



As a school we aim to:	What do we expect to see:	How will we achieve our aim?	How will we measure success?
<b>Provide the highest quality teaching and learning.</b>	<ul style="list-style-type: none"> <li>- All ākonga (students) are set up for lifelong learning with sound foundational skills, including English, mathematics and science.</li> <li>- A rich balance of curricular and extra curricular activities that provide opportunities for all ākonga to be REAL heroes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Embed the new curricula with an emphasis on english, maths and science to meet the needs of all ākonga.</li> <li>2. Provide consistent quality education in the core areas of english, maths, and science.</li> <li>3. Continue to provide professional development and resourcing to support all kaimahi (staff).</li> </ol>	<ol style="list-style-type: none"> <li>1. Kaiako (teachers) are experts in the new curricula, delivering quality education that benefits all ākonga.</li> <li>2. All ākonga participate, engage and achieve to their highest academic potential.</li> <li>3. Kaimahi are well supported with professional development, and learning spaces are equipped to support the delivery of quality, consistent learning.</li> <li>4. Ākonga achievement is monitored and evaluated in relation to national performance data.</li> </ol>
<b>Enhance and support wellbeing and safety, both in person and online, through a school culture that encourages our whole community to flourish.</b>	<ul style="list-style-type: none"> <li>- Our school culture enhances the wellbeing of our community.</li> <li>- We partner with whānau and communities to provide an environment where our community can connect and thrive.</li> <li>- Digital learning and online safety education teach ākonga to use technology safely, positively, and responsibly.</li> </ul>	<ol style="list-style-type: none"> <li>1. Prioritise the qualities of kindness, respect, resilience, and empathy, and weave them into our learning.</li> <li>2. Consistently include safety and wellbeing programmes for the benefit of kaimahi and ākonga.</li> <li>3. Enhance opportunities for connections between home and school</li> <li>4. Promote safe, positive and responsible digital use by supporting staff, ākonga and whānau with guidance, training and awareness around social media, cyberbullying and digital wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Acts of kindness, respect, resilience and empathy are observed and recognised, including through PB4L.</li> <li>2. Beneficial wellbeing programmes are run. Ākonga feel well, safe and valued.</li> <li>3. Regular communication, activities and events encourage friendships and connect our school community.</li> <li>4. Success will be seen through fewer digital harm incidents, confident staff, positive ākonga and whānau feedback. Ākonga using technology safely and responsibly.</li> </ol>
<b>Value diversity and foster an environment of inclusion, equity and understanding where all ākonga, kaimahi and whānau feel respected and supported.</b>	<ul style="list-style-type: none"> <li>- A school culture where all learners feel they belong, are valued, and experience respectful, inclusive relationships.</li> <li>- Inclusive teaching and school practices that recognise and celebrate diversity, with active whānau and community involvement.</li> </ul>	<ol style="list-style-type: none"> <li>1. Embed inclusive practices into teaching, learning and school culture.</li> <li>2. Provide professional development for kaimahi on cultural responsiveness and inclusive education.</li> <li>3. Ensure equitable access to opportunities, resources, and support for all ākonga.</li> <li>4. Recognise and celebrate the diversity of our school community through events, curriculum, and everyday practice.</li> <li>5. Strengthen partnerships with whānau, mana whenua, and the wider community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ākonga and whānau are reporting a strong sense of belonging and inclusion.</li> <li>2. Kaimahi professional development, confidence, and application of inclusive practices.</li> <li>3. Analysis of participation and achievement data across different ākonga groups to identify gaps and strengths.</li> <li>4. A variety of cultural events and curriculum activities are offered.</li> <li>5. Active contribution of diverse voices in decision-making and school initiatives.</li> </ol>
<b>Our kura commits to a shared responsibility for growing Te Reo Māori, and honouring Te Ao Māori and Te Tiriti o Waitangi. We aim to embed genuine practices, foster partnerships, and cultivate a sense of belonging with whānau, community, and local rūnanga.</b>	<ul style="list-style-type: none"> <li>- Te reo Māori is heard and seen throughout the school across all spaces, and is used authentically by kaimahi and tamariki.</li> <li>- Authentically embedding a Te Ao Māori lens in planning processes across all learning areas.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide professional development opportunities for kaimahi to increase their confidence in using and speaking te reo Māori with correct pronunciation.</li> <li>2. Regular opportunities for kaimahi &amp; ākonga to mihi.</li> <li>3. Implement Te Ao Māori practices, authentically embedded the use of tikanga, waiata, whakataukī, and karakia daily.</li> <li>4. Create a school-wide plan that links Te Reo Māori and Te Ao Māori with other curriculum areas and chosen contexts of studio learning.</li> <li>5. Continue recognising and celebrating key events of the Māramataka.</li> </ol>	<ol style="list-style-type: none"> <li>1. Kaimahi &amp; ākonga can correctly pronounce kupu Māori.</li> <li>2. Kaimahi and ākonga are comfortable to mihi at any time.</li> <li>3. Waiata, whakataukī, and karakia are visible and used daily in all learning spaces.</li> <li>4. Cross-curricular units explicitly feature Te Reo Māori vocabulary, phrases, or concepts.</li> <li>5. Specific teaching and learning focuses around Matariki, Te Tiriti o Waitangi, Te Wiki o Te Reo Māori and any other relevant celebrations.</li> </ol>