

The background image shows a school playground with several orange arches. In the foreground, there are large red flowers with green leaves. The school building is visible in the background. The image is partially obscured by a blue banner at the bottom.

# Strategic and Annual Plan 2026

## Kawea te Mātauranga ki te Whaiao ki Te Ao Marama

This charter and strategic plan has been written in consultation with Ngākōroa School community include whānau, kaimahi & Board. It is endorsed by representative of mana whenua Ngāti Tamaoho.



## Ko Wai Ngākōroa - Who are we?

At Ngākōroa School, strong learning relationships are at the heart of everything we do. We are committed to working alongside children and their families to provide an education that meets individual needs and produces strong outcomes for the whole child, using our values of Mātauranga (wisdom & knowledge), Manawanui (to have heart), and Kaitiakitanga (protectors of taonga).

We are thrilled to be able to build connections with the families within our community to truly bring learning to life for our young people.

### **Ko tenei taku mihi ki nga tangata whenua o te rohe nei Ka mihi hoki au, ki nga tohu o te rohe nei**

Our kura has been gifted its name by Mana Whenua and is named in honour of the Ngākōroa Awa that runs near our school site. We recognise the people and the landmarks of the land that we share, and value the partnership we have with Ngāti Tamaoho. Our school is committed to honouring the Treaty of Waitangi through our words, our actions and our attitudes, and expect that all tamariki have the opportunity to learn about the people and places that form the history of our location.

We value the roll of mana whenua and recognise the unique place of Maori as the indigenous people of Aotearoa, New Zealand. Caring for students, acknowledging their mana (manaakitanga) and having high expectations for them (mana motuhake) is key to tamariki achieving success as Māori. Culturally responsive teachers and support staff welcome and build effective relationships with tamariki and their whanau, constantly seeking to increase their understanding and knowledge of Te Reo and Tikanga Māori. The school will meet regularly and actively maintain strong lines of communication with whanau, and together celebrate the success of our students. In consultation with whānau, the school will ensure all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents identify this as a priority.

# Ngā Uara - Our Values



## Mātauranga Knowledge and Wisdom

- We are curious and seek out new learning
- We are innovative and creative with our learning
- We use existing knowledge to work out new things



## Manawanui To Have Heart

- We never give up
- We are brave and courageous
- We care about and include other people's ideas
- We look for opportunities in every challenge



## Kaitiakitanga Protector of Taonga

- We take care of ourselves and the people around us
- We value our culture; who we are and where we come from
- We contribute to the wellbeing of our community and environment

# Strategic Goals and Initiatives

<p><b><i>A cohesive local curriculum supports high achievement and is applied seamlessly across the school</i></b></p>	<p><b><i>Ongoing and shared commitment to building and maintaining a strong learning culture.</i></b></p>	<p><b><i>School and community are empowered to look after (protect) the things that make us unique.</i></b></p>
<p>1. Merge the curriculum refresh to our local curriculum so that it is cohesive and seamlessly implemented.</p> <p>1. Demonstrate high expectations and equitable outcomes for all groups/cohorts in Reading, Writing and Mathematics.</p>	<p>1. Strengthen Relationships Based Learning (RbL) pedagogies and collaborative practices.</p> <p>1. Strengthen Mana Potential and Restorative Practice.</p>	<p>1. Build inclusive practices through for learning and celebrating diversity.</p> <p>1. Strengthen community partnerships and engagement.</p>

## Ngākōroa School Annual Planning - 2026

### Mātauranga Knowledge & Wisdom - Action Plan 2026

*Strategic Goal: A cohesive local curriculum supports high achievement and is applied seamlessly across the school*

Key Outcomes (Priorities for 2026)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures (What will be our evidence of success)
<p><b>Merge the curriculum refresh to our local curriculum so that it is cohesive and seamlessly implemented.</b></p>	<p><b>Learning Leaders</b> Meeting fortnightly, Working with Te Mataiaho, Staff hui on curriculum , Resources, budgeting etc.</p>				<p>Intervention teacher.  Gem Literacy,  Junky Monkey  Leaders of Learning - release time and MU  PLD Budget</p>	<ul style="list-style-type: none"> <li>● Increased consistency in planning across hāpori</li> <li>● Curriculum Leaders are facilitating PLD for the school.</li> <li>● Evidence of agreed approaches happening in hāpori and share at Turangawaewae Tour / NEMM</li> <li>● Teachers are confident in teaching and assessing against the new curriculum and using resources.</li> </ul>
	<p><b>Planning, Reporting and Assessment</b></p> <p>Review assessment requirements and timeline      Align reporting systems HERO and new curriculum for kaimahi and whānau.      Planning Audit      Concept Overview for 2027</p> <p>Learn the new assessment tool and implementation.</p>					
	<p><b>Mathematics - school wide approach incorporating new curriculum</b></p> <p>Introducing the Snapshot Assessment      <b>Teacher Only Math</b> PLD Day 3 Jo Knox      <b>Teacher Only Math</b> PLD Day 4 Jo Knox</p>					
	<p><b>Literacy- school wide approach incorporating structure and integrated literacy Working with Gem Literacy and Curriculum Leaders</b></p> <p>Scope and Sequence      Resources &amp; Assessments      Modelling      Scaling</p>					
	<p><b>Concept - school wide approach incorporating new curriculum</b></p> <p>PLD with Junky Monkeys Learning through play      Review of the concept - student voice      Inquiry learning and PLD      Review of the concept - student voice</p>					
	<p><b>Intervention teacher</b> Establishing role, selecting students, timetables- oversight by IPL A new cohort selected each term including Literacy Groups 3x6 ākonga years 2-4, Maths 6 ākonga Year 7-8, 6 ākonga year 4-6 PLD- Ongoing PLG Mx</p>					
<p><b>Demonstrate high expectations and equitable outcomes for all groups/ cohorts in Reading, Writing and Mathematics.</b></p>	<p><b>Inclusive Practice Leader</b></p> <p>Induction to school and SENCo systems      Staff Hui for Inclusive Practices      SENCO PLG Trauma Informed Practice Conference</p> <p>Snap shot inventory of spaces and practices for inclusion (UDL)</p>				<p>Inclusive Practice Leader  PLD Budget  Kaiako Release</p>	<ul style="list-style-type: none"> <li>● Achievement Data shows -Narrowing gap for gender and ethnic groups. -Accelerated progress</li> <li>● Responsive Planning for Prox St.</li> <li>● Tch/st voice indicates increased engagement from intervention students.</li> </ul>
	<p>Snap shot inventory of spaces and practices for inclusion (UDL)</p>					



# Ngākōroa School Annual Planning - 2026



## Manawanui To Have Heart- Action Plan 2026

**Strategic Goal: Ongoing and shared commitment to building and maintaining a strong learning culture.**

Key Outcomes (Priorities for 2026)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures
<b>Strengthen Relationships Based Learning (RbL) pedagogies and collaborative practices.</b>	<b>Teaching to the North East</b> Induction of new kaiako Staff PD to code together - learning process of transcript coding.				<ul style="list-style-type: none"> <li>• Kaiako hui time (NEMMS)</li> <li>• Whole school staff hui (PLD)</li> <li>• CRT time</li> <li>• Leaders of Learning - Release and MU</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• NEMMs are evident in PGC documentation</li> <li>• Kaiako 'SpideyGraph' shows increase in efficacy in the RbL Profile.</li> <li>• Kaiako are co-coding evidence and then their own</li> <li>• Learning leaders are leading professional development across the school</li> <li>• Co-teaching models flexibly and confidently (evident in planning, practice, st.v</li> </ul>
	<b>Collaborative Practice</b> Induction of new kaiako Induction of tools - collaborative agreements, delegated responsibilities and communication systems.					
<b>Strengthen Mana Potential and Restorative Practice.</b>	<b>Mana Potential PLD</b> Induction class set up for MP - TOD. Session AM				<ul style="list-style-type: none"> <li>• Angeline McDonald 2 days</li> <li>• Shirley Pastiroff 2 Hui</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing @ School survey.</li> <li>• Evidence of Mana Potential practices used in class.</li> <li>• Kaimahi are confident in facilitating wā manaaki kōrero</li> </ul>
	Wā manaaki - AM Coregulation and deescalation - staff and whānau - SP Jase Williams 7 Dr. Lori		Ngā ātua - relationships and check in - AM			
	Update system tags.	Analyse trends in behavior and pastoral care via HERO; collate and share.	Update system tags.	Analyse trends in behavior and pastoral care via HERO; collate and share.		



# Ngākōroa School Annual Planning - 2026



## Kaitiakitanga Protectors of Taonga - Action Plan 2026

**Strategic Goal: School and community are empowered to look after (protect) the things that make us unique.**

Key Outcomes (Priorities for 2026)	Term 1	Term 2	Term 3	Term 4	Resources (including people resources, time, PLD etc)	Success Measures
<b>Build inclusive practices for learning and celebrating diversity.</b>	Ongoing Induction to embed current practices and expectations. Cultural celebrations with diverse groups with whānau involvement (				PLD Budget Conference 2x IPL RRR unit 3x MU for CC Team	<ul style="list-style-type: none"> <li>Increase in school-based cultural events that whānau contribute. Whānau and students are leading cultural groups.</li> </ul>
	PLD Kaiako to see Dr. Lori Seminar. Radiate PLD  <b>Inclusive Practice</b>  Induction to school and SENCo systems  Trauma Informed Practice Conference	PLD Seminar Jase Williams (whole staff)	Snap shot inventory of spaces and practices for inclusion (UDL)  Staff Hui for Inclusive Practices SENCO PLG	Teacher are confident in UDL  Strong relationships with external agencies RTLB, MoE, Kia ora ake		
<b>Strengthen community partnerships and engagement.</b>	<b>Community Partnerships:</b>  Whānau Sessions Mana Potential,, Learning in Action, Teen Brain - NW, Curriculum&Reporting Evening Establishment of a WHONS/ Fundraising Strategy				Leader - IMU + release time  Staff hui time.	End of year Whānau survey demonstrates that Whānau understand Ngākōroa learning approaches and pedagogies
	Whānau Picnic	Learning in Action morning - Maths	Consultation for strategic plan for 2027 - 2029  Talent Show	Whānau Fun Day  Poroporoaaki  Plan for 2027 cultural events		
<b>Cultural Leadership- Iwi Partnerships</b> - Kaimahi Trip to Waitangi - Manaaki of new member of Ngāti Tamaoho on the board. - Te Ara Mātuaranga o Ngāti Tamaoho initiatives e.g School Visit to Marae - Maintain relationship with Manawhenua Ngāti Te Ata Waiohua, Ngāti Tamaoho - Name of the space with signage and narrative						



# Ngākōroa School Annual Planning - 2026

## Annual Planning - Action Plan for 2026

### Additional Work Streams Beyond Strategic Initiatives That Require Time and Attention Beyond BAU

#### Attendance

Relentless focus on Attendance for those students who have inconsistent attendance data

- Ongoing gathering, comparing and reporting of data - Term by term monitoring of improvements
- Relationships first approach fosters continued positive partnerships between families and school:
  - Personal contact made (escalating from teacher → SLT → Truancy Service if needed) - Record in HERO
  - Work with families to overcome challenges that impact on attendance, referrals to support agencies where needed
  - Notice & celebrate positive improvements with students and their families - Record in HERO
- Educate families about correlation between attendance and achievement on transition, through newsletters and through whānau learning hui
- Identify trends in Me and My School, Whānau Surveys and/or Wellbeing @ School Surveys that may impact on attendance - act accordingly

**Success Measured through Term by Term Attendance Data Reports**

