

Ngaruawahia High School Strategic Plan 2024 and 2025

Aspirational Statement:

Ngaruawahia High School is a whaanau focussed school where our students feel safe, happy and experience a high quality education that supports them to be the best version of themselves.

Summary of the information used to develop this plan/How did you create this plan

A survey was distributed online and in paper form to target the different stakeholders, current students, future students and their whanau and NHS staff and the wider community. Once the data was collected it was then reviewed by the board members at workshops and the common threads from each stakeholder group were identified. These threads were then used to create the foundations of the goals for the strategic plan. [Refer Regulation 7 \(c\)](#)

Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i> Refer Regulations 7(1)(b)	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i> Refer Regulations 7(1)(b)	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i> Refer Regulations 7(d)		What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i> Refer Regulations 7(g)		How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations of your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i> Refer Regulations 7(e), 7(f)	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i> Refer Regulations 7(g)	
We will grow teacher capability and assessment practices to lift student achievement in all curriculum areas.	Goal 1: Every student at the school is able to attain their highest possible standard in achievement.	Objective 3: Quality Teaching and Leadership Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.		Confident teaching staff that aspire to continual improvement in teaching practice Credible NCEA results. Progress of learning for students.		<ul style="list-style-type: none"> ● Increase in achievement ● Teachers make a self assessment to determine their focus for their PGC ● Work with NZQA to develop and implement an action plan. ● Varied assessment practices and varied teaching approaches and offer targeted support to students who need it the most. 		Reporting to the Board at teacher year level using data. Assessment practices are robust and credible. NZQA report approves NHS assessment capability. All teachers will have a PGC with a focus on developing assessment and teaching practice and report to the Board. All teacher planning will be current and relevant to the context of our students.
As a culturally responsive school we will collectively work with and for our community to deliver aspirational outcomes for our students.	Goal 2: The school : (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in the Education and Training Act (2020), The NZ Bill of Rights Act (1990) and the Human Rights Act (1993); and	Objective 1: Learners at the Centre Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and		NHS will have an agreed shared vision. Meaningful engagement inside and outside of our kura. Maatauranga Maaori is reflected in teaching, learning and achievement.		<ul style="list-style-type: none"> ● Invite community members into the kura - each learning area will have an event where community are invited in. ● A series of public engagements to contribute to a shared vision for the kura. ● Board will connect with contributing schools and other High Schools to communicate and build relationships and shared resources 		We will have a shared vision by the end of 2024. Regular calendared annual events the community attends. Tranison schools have an open relationship. Boards have visited and been take on a tour.

	<p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.</p> <p>Goal 4: The school gives effect to Te Tiriti o Waitangi, including by -</p> <p>(i) working to ensure that it's plans, policies, and local curriculum reflect local tikanga Maaori, maatauranga Maaori, and te ao Maaori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Maaori and te reo Maaori; and</p> <p>(iii) achieving equitable outcomes for Maori students.</p>	<p>communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture.</p> <p>Objective 3: Quality Teaching and Leadership</p> <p>Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning.</p>		<p>Equitable outcomes are evident for priority learners especially Maori students.</p>		<ul style="list-style-type: none"> ● Commit to whole school learning around Te Ao Maaori. ● There will be a focus on school wide attendance ● Positive Behaviour School-wide for Learning (PB4L) will be reintroduced. 	<p>Alignment with Mana Whenua educational aspirations.</p> <p>Community report increased positive comments about the school.</p> <p>Improved attendance rates</p>
<p>Aakonga will be able to connect , showcase and participate in a range of sports, cultural and creative opportunities.</p>	<p>Goal 3: The school is inclusive of , and caters for, students with differing needs.</p>	<p>Objective 2: Barrier Free Education</p> <p>Reduce barriers for all, including for Maaori and Pacific Learners/aakonga, disabled learners/aakonga and those with learning support needs.</p>		<p>Increased opportunities to participate in sport, learning and vocational and cultural experiences.</p>		<ul style="list-style-type: none"> ● Make connections with neighbouring kura to share resources and expertise. E.g combined sports teams, local drama club. ● Improve communications to the community, students and staff about the opportunities on offer and ensure everyone knows. ● Key events - sporting, cultural etc will be timetables on an annual calendar and plans made accordingly. ● Ensure achievements/success are celebrated. 	 <p>Participation rates increase</p> <p>NHS - visibility in sporting, cultural events is heightened.</p> <p>Communication is regular, clear and timely - resulting in improved trust.</p> <p>Individual and teams success is celebrated and recognised publicly.</p>