



Vision

*Confident, Creative, Connected,
Actively Involved, Life Long Learners (NZC)*

Affirmation

*Children's right to learn,
Teacher's right to teach,
Everyone's right to be safe and to be respected*

Whakataukī

*Ehara taku toa, i te toa takitahi
Engari, he toa takitini
Success is not the work of one, but the work of many.*

Localised Strategic Goals	Board Primary Objective	Links to Education requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>Learner at the Centre: High Expectations: For Learner potential and Learner Success</p> <p>Engagement: Being involved in learning and applying effort</p> <p>Relational Pedagogy: Knowing the Learner and Building trust</p>	<p>1(a),(b),(c) 2 (a),(b)</p>	<p>Te Mātaioho</p> <p>NELP Objective 1, 2, 3,4 ,5 Priorities: 2,3,4,6</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Ka Hikitia</p> <p>Action Plan for Pacific Education 2020–2030</p>	<p>Students are actively engaged in their own learning process, supported by educators who prioritise meaningful relationships and set rigorous standards for achievement.</p> <p>To improve learning outcomes for all learners, we will put the learner at the centre by developing teacher capabilities for high expectations for learner success, applying relational pedagogies and focusing on student engagement.</p> <p>The Tirimoana Student graduate profile will guide teachers and learners.</p>	<p>By making these goals an explicit focus for all planning,teaching and learning.</p>	<p>High Expectations: Assessment data will confirm 80% of learners achieve success.</p> <p>Engagement: Evaluation by teachers will confirm each student's engagement in learning and will be included in reporting to parents.</p> <p>Relational Pedagogy: Class descriptions and class learning maps will confirm teachers focus, and parent feedback will confirm that teachers have developed trusting relationships with ākonga and partnerships with whānau.</p>
Specific Goals	Board Primary Objective	Links to Education requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?

<p>Te Tiriti o Waitangi</p> <p>To uphold and demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnerships in Aotearoa New Zealand with whānau ,te reo māori and tikanga māori. This will be visible and embedded as core practice in the school community.</p>	<p>Education and Training Act Section 127 1 (d),I II III</p>	<p>NELP Objective 2, 3,5 Priorities: 2,3,4,5,6</p> <p>Te Mātaioho</p> <p>NZSTA’s guidance for giving effect to Te Tiriti o Waitangi</p> <p>Ka Hikitia</p> <p>Tau mai te reo</p>	<p>Our commitment to Te Tiriti o Waitangi is visible across all school settings</p>	<p>By making it an explicit focus in every classroom, and by being visible on walls, in planning and in gathering.</p>	<p>Evidence in SLT walk-throughs will be shared with teachers.</p> <p>Evidence in teacher planning and evaluation will confirm teachers commitment to Te Tiriti.</p>
<p>Specific Goals</p>	<p>Board Primary Objective</p>	<p>Links to Education requirements</p>	<p>What do we expect to see?</p>	<p>How will we achieve or make progress towards our strategic goals?</p>	<p>How will we measure success?</p>
<p>Partnership and community</p> <p>To continually strengthen whānaungatanga by engaging in positive and collaborative relationships with whānau , Kāhui Ako, and wider school agencies who contribute to the learning and well-being of ākonga .</p>	<p>2 (d)</p>	<p>NELP Objective 1, 2, 3 Priorities: 2,3</p>	<p>Positive support and confidence in the school by whānau and key partners in the Kahui Ako and the community.</p> <p>Board Board in place. New vision statement.</p>	<p>By making it an explicit focus, with effective communication and partnerships</p> <p>Election of presiding member. Board engaged in vision planning with stake holders.</p>	<p>End of year survey with parents and whānau</p>
<p>Specific Goals</p>	<p>Board Primary Objective</p>	<p>Links to Education requirements</p>	<p>What do we expect to see?</p>	<p>How will we achieve or make progress towards our strategic goals?</p>	<p>How will we measure success?</p>

<p>ERO</p> <p>To focus on the agreed next steps identified from the 2024 ERO review.</p> <ul style="list-style-type: none"> ● Teaching and Learning programmes ● Attendance ● Raise the capability of middle leaders 	<p>1 (a), (b), c d 2a 2b</p>	<p>NELP Objectives 1,2,3,5 Priorities 1-6</p> <p>Te Mātaioho</p> <p>Attendance & Engagement Strategy</p> <p>Data Quality reports Everyday Matters Reports</p>	<p>Teaching and Learning programmes Consistent and embedded teaching and learning programmes across all curriculum areas. Reliable and robust assessment practices that provide accurate judgments on student progress and achievement.</p> <p>Teachers with a deeper understanding of how assessment practices align with the refreshed curriculum, ensuring informed decision-making and targeted support for learners.</p> <hr/> <p>Attendance Embed successful attendance initiatives to improve regular attendance Align to the Attendance Management Plan 2026.</p> <hr/> <p>Raise the capability of middle leaders Raise the capability of middle leaders to analyse and use student achievement information across all levels of the school, to monitor progress and evaluate the impact of teaching and learning continue to focus on raising achievement for those learners who are below expectation, particularly for learners in writing, and Pacific learners</p>	<p>We will develop an overview with scheduled checkpoints to track and monitor progress.</p> <p>We will apply a deeper focus throughout the year for analysis of data</p> <hr/> <p>We will evaluate the Data Quality checks from MoE every 2 weeks . We will evaluate end of term Everyday Matters reports from MoE</p> <hr/> <p>We will regularly meet with middle leaders to build their capabilities</p>	<p>In partnership with the ERO reviewer, meeting at milestone checkpoints, we will collaboratively evaluate progress</p>
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