

STRATEGIC GOALS	NELPS	STRATEGIC PRIORITIES What we plan to focus on to achieve our Vision	INITIATIVE/ACTION Specific strategies that we will follow to deliver our Goal	KEY PERFORMANCE INDICATORS The evaluation of our success in meeting our goals	PROFESSIONAL LEARNING OPTIONS	OUTCOME/S The expected result, consequence, and or effect we envisage, based on the actions we engage in
<p>I. EDUCATIONAL EXCELLENCE</p> <p>Our goal is to raise student achievement and improve educational outcomes by fostering a culture of learning</p>	1 2 3	1a. Improve Literacy and Numeracy	<p>Create a literacy-rich environment that provides opportunities for students to engage with written and spoken language</p> <p>Collaborate with parents to enlist support with enhancing their child's literacy development</p>	<ul style="list-style-type: none"> School-wide routines will foster sound literacy and numeracy practices across the school. Our classrooms will be print-rich environments; learning programmes will encourage written, oral, visual and spoken language, including discussions and debates Our classrooms will be rich in resources that promote and develop numeracy skills such as numbers and symbols. Our classrooms will offer resources that support the learning of other languages and ESOL students. <p>Parents and families/whānau will be provided with resources and activities to support and extend their child's literacy and numeracy development at home</p>	MOE – Literacy Shelpa Patel	<p>All students will meet the co-requisite for NCEA Literacy and numeracy</p> <p>Duffy Books in Homes Project to become a part of our school</p>
		1b. Develop a rich Local Curriculum	Provide opportunities for staff to design inclusive learning programmes at all levels in our MKT context	<ul style="list-style-type: none"> Student surveys and feedback will be strategically used to review and refine our teaching and learning programmes. Our staff will work with our Kāhui Ako to develop and implement a local curriculum 	RTLB – UDL	Our students will enjoy rich and relevant learning opportunities connected to local contexts
			Strengthen our ability to use culturally relational practice/pedagogy, including Te Reo and Mātauranga Māori	Te Ao Māori, Te Reo Māori and tikanga is evident in our teaching practices, and will include learning basic greetings, our conversations, and our curriculum.	CFPLD – Te Ahu o te Reo Māori Programme Tailored Courses	
		1c. Align NCEA to Academies that offer meaningful pathways for senior students	Review purpose and design of learning programmes to align with the NZ Curriculum.	The goals and objectives of the NZC will align to our learning programmes which are underpinned by the 4-D and Complex Systems Thinking models to offer relevant, meaningful, and achievable outcomes for students	NZCER – Rosemary Hipkins	Our students will leave school with a relevant qualification (minimum NCEA level 2)
			Prepare for implementation of new NCEA programme	Our staff will be well-supported through timely and relevant professional learning	MOE – NIFS	

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<p>2. ENGAGING STUDENTS</p> <p>Our students will embrace learning, academic, cultural, and sporting challenges by developing personal goals and outlining realistic and informed pathways for themselves</p>	1 2 3 4	2a. Create an inclusive, safe, and secure learning environment	Develop structures and supports to address student and staff well-being	<ul style="list-style-type: none"> Our staff will have access to EAP Services Our students will have access to Guidance Counsellors/ School and Public Health Nurses and/or Doctor/Dental Clinic, and Hearing and Vision testing Our students will be able to access their Drivers' Licence The Ka Ora Ka Ako - Lunches in Schools Programme will continue across our school An effective and responsive pastoral care team will be in place Our PGC will enable staff to identify areas of success and for improvement 	MOE – PC4L RTLb – UDL	Diversity is valued with all staff and students, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities to feel a sense of belonging in a safe within a positive learning culture and school environment	
			Build a strong pastoral care framework	A strong Pastoral team will be developed to support our Tuakana-Teina model	Internal		
		2b.	Encourage student participation in a range of house and school activities	Work with families and whānau to identify and understand barriers to engage in learning and school and work to address them	Our teachers will be supported to build their understanding of learners' contexts, including languages spoken at home, histories, stories, and cultural values to provide culturally responsive teaching and learning	Internal	All learners have clear learning and achievement goals across different disciplines, including sports, arts, cultural, leadership, service and academic that is reflected in their own unique graduate profile
			Celebrate students' successes and achievements		School structures and procedures will be developed to honour students' achievement, including celebration assemblies, hui whakarewa, house/whare celebrations, exhibition of students' work through school magazine, social media and similar	Internal	
		2c.	Monitor student attendance and engagement	Use school-wide and Attendance Matters data to evaluate Numbers, Names, Needs and Next Steps	A full and comprehensive analysis of data will be completed to guide and shape future directions and approaches to improving attendance	MOE – SAFs	Promote a consistent approach to attendance with a strong programme of academic mentoring and tracking of achievement with learners and families for academic success
				Identify learners who are not attending disengaging and create Individual Educational Plans which outline strategies and support including cultural advisors and whānau liaison personnel	Attendance data and student achievement information will be analysed for trends so that barriers and constraints can be identified and mitigated and/or eliminated	Internal	

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<p>3. PRODUCTIVE PARTNERSHIPS</p> <p>The success of our school depends on building and maintaining effective long-term partnerships and networks to achieve academic and organisational success</p>	1 2 4	3a. Enhance partnerships between school, home, iwi, Mana Whenua, Trusts, and community	Review and develop structures for family, whānau, iwi and community engagement including the formation of a Parent-Teacher-Student Association – PTSA	Multiple community meetings will be hosted, in person and through social media, to gather community input and initiate dialogue surrounding student achievement, fundraising and school improvement		Improve student success within their local, national, and international communities so that they have a strong sense of belonging and contributing
		3b. Establish the Principal's Advisory Council	Involve students in decision making	Different opportunities will be offered for students to be actively involved in the civic life of the house/whare, school, and wider community		Enable students' voice by promoting and encouraging civic awareness through opportunities for meaningful action in the school and wider community
		3c. Collaborate with Kāhui Ako, industries, employers, and tertiary education providers	Plan for successful transitions to enable all learners to succeed in education	Critical stakeholders and partners will be approached to build partnerships and collaboration will be cemented via routine meetings and communication protocols		Students can confidently approach opportunities in life, work, and the world.
		3d. Continue our work with the MOE on the redevelopment plan for the school's future	Liaise with MOE Network and Property to ensure timely execution of plans	Our property master plan and landscaping plan will be completed with key elements and details finalised in line with realistic timeframes for project completion		The MOE, board and staff will work together to recognise the complex learning needs of our school and community