

# Strategic Plan 2023 - 2025

**Our Vision** Empowering learners to make a positive impact.

<b>Intent</b>	<b>Learner Centred</b>	<b>Commitment to Te Tiriti o Waitangi</b>	<b>Enhancing Hauora and Inclusion</b>
<b>Description</b>	Learning experiences that enable success.	Te Ao Māori is woven into our kura.	Feeling well, included and safe.
<b>Strategic Objectives</b>	<ol style="list-style-type: none"> <li>1 Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success.</li> <li>2 All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning and a wide range of learning opportunities.</li> <li>3 Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework.</li> </ol>	<ol style="list-style-type: none"> <li>1 Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning.</li> <li>2 Strengthening connections and partnerships with iwi and whānau.</li> <li>3 Te Ao Māori informs systems, processes, and policies across all levels of the school, including taking a holistic, mana enhancing approach.</li> </ol>	<ol style="list-style-type: none"> <li>1 Learners are known, valued, and have their differences recognised and celebrated.</li> <li>2 Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own wellbeing and that of others.</li> <li>3 An inclusive school culture which promotes wellbeing for all learners through strongly embedded school values and a restorative, mana enhancing approach.</li> </ol>



<b>Plan for when each strategic objective will be started by the school</b> (Reflects priorities established by the school)			
<b>Year</b>	<b>Learner Centred</b> (learning experiences that enable success)	<b>Commitment to Te Tiriti o Waitangi</b> (Te Ao Māori is woven into our kura)	<b>Enhancing hauora and inclusion</b> (Feeling well, included and safe)
<b>2023</b>	<ul style="list-style-type: none"> <li>1.1 Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success.</li> <li>1.2 All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning.</li> <li>2.2 Strengthening connections and partnerships with iwi and whānau.</li> </ul>	<ul style="list-style-type: none"> <li>3.2 Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own wellbeing and that of others.</li> </ul>
<b>2024</b>	<ul style="list-style-type: none"> <li>1.2 All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.</li> <li>1.3 Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework.</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning.</li> <li>2.2 Strengthening connections and partnerships with iwi and whānau.</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Learners are known, valued, and have their differences recognised and celebrated.</li> <li>3.2 Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own wellbeing and that of others.</li> </ul>
<b>2025</b>	<ul style="list-style-type: none"> <li>1.3 Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework.</li> </ul>	<ul style="list-style-type: none"> <li>2.3 Te Ao Māori informs systems, processes, and policies across all levels of the school, including taking a holistic, mana enhancing approach.</li> </ul>	<ul style="list-style-type: none"> <li>3.3 An inclusive school culture which promotes wellbeing for all learners through strongly embedded school values and a restorative, mana enhancing approach.</li> </ul>

## Learner centred - Strategic Objective One

<p><b>Strategic Objective:</b> Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success.</p>					
<p><b>Annual Goal:</b> Learners (including staff) are actively engaged in building learning focused relationships.</p>			<p><b>Annual Target:</b> By mid-year in 2023 every learner has discussed with their whānau teacher what their aspirations are, what their learning pathway involves, and next steps for 2023.  By the end of 2023 every (whānau) teacher can articulate the aspirations of each of their learners and their next steps, and every learner has reflected on their learning for 2023 and has established next steps for 2024.</p>		
<p><b>Baseline Data:</b> Current whānau time curriculum and student progress/growth reporting methods used. At TGC this currently includes:</p> <ul style="list-style-type: none"> <li>● AfL student voice gathered in 2022</li> <li>● Whanaungatanga programme (matrix)</li> <li>● Voice gathered in whanaungatanga House hui Nov 2022</li> <li>● Gather historic Te Ara Ako learning conversation data from a control group of students to inform review.</li> </ul> <p>(ERO document:Next steps strengthening expectations and processes to further enhance whanaungatanga)</p>					
<b>Key Improvement Strategies:</b>					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
1. Review the current practice of Te Ara Ako conversations between the whānau teacher and learner.	Term 1	Mid Term 1	Wider pastoral team	SLT has data informed insights about whānau teachers' understanding of what a Te Ara Ako is and its purpose.	
2. A shared understanding of Te Ara Ako	Mid	End of	Whole staff	Te Ara Ako conversations	

practice is agreed to and actioned.	Term 1	Term 2		are seen in practice. (control groups of students and staff)	
3. Te Ara Ako occur throughout the year in whānau time.	Ongoing	Ongoing	Whānau teacher	Te Ara Ako are recorded in the "Profile" tab of KAMAR. (aspirations, pathway, and next steps for Terms 3 and 4 2023).	
4. Whānau time in Term 4 is used for learner self-reflection to support Te Ara Ako with whānau teachers.	Term 4	End of Term 4	Learners Whānau teacher	Whānau teachers record a summary of their learners' reflections and next steps.	
5. Review gains and set goals for 2024.	Mid Term 4	End of Term 4		Goals and action plan developed to further progress this objective in 2024.	
<b>Monitoring:</b> Regular monitoring and updates at staff hui Termly reports to the board against this objective					
<b>Resourcing:</b> PLD budgets, Curriculum budgets					

## Learner centred - Strategic Objective Two

<p><b>Strategic Objective:</b> All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.</p>					
<p><b>Annual Goal:</b> All learners are supported to be engaged, self managed learners with high expectations of themselves.</p>			<p><b>Annual Target:</b> By mid 2023 the student management system (KAMAR) is used to record accurate information about the learner, their potential pathways and growth.  By the end of 2023 all learners have participated in deliberate acts of learning to become more independent, active, and engaged learners.</p>		
<p><b>Baseline Data:</b></p> <ul style="list-style-type: none"> <li>• PL sessions and topics from 2022</li> <li>• Learning behaviours in reports in 2021</li> <li>• Report comments and guidelines</li> <li>• Te Ara Ako Learning conversations</li> <li>• Focus on Clarity in Learning - A4L</li> </ul>					
<b>Key Improvement Strategies:</b>					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
Staff have an agreed understanding of what constitutes an engaged learner.	Term 1	Term 2		All staff understand and can articulate what characterises an engaged learner.	
Characteristics of an engaged learner are identified.	Term 1	End of Term 1		Growth indicators are fit for purpose and support an effective data measurement system (being established)	
Intentional teaching of what characterises an engaged learner.	Term 2	Term 4		Learners can articulate what an engaged learner	

				looks like.	
Review of data collected throughout the year to assess whether learners have been more active and engaged in 2023.	Term 4	End of Term 4		Insights gathered to inform future progress against this objective.	
Set goals for 2024.	Term 4	End of Term 4		Goals and action plan developed to further progress this objective in 2024.	
<b>Monitoring:</b> Updates about progress against this objective at formal and informal staff hui Termly reports to the Board about progress against this objective					
<b>Resourcing:</b> Curriculum budgets, PLD budgets					

## Commitment to Te Tiriti o Waitangi - Strategic Objective One

<p><b>Strategic Objective:</b> Embedding Mātauranga Māori across the curriculum, including the deliberate use of the local curriculum in learning. <a href="#">Change 2 - Equal status for Mātauranga Māori in NCEA</a></p>					
<p><b>Annual Goal:</b> Mātauranga Māori is being integrated across the curriculum.</p>			<p><b>Annual Target:</b> The use of Mātauranga Māori is evident in our year 9 and yr 10 curriculum.</p>		
<p><b>Baseline Data:</b> Current curriculum programmes, including the school's localised curriculum. At TGC these programmes includes:</p> <ul style="list-style-type: none"> <li>• Some learning areas are using Mātauranga Māori in their yr 9 and yr 10 curriculum</li> <li>• Some PL has occurred on local curriculum and mātauranga Māori in 2022</li> <li>• <a href="#">2021 Learning area review summary</a></li> <li>• <a href="#">KA WSL roles 2023</a></li> <li>• <a href="#">Te Tai W/hanake</a></li> <li>• <a href="#">M.A.I. Action Plan</a></li> </ul>					
<b>Key Improvement Strategies:</b>					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
Review Learning Areas readiness for the integration of mātauranga Māori in the year 9 and year 10 curriculum.	Term 1	End Term 1	NHK (MML)	All Learning Areas have been reviewed.	
The mātauranga Māori lead is visible in LOL hui, through termly expectations and milestones to guide LOLs.	Term 1	Termly	NHK	Mātauranga Māori lead attends LOL hui and has provided clear guidance.	
Kāhui Ako WSL supports professional learning to support staff with integration of Mātauranga Māori and local curriculum in the Yr 9 and Y10 curriculum.	Term 1	Termly	Kāhui Ako WSL	Staff PLD knowledge enables MM resources to be created in Yr 9 and 10	

Working with iwi and hapū ro develop a mātauranga Māori framework for kura wide use.	Term 2	Term 2	Kahui Ako	A TGC mātauranga Māori framework is created and utilised by staff.	
Working with iwi and hapū to ensure the local mātauranga Māori curriculum and narratives are endorsed by mana whenua.	Term 1	Term 4	NHK Kāhui Ako	Eg. Safe delivery of Te Tai Whanake	
Learning Areas share and reflect on the integration of mātauranga Māori in the yr 9 and yr 10 curriculum.	Term 3	End Term 3	LOL	LA's share examples of progress at Accord day T3.	
PN and MML collaborate to support the LOLs with readiness for delivery of NCEA change 2.	Term 4	Term 4	NHK and PN	Lols are working towards implementing Change 2.	
<b>Monitoring:</b> Termly reports to the Board about progress against this objective					
<b>Resourcing:</b> Curriculum budgets, PLD budgets, Kāhui Ako allocations/considerations					



## Commitment to Te Tiriti o Waitangi - Strategic Objective Two

<p><b>Strategic Objective:</b> Strengthening connections and partnerships with iwi and whānau.</p>					
<p><b>Annual Goal:</b> A working partnership between the kura, iwi, hapū and whānau is visible and continues to be strengthened</p>			<p><b>Annual Target:</b> By the end of 2023 whānau, iwi and hapū have had opportunities to be heard and be part of important decision making processes in the kura. Feedback has been sought through hui and consultation.</p>		
<p><b>Baseline Data:</b> Existing relationships between TGC and the local iwi, hapū, and whānau</p> <ul style="list-style-type: none"> <li>• Gabrielle Wall whānau hui minutes from Term 3 2022</li> <li>• Marae visits - Huria Marae &amp; Ngāti Ranginui engagement</li> <li>• Tumuaki and Kaumatua/kuia hui with TPKA</li> <li>• Cultural Narrative engagement led by Ngai Tamarawaho (hapu, Ngāti Ranginui)</li> <li>• Te Moana a Nui a Kiwa Prizegiving - strong whānau support for this evening. Celebration of Merewhiua Bennett (Ngāti Ranginui), community award</li> <li>• <a href="#">Pōhiri Process</a></li> <li>• M.A.I Action Plan (to insert here)</li> </ul>					
<b>Key Improvement Strategies:</b>					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
Termly whānau hui with a formal invitation to all TGC Māori whānau and iwi representatives.	Termly	Termly	NHK	Termly hui occurred.	
Directory is created of the kura's partnerships and connections between iwi, hapu and other agency support to inform our working relationship	Term 1	End of Term 1	SLT and staff using agencies	SLT manage the visible directory with other key staff	

Consultation processes are established, through collaboration, which will support future school decision making for a new wharenuī.	Mid term 1	Mid Term 2	KJI	All parties understand and approve of the consultation process developed. (Scoping)	
Evaluating and reviewing the M.A.I Action Plan in consultation with local iwi and hapū. This can inform how we celebrate Māori success in the kura.	Term 3	Term 4	TPKA	Recommendations from evaluation and review are reflected in 2024	
Review gains and set goals for 2024 based on feedback received from whānau, iwi and hapū.	Term 4	End of Term 4	SLT	Action plan for 2024 is developed.	
<p><b>Monitoring:</b> Termly reports to the Board about progress against this objective. Regular updates provided to the wider school community about progress against this objective.</p>					
<p><b>Resourcing:</b> PLD budgets</p>					

## Enhancing Hauora and Inclusion - Strategic Objective Three

<b>Strategic Objective: 3.2</b> Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their hauora and that of others.					
<b>Annual Goal:</b> The TGC staff culture is one in which all staff are supported to learn, collaborate and grow for the benefit of their hauora.			<b>Annual Target:</b> Mid- year 2023 staff can identify the opportunities where their hauora has been supported by the kura.		
<b>Baseline Data:</b> NZCER Survey 2022 - raw data NZCER Survey 2022 - Analysis ERO internal evaluation					
<b>Key Improvement Strategies:</b>					
Action	Starting date	Deadline	Person responsible	Success indicator	Result / Evidence
Analysis of NZCER survey 2022, to inform the opportunities to support hauora	Term 1 2023/ Term 4 2022	Mid term 1	FEP (hauora) KA (hauora)	Insights gathered from NZCER are responded to.	
LoLs gather baseline data of what current practices within learning areas support the hauora of staff. Consider social well being, school systems	Term 1	Mid term 1	LoLs SLT KA (hauora)	Baseline data is collected from LoLs and shared.	
Respond to data gathered in the NZCER survey and from LoLs to strengthen school wide practices to support staff hauora	Term 1/ 2 onwards	Term 2	Staff Hauora Committee	Recommendations are made to SLT by the staff hauora committee in response to the data gathered.	
LoLs and SLT liaison review progress and set	Term 4	End of		Action plan developed for 2024.	

goals for 2024		Term 4			
<p><b>Monitoring:</b> Termly check ins with all staff through SLT/ LoL Liaison to discuss professional growth, wellbeing, and/or current issues. SLT input into monthly BoT report around what Professional Learning has occurred and staff wellbeing.</p>					
<p><b>Resourcing:</b> Professional Learning budgets</p>					