



## Ngāti Toa School Strategic Plan 2019-2021

**Vision: Kindled by heritage and sparked by learning to fuel the future.**

### **Key goal areas (aligned to our vision):**

1. Students, whānau and staff are culturally competent.
2. Students are sparked by learning to be high achievers.
3. Curriculum content and delivery sparks motivation and engagement.

### **Goal One: Ākonga, whānau and staff are culturally competent.**

By the end of 2021, Ngāti Toa School will support and empower our learners to achieve success by addressing racism and bias.

**Target:** Ākonga, whānau, and staff are confident and achieving highly in our school environment.

**Measure:** Ākonga, whānau and staff report a sense of belonging, connectedness and agency.

### **Strategic initiatives:**

- 1 a) Identify enabling factors and barriers to building a sense of belonging and achievement.
- b) Use voice to develop and strengthen whanaungatanga.
- c) Develop and strengthen cultural competence of leaders, kaiako, ākonga and whānau.

**Outcome:** Ākonga are successful learners who are proud of their identity, and connected strongly to Ngāti Toa School, and their wider community.

### **Goal Two: Students are sparked by learning to be high achievers.**

By the end of 2021, Ngāti Toa School students are achieving at or above expected curriculum levels.

**Target:** To increase the number of students achieving at or above expected curriculum levels.

- a) Increase the number of ākonga in year 5 to at or above curriculum expectation in reading, writing and mathematics.
- b) Increase the number of year 3 ākonga reading at Level 2b
- c) Increase the number of year 3 ākonga writing at Level 2b
- d) 70% of Years 4-6 students at or above their appropriate curriculum level in mathematics

**Measures:** Raised achievement results for all students, especially those at risk of not achieving.

Students operating at stage 3 or 4 of the student capability matrix (assessment for learning).  
85% of the parents with students not achieving at appropriate curriculum level are effectively engaged in their child's learning.

**Strategic initiatives:**

- 2 a) Students are progressing and achieving highly in relation to the NZC levels.
- b) Students are involved in planning components of their learning.

**Outcome:** Students are engaged, motivated and achieving to the best of the ability.

**Goal three: Curriculum content and delivery sparks motivation and engagement.**

Curriculum content and delivery sparks motivation and engagement.

**Target:** By the end of 2021, the Ngāti Toa School curriculum and teaching practices result in ākonga demonstrating and living the school values.

**Measure:** Voice from ākonga signals positive engagement and motivation in their learning.

**Strategic initiatives:**

- 3. a) Ngāti Toa School's curriculum reflects both Māori and Pākehā worldviews demonstrating commitment to Te Tiriti o Waitangi..
- b) Teachers ensure there is inclusion and coverage of all learning areas over time to engage learners.
- c) Integrate key pedagogical approaches through curriculum delivery
- d) Upskill staff where needed to deliver the relevant approaches and pedagogical content knowledge.

**Outcome:** Students are excelling in achievement; teachers and students are excited about, and engaged in learning.

Completed matrix for models/programmes showing coverage across values competencies of ako, hauora, iti kahurangi, kotahitanga and aroha.

**How will we achieve these goals?**

**Goal One: Students, whanau and staff are culturally competent.**

Ākonga, whānau and staff are culturally competent.	Strategic initiative 1a. Identify enabling factors and barriers to building a sense of belonging and achievement.	
Initiative 1a	12 month milestone	Key actions

Identify enabling factors and barriers to building a sense of belonging and achievement.	<ul style="list-style-type: none"> <li>• Shared protocols for communication, problem solving and conflict resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop shared understanding of agreed protocols for communication, problem solving and conflict resolution.</li> <li>• De-briefing processes established and used termly re communication, problem solving and conflict resolution.</li> <li>• Independent facilitator engaged to collect staff views on communication and relationships through the school.</li> </ul>
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<b>Students, whanau and staff are culturally competent.</b>	Strategic initiative 1b Use voice to develop and strengthen whanaungatanga.	
Initiative 1b	12 month milestone	Key actions
Use voice to develop and strengthen whanaungatanga.	Positive shifts in stakeholder perceptions of their connectedness to our school.	<ul style="list-style-type: none"> <li>• Develop a questionnaire based on the Tataiako competence of <i>whanaungatanga</i>, and collect voice from whānau and ākonga.</li> <li>• Develop an action plan to address barriers to connection.</li> <li>• Review NTS curriculum in terms of relevance and authenticity for ākonga and whanau.</li> </ul>

<b>Students, whanau and staff are culturally competent.</b>	Strategic initiative 1c. Develop and strengthen cultural competence of leaders, kaiako, ākonga and whānau.	
Initiative 1c	12 month milestone	Key actions
Develop and strengthen cultural competence of leaders, kaiako, ākonga and whānau.	Leaders and teachers are competent in basic te reo and tikanga Māori.	<ul style="list-style-type: none"> <li>• Provide resource and opportunity for all staff to improve competency in te</li> </ul>

	Whānau/focus groups established and convened.	reo and tikanga Māori. <ul style="list-style-type: none"> <li>• Appropriate protocols developed for significant events and day to day running of the school.</li> <li>• Operational focus/whānau groups for Māori and Pasifika developed.</li> <li>• Continued reciprocal relationship with Te Puna Matauranga.</li> </ul>
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**Goal Two: Students are sparked by learning to be high achievers.**

<b>Students are sparked by learning to be the best they can be.</b>	Strategic initiative 2a. Students are progressing and achieving highly in relation to the NZC levels.	
Initiative 2a	12 month milestone	Key actions
Students are progressing and achieving highly in relation to the NZC levels.	<ul style="list-style-type: none"> <li>• There are positive shifts in progress and achievement for all ākonga.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective teaching pedagogies are implemented and developed through the school.</li> <li>• Systems and processes around monitoring progress and achievement are communicated clearly to all staff.</li> <li>• Targeted programmes and supports are provided for students at risk of not achieving.</li> <li>• Termly monitoring of progress occurs to refocus intervention programmes.</li> <li>• Training in existing or new programmes for support staff.</li> </ul>

<b>Students are sparked by learning to be the best they can be.</b>	Strategic initiative 2b. Students are involved in planning components of their learning.
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Initiative 2b	12 month milestone	Key actions
Students are involved in planning components of their learning.	<ul style="list-style-type: none"> <li>• Student voice indicates that students have choice in what and how they learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Longer term planning (year, term) has input from students.</li> <li>• Content of learning includes teacher input and student-led learning determined by interests and passions.</li> <li>• Students can describe their learning and next steps.</li> </ul>

### Goal Three: Curriculum

<b>Curriculum content and delivery sparks motivation and engagement.</b>	Strategic initiative 3a. Ngāti Toa School's curriculum reflects both Māori and Pākehā worldviews demonstrating commitment to Te Tiriti o Waitangi.	
Initiative	12 month milestone	Key actions
Ngāti Toa School's curriculum reflects both Māori and Pākehā worldviews demonstrating commitment to Te Tiriti o Waitangi.	Whānau, hapū, iwi and community work with the staff in the design and delivery of teaching and learning, including our localised curriculum.	<ul style="list-style-type: none"> <li>• With iwi, design the Ngāti Toa School graduate profile based upon the school values of AHI KA.</li> <li>• Iwi lead/guide the inclusion of culturally authentic kōrero, karakia, waiata and histories across all curriculum areas.</li> <li>• With iwi, review, prioritise and clarify expectations for progress and achievement across the learning areas.</li> </ul>

<b>Curriculum content and delivery sparks motivation and engagement.</b>	Strategic initiative 3b. Teachers ensure there is inclusion and coverage of all learning areas to engage learners
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Initiative	12 month milestone	Key actions
Teachers ensure there is inclusion and coverage of all learning areas to engage learners.	<ul style="list-style-type: none"> <li>Evidence from planning that Pākeha and Māori worldviews, and a range of learning areas have been integrated into the teaching and learning programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching is intentional i.e. thoughtful, deliberate, purposeful.</li> <li>Teacher planning includes contexts derived across the learning areas.</li> </ul>

<b>Curriculum content and delivery sparks motivation and engagement.</b>		
Strategic initiative 3c. Integrate appropriate approaches through curriculum delivery.		
Initiative	12 month milestone	Key actions
Integrate appropriate approaches through curriculum delivery.	<ul style="list-style-type: none"> <li>The approaches used to deliver the Ngāti Toa curriculum are used confidently and capably by all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Develop indicators for each approach and their progression through the school (learning through place, play and cooperative learning).</li> </ul>

<b>Curriculum content and delivery sparks motivation and engagement.</b>		
Strategic initiative 3d. Upskill staff where needed to deliver the relevant approaches and pedagogical content knowledge.		
Initiative	12 month milestone	Key actions
Upskill staff where needed to deliver the relevant approaches and pedagogical content knowledge.	<ul style="list-style-type: none"> <li>A rigorous and appropriate professional learning and development programme.</li> <li>Staff report their confidence in delivering approaches.</li> </ul>	<ul style="list-style-type: none"> <li>From identified needs analysis, prioritise and source professional learning required.</li> <li>Ensure appropriate funding is available for professional learning and development.</li> <li>Source Ministry of Education funded professional learning and development where appropriate.</li> </ul>

**Enabler: Well resourced and financially stable**

To build equity and enable choice and security by attracting more income and using funds strategically.