

The background of the slide is a photograph of a school playground. In the foreground, there are several large, vibrant red flowers with green leaves. In the middle ground, three children in dark blue school uniforms are walking on a paved path. In the background, there is a modern school building with a facade of horizontal wooden slats and several orange arches that form part of the playground equipment.

Strategic and Annual Plan 2025

Kawea te Mātauranga ki te Whaiao ki Te Ao Marama

This charter and strategic plan has been written in consultation with Ngākōroa School community include whānau, kaimahi & Board. It is endorsed by representative of mana whenua Ngāti Tamaoho.

Ko Wai Ngākōroa - Who are we?



At Ngākōroa School, strong learning relationships are at the heart of everything we do. We are committed to working alongside children and their families to provide an education that meets individual needs and produces strong outcomes for the whole child, using our values of Mātauranga (wisdom & knowledge), Manawanui (to have heart), and Kaitiakitanga (protectors of taonga).

We are thrilled to be able to build connections with the families within our community to truly bring learning to life for our young people.

Ko tenei taku mihi ki nga tangata whenua o te rohe nei Ka mihi hoki au, ki nga tohu o te rohe nei

Our kura has been gifted its name by Mana Whenua and is named in honour of the Ngākōroa Awa that runs near our school site. We recognise the people and the landmarks of the land that we share, and value the partnership we have with Ngāti Tamaoho. Our school is committed to honouring the Treaty of Waitangi through our words, our actions and our attitudes, and expect that all tamariki have the opportunity to learn about the people and places that form the history of our location.

We value the roll of mana whenua and recognise the unique place of Maori as the indigenous people of Aotearoa, New Zealand. Caring for students, acknowledging their mana (manaakitanga) and having high expectations for them (mana motuhake) is key to tamariki achieving success as Māori. Culturally responsive teachers and support staff welcome and build effective relationships with tamariki and their whanau, constantly seeking to increase their understanding and knowledge of Te Reo and Tikanga Māori. The school will meet regularly and actively maintain strong lines of communication with whanau, and together celebrate the success of our students. In consultation with whānau, the school will ensure all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents identify this as a priority.

Ngā Uara - Our Values



Mātauranga Knowledge and Wisdom

- We are curious and seek out new learning
- We are innovative and creative with our learning
- We use existing knowledge to work out new things



Manawanui To Have Heart

- We never give up
- We are brave and courageous
- We care about and include other people's ideas
- We look for opportunities in every challenge



Kaitiakitanga Protector of Taonga

- We take care of ourselves and the people around us
- We value our culture; who we are and where we come from
- We contribute to the wellbeing of our community and environment

Strategic Goals and Initiatives

A cohesive local curriculum supports high achievement and is applied seamlessly across the school

1. Merging the curriculum refresh to our local curriculum so that it is cohesive and seamlessly implemented across the school.
2. Reading, Writing and Mathematics targets demonstrate high expectations of equitable outcomes for all groups/cohorts.

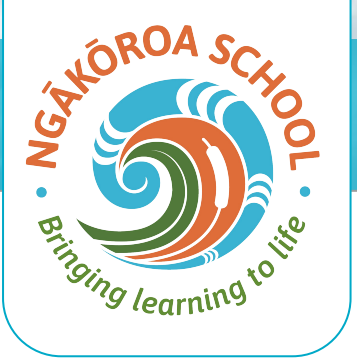
Ongoing and shared commitment to building and maintaining a strong learning culture.

1. Relationships Based Learning (RbL) pedagogies and collaborative practices are self-sustaining across the school.
2. Strengthen Mana Potential approaches by applying Restorative Practices throughout the School.

School and community are empowered to look after (protect) the things that make us unique.

1. Strengthen community partnerships and engagement.
2. Build self care, self awareness, and personal responsibility strategies within our young people.

NELP - National Education Leadership Priorities



The National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. They direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga. These NELP priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful.

NELP Objectives	NELP Priorities	Where NELP are reflected in our Strategic Initiatives
Objective 1 - Learners at the Centre	<ol style="list-style-type: none"> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 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 	<p>Mātauranga 1, 2 & 3 Manawanui 1, 2 & 3</p>
Objective 2 - Barrier Free Access	<ol style="list-style-type: none"> 1. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 2. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy 	<p>Mātauranga 1, 2 & 3 Manawanui 1 & 2 Kaitiakitanga 1 & 2</p>
Objective 3 - Quality Teaching and Leadership	<ol style="list-style-type: none"> 1. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 2. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	<p>Mātauranga 1 Manawanui 1, 2 & 3 Kaitiakitanga 1 & 2</p>
Objective 4 - The future of Learning and Work	<ol style="list-style-type: none"> 1. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work 	<p>Mātauranga 1 & 2 Manawanui 2 Kaitiakitanga 1 & 2</p>
Objective 5 - World Class inclusive Public Education	<ol style="list-style-type: none"> 1. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary Only) 	<p>Mātauranga 1 & 3 Manawanui 1 & 2 Kaitiakitanga 1 & 3</p>



Ngākōroa School Annual Planning - 2025



Mātauranga Knowledge & Wisdom - Action Plan 2025

Strategic Goal: A cohesive local curriculum supports high achievement and is applied seamlessly across the school

Key Outcomes (Priorities for 2025)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures (What will be our evidence of success)
<p>Merging the curriculum refreshes with our local curriculum so that it is cohesive and seamlessly implemented across the school.</p>	<p>Curriculum Refresh Connected to Ngākōroa Local Curriculum</p> <ul style="list-style-type: none"> - Establish a Curriculum Leaders Team - Planning is based on refreshed curriculum documents for teaching and learning in literacy and mathematics - Create a consistent tool/template for planning using the new curriculum - An hour looks like at Ngākōroa: Review and define Reading, Writing and Mathematics for including explicit instruction & structured approaches and learning through play and creative inquiry. - Investigate options of assessment tools PAT and EastTle to find the best tool to inform teaching and learning at Ngākōroa and meet the Ministry directive. - Align the reporting systems and expectations of students' achievement at each year level with the new curriculum phases. <p>Structured Literacy</p> <ul style="list-style-type: none"> - Kaiako are all attending PLD sessions with IDEal and BSLA - PLD with Evaluation Associates facilitator developing leadership of CL team to implement effective use of E EAsttle writing Assessment with using a structured literacy Approach - working alongside <p>Mathematics</p> <ul style="list-style-type: none"> - Participate in the MoE PLD with Hunua Cluster schools Term 1 and Term 3 - Teachers begin to integrate the new resources from Numicon, Math No Problem and Oxford University Press into their teaching and learning programmes. 				<ul style="list-style-type: none"> • Staff only days for Curriculum x2 from MoE • Leaders of Learning 2xMU & release 10 hrs per term • Staff hui Meeting time for PLD • Resources supplied by MoE Numicon, MN & Ox • Evaluation Associates Facilitator: Structured Literacy; Writing & Leadership 	<ul style="list-style-type: none"> • Evidence of agreed approaches happening in hāpori planning & teacher practice. • Teachers are confident in teaching and assessing against the new curriculum and using resources. • A one pager that describes the hour of Lit & Mx key components structure Math & Literacy • Curriculum Leaders are facilitating PLD for the school
<p>Reading, Writing and Mathematics targets demonstrate high expectations of equitable outcomes for all groups/cohorts.</p>	<p>Proximity learner Impact Initiatives</p> <ul style="list-style-type: none"> o Proximity learners progress each term by teachers using data to inform planning and track. o North East Monitoring Meeting - to use Proximity student data and student voice to monitor the effectiveness of practice. o Tier 2 SL intervention with student groups revised termly: reading and writing extra sessions and oral language in class focus, and ESOL extra sessions. o Numicon training for teachers and Kaiako - to be used for extra sessions intervention. 				<ul style="list-style-type: none"> • Monitoring Meetings scheduled into Kaiako meeting times 2x in T2 and 2x in T3. (note 2 new facilitators in training) • SL Support time from MoE 0.36 • SENCo oral language support 0.2 • ESOL kaiāwhina ESOL support - English Planet. • Numicon training RTL • PAT and Easttle • HERO 	<ul style="list-style-type: none"> • Data reports to the Board (Proximity Learner Progress reports in Term 2 & 4, Full data reports in Terms 1 & 3.) • PGC files will show evidence of NEMM kōrero linking proximity learner progress to planning. • Teachers are confident in teaching and assessing against the new curriculum



Ngākōroa School Annual Planning - 2025



Manawanui To Have Heart- Action Plan 2025

Strategic Goal: Ongoing and shared commitment to building and maintaining a strong learning culture.

Key Outcomes (Priorities for 2025)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures
<p>Relationships Based Learning (RbL) pedagogies and collaborative practices are sustaining across the school.</p>	<p>Strengthen understanding of Relationship Based Teaching</p> <ul style="list-style-type: none"> Two new leaders of learning trained as North-East Coaches and NEMMS Facilitators. Training by Principal and DP (accredited coaches) Leaders to connect with other RbL Schools, attend wananga etc. Principal to participate in LEIS PLG Focused in-house PLD on dimensions of Effective Teacher Profile and co-teaching practices according to needs identified according to evidence gathered. Refine existing induction information on Manaaki Kaimahi site to make it more user friendly and efficient. <p>Strengthening collaborative teaching teams and Co-teaching practice</p> <ul style="list-style-type: none"> Update tools for accountability amongst hāpori and kaiako pairs: collaborative agreements, minutes, delegated responsibilities and communication systems. Understand different personality and communication styles of staff; working to our strengths Pedagogy leaders of learning to lead PLD in co-teaching strategies. Hāpori to set and monitor goals of co-teaching strategies, at weekly hui. NEMM to focus on co-teaching strategies / students differentiation, student self directed learning/choice and student collaboration 				<ul style="list-style-type: none"> Kaiako hui time (NEMMS) Whole school staff hui (PLD) Pedagogy coaches released (10 hours per term) to train, code, moderate and lead PLD SLT time for coaching training Mark Bunting Flames training TOD LEIS PLG middle leaders x 3, LEIS PLG Principal Ed Group PLG DP 	<ul style="list-style-type: none"> Two leaders of learning are accredited coaches. NEMMs and coaching conversations are evident in PGC documentation Kaiako are co-coding evidence with their coaches The pedagogy leaders are leading professional development across the school Hāpori will be using 8 co-teaching models flexibly and confidently (evident in planning, practice, st v) Kaiako 'SpideyGraph' shows increase in efficacy in the RbL Profile.
<p>Blending Mana Potential approaches by applying Restorative Practices throughout the School.</p>	<p>Build our own Relational Practices framework</p> <ul style="list-style-type: none"> Induction/manaakitanga: Relational Practices are clearly defined and resourced in induction programmes for staff - manaaki kaimahi- includes a resource bank to help us understand Ngā Atua. Tuku iho, wā manaaki, porowhita, pūrakau, whakamana, learning goals, lam/Ican statements Track & analyse trends in behavior and pastoral care via HERO; Update system tags. Focus group for Whānau voice; minors and majors, feedback on relational practice (use google survey to capture whānau voice) Check in with Angeline MacDonald - critical friend to review tools and practices Kaiako attend circles training, mini conferences, and leadership to formal conferences. 				<ul style="list-style-type: none"> MP PLD RP PLD (Waikato University) DP time to lead Google Site for Manaakitanga HERO PLD release 	<ul style="list-style-type: none"> Wellbeing @ School survey (Terms 1&3) Relational practices are visible and used in every T&L space RP Survey for students New Kaiako are confident in MP and RP approaches, HERO tags are being used consistently on posts - trends are evident



Ngākōroa School Annual Planning - 2025



Kaitiakitanga Protectors of Taonga - Action Plan 2025|02-12

Strategic Goal: School and community are empowered to look after (protect) the things that make us unique.

Key Outcomes (Priorities for 2023)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures
<p>Strengthen community partnerships and engagement.</p>	<p>Community Partnerships:</p> <ul style="list-style-type: none"> - Community Connect Coordinator designated oversight - Community Gardens using student projects to help engage whānau. Eg. Garden to Table - Whānau connects opportunities. E.g quiz night, cafe, summer picnic - Student projects to connect with community groups. E.g Karaka lifestyle estate, Parkside, Best start... - Community/whānau to engage with cultural celebrations and performances, <p>Te Ara Mātuaranga o Ngāti Tamaoho Evaluate and prioritize next steps to integrate initiatives of Te Ara Poutama o Ngāti Tamaoho</p> <p>Learning Partnership Learning at Ngākōroa 'open home' in school "Learning in Action" with curriculum focus/RP once a term</p> <p>Cultural celebrations with diverse groups with whānau involvement including Hunua Cultural Ngākōroa 101- curriculum and cultural narrative promotion. eg. ākonga are involved in bringing our cultural narrative to life through drama</p>				<ul style="list-style-type: none"> ● Leader - IMU + release time ● Staff hui time. ● Staff time after hours ● Community Connect Co-ordinator time/wages time ● Eftpos facilities ● \$2000 budget 	<ul style="list-style-type: none"> ● Members of the community are working with/using our students and the gardens. ● Increase in school-based cultural events that whānau contribute. Whānau and students are leading cultural groups. ● End of year Whānau survey demonstrates that Whānau understand Ngākōroa learning approaches and pedagogies
<p>Build self care, self awareness, and personal responsibility strategies within our young people.</p>	<p>Relational Practice (Mana Potential & Restorative Practice)</p> <ul style="list-style-type: none"> - Teachers and students use resources to enhance understanding of how Atua can be used as a tool for self reflection & regulation (MP) - Develop & strengthen systems to apply Mana Potential and school values in ways that build self awareness, regulation & responsibility; e.g restorative conversations with ākonga, whānau, agencies, IEPs, IBPS. - Equipping kaimahi to facilitate Wā Manaaki to enhance relationships, to self-regulate and manage stressful situations. <p>Health Curriculum Focus in T&L</p> <ul style="list-style-type: none"> - Demonstrating high expectations for students responsibility & self awareness, through schoolwide and hāpori norms & routines <p>Collaborative Practice</p> <ul style="list-style-type: none"> - Co-teaching practice increase differentiation and self directed opportunities for students, - Tuakan Teina is evident in learning activities and programs, 				<ul style="list-style-type: none"> ● PLD time with RP facilitator (Leanne) and MP (Angeline) - Staff Hui - Lead Team (TL release time) - TOD 25th Feb 	<p>Akonga are using the mana potential framework to self regulate.</p> <p>Kaimahi are confident in facilitating relational practice conversations (RP survey Leanne)</p> <p>Mid year "Me and my school" survey results indicate that:</p> <ul style="list-style-type: none"> ● School tikanga and hāpori kawa are used by students to demonstrate responsibility for self. ● Mana Potential is being applied with consistency



Ngākōroa School Annual Planning - 2025

Annual Planning - Action Plan for 2025

Additional Work Streams Beyond Strategic Initiatives That Require Time and Attention Beyond BAU

Attendance

Relentless focus on Attendance for those students who have inconsistent attendance data

To meet or exceed the Government's target for 90% of students to attend regularly, that is to attend school more than 90% of the time.

- Ongoing gathering, comparing and reporting of data - Term by term monitoring of improvements
- Responding to all absence with STAR Stepped Attendance Response
- Using a relationships first approach fosters continued positive partnerships between families and school:
 - Personal contact made (escalating from teacher → SLT → Truancy Service if needed) - Record in HERO
 - Work with families to overcome challenges that impact on attendance, referrals to support agencies where needed
 - Notice & celebrate positive improvements with students and their families - Record in HERO
- Educate families about correlation between attendance and achievement on transition, through newsletters and through whanau learning hui
- Identify trends in Me and My School, Whānau Surveys and/or Wellbeing @ School Surveys that may impact on attendance - act accordingly

Success Measured through Term by Term Attendance Data Reports

