

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion. The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

NELP Objective 1 Learners at the Centre Learners with their whānau are at the centre of education.	NELP Objective 2 Barrier Free Access Great education opportunities and outcomes are within reach for every learner	NELP Objective 3 Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau.	NELP Objective 4 Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives.	NELP Objective 5 A world class inclusive public education
<p>As developed at Te Mata School - -Endeavour to ensure that our place of learning is safe, inclusive, and free from racism, discrimination and bullying. -Have high aspirations for every learner, 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 culture.</p>	<p>-Reduce barriers to education for all including Māori and Pacific learners, learners with health needs and those with learning support needs. -To the best of our ability ensure every learner gains sound foundation skills, including language, literacy and numeracy.</p>	<p>-Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. -Develop staff to strengthen teaching, leadership and learner support capability across our school.</p>	<p>-Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.</p>	<p>-Keeping up to date educational thinking and best practice initiatives. Focusing on the best outcomes for Te Mata students (E.g. our focus on structured literacy)</p>

At Te Mata School, we exemplify and value these five objectives, which are implicit throughout our Vision, Values, Dispositions and Annual Plans.

- place every learner at the centre of their learning, with open and trusting relationships with whānau
- remove every barrier possible to ensure all our learners have equity and excellence
- Invest in time and resourcing to build the skill, capacity and expertise of our teachers and leaders
- make learning meaningful and relevant to the tamariki of our kura and community
- endeavour to deliver a rich and engaging curriculum that is responsive and flexible to our learners and priorities

Our strategic plan was prepared in consultation with our school community and wider community. This included whanau, iwi, sports groups, drama /dance groups and local business and neighbouring school leaders.

OUR STRATEGIC DIRECTION, AREAS OF FOCUS AND PRIORITY PROJECTS 2023-2025

ERO Evaluation Indicator Evaluation Indicator :

1: Stewardship ERO Evaluation Indicator	2: Leadership ERO Evaluation Indicator	3: Educationally powerful connections and relationships ERO	4: Responsive curriculum, effective teaching and opportunity to learn ERO Evaluation Indicator	5: Professional capability and collective capacity ERO Evaluation Indicator	6: Evaluation, inquiry and knowledge building for improvement and innovation
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The following areas prioritize the areas of focus and strategic goals of the Te Mata BOT and senior management from 2024 -2025. The strategic actions are a working document of intentions but are not limited to these areas only.

Strategic Area	Area of Focus	Strategic Goals	Core Actions for achieving goals 2024	Core Actions for achieving goals 2025
Learning and Curriculum	Ensure all students have a rich, future focused learning programme.	1.1 – Learning to learn, building the confidence and capacity of all our learners. 1.2 – Assessment for learning to further develop AFL practices so all assessment is	<ul style="list-style-type: none"> ● Developing a Learner Profile for Te Mata School ● Teachers will facilitate and support students individually and in groups to find out where they are learning 	<ul style="list-style-type: none"> ● Teachers will teach students how to learn and how to reflect ● Teachers will facilitate and support students individually and in groups to find out where they are learning, where they need to go and their next learning steps.

		relevant, reliable and has the learner at the heart.	<ul style="list-style-type: none"> ● Annual aim to develop and support target learners ● Teachers will encourage students to take responsibility for their learning and move towards greater learner autonomy. 	<ul style="list-style-type: none"> ● Teachers will encourage students to take responsibility for their learning and move towards greater learner autonomy.
	Growing teacher effectiveness and confidence	<p>1.3-Teaching and learning strategies to further develop practice that gradually moves the learner to be an agentic learner.</p> <p>1.4- Curriculum Choice and Relevance. To further develop practice that encourages students to be actively engaged, involved and feel respected.</p> <p>1.5 – To further investigate and integrate authentic ways to embrace the</p>	<ul style="list-style-type: none"> ● Teachers will build pedagogy and learner frameworks in key learning areas as per the development of the nz curriculum refresh ● Teachers will build knowledge, make meaning and apply their understanding of current teaching models. ● Value will be placed on Te Mata School's local curriculum priorities ● Teachers will look for ways to enrich the classroom programme using the ideas, issues and stories that come 	<ul style="list-style-type: none"> ● Teachers will build pedagogy and learner frameworks in key learning areas as per the development of the NZ curriculum refresh ● Teachers will build knowledge, make meaning and apply their understanding of current teaching models. ● Value will be placed on Te Mata School's local curriculum priorities ● Teachers will enrich the classroom programme using the ideas, issues and stories that come from individuals, to

		<p>teaching of Maori Students in our rich curriculum.</p>	<p>from individuals, to promote equitable outcomes for all students</p> <ul style="list-style-type: none"> ● Teachers will actively engage and develop the digital curriculum at Te Mata School. Supporting teachers with their understanding and then Implementing into their classroom programs. ● Teachers grow their understanding of Te Reo and Tikanga Maori ● Teachers and management continue to grow and embrace partnerships between home and school. ● Continue to be a part of the Maori Achievement Cluster ● Use of Tansim Hanley Resources for teachers and BOT PLD. 	<p>promote equitable outcomes for all students</p> <ul style="list-style-type: none"> ● Embed to grow and develop the digital curriculum at Te Mata School. Supporting teachers with their understanding and then Implementing into their classroom programs. ● Teachers embed their understanding of Te Reo and Tikanga Maori ● All teachers use Te Reo used in their classrooms for 30 minutes each day ● Teachers and management continue to grow and embrace partnerships between home and school. ● Continue to be a part of the Maori Achievement Cluster ● Use of Tansim Hanley Resources for teachers and BOT PLD.
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2. Growing school leaders and BOT effectiveness in effective governance and management.	BOT effectiveness and confidence in best practices governance and management . Supporting the development of Te Mata School.	2.1 The BOT will continue to develop its effectiveness and understanding of best practise governance and management strategies	<ul style="list-style-type: none"> ● BOT development and training with support from NZSTA ● BOT members will access webinars from NZSTA ● School leaders will continue to make inquiries and grow their practise ● Budgets will reflect the strategic plan 	<ul style="list-style-type: none"> ● BOT Elections ● BOT members will uphold the NZSTA code of conduct ● School leaders will continue to make inquiries and grow their practise ● Budgets will reflect the strategic plan ● BOT will continue to be active in the Health and Safety requirements
	Wellbeing and Hauora	2.2 Develop initiatives that support the wellbeing of our learners so that our environment is one that is caring, collaborative and inclusive where ako / learners are valued. 2.3 To have all students engaged in a rich and broad learning programme with a common local and global thread.	<ul style="list-style-type: none"> ● Effectively implement strategies advised by our school councillor Review and implement researched strategies to improve Ako / learner wellbeing. <ul style="list-style-type: none"> ● Continue to reinforce play based learning and STEAM ● Support positive school wide behaviour for learning strategies ● Enhance a rich local curriculum based program that engages 	<ul style="list-style-type: none"> ● review and implement researched strategies to improve Ako / learner wellbeing. ● Establishment of Play Based Learning and STEAM ● Effectively implement strategies advised by our school councillor ● Embed positive school wide behaviour for learning. ● To have a rich local curriculum based program that engages

			with local and global community programs	with local and global community programs
3. Community Engagement	Growing effective partnerships that improve learning and engagement for all students.	3.1 To continue to strengthen partnerships through involving parents and whānau in their child's learning by being approachable and using effective communication	<ul style="list-style-type: none"> ● Conferences (Twice Per Year)One - Parent / teacher One Student Led ● Continue to plan opportunities for children to share their learning and classroom programmes, productions, speeches, agricultural days 	<ul style="list-style-type: none"> ● Conferences (Twice Per Year)One - Parent / teacher One Student Led ● Value our "Open Door Policy" ● Continue to plan opportunities for children to share their learning and classroom programmes, productions, speeches, agricultural days ● Organise family / school events to build community culture ● Teachers and management collectively and individually use inquiry to review and implement researched strategies to accelerate learning with all target students.

	Our vision, values and local curriculum reflect the aspirations of our community.	3.2 To ensure we continue to partner our community with delivering on the aspirations we collectively have for our students	<ul style="list-style-type: none"> ● Consult with staff, whanau and students to create a Te Mata Student graduate profile. ● Continued consultation with school community regarding strategic plan 	<ul style="list-style-type: none"> ● Make sure as we grow our local curriculum that it embraces and reflects the collective aspirations of our community ● Gain feedback from community
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2024 - 2025

Strategic Area	Area of Focus	Strategic Goal	Core Actions for achieving goals 2024	Core Actions for achieving goals 2025
4. School Organisation and Structures	Our organisations and structure reflects and embraces our school values.	<ul style="list-style-type: none"> ● 4.1-We Play ● We Make Their Day ● We Choose our attitude ● We are Present 	<ul style="list-style-type: none"> ● Signage is visual uses Te Reo Maori ● Children can speak to our school values and say how to demonstrate them ● Websites and Facebook pages celebrate these values. 	<ul style="list-style-type: none"> ● Build activities and experiences termly into our whole school programs that support our school values. ● Have signage that is a visual representation of our school values.

			<ul style="list-style-type: none"> Wellbeing and physical education are core components of our local curriculum 	<ul style="list-style-type: none"> values demonstrated and are integral to all Te Mata community Websites and Facebook pages celebrate these values. Wellbeing and physical education are core components of our local curriculum
	Leadership team to monitor our assessment practices	<ul style="list-style-type: none"> 4.2- Teachers use assessment as a process to identify next learning steps. 	<ul style="list-style-type: none"> Network with other schools to share excellent practice Develop a collective understanding / definition of what “acceleration” is classified as Te Mata in Reading, Writing and Maths. Monitor effective use of deliberate acts of teaching to further develop ourselves and help measure our impact. 	<ul style="list-style-type: none"> Leadership team strives to ensure assessment is active in prioritising next learning steps for individual students. Enhance effective use of deliberate acts of teaching to further develop ourselves and help measure our impact.

5. Property and Finance	Have synergy between outside and inside learning spaces.	5.1- To create an outdoor environment that reflects and supports our local curriculum.	<ul style="list-style-type: none"> ● Playground development saved for (PTA and funding applied for) <p><i>Playground company T2 - attended school and a quote has been requested</i></p> <ul style="list-style-type: none"> ● Line Marking re-done ● Continue upgrade of front of school ● Budget will be set in consultation with BOT and managed over the year 	<ul style="list-style-type: none"> ● Outdoor learning areas will be purposely resourced and designed to enrich learning for children. ● Playground development saved for (PTA and funding applied for) ● Budget will be set in consultation with BOT and managed over the year
	Complete the next cycle of 5YA and 10YP planning.	To complete the next cycle of 5YA and 10YP planning. To be reflected and completed in budget allocations	<ul style="list-style-type: none"> ● Main school toilet blocks ● Drainage ● LED lights upgrade ● Program Maintenance as per maintenance plan ● Health and Safety upgrade of playground shade sail. ● External area of Tamure to be developed 	<ul style="list-style-type: none"> ● Update and review the 5YA and 10 Year Plan as needed ● Program Maintenance as per maintenance plan ● Review property regularly for any H&S issues ● Swimming pool re -paint

6. Personnel		<p>Manage the health and wellbeing of our team. To support them in the best way possible.</p> <p>Support and empower all staff in their everyday roles and responsibilities</p>	<ul style="list-style-type: none"> • The BOT will monitor annually it's personal policies • Discretionary days for all teachers annually • Teacher workload and expectations of out of school commitments will be managed to ensure educationally resilient staff. • CRT days to be timetabled and extra allocation of CRT managed by appointed teacher • Principal and Presiding Member have ongoing discussions to support staff health and wellbeing 	<ul style="list-style-type: none"> • The BOT will monitor annually it's personal policies • Discretionary days for all teachers annually • Teacher workload and expectations of out of school commitments will be managed to ensure educationally resilient staff. • Ongoing discussions to support staff health and wellbeing Presiding Member and Principal • CRT days to be timetabled and extra allocation of CRT managed by appointed teacher
	System where staff can access counselling (with parental	Mentoring and support. To support all learners in order to build and strengthen relationships	<ul style="list-style-type: none"> • Teachers will build strong relationships with students and their families/ whānau to support the learners personal effectiveness 	<ul style="list-style-type: none"> • Teachers will build strong relationships with students and their families/ whānau to support the learners personal effectiveness

	<p>consent) to support their students.</p> <p>Empower team culture and using the code of conduct.</p>		<ul style="list-style-type: none"> ● Teacher aide to be budgeted by BOT and timetable to support needs within the school ● Teachers will foster a collaborative inquiry culture that promotes support and professional challenge with the intent to improve the art of teaching (pedagogy) ● Where possible BOT to fund a School Counselor to support students and staff with those students. 	<ul style="list-style-type: none"> ● Teachers will foster a collaborative inquiry culture that promotes support and professional challenge with the intent to improve the art of teaching (pedagogy) ● Teacher aide to be budgeted by BOT and timetable to support needs within the school ● Where possible BOT to fund a School Counselor to support students and staff with those students.
<p>Legislative Requirements</p>	<p>The Board of Trustees will meet all legislative requirements.</p>			