

Annual Target / Goal 1:

Improve student learning in te reo matatini, pāngarau, English, literacy and mathematics.

(Supports strategic Goals 1, 2, 3, 6)

By the end of the year, we expect that:

- Teachers will have further developed efficacy in the delivery of NZC/Te Mātaiaho or Te Marautanga o Aotearoa.
- Teachers will have further developed an understanding of how culturally responsive and relational pedagogy supports individual student learning.
- Ākonga who learn through Te Marautanga o Aotearoa have the opportunity to continue to learn in this way.

Actions	Who is responsible?	How will we measure success?	Progress
1 a. Te Puāwaitanga educators provide support for learners whose first learning language is in te reo Māori	Exec, Pou Ahurea, Te Puāwaitanga unit (TPU)	<ul style="list-style-type: none">• increase in ākonga learning in te reo Māori or learning te reo• Whānau of ākonga surveyed acknowledge that their tamariki have been well supported in their learning through the medium of te reo	
1 b. Teachers provide learning which reflects the language, identity and culture of their students.	Teachers, unit leaders, Ako Team, Pou Ahurea	<ul style="list-style-type: none">• the language, identity and culture of the ākonga is reflected in their ILPs• stakeholder feedback identifies that language, identity and culture is valued in the kura.	
1 c. Teacher engagement in targeted learning of Te Marautanga of Aotearoa	Teachers, unit leaders, Ako Team	<ul style="list-style-type: none">• Lesson study/Collaborative Action Research evaluations• feedback collected by Ako team reflects a change in teacher practice to improve student outcomes	
1 d. Ako team continues facilitation of learning and support of all phases of the NZC/Te Mātaiaho	Teachers, unit leaders, Ako team	<ul style="list-style-type: none">• Results from the Goal Progression Scale evaluation	

Annual Target / Goal 2:

Build partnerships to give effect to te Tiriti.

(Supports strategic goals 1, 2, 5, 6)

By the end of the year we expect that:

- We will have improved our reciprocal relationships leading to Māori, whānau and community partnerships for improved learning, systems and processes.

Actions	Who is responsible?	How will we measure success?	Progress
<p>2 a. Unit teams are to build and sustain meaningful relationships with iwi and whānau.</p> <p style="padding-left: 20px;">a. i. Develop relationships with mana whenua</p> <p>2 b. Learning programmes within the NHS reflect te ao Māori, te reo Māori and tīkanga Māori</p> <p>2 c. Gather feedback from key stakeholders and use this to redesign the individual learning plans.</p> <p>2 d. Undertake consultation with Pasifika communities to inform future Strategic Plans.</p> <p>2 e. As a Board, make opportunities to meet with whānau, ākongā and our wider community.</p>	<p>Pou Ahurea, Unit Leaders, Exec.</p> <p>Pou Ahurea</p> <p>Unit leaders, teachers. TPU, Pou Ahurea</p> <p>Strategic team, project group</p> <p>Executive, Cultural and Strategic teams.</p> <p>Board team</p>	<ul style="list-style-type: none"> Each unit uses Environmental scans and engagement guides to help in engaging with our Māori stakeholders Māori stakeholders are engaged with the Kura and kaiako Evidence of Co-constructed goals Curriculum data shows increased equity / consistency. Evidence of equitable outcomes for Māori ākongā. ILP is refined to include learner voice, makes learner views visible and meets needs of whānau and various stakeholders. 	

Annual Target / Goal 3:

Understand the impact of goal setting on ākongā learning, hauora and transition.

(Supports strategic goals 1, 2, 4, 6)

By the end of the year we expect that:

- Goal setting will facilitate ākongā progress in our valued learner outcomes.
- Goal setting will help us to improve our understanding of ākongā progress in our valued learner outcomes.

Actions	Who is responsible?	How will we measure success?	Progress
<p>3 a. Facilitate learning around effective and co-constructed goal setting.</p> <p>3 b. Develop and implement a goal setting framework that reflects Te Tūāpapa o He Pikorua.</p> <p>3 c. Test and evaluate our Goal Progression Scale as a tracking system to better understand ākongā progress across varying units.</p>	<p>Ako team, Pou Ahurea, Exec, unit leaders, teachers</p>	<ul style="list-style-type: none">• Ākongā's sense of self-efficacy is enhanced because they know what they are learning, why it matters, how they are progressing and what they need to do next.• Effective goal-setting framework and tracking system that demonstrates ākongā progress	