

2024 NCS Implementation Plan



Te Kura Pokapū o
Whakatū

Strategic Objectives 2024-2025	Practice Ākonga experience the highest possible levels of teaching and learning	Inclusion Ākonga are confident in their identity, and experience Mauri ora	Partnerships Our community is engaged in supporting our ākonga's success.
Kahui Ako Strategic Goals 2024	LINK: Develop adaptive expertise to drive deliberate professional acts	LINK: Use culturally responsive pedagogies	LINK: Build strong collaborative partnerships with learners, whānau and community
What success looks like	<i>Ākonga will have a complete sense of mauri ora where their wellbeing is nurtured, strengthened and able to flourish.</i>	<i>Ākonga are strong in their culture, identity and sense of belonging, enabling them to thrive as bi-cultural citizens of Aotearoa.</i>	<i>A community in which all feel welcome included and engaged.</i>
	1.1 Build consistent literacy practice through Structured Literacy PLD	2.1 Value cultural identity and iwi aspirations.	3.1 Improve attendance and engagement
	1.2 Strengthen assessment / aromatawai practice across the kura	2.2 Strengthen the provision of Māori medium education.	3.2 Strengthen partnerships with community
	1.3 Explore good practice in physical activity	2.3 Combat racism and bullying	3.3 Strengthen student agency
	1.4 Build leadership capacity		

Strategic Objectives 2024-2025

Practice

Ākonga experience the highest possible levels of teaching and learning

Kahui Ako Strategic Goals 2024

LINK: Develop adaptive expertise to drive deliberate professional acts

What success looks like

Ākonga will have a complete sense of mauri ora where their wellbeing is nurtured, strengthened and able to flourish.

	Implementation Goal Actions	Actions	Outcomes	Measures	Who
1.1	Build consistent literacy practice through Structured Literacy PLD	<p>Introduce Ideal and Mahi by Mahi platforms</p> <p>Explicitly teach of language scope and sequence (Te Reo Māori and English)</p> <p>Use standard teaching practices schoolwide.</p> <p>Provide teacher workshops by Learning Matters facilitator, and Literacy leaders</p> <p>Develop an annual roadmap</p> <p>Model effective practice in literacy teaching</p>	improved achievement rates for literacy	<p>Reading/Writing achievement data improvement</p> <p>Ideal and Mahi by Mahi assessments identify key areas to target and measure progress.</p> <p>Effective teacher planning is evident</p>	<p>Literacy Lead team</p> <p>All Staff</p>
1.2	Strengthen assessment / aromatawai practice across the kura	Review efficacy of current assessment practices used throughout the school.	Rongohia te Hau data shows improvement in student agency measures	Rongohia te Hau data shows improvement in student agency measures	<p>Curriculum team</p> <p>Leadership team</p>

		<p>Develop school guidelines around assessment for learning.</p> <p>Provide PLD for Māori Medium kaiako around aromatawai knowledge and practice.</p>	<p>Programmes are targeted to meet student needs.</p> <p>Students can articulate their learning, and next steps</p> <p>Assessment data is analysed and used to differentiate learning</p>	<p>Robust data is collected and used to inform next learning steps and to report progress and achievement to ākonga, whānau, kaiako, BOT and community.</p>	All
	Explore good practice in physical activity	<p>Explore Māori kemu and links to localised curriculum.</p> <p>Work with Sport Tasman facilitators and PE curriculum lead to establish good practice guidelines.</p> <p>Facilitate ongoing staff hui to build good practice.</p>	<p>Successful PE programmes engage all learners</p>	<p>Physical Education programmes effectively reflect all relevant aspects of the PE/Health curriculum, as evidenced through teacher planning.</p> <p>Increase of students involved in extramural sports</p>	<p>Curriculum lead</p> <p>Sports coordinator</p>
1.2	Build leadership capacity	<p>Provide release and support for leadership team to develop their action plans</p> <p>Mentor leaders in their practice</p> <p>Identify specific PLD opportunities to build leadership capacity in identified areas of growth</p>	<p>Increased leadership confidence and skills throughout staff</p>	<p>Growth Cycle reflections</p> <p>Annual Plan</p> <p>Leadership minutes evidence reflection on leadership practice.</p>	<p>Senior leadership team</p>

Inclusion

Ākonga are confident in their identity, and experience Mauri ora

LINK: Use culturally responsive pedagogies

Ākonga are strong in their culture, identity and sense of belonging, enabling them to thrive as bi-cultural citizens of Aotearoa.

	Implementation Goal	Actions	Outcomes	Measures	Who
2.1	Value cultural identity and iwi aspirations.	<p>Develop a school curriculum that reflects the aspirations in Ngā Kawatau document.</p> <p>Align curriculum with emerging Mātaiaho content.</p> <p>Create opportunities to celebrate who we are.</p> <p>Review and update school marketing content (Signage, documentation, sports uniforms, website)</p>	<p>Students recognise themselves in their learning</p> <p>All learners are supported celebrated and accepted.</p> <p>Localised curriculum reflects aspirations of iwi, whānau and ākonga</p>	<p>Rongohia Te Hau data (inclusion/belonging measures).</p> <p>Whanau feedback</p> <p>Student voice</p>	In School Kahui Leads
2.2	Strengthen the provision of Māori medium education.	<p>Transitioning programmes of learning from NZC to Te Marautanga o Aotearoa</p> <p>Provide Te Pouahi PLD - Fiona Matepo MM cross-kura Kaiako workshops</p> <p>Identify opportunities and barriers to enrolment in MM education</p> <p>Complete audit</p> <p>Action feedback</p> <p>Advertise MM places across rohe</p> <p>Link to school comms plan</p>	<p>Increased MM student numbers</p> <p>Ākonga and kaiako demonstrate increased progress in te Reo acquisition</p> <p>1 kaiako released to Level 5 Te Reo Māori immersion 40 weeks</p>	<p>Ākonga assessment. He weteoro</p> <p>Kaiako self assessment tool.</p> <p>Mahi by Mahi data</p>	<p>MM kaiako Runanga matua</p> <p>BoT audit</p> <p>Kaiarahi i te</p>

			Update Te Pouahi content on website			Reo
	2.3	Combat racism and bullying	<p>Identify Tier 2 PB4L interventions</p> <p>Engage in Tier 2 PB4L PLD</p> <p>Explicitly teach values and expected behaviours</p> <p>Incorporate Te Ao Māori histories and perspectives into teaching and learning pedagogies</p> <p>Increase Board of Trustees cultural competence</p>	<p>Behaviour management systems and interventions strengthened</p> <p>Staff, whānau and students report lower racism and bullying incidents</p> <p>Equitable academic outcomes</p> <p>Iwi aspirations are realised</p> <p>Strong connection between EM and MM kaimahi, ākonga and whanau</p>	<p>Rongohia Te Hau data Racism and Bullying measures</p> <p>Hero Data</p> <p>Mid and end year assessment data demonstrates similar achievement</p> <p>NZSTA Hautu self evaluation tool</p>	<p>PB4L team</p> <p>All staff</p> <p>Board of Trustees</p>

Strategic Objectives 2024-2025	<h2>Partnerships</h2> <p>Our community is engaged in supporting our ākonga's success.</p>				
Kahui Ako Strategic Goals 2024	<p>LINK: Build strong collaborative partnerships with learners, whānau and community</p>				
What success looks like	<p><i>A community in which all feel welcome included and engaged.</i></p>				
	Implementation goals	Actions	Outcomes	Measures	Who

	3.1	Improve attendance and engagement	<p>Analyse assessment patterns</p> <p>Identify key barriers to attendance</p> <p>Revise systems to connect with whanau around attendance</p> <p>Develop process for engagement with support agencies</p>	<p>Improved attendance data</p> <p>Improved engagement</p>	<p>70% of students reaching >90% attendance rates</p> <p>Punctuality improves from 2023 data</p> <p>Rongohia Te Hau engagement measures</p>	<p>Leadership Team</p> <p>Within School Teachers</p>
	3.2	Strengthen partnerships with community	<p>Develop systems to strengthen Māori / migrant voice across the kura</p> <p>Strengthen school media presence</p> <p>Build partnerships with stakeholders to meet the building and fundraising needs for our learners</p> <p>Provide opportunities for whanau to contribute to the learning</p> <p>Promote accessibility of school leadership</p>	<p>Increased community engagement</p> <p>Whānau, Iwi and community contribute more to the school</p> <p>The school is recognised as an educational leader in the community</p>	<p>Whanau engagement data</p> <p>Social media presence</p> <p>RtH data</p>	Kahui Ako WST
	3.3	Strengthen student agency	Review actions and processes to increase student participation and ownership in learning	<p>Ākonga and whanau are active participants, sharing ownership and responsibility for learning</p> <p>Localised curriculum reflects aspirations of ākonga</p>	<p>Rongohia te Hau data shows improvement in student agency measure</p> <p>Localised curriculum reflects aspirations of iwi, whānau and ākonga</p>	