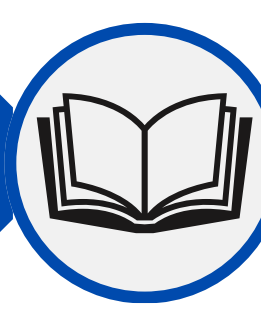


Strategic Plan 2024 - 2025

*‘Teaching & Nurturing our
Community Together’*

GHS 2024 - 2026 STRATEGIC PLANNING KEY AIMS

Curriculum / Akoranga



A student-centered, culturally responsive curriculum raising student achievement.

Continue with evidence-based teaching practices

- Critical teaching practices in place based around the effective teacher profile
- Science of Reading (Structured Literacy)
- Numicon Maths (evidence based structured pedagogy) has been introduced, developed & embedded across the school

EOTC

- Develop safe and effective curriculum-based teaching and learning that extends beyond the classroom walls

Te reo Maori & Aotearoa Histories

- Teachers are confident & competent with using te reo Maori
- Aotearoa Histories is regularly planned for as part of the GHS curriculum with planning for local contexts

Curriculum Refresh

The refresh of the NZC is integrated into planning & assessment



An attractive, well resourced, environmentally sustainable school environment.



Environment /
Taiiao

Property / Buildings

- Classroom spaces fitted with carpets / heat pumps / autex
- All bathroom spaces refitted
- New safe playing turfs installed
- Artwork/signage around the school reflects all cultures represented in the community
- New junior playground installed

A welcoming, safe, inclusive culture.



Culture /
Ahurea

Inclusive Education

- GHS students are provided with appropriate support and enrichment programmes

Attendance & Whanau Support

- All children are attending GHS on a regular (90%+) basis
- Support programmes are accessed and in place for students with poor/irregular attendance

An actively engaged school community.



Connection /
Hononga

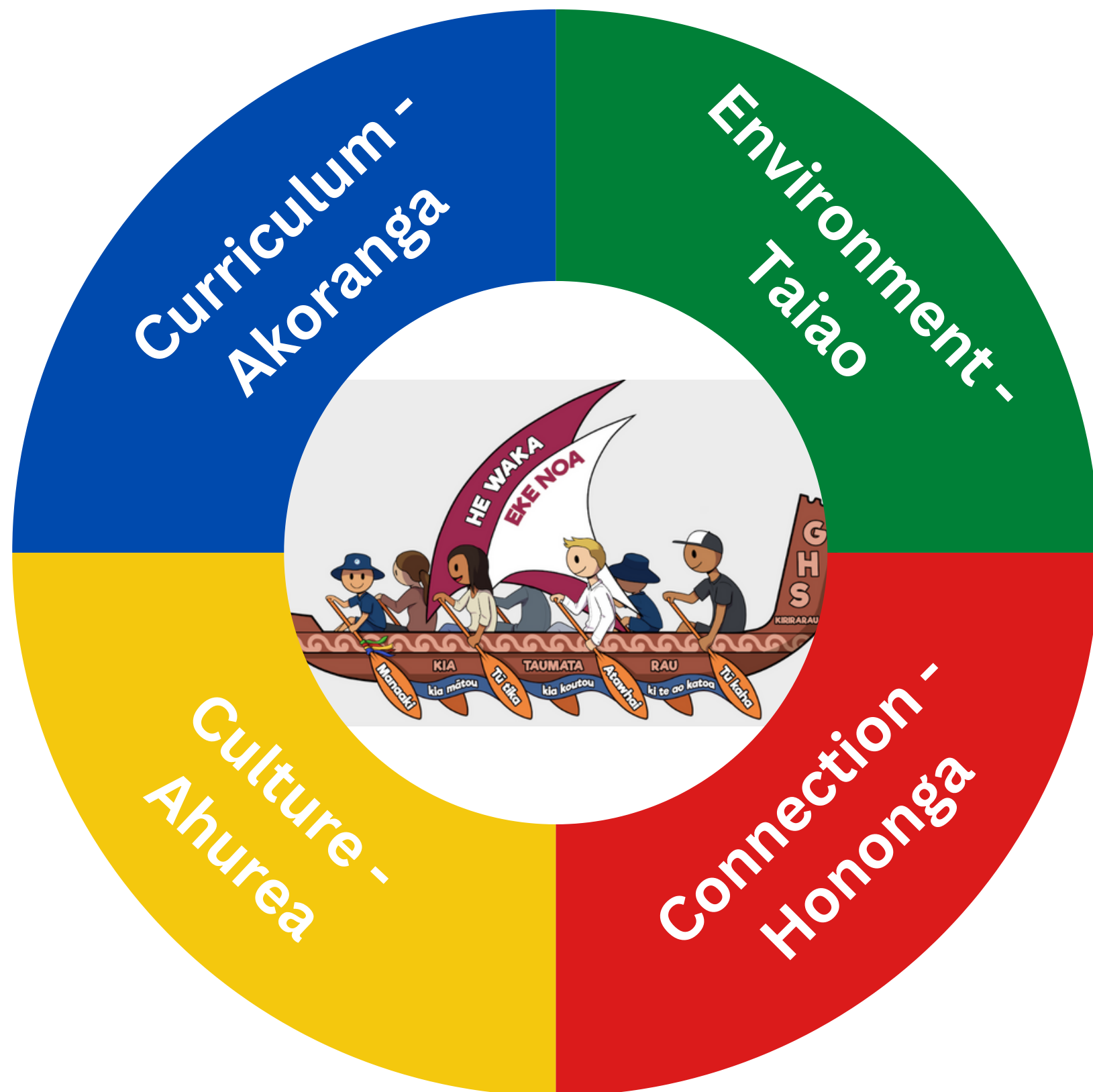
Cultural Responsiveness

- There are regular celebrations of different cultures at GHS
- We actively embrace international children & their families visiting GHS

Community Strategy

- Regular opportunities are provided for whanau to connect & engage
- Work with the community to share information, learning & pedagogy

Strategic Vision



Our strategic aims have Gulf Harbour School students at the centre of every decision we make.

As we implement these strategic aims, our creative and inquisitive tamariki will experience an **engaging curriculum** where they have **success in their learning**. At GHS our students will have the opportunity to learn and play in a **safe, attractive school environment**.

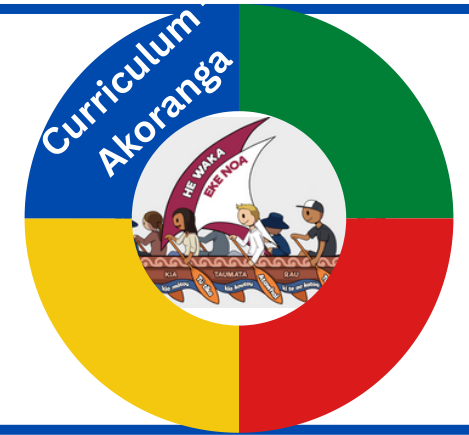
Our **whole school community** will be **actively engaged** in all that happens at GHS and everyone in the school will feel **included and welcome**.

All students will be provided with **opportunities to participate in a wide variety of activities**.

We will **work in partnership** with other schools to achieve the goals of our Kahui Ako.

STRATEGIC GOALS 2024	OUTCOME (What we expect to see)	MEASURES (How we will measure progress)	ACTIONS/INITIATIVES (How we will achieve or make progress towards our goals)
<p>To have a student-centered, culturally responsive curriculum that raises student achievement</p>	<p>All learners making at least a year’s progress in R,W,M and will be achieving success in areas that suit their other strengths. We will see:</p> <ul style="list-style-type: none"> • Culturally responsive critical teaching practices based around an effective teacher profile • The Science of Reading & writing (Structured Literacy) implemented across the whole school • Numicon Maths (evidence based structured pedagogy) introduced, developed & embedded across the whole school • Safe and effective curriculum-based, connected teaching and learning that extends beyond the classroom walls • Teachers that are confident & competent with using te reo Maori 	<ul style="list-style-type: none"> • Improvements in data - including Diebels/Easttle/iDeal • Monitor planning & progression in childrens work • Observe lessons/student voice 	<ul style="list-style-type: none"> • Provide PD form Leadership Lab to develop GHS own ETP that will become the job description of all of our teachers • AFL used across the school • Regular PD around EOTC • Provide PD from Numicom • Provide ongoing PD/Team meeting time for Structured Literacy • Provide coaching and mentoring in key areas
<p>To have an actively engaged school community</p>	<ul style="list-style-type: none"> • Regular celebrations of different cultures at GHS • International visiting students and families being actively embraced into our community • A community well informed about the learning & pedagogy at GHS • An active GHS PTA providing opportunities for community connection & engagement 	<ul style="list-style-type: none"> • Hautu - self review for the Board • Community surveys and feedback • Increased numbers of international visitors • Number of PTA members / successful fundraising events 	<ul style="list-style-type: none"> • International department working with the school community • Teacher working with the PTA and released accordingly • CRP team working across the school
<p>To have a welcoming, safe, inclusive culture</p>	<ul style="list-style-type: none"> • GHS students provided with appropriate support and enrichment programmes • Using our Positive ‘GHS way’ behaviour modle and school values to create a safe environment with clear expecations that support teaching and learning • Working as a school on Emotional Regualtion Programmes to support families, students and teachers • All children are attending GHS on a regular (90%+) basis 	<ul style="list-style-type: none"> • Behaviour Data recorded on HERO • Improvements in data - including Diebels/Easttle/iDeal • Monitor planning & progression in childrens work • Observe lessons/student voice • Attendance Data on HERO 	<ul style="list-style-type: none"> • Priority learners are identified early and their learning is tracked regularly • G&T students are identified and extended • Support programmes are accessed and in place for students with poor/irregular attendance • Working as a school on Emotional Regualtion Programmes to support families, students and teachers • International department working with the school community
<p>To have an attractive, well resourced, school environment</p>	<ul style="list-style-type: none"> • All students and staff members taking responsibility and having pride in the school environemnt • The school environemnt being actively used for learning and play. 	<ul style="list-style-type: none"> • Community voice • Student voice 	<ul style="list-style-type: none"> • All classroom spaces fitted with carpets / heat pumps / autex • All bathroom spaces refitted • New safe playing turfs installed • Artwork around the school reflects all cultures represented in the community

Curriculum / Akoranga



Gulf Harbour School offers a student centred, culturally responsive curriculum that is focused on raising student achievement and is responsive to our students needs.

Over the past five years, Gulf Harbour School's achievement data in reading, writing and math has seasawed between the mid 70 and mid 80% mark. Observing that we still have children that leave us after 6 years not proficient in the basics - What we were doing in Literacy and Maths wasn't working for all students. A shift to empirical, evidence-based pedagogies was seen as being a way forward. Pedagogies are now built around the Science of Learning, reading and Maths.

At GHS we are passionate about allowing all children to achieve. We do this by offering opportunities outside of the classroom and focusing on key competencies

As part of our commitment to Te Tiriti o Waitangi, building capacity in te reo Māori is important. In 2021, the Aotearoa Histories Curriculum was released. Implementation is mandatory, and using our local area's historical context will be one aspect we can focus on.

Over the next three years, work on learning about and implementing The New Zealand Curriculum Refresh will become a priority for schools.



Curriculum / Akoranga

Continue with evidence-based teaching practices

- Culturally responsive critical teaching practices in place based around the effective teacher profile
- Science of Reading & writing (Structured Literacy)
- Numicon Maths (evidence based structured pedagogy) has been introduced, developed & embedded across the school

EOTC

- Develop safe and effective curriculum-based teaching and learning that extends beyond the classroom walls

Te reo Maori & Aotearoa Histories

- Teachers are confident & competent with using te reo Maori
- Aotearoa Histories is regularly planned for as part of the GHS curriculum with planning for local contexts

Digital fluency and citizenship

- Prepare our students to be 21st century learners who know how to keep safe and use technology appropriately to support their learning.

Curriculum Refresh

- The refresh of the NZC is integrated into planning & assessment

Curriculum / Akoranga

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

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Literacy - Evidence - Based Practice

2024

Structured Literacy: Capacity Building & Implementation

Professional Development:

- GHS Literacy Framework/Better Start for all new Purapura staff/The Code
- GHS Oral Language Framework
- AFL
- The Grammar Project

Planning & Assessment:

- Planning templates developed and used for all teachers (worked on at a whanau team level)
- Consistency guidelines for exercise books established across the school for: Handwriting/Spelling/Scope & Sequence/Writing
- iDeal Screener for NE with intervention programs to develop solid literacy foundations
- Junior GHS Literacy Assessment
- Connected Text (Level 1 / Years 1-3)
- e-asTTLe (Level 2 -3 / Year 4+)
- GHS Spelling (Year 2+)
- DIBELS (Year 2+)
- Moderated independent writing piece
- Oral language identification process to be developed

2025

Structured Literacy: Implementation, Embedding & Reviewing Practice

Professional Development:

- GHS Literacy Framework/Better Start for all new Purapura staff/The Code
- GHS Oral Language Framework
- Introduce the GHS Handwriting Programme
- AFL
- The Grammar Project
- Vocabulary Instructional Routine

Planning & Assessment:

- Planning across the school is explicit and sequential and assessment data used to effectively drive next-steps
- Consistency guidelines for exercise books fully embedded across the school for: Handwriting/Spelling/Scope & Sequence/Writing
- iDeal Screener for NE
- Year 1 GHS Literacy Assessment
- Connected Text
- GHS Spelling
- DIBELS
- Moderated independent writing piece
- Oral language identification Screener
- Work to begin on setting up new Hero Goals

Curriculum / Akoranga

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

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Math - Evidence - Based Practice

2024

Structured Math: Capacity Building & Implementation

Professional Development:

- Teacher development in staff/team meetings with a focus on Numicon
- Teacher Aide PD focused on Numicom
- Professional Growth Cycles/observations linked to Numicon
- Parent/Whanau sessions linked to Numicom
- Introduction of the curriculum refresh and supporting documents

Planning & Assessment:

- Planning templates developed and used daily for all teachers (worked on at a whanau team level)
- Consistency guidelines for exercise books established across the school
- Hero goals adapted to Numicon
- Numicon Milestone Assessment trialed throughout the year
- GHS Basic facts assessment tracking end of each term across the school
- E-asTTle T2 and T4 for years 4-6 (Kahui Ako)

2025

Structured Math: Implementation, Embedding & Reviewing Practice

Professional Development:

- Teacher development in staff/team meetings with a focus on Numicon
- Teacher Aide PD focused on Numicom
- Professional Growth Cycles/observations linked to Numicon
- Parent/Whanau sessions linked to Numicom
- Continued PD to support implementation of the curriculum refresh and supporting documents

Planning & Assessment:

- Planning templates developed and used daily for all teachers (worked on at a whanau team level)
- Consistency guidelines for exercise books established across the school
- Hero goals adapted to Numicon
- Numicon Milestone Assessment trialed throughout the year
- GHS Basic facts assessment tracking end of each term across the school
- E-asTTle T2 and T4 for years 4-6

Curriculum / Akoranga

NELP

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

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Te reo Maori & Aotearoa Histories

2024	2025
<p>Capacity Building & Implementation</p> <p><u>Professional Development:</u></p> <p>Purpose: Grow teacher confidence, capability & efficacy</p> <ul style="list-style-type: none"> • Provide regular opportunities for te reo Māori PD slots in staff/team meetings. • Implement and regularly update staffroom resource wall with te Reo and resources • Develop a specific and common ‘language’ across the Gulf Harbour School that learners and staff can be familiar with • Encourage extra-curricular Te Reo Māori courses • Investigate school-wide Te Reo PD opportunities • Seek support from the wider community <p><u>Planning & Assessment:</u></p> <ul style="list-style-type: none"> • All teachers introduced to GHS school wide progressions and start teaching and planning from. • Student voice collected of priority learners, including Māori term 1 and 3. • Classroom teachers use and plan for Te Reo during everyday class interactions with tamariki 	<p><u>Implementation, Embedding & Reviewing Practice</u></p> <p><u>Professional Development:</u></p> <p>Purpose: Embed teacher confidence, capability & efficacy</p> <ul style="list-style-type: none"> • Provide regular opportunities for te reo Māori PD slots in staff/team meetings. • Build onto the specific and common ‘language’ across the Gulf Harbour School that learners and staff can be familiar with • Encourage extra-curricular Te Reo Māori courses • Implement school-wide Te Reo PD opportunities • Seek support from the wider community <p><u>Planning & Assessment:</u></p> <ul style="list-style-type: none"> • All teachers using GHS school wide progressions and planning to support explicit teaching of Te Reo Māori for 45 minutes each week- can be broken up. • Student voice collected of priority learners, including Māori term 1 and 3. • Classroom teachers use Te Reo during everyday class interactions with tamariki

Curriculum / Akoranga

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

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Education Outside the Classroom (EOTC)

2024

Capacity Building & Implementation

Professional Development:

- Provide and implement planning to have an EOTC experience across the curriculum. (within the school grounds, local community, and partnering resources).
- The links that students are able to make between the classroom and real-world experiences can be critical to their long-term learning (Alton-Lee and Nuthall, 1990).
- All GHS staff will attend at least half a day at GHS run camps.
- Staff will link Key Competencies with learning outside the classroom.
- Staff will attend whanau EOTC PD that will be offered x1 a term.
- All staff will be able to write an effective and detailed RAMS document ascertaining action plans for health and safety.

Planning & Assessment:

- Staff will learn and practice the 5 stages of EOTC management that will be reflected in their planning and practice.
- Staff will become more familiar and confident in implementing the EOTC curriculum into their termly planning through staff PD.

2025

Implementation, Embedding & Reviewing Practice

Professional Development:

- Embed and review all PD and practices from 2024.
- Grow the EOTC staff team.

Planning & Assessment:

- Embed, review and improve on practices learned in 2024.
- Develop a form of assessment for EOTC.

Curriculum / Akoranga

NELP

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6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Digital Fluency and citizenship

2024	2025
<ul style="list-style-type: none"> • Set clear expectations around the use of devices for creation rather than consumption • Clear guidelines on the use of apps/web apps to support teaching and learning in the classroom • Clear progressions to support digital fluency • Clear Teaching and learning sequence for digital citizenship • Building community knowledge around how devices are used at GHS • Review physical hardware and device usage in the classroom 	<ul style="list-style-type: none"> • Review and embed clear expectations around the use of devices for creation rather than consumption • Review guidelines on the use of apps/web apps to support teaching and learning in the classroom • Review the progressions to support digital fluency • Review and embed clear teaching and learning sequence for digital citizenship • Continue to build community knowledge and understanding around how devices are used at GHS • Updating physical hardware

Curriculum / Akoranga

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

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

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6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Curriculum Planning	
2024	2025
<p>Capacity Building & Implementation</p> <p><u>Professional Development:</u></p> <p>Purpose: Grow teacher confidence, capability & efficacy</p> <ul style="list-style-type: none"> • Provide professional development in the concepts and delivery of physics & planet earth • Develop confidence and use of scientific language in the classroom • Seek expertise from the wider community • Share learning with the community in formal and informal contexts <p><u>Planning & Assessment:</u></p> <ul style="list-style-type: none"> • Embed 2nd year connected curriculum • Improve sharing of resources & future proof through <u>GHS connected curriculum website</u> • Work to plan ahead with other curriculum leads to enhance integration of quality practise delivered in a culturally responsive context. 	<p>Implementation, Embedding & Reviewing Practice</p> <p><u>Professional Development:</u></p> <p>Purpose: Strengthen teacher confidence, capability & efficacy</p> <ul style="list-style-type: none"> • Provide professional development in the concepts and delivery of chemistry • Embed use of scientific language in class • Maintain community connections • Further develop opportunities to share learning with the community. <p><u>Planning & Assessment:</u></p> <ul style="list-style-type: none"> • Complete 3 year curriculum cycle • Build onto resources collated on GHS Connected Curriculum website • Review connect curriculum plan. Revise for following 3 year cycle • Strengthen working relationships with curriculum leads to creating long term plans

Connection / Hononga



Gulf Harbour School has an actively engaged school community.

Gulf Harbour School's community is ethnically diverse. Current ethnicity statistics are: 58% NZ European/Pakeha, 13% (10% & 3%) Maori/Pasifika, 17% Asian, 12% South African and other ethnicities.

As a school we welcome children from all over the world as long term and short stay visits.

It is the school's obligation to uphold Te Tiriti o Waitangi, so engagement with Māori whanau is important.

We aim to ensure we provide opportunities for our community to come together and connect with what is happening at school as well as with other families.

It is important to make sure we are communicating as effectively as we can with our community about students' learning and progress, and schoolwide events.



Connection / Hononga

Cultural Responsiveness

- There are regular celebrations of different cultures at GHS
- We actively embrace international children & their families visiting GHS

Community Strategy

- Work with the community to share information, learning & pedagogy
- Regular opportunities are provided for whanau to connect & engage
- Helping Hands (GHS PTA) to create opportunities for community connection & engagement.

Connection / Hononga

NELP

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

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Cultural Responsivness

2024	2025
<p>Capacity Building & Implementation</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Provide regular opportunities for PD slots in staff/team meetings focusing on Niho Taniwha (CRP), including how to accomodate and welcome our international students from all over the world • Implement Professional Growth Cycles/observations linked to Effective Teacher Profile • Provide regular opportunities for PD slots delivered by our International & ESOL Departments 	<p>Implementation, Embedding & Reviewing Practice</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Provide regular opportunities for slots in staff/team meetings based on Niho Taniwha (CRP), including how to accomodate and welcome our international students from all over the world • Grow the CRP team. • Continue professional Growth Cycles/observations linked to Effective Teacher Profile • Continue to provide regular opportunities for PD slots delivered by our International & ESOL Departments

Community Strategy

2024	2025
<p>Capacity Building & Implmentation</p> <ul style="list-style-type: none"> • Relaunch GHS PTA as Helping Hands, promoting this during Setting Up for Success meetings • Support parent ownership of the PTA, its projects and its fundraising • Hold regular 'Learning Celebrations' & offer opportunities for whanau to come into school 	<p>Implmentation, Embedding & Reviewing</p> <ul style="list-style-type: none"> • Build on existing relationships with community • Support parents as they drive the PTA to not only fundraise but to create opportunities for building community

Culture /Ahurea



Gulf Harbour School offers a welcoming, safe, inclusive culture.

Over the past 8 years we have seen a growing number of neurodiverse students enrolling at Gulf Harbour School. It is important that we respond to meet these needs as much as we can to ensure they are achieving success, are extended and included in school activities.

As we have navigated the past 3 years with Covid, there are a number of students struggling to regulate their emotions and engage in learning. It is our goal to provide support for these students at school, as well as seeking help from external organisations.

Post-Covid, attendance has been a challenge nationally. We know that if our tamariki are at school, we can give them every opportunity to learn and make progress. We also aim to connect with all of our new families in a meaningful and supportive way.



Culture / Ahurea

Inclusive Education

- GHS students are provided with appropriate support and enrichment programmes
- Using our Positive 'GHS way' behaviour model and school values to create a safe environment with clear expectations that support teaching and learning
- Working as a school on Emotional Regulation Programmes to support families, students and teachers

Attendance & Whanau Support

- All children are attending GHS on a regular (90%+) basis
- Support programmes are accessed and in place for students with poor/irregular attendance

Culture / Ahurea

NELP

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

Inclusive Education

2024

2025

Capacity Building & Implementation

Extension:

- Work with our Kahui Ako to provide extension opportunities for children in math
- Provide STEM intervention classes for identified children
- Investigate ways of ensuring children in class are extended and challenged in all curriculum areas

Special Needs:

- Provide Tier 3 support in literacy for identified children
- Provide literacy 1:1 assessments with follow up family support & intervention
- Provide Tier 2 in class support in literacy
- Improve communication with parents regarding IEP/IBP's

Implementation, Embedding & Reviewing Practice

Extension:

- Work with our Kahui Ako to provide extension opportunities for children in a number of curriculum areas.
- Provide professional development for staff
- Offer extension in class in all curriculum areas

Special Needs:

- Provide Tier 3 support in literacy & math for identified children
- Provide Tier 2 support in literacy & math

Culture / Ahurea

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

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Attendance & Whanau Support

2024	2025
<p>Capacity Building & Implementation</p> <ul style="list-style-type: none"> • Explicit monitoring of student attendance with week 5/10 monitoring, follow up and reporting to BoT and Whanau • Regular communication with the community about the importance of attendance • Develop whanau support around attendance and well being 	<p>Implementation, Embedding & Reviewing Practice</p> <ul style="list-style-type: none"> • Explicit monitoring of student attendance with week 5/10 monitoring, follow up and reporting to BoT and Whanau • Regular communication with the community about the importance of attendance • Develop whanau support around attendance and well being

Environment / Taiao



Gulf Harbour School offers an attractive, well resourced, environmentally sustainable school environment.

Gulf Harbour School is 25 years old. Over the past 8 years the school has undergone some weather tightness work and a substantial renovation to its Student Centre (now called the Flexible Learning Space). Indoor learning spaces are continuing to be refreshed and modernised through the 10YP and 5YA process.

The school has recently been involved in a master planning exercise in order to prepare for additional roll growth. 2 new modular classrooms are being installed ready for 2024. A satellite special needs unit is also due to be built in 2024.

Gulf Harbour School is working hard to improve its outside learning and play environment for the whole community to enjoy.



Environment /
Taiao

Property / Buildings

- All classroom spaces fitted with carpets / heat pumps / autex
- All bathroom spaces refitted
- New safe playing turfs installed
- Artwork around the school reflects all cultures represented in the community

Environment / Taiao

NELP

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

*GHS 5 Year Road Map

Physical Teaching & Learning Spaces

2024

2025

Staffing:

- Grow an effective property team

Environment Expectation:

- Grow a culture whereby all students and staff members take responsibility and have pride in the school environment

5YA Projects:

- Blocks 3,5: Roofing Works - replacement of flashings and translucent sheets
- Blocks 1,2,3,4,5,8: Electrical Works - DB and RCD compliance work
- Block 3,4: Toilet Refurbishments and Plumbing works
- Block 2,5: Flooring Replacements
- :LED lighting Replacement and Upgrade
- Hot Water Cylinders, Toilet Cisterns and Taps

Other Projects:

- Install artificial turfing in middle playground
- Install PB4L / Cultural signage
- Turf/deck Tuakana stage area
- New satellite classrooms installed and courts rearranged
- Furnish new classrooms and update aging furniture throughout the school

Environment Expectation:

- Continue to grow and embed a culture whereby all students and staff members take responsibility and have pride in the school environment

5YA Project

- Block 8: Pinboard Replacements
- Blocks 1, 2, 9: Heat Pump Replacement
- Site: Drainage - Remove sections of old pipe and replace with new.

Other Projects:

- Install new junior playground
- Install new artificial grass to the front playground
- Install additional shade sails

National Education Learning Priorities

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



BOARD PRIMARY OBJECTIVES

All of our goals work towards meeting all/some of the primary objectives listed below under section 127 ‘Objectives of boards in governing schools.’

(1) A board’s primary objectives in governing a school are to ensure that—

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(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; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(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.

(2) To meet the primary objectives, 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; and

(iii) monitoring and reporting students’ progress; and

(c) perform its functions and exercise its powers in a way that is financially responsible; and

(d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and

(e) comply with all of its other obligations under this or any other Act.