways of knowledge and discovery that lead to bright futures. Mana, Manaaki, Manawaroa and Manawa Ora shape us. We are proud, caring and confident life-long learners, teachers and whānau, who make the most of every day. We engage, connect and share ideas. We seek, we learn, we flourish together.		<b>Our Values</b> Mana Be proud of yourself. Be proud of your culture. Be proud of your identity. Manaaki Care for others. Make a real difference. Be kind. Manawaroa Show heart. Show grit. Never give up. Manawa Ora Enjoy life to the fullest. Have fun and be grateful. Seek out opportunities and enjoy learning.	
<b>Information used to develop this plan</b>					
<b>BOT</b> Discussion of review & evaluation reports / presentations		<b>Staff</b> - Staff Survey to review & evaluate previous Strategic Goals - Teacher survey of their perceived top Curriculum Strategic Foci - Curriculum Leader reports and evaluations, along with identified next steps		<b>Māori Whānau</b> Māori whānau hui - kanohi ki te kanohi feedback gathered	
				<b>Pasifika Whānau</b> Gathering of school-wide parent voice / parent consultation	
				<b>All whānau</b> Gathering of school-wide parent voice / parent consultation	
<b>Strategic Goals</b>  <u>Regulation 7(1)(b)</u>		<b>BOT Primary Objectives, that this strategic goal is working towards meeting</b>  <u>Regulation 7(1)(b)</u>		<b>Links to Education Requirements:</b> <b>Regulation 7(d)</b> <b>NELP for Schools and Kura</b> Ka Hikitia, Ka Hāpaitia / Action Plan for Pacific Education (2020-2030) / Our Code, Our Standards / Ngā Tikanga Matatika, Ngā Paerewa / Cultural Competencies for Teachers of Māori Learners - Tātaitako / NZ Disability Strategy for Education / Inclusive Education	
				<b>What we expect to see</b> Learner outcomes Anticipated result/s Evidenced by Shifts & changes to teachers' & leaders' practices  <u>Regulation 7(g)</u>	
				<b>How we will achieve or make progress towards our strategic goals</b> High level tangible steps to achieve goals, based on the identities, needs & aspirations of our school community, that give effect to Te Tiriti o Waitangi, and that cater for students whose needs have not yet been met well  <u>Regulation 7(e), 7(f)</u>	
				<b>How we will measure success</b> Indicators of success / tools / rubrics to measure shifts in practice and changes to learner outcomes Evaluation of impact What worked / why / what to do next Sources of evidence to gather Who will make sense of the evidence?  <u>Regulation 7(g)</u>	
<b>A balanced, coherent, engaging and responsive curriculum allows all ākonga to thrive academically.</b>		<b>127 1(a)</b> Every student is able to attain their highest possible standard in educational achievement <b>127 1(c)</b> the school is inclusive of, and caters for, students with differing needs <b>127 1(d)</b> the school gives effect to Te Tiriti o Waitangi, including by <b>(i)</b> working to ensure it's plans, policies, and local curriculum reflect local tikanga, matauranga and te ao Māori <b>(iii)</b> achieving equitable outcomes for Māori students		<b>NELP 2</b> - Have high aspirations for every ākonga and support these by partnering with whānau <b>NELP 3</b> - Reduce barriers to education for all <b>NELP 4</b> - ensure every ākonga gains a sound foundation of skills, including language, literacy and numeracy <b>NELP 5</b> - meaningfully incorporate te reo & tikanga Māori into the everyday life of the place of learning	
				<b>All ākonga</b> make meaningful progress within the NZ refreshed curriculum. <b>All ESOL ākonga</b> make meaningful progress through the stages of the ELLP Pathway. <b>All ākonga</b> develop proficiency in foundational literacy and numeracy in order to access all curriculum and learning. <b>All kaiako/teachers</b> are skilled in meeting the needs of diverse learners <b>All kaiako/teachers</b> demonstrate cultural capabilities to support the engagement and achievement of Māori	
				<b>Curriculum:</b> Sustain & grow <b>BSLA &amp; Numicon</b> Implement the <b>refreshed NZ Curriculum</b> Build <b>cultural capabilities</b> Enact <b>inclusive practice</b> that caters for all diverse needs Investigate the feasibility of creating a <b>Māori Bilingual unit</b>	
				<b>BSLA Assessments</b> to measure Years 1-3 literacy progress and achievement. <b>Numicon Milestones</b> , aligned to the refreshed Maths & Stats curriculum, to measure Year 1-8 progress and achievement. Academic engagement of all Māori, measured by the <b>Poutama Pounamu observation tool</b> , shows improvement over time. <b>OTJ data</b> for all Year levels shows acceptable progress over time is being achieved for those whose educational needs have not yet been met. <b>Teacher Planning evidences teacher differentiation</b> and support for ākonga yet to achieve at the expected level of the NZC	
<b>A holistic bicultural and inclusive approach supports the wellbeing of all ākonga.</b>		The school <b>127 1(b)i</b> is a physically and emotionally safe place for all students and staff <b>127 1(b)ii</b> gives effect to relevant student rights (as set out in the Education Act, Ill of Rights and Human Rights Act)		<b>NELP 1</b> - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying <b>NELP 6</b> - Strengthen teaching, leadership and learner support capability	
				<b>All ākonga</b> feel and report a sense of belonging and connection. <b>All ākonga</b> are taught about the 4 pou of wellbeing and how to strengthen these in order to flourish. <b>All Pastoral, Learning and Behavioural systems</b> are inextricably linked and complementary, to support the principles and pou of Te Whare Mauri Ora framework and our school values.	
				<b>Learning Support, Pastoral Care and Positive Behaviour:</b> Sustain <b>Te Whare Mauri Ora Framework</b> for Wellbeing Sustain & grow <b>Healthy Active Learning (HAL)</b>	
				The <b>NZCER Student Wellbeing Survey</b> for Years 5-8 reveals student experiences. <b>Mauri Enhanced Practice Team Self Assessment Tool</b> (adapted from Positive Teaching for Behaviour <b>Self Assessment Tool</b> for kaiako / teachers) engagement of Māori, measured by the <b>Poutama Pounamu observation tool</b> , shows improvement over time. <b>HAL</b> kaiako, ākonga & whānau <b>surveys</b>	