



NGĀHINAPŌURI SCHOOL

STRATEGIC PLAN REVIEW

AUGUST 2025



This review has been prepared to provide clarity on the impact of our previously set goals and to give the incoming Board a clear understanding of what has been achieved under the 2024–2026 Strategic Plan, as well as where further attention is needed moving forward.

By reflecting on both our progress and areas for further development, this review aims to provide a clear foundation for the incoming Board as they begin shaping a new strategic plan and school vision. The guiding questions and accompanying feedback are designed to support honest, evidence-based discussion and ensure a smooth, informed transition into future planning.



NGAHINAPOURI SCHOOL

We are seekers, creators and users of knowledge

Goals

Enhance Cultural responsiveness

Grow together as teachers and learners

Strategic Initiatives

Strengthen school wide Te reo practices,
Consultation with whanau groups,
interweave our community stories , history
and environment into our curriculum. Form
relationships with Iwi and marae

Grow collective teacher efficacy

Begin PB4L Journey

Empower Student Goal Setting

review Graduate Profile

Enviro Schools

Outcomes

All members of our kura have confidence in
Te Reo Maori, day to day phrases and
practise interwoven into our school. Maori
students know their culture is a respected
part of their learning journey.

A learning culture where learners set
an informed direction, taking
responsibility for their next steps. An
environment that is friendly,
welcoming and healthy. We are
responsible in a creative and
sustainable way.

Our Values:

Respect Resilience Responsibility Resourcefulness

Ngahinapouri School Strategic Goals 2024-2026

Vision: *We are seekers, creators and users of knowledge*

Values: **Respect** **Resilience** **Responsibility** **Resourcefulness**

Strategic Goals	Enhance Cultural Responsiveness	Grow together as teachers and learners
Strategic Outcomes	• All Teachers accredited at Level1 minimum for Te Reo Maori • Authentic daily Tikanaga practices • Students understand and use day to day Te reo phrases • Living and breathing in our documentation and school, curriculum.	• Students and teachers are immersed in a learning culture where the learner drives their learning through goal setting and measurable progressions. • Kaiako/teachers sharing high expectations and evidence of growth with each other, ākonga/learners and their whānau
Strategic Initiatives	• Strengthen community engagement, Consultation with families, whanau groups. Local iwi and marae • Interweave our community stories and environment and history into our curriculum. • Implantation of new NZC History curriculum	• Grow collective teacher efficacy • Begin PB4L Journey • Universal Design for Learning (UDL) • Empower Student Goal Setting • Review Graduate Profile • Enviro Schools

Ngahinapouri School Strategic Goals 2024-2026

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Strategic Goal 1: Enhance Cultural Responsiveness

Initiatives	Actions	Metrics
Strengthen community engagement, Consultation with families, whanau groups, iwi and marae.	- Annual Community Survey on school curriculum and cultural competencies including Te Reo Maori and tikanga - Whanau Group Hui Twice a year for consultation, goal setting and data sharing. - Authentic use of local marae (Purekireki, Hikurangi, Te Kaharoa) To visit and connect, establish links with local iwi (Apakura, Hikairo), Leadership noho for staff and students.	Strong purposeful ties with wider Maori community, voices heard and used to help shape school direction.
Interweave our community stories and environment and history into our local curriculum.	- Ensure that the history and significant environmental feature of our community are present within our school curriculum and are an authentic part of our students' learning experience. Supported by local iwi.	By the end of 2024 we will have drafted a more "localised" History curriculum ready for implementation starting Term 1 of 2025
Te Reo and Tikanga Professional development	- Extension for Level 2-3 for teachers looking to advance in Te reo Maori. - Principal to continue to work with MAC - Scaffolded Te Reo Curriculum drafted for 2025. - Teacher professional growth Cycle include goal of Te reo	Te Reo Curriculum implantation by 2025

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Strategic Goal 2: Grow together as teachers and learners

Initiatives	Outcomes	Actions	Metrics	NELP Actions
Grow collective teacher efficacy	- Kalako learning from each other and from recent literature and research (John Hattie and Rachel Ells Collective Efficacy) - A clear, quality form of reporting to parents on a regular basis is embedded within the school curriculum and relationships with parents become partnerships regarding their child's education. - All learners/ākonga will make at least a year's progress in R,W,M and will be achieving and experiencing success in areas that suit their other strengths.	- Schedule & plan for PL at fortnightly staff meetings Documentation of teacher inquiries and reflections shared Plan in team meetings - Professional Development in utilising EDGE Musac Student management in data recording and analysis. - New format for reports. Showing growth through individual learning journeys. Explore ongoing sharing of student achievement, made known to all teachers e.g. learning conversations, next steps, documentation etc - Priority learners are identified early and their learning is tracked closely as per the plan Gifted and talented students are identified early and projects that increase motivation is supported - School wide Writing focus, Structured literacy integration	Schedule & plan for PL at fortnightly staff meetings Documentation of teacher inquiries and reflections shared Plan in team meetings Self-reflection using Growth Cycle Professional Standards Leadership Capability Model (Tomal, (2007 Kalako assessment is used for planning Report template Parent/whānau survey School wide Writing focus, target of 70% at or above expected curriculum level.	Action 3.6.1 Identify gaps in teaching capability and invest in opportunities for teachers and staff to strengthen teaching, leadership, and learning support Action 1.2.3 Identify and respond to learner/ākonga strengths, progress and needs, and learner and whānau aspirations Action 3.6.2 develop teacher confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Action 2.4.2 Identify learners who are not making sufficient progress in key

		Year 0-3, RTLit Professional Development.		foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional supports from specialists
Begin PB4L Journey	- Commit to School Wide PB4L, create a team involving RTLB, LSC, Teachers and community - Consistent and accurate processes in recording and monitoring behaviour. - School wide consistent expectations and systems - Values based mediation - Positive behaviours acknowledge - Attendance school wide at 80%	- Engage in Professional development in Universal design for learning through RTLB - PB4L team to lead in school PD with support form external facilitator. - Pastoral data entered accurate and analysed. - PB4L funding used to support signage and values systems.	80% attendance NZCER Wellness survey Behaviour Data shifts Safe happy students Consistent school wide practices.	O1 P1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying O1 P2: 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
Empower Student Goal Setting	Agentic Learners who understand what they are learning and why, can plan ahead for their next learning steps and work with their teacher in co-designing their learning journey.	- Professional development on effective goal setting in 2026 through the Institute of Professional development - Student to understand the learning progressions as a measure for goal setting	By 2026 all students will be setting, measuring and evaluating their own learning goals in relation to learner progressions	
Enhance Graduate Profile	Ākonga feel well prepared and equipped to graduate from Ngahinapouri with confidence in their abilities to communicate and achieve. Safe in their ability, identity and leadership.	Aspirational graduate profile created that encompasses not only the curriculum needs but the learner qualities we will foster through our Student Agency, School Vision and Resiliency Curriculum.	Graduate Profile to pull together all areas of strategic plan and made part of our curriculum and shared with students and community by 2025	

Enviro Schools	• Foster our Akonga well being and leadership through the principles and process of the Enviro School Programme. • Have Enviro systems in place that enhance our schools sustainability. • Be classified as "Green Gold" • Engage local iwi as part of our sustainability journey.	• Enviro Warriors established 2024 • Tree orchard planting • Enviro Bell • Worm farm • Bat flightpath Taie ate Taiao Ecological corridor. • EOTC with environmental aspects • Contribute to Environment Waikato and Waipa district council initiatives. • Ngahinapouri Walkway.	Sustainable practices ongoing Tidy clean natural environments. Enviro Schools assessments and tiers. Aspiration to be Green Gold.	
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1. Enhance Cultural Responsiveness

- Are all teachers accredited at Level 1 in Te Reo Māori, and is it used authentically in daily practice?
- How have we engaged with local iwi and marae, and what impact has this had on curriculum and relationships?
- What feedback have we received from whānau through surveys and hui, and how has it shaped our direction?
- Has the localised history curriculum been developed and implemented as planned?



1. Enhance Cultural Responsiveness – FEEDBACK

- INPUT FEEDBACK



2. Grow Together as Teachers and Learners

- Are teachers engaging in regular professional learning and sharing reflections to build collective efficacy?
- How are we tracking and reporting student progress, especially for priority and gifted learners?
- Are we seeing measurable improvement in writing outcomes (target: 70% at or above expected level)?
- How effective is our communication and partnership with parents around student learning?



2. Grow Together as Teachers and Learners - FEEDBACK

- INPUT FEEDBACK



3. Begin PB4L Journey

- Has the PB4L team been established and trained, and are consistent behaviour systems in place?
- What trends are emerging in behaviour and pastoral data, and how are we responding?
- Are we meeting our attendance target of 80% and improving student wellbeing?
- How well are staff and students embracing the school's values-based approach?



3. Begin PB4L Journey - FEEDBACK

- INPUT FEEDBACK



4. Empower Student Goal Setting

- Are students setting, tracking, and evaluating their own learning goals using progressions?
- What professional development has supported teachers in facilitating student goal setting?
- How confident are students in articulating their learning journey and next steps?
- Are there examples of co-designed learning between students and teachers?



4. Empower Student Goal Setting - FEEDBACK

- INPUT FEEDBACK



5. Enhance Graduate Profile

- Has the Graduate Profile been finalised and shared with students, staff, and whānau?
- Is the profile actively used to guide teaching, learning, and student development?
- Do students feel confident in their identity, leadership, and readiness for the next stage?
- How is the profile reflected in classroom practice and school culture?



5. Enhance Graduate Profile - FEEDBACK

- INPUT FEEDBACK



6. Enviro School

- Have the planned sustainability initiatives (e.g., orchard, worm farm, ecological corridor) been implemented?
- Are students actively involved in environmental leadership through the Enviro Warriors programme?
- What progress has been made toward achieving "Green Gold" status?
- How are we partnering with local iwi and councils to support environmental goals?



6. Enviro School - FEEDBACK

- INPUT FEEDBACK



CLOSING REMARKS

- INPUT FEEDBACK

