



Our Vision

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata
We grow together to achieve one's true potential.

Our Mission

Kia mahara o neherā; Kia aratakina āiane; Hei waihanga ā mua
Acknowledge our past; Inspire our present; Transform our future.

Strategic Intents

We will give effect to Te Tiriti o Waitangi.

We will support all taiohi / young people to reach for their potential.

We will value everyone, so they are safe and acknowledged for who they are.

Strategic Priorities

Our curriculum and other programmes will promote equity and excellence.

Culturally responsive relationships and pedagogy are at the centre of our work with our community.

Understanding of our whenua and historical narratives are nurtured.

Ākonga / learners' strengths, needs and whānau aspirations will be valued.

Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people.

Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement.

A safe, inclusive environment creates a sense of belonging for all.

Achievement, progress, and success will be recognised for all in our school community.

Opportunities for engagement and collaboration strengthen connection in our community.

Success Measures

We achieve equity in valued outcomes, including cultural capabilities and qualifications.

We will see, hear, and feel how culturally responsive practice strengthens belonging and identify.

Alongside mana whenua, we will understand local histories and Te Tiriti o Waitangi.

We have high expectations for every ākonga / learner, and we are responsive to their strengths and needs.

Ākonga / learners are positively engaged, and their future pathways are aspirational and well supported.

Professional development and growth of kaimahi (staff) are promoted, valued and evident.

We have a culture where diversity is celebrated, discrimination and bullying are not tolerated, and where reporting and seeking help is normalised.

We provide a range of activities and opportunities where involvement is recognised, and success is celebrated.

We strengthen partnerships and we see more whānau and community involvement.

Our Tikanga Values

Manaakitanga

Everyone **belongs**, everyone **matters**, everyone has **potential**.

Whanaungatanga

We build **connected** and **collaborative** relationships.

Mātauranga

We deepen our **knowledge** and understanding to **empower learning**.

Whakamana

We **build each other up**, supporting **identity** and **enhancing mana**.

Whakapono

We are **honest** and show **integrity** in all we do.

Appendix – Compliance

Our strategic plan and the annual implementation plan are designed to meet the [Education \(School Planning and Reporting\) Regulations 2023](#) – to contain: a vision, strategic goals (with consultation), how goals were prioritised, links to national planning documents (NELP, Ka Hikitia, etc., curriculum documents, and regulations, strategies for achieving the goals, success measures and how these will be measured.

Vision statement:

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata; We grow together to achieve one's true potential.

(With Our Mission: Kia mahara o neherā; Kia aratakina āianeī; Hei waihanga ā mua; Acknowledge our past; Inspire our present; Transform our future.)

Strategic goals (intents)

Under the vision and mission, the board has defined **three strategic intents (goals)** that directly reflect its primary objectives and are well supported by our community. (see the detail below).

1. We will give effect to Te Tiriti o Waitangi.
2. We will support all taiohi / young people to reach for their potential.
3. We will value everyone, so they are safe and acknowledged for who they are.

Strategic Priorities

How we will achieve or make progress towards our strategic goals – these are our **strategic priorities**. These are broken down into in more detail in the **Annual Implementation Plan**.

How the plan was developed

- A “**Strategic Direction Survey**” was conducted in October 2023, over 2 weeks, evaluating the strategic planning document developed after extensive consultation in 2021. This allowed our community the opportunity to express how much they agreed with the current intents, priorities and measures and give suggestions for changes. The survey asked to what extent was the current plan working.
- [Summary report \(provided to the board to consider\)](#)
- Consultation with Te Ao Māori Ohu (TAMSO) and Parents Forum September & October 2024 – the strategic plan was on the agenda and board members heard feedback.
- The previous Analyses of Variance were also available for board members, along with the regular reflection on how the current plan was progressing as part of the annual review cycle.
- The board considered all the feedback in a Strategic Planning session on 22 November 2023. At this hui the [NELP 2020](#), the relevant sections of the Education and Training Act 2020 were available for board members, especially about the [board's primary objectives, section 127](#). Ngāti Maru was represented by our kaumatua, along with the input of the TAMSO hui held previously.
- Several amendments were made to wording of intents, outcomes, and measures. The board wanted to maintain the same format, with the simplicity of a 'strategic plan on a page' and ensure that the plan remained a 'big picture' plan.
- The draft was tabled at the 4 December 2023 hui, where the community were welcome to contribute; the board made some further adjustments and ratified the strategic plan 2024-2025.
- The goals were prioritised as they were well supported by the community survey, the TAMSO and ultimately met the primary objectives of the board.
- Priority 1, was chosen as the first intent, rather than the fount primary objective as we acknowledge that this is vital for our community and reflects our relationship with Ngāti Maru and our Te Ao Māori Ohu (TAMSO)

How the Board Primary Objectives (Section 127) are related to the strategic goals (intents)

- All primary objectives are directly related to the board strategic goals (intents), and the strategic priorities are explicit ways these goals / intents will be realised.

Strategic Intent (goals)	Links to Board Primary Objectives
1. We will give effect to Te Tiriti o Waitangi.	Section 127(1) 4. the school gives effect to Te Tiriti o Waitangi, including by (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.
2. We will support all taiohi / young people to reach for their potential.	Section 127(1) 1. every student at the school is able to attain their highest possible standard in educational achievement; and
3. We will value everyone, so they are safe and acknowledged for who they are.	Section 127(1) 2. and 3. 2. the school is inclusive of, and caters for, students with differing needs; and 3. the school: (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

Links to Education Requirements (NELP 2020, etc.)

Strategic Intent / Strategies	Link to NELP 2022 (Actions)	Other links (Education and Training Act 2020) and national planning documents,
<p>1. We will give effect to Te Tiriti o Waitangi.</p> <p>1. Our curriculum and other programmes will promote equity and excellence. (NELP 3 and 5)</p> <p>2. Culturally responsive relationships and pedagogy are at the centre of our work with our community. (NELP 2, 5 and 6)</p> <p>3. Understanding of our whenua and historical narratives are nurtured. (NELP 2, and 6)</p>	<p>NELP 2:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori. - Seek advice from Māori on how best to include tikanga Māori in values, practices, and organisational culture. <p>NELP 3:</p> <ul style="list-style-type: none"> • Reduce barriers to education for all, including for Māori <p>NELP 5:</p> <ul style="list-style-type: none"> • Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. <p>NELP 6:</p> <ul style="list-style-type: none"> • Expect and support teachers/ kaiako to build their understanding of learners' / ākonga contexts including languages spoken at home, histories, stories, and cultural values, to provide culturally responsive teaching 	<p>Section 127(1)(d) A board's primary objectives in governing a school are to ensure that: d. the school gives effect to Te Tiriti o Waitangi, including by: i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and iii. achieving equitable outcomes for Māori students.</p> <p>Section 139 Preparing a strategic plan 3. In preparing a strategic plan, the board must: a. consult: i. the school community; and ii. the school's staff; and iii. where appropriate, the school's students.</p> <p>The school community includes the parents, families and whānau of the school's ākonga the Māori community associated with the school and any other relevant person or persons the board considers is relevant.</p> <p><u>Ka Hikitia, the Māori Education Strategy:</u> That education is responsive to whānau needs, being free from racism, understanding Māori and their aspirations, to build language culture and identity, and to have authority and agency in their education.</p> <p><u>Aotearoa NZ Histories:</u> Aotearoa New Zealand is on a journey to ensure that all ākonga in our schools and kura learn how our histories have shaped our present day lives. Aotearoa New Zealand's histories is part of te ao tangata social sciences learning area in Te Mātaiaho the refreshed New Zealand curriculum.</p>

2. We will support all taiohi / young people to reach for their potential.

1. Ākonga / learners' strengths, needs and whānau aspirations will be valued. (NELP 2 and 4)
2. Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people. (NELP 4 and 7)
3. Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement (NELP 5 and 6)

NELP 2:

- 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.
 - Identify and respond to learner/ ākonga strengths, progress, and needs, and learner/ākonga and whānau aspirations.

NELP 4:

- Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy.
- 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.

NELP 5:

- Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

NELP 6:

- **Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.**
 - Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.
 - Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga...

NELP 7:

- **Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.**

CURRICULUM

Section 127(2)(b) ...the board must:

- a. have particular regard to the statement of national education and learning priorities issued under section 5; and
- b. give effect to its obligations in relation to: **i.** any foundation curriculum statements, national curriculum statements, and national performance measures; and **ii.** teaching and learning programmes...

Section 164 Teaching and learning programmes: The board of a school must ensure that *the school's principal and staff* develop and implement teaching and learning programmes that: a. give effect to any foundation curriculum policy statements and national curriculum statements made under section 90; and b. give the school's students access to a nationally and internationally recognised qualifications system.

[The NZ Curriculum](#)

[Te Mātaiaho | the refreshed NZ curriculum](#)

[Developing local curriculum](#)

ASSESSMENT

Section 165 Monitoring of and reporting on student performance 1. The board of a school must ensure that the *school's principal and staff* monitor and evaluate the performance of the school's students. 2. Monitoring and evaluating must include, but is not limited to, monitoring and evaluating the performance of the students in relation to: a. any foundation curriculum policy statements and national curriculum statements published under section 90; and b. any qualifications system referred to in section 164(b) that is offered at the school. 3.

Qualifications

[About the NZ Qualifications and Credentials Framework](#)

[NCEA me te tohu kura tuarua - NCEA and secondary](#)

[Literacy and numeracy co-requisite](#)

REPORTING TO PARENTS

Section 127(2)(b) ...the board must:

- b. give effect to its obligations in relation to...**iii.** monitoring and reporting students' progress.

Section 165(1)-(3) As above. ... 3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understandable.

		<p>REPORTING TO OUR COMMUNITY</p> <p>Section 165 (4). The board must report to the Secretary, to its school community, and to parents on the performance of the school's students in accordance with any regulations made under section 639.</p>
<p>3. We will value everyone, so they are safe and acknowledged for who they are.</p> <p>1. A safe, inclusive environment creates a sense of belonging for all. (NELP 1 and 3)</p> <p>2. Achievement, progress, and success will be recognised for all in our school community. (NELP 3 and 7)</p> <p>3. Opportunities for engagement and collaboration strengthen connection in our community. (NELP 3 and 7)</p>	<p>NELP 1:</p> <ul style="list-style-type: none"> • Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying. <ul style="list-style-type: none"> - Ask learners/ākonga, whānau and staff about their experience of racism, discrimination, and bullying, and use that information to reduce these behaviours. - Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination, and bullying. - Create a safe and inclusive culture where diversity is valued... <p>NELP 3:</p> <ul style="list-style-type: none"> • Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. <ul style="list-style-type: none"> - Ensure [diverse] learners/ākonga are safe and included [and their] their needs are supported, and that learning support programmes are robust and effective. - Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau. - 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>NELP 7:</p> <ul style="list-style-type: none"> • Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work. <ul style="list-style-type: none"> - Support learners/ākonga to see the connection between what they're learning and the world of work. - Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women. - Collaborate with industries, employers, and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education 	<p>Section 103(a)-(b) The principal of a State school must take all reasonable steps to ensure that: a. students get good guidance and counselling; and b. students in year 7 and above are provided with appropriate career education and guidance that is designed to prepare them to join the workforce or undertake further education or training when they leave school.</p> <p>Section 127(1)(b) A board's primary objectives in governing a school are to ensure that: b. the school: i. is a physically and emotionally safe place for all students and staff; and ii. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.</p> <p>New regulation 20 of the Education (School Boards) Amendment Regulations 2022 (Gazetted on 17 November 2022) Duty to promote healthy food and nutrition. The board of a school must promote healthy food and nutrition for all of the school's students.</p>

How we will measure success

We have outlined – **measures of success**. The annual implementation plan will expand on targets and how these will be measured.

Strategic Intent / Strategies	Measures of Success	How this will be measured (summary – detail in Annual Plan)
<p>1. We will give effect to Te Tiriti o Waitangi.</p> <ol style="list-style-type: none"> 1. Our curriculum and other programmes will promote equity and excellence. (NELP 3 and 5) 2. Culturally responsive relationships and pedagogy are at the centre of our work with our community. (NELP 2, 5 and 6) 3. Understanding of our whenua and historical narratives are nurtured. (NELP 2, and 6) 	<p>We achieve equity in valued outcomes, including cultural capabilities and qualifications.</p> <p>We will see, hear, and feel how culturally responsive practice strengthens belonging and identify.</p> <p>Alongside mana whenua, we will understand local histories and Te Tiriti o Waitangi.</p>	<p>Qualification achievement rates (annually), literacy and numeracy rates. Competence in tikanga, through curriculum studies (Te Reo, Te Ao Haka, etc.) and through cultural competence / framework evaluations.</p> <p>Culturally responsive framework evaluations (2-3 years); Rongohia te hau (Poutama Pounamu) – surveys and observations) and Evaluations against Hikairo Schema (teaching competencies).</p> <p>Aotearoa NZ Histories Curriculum is implemented (Yea 9 and 10 Social Studies) and embedded Te Tiriti and culturally responsive connections are integrated across the curriculum (Unit Plans document this)</p>
<p>2. We will support all taiohi / young people to reach for their potential.</p> <ol style="list-style-type: none"> 1. Ākonga / learners' strengths, needs and whānau aspirations will be valued. (NELP 2 and 4) 2. Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people. (NELP 4) 3. Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement (NELP 5 and 6) 	<p>We have high expectations for every ākonga / learner, and we are responsive to their strengths and needs.</p> <p>Ākonga / learners are positively engaged, and their future pathways are aspirational and well supported.</p> <p>Professional development and growth of kaimahi (staff) are promoted, valued and evident.</p>	<p>We will capture ākonga / learner goals and aspirations and report achievement rates against these. Community surveys of students and parents will have positive measures of 'meeting student needs'.</p> <p>Attendance and other measures of engagement (reporting attitudes) and surveys of connection / engagement.</p> <p>PGC and Appraisal processes are aligned with strategic and annual plans are completed and valued by staff.</p>
<p>3. We will value everyone, so they are safe and acknowledged for who they are.</p> <ol style="list-style-type: none"> 1. A safe, inclusive environment creates a sense of belonging for all. (NELP 1 and 3) 2. Achievement, progress, and success will be recognised for all in our school community. (NELP 3 and 7) 3. Opportunities for engagement and collaboration strengthen connection in our community. (NELP 3 and 7) 	<p>We have a culture where diversity is celebrated, discrimination and bullying are not tolerated, and where reporting and seeking help is normalised.</p> <p>We provide a range of activities and opportunities where involvement is recognised, and success is celebrated.</p> <p>We strengthen partnerships and we see more whānau and community involvement.</p>	<p>Wellbeing@Schools Survey (NZCER) and other measures of well-being and safety and inclusive culture e.g. PISA, Rongohia te hau (Poutama Pounamu) – surveys. Staff Well-being Surveys (biennial).</p> <p>Celebrations of success and achievement will be documented – awards, newsletters, publications, etc.</p> <p>We will have strengthened our connections with our stakeholders (Te Ao Māori Strategic Ohu, Parents Forum, etc.) and there will positive community surveys about communications and connections.</p>