

# STRATEGIC GOALS

## Objective 1

### LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education.

1. Ensure our school is safe, inclusive and free from racism, discrimination and bullying	2. Have high aspirations for every learner/ākonga, and support these by partnering with our whānau and community to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
<ul style="list-style-type: none"><li>• Develop school policies and procedures to deal with racism and discrimination in our school so that these issues can be addressed effectively.</li><li>• Continue to develop a safe and inclusive culture where diversity is valued and all ākonga and staff, including those with special needs and those from diverse ethnic backgrounds, feel that they belong.</li><li>• Partner closely with family and whānau to equip every ākonga to build and realise their aspirations. Hold regular hui and fono.</li><li>• Continue to build relationships with Māori and mana whenua and involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.</li><li>• Implement the actions in the Pasifika Education Plan 2020 - 2030.</li><li>• Develop guidelines for teachers to use Netsafe across the school.</li><li>• Review our school curriculum with a focus on cultural capability, inclusion and critical consciousness.</li><li>• Re visit Tapasā cultural competencies for Pasifika learners and Talanoa Ako to support Pasifika families.</li><li>• Give effect to Te Tiriti o Waitangi across our curriculum and in all our actions.</li><li>• Deliver the Histories Curriculum so that students have an understanding of the past to make sense of the present.</li></ul>	



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## Objective 2

### BARRIER FREE ACCESS

**We will ensure that great education opportunities and outcomes are within reach for every learner.**

<b>3.</b> <b>Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</b>	<b>4.</b> <b>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</b>
<ul style="list-style-type: none"><li>• Identify and address barriers that may prevent ākonga from accessing and participating in schooling.</li><li>• Ensure that disabled ākonga and staff, those who require learning support, those who are neuro diverse, and gifted and talented receive high quality learning support programmes.</li><li>• Provide free stationery, lunches, daily fruit and daily breakfast club for all students. Continue to enrol in the MOE School Donations Scheme.</li><li>• EOTC activities are to be free for all students.</li><li>• Sanitary products are to be freely available to all students.</li><li>• Provide robust teaching learning programmes for all ākonga so that they develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.</li><li>• All teachers will use regular assessment to identify students who need extra support: refer for CWSN programmes or use the Teaching as Inquiry approach.</li><li>• Value and celebrate heritage languages and provide opportunities to use and build on them.</li><li>• Participate in the Learning Support Delivery Model : e.g. Lost Learning initiative.</li><li>• Provide digital devices for all Year 3-8 students.</li></ul>	

Reviewed 21 February 2025



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## Objective 3

### QUALITY TEACHING AND LEADERSHIP

**Quality teaching and leadership make the difference for learners and their whānau.**

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>
<ul style="list-style-type: none"><li>• Provide opportunities for teachers / kaiako to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum.</li><li>• All ākonga will have the opportunity to learn te reo Māori and to understand and celebrate the place of Māori as tangata whenua in Aotearoa New Zealand.</li><li>• Strengthen relationships with ākonga, parents, whānau, iwi and other community members to support Māori ākonga learning.</li><li>• Build staff, ākonga and community understanding of Te Tiriti o Waitangi and its implications for our school policy, organisation, and planning.</li><li>• Consult our local Māori community and mana whenua about the school's direction and their aspirations for Māori ākonga.</li><li>• Acknowledge the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. All ākonga will have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</li><li>• Karakia, powhiri, tikanga Māori protocols and kapa haka will be integral components in our school and in every classroom.</li><li>• We will acknowledge that everybody has rights and responsibilities as citizens and that Te Tiriti o Waitangi affords Māori a dual set of rights as tangata whenua.</li><li>• We will further develop our Urban Haapu initiative in conjunction with our Māori community.</li></ul>	

- Identify gaps in teaching capability and invest in PLD opportunities to strengthen teaching, learning and leadership and learning support.
- The Leadership Team will use the Tu Rangatira model of leadership
- Be actively using assessment for learning practices independently to make Overall Teacher Judgements (OTJs) using progressions based assessments, robust moderation and naturally occurring evidence.
- Identify our target group intervention strategies using data, robust moderation and data tracking sheets to optimise acceleration of progress.
- Continue to embed a culturally responsive teaching, learning and leadership approach at class level, systems level and community level across the school.
- Continue to develop middle leadership through coaching and mentoring practices.
- Develop teacher confidence in addressing the variety of needs in a classroom and modify up to date teaching approaches to learning.
- Expect, and support, staff to build their own capacity and understand what it means to build a culture of learning in classrooms and also what it means to know their learners and provide culturally responsive practices.
- Identify gaps in teaching capability and invest in opportunities for teachers / kaiako, educators and staff to strengthen teaching, leadership and learning support.
- Develop teacher / kaiako confidence and competence to teach diverse learners / ākonga with varying needs, and to appropriately modify teaching approaches.
- 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.

Reviewed 21 February 2025





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## Objective 4

### FUTURE OF LEARNING AND WORK

**Learning that is relevant to the lives of New Zealanders today and throughout their lives.**

#### 7.

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

- Support ākonga to see the connection between what they're learning and the changing world of work.
- Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls.
- Ensure that transition processes to high school are closely planned so that the needs of all students can be met.
- Ensure that staff keep up to date in technology areas and are able to incorporate these into classroom programmes.
- Work towards a more personalised approach so that the system is built around the learner, rather than the learner being required to fit the system.
- Work towards developing a curriculum that uses knowledge to develop capacity.
- Strengthen our careers curriculum from Years 1 - 8.
- Incorporate problem solving, critical thinking, creativity, collaborative activities, negotiation and flexibility, judgement and decision making processes across all curriculum areas to equip ākonga to be prepared for their future lives, both locally and globally.

Reviewed 21 February 2025

