# Strategic Goals MHJC 2026

References to Regulations in this document refer to the Education (School Planning and Reporting) Regulations 2023.

**Vision Statement**:
(An aspirational statement of a desired future for your school. Your school may already have a vision statement to include here). Refer Regulation 7 (a)

Growing greatness through innovative, constantly evolving, personalised learning.

**Summary of the information used to develop this plan/How did you create this plan**
(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 (c)

NELP 1 (Students at the centre) guided our plan to develop a holistic reporting system which acknowledges the success of every akonga, builds self-efficacy and is written by the student.

| **Strategic Goals**<br>*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.*<br><br>Refer Regulations 7(1)(b) | **Which Board Primary Objective does this strategic goal work towards meeting?**<br>*These are set out in Section 127 of the Education and Training Act 2020.*<br><br>Refer Regulations 7(1)(b) | **Links to Education requirements**<br>This *includes National Education Learning Priorities, education strategies or plans and curriculum statements.*<br><br>Refer Regulations 7(d) | | **What do you expect to see?**<br>*What is the anticipated result of successful completion of your Objectives - at the end of 3 years.*<br><br>*What evidence will you see of this?*<br><br>*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?*<br><br>Refer Regulations 7(g) | | **How will we achieve or make progress towards our strategic goals?**<br>*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.*<br><br>*These must be based on the identities, needs and aspirations or your school community.*<br><br>*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.*<br><br>Refer Regulations 7(e), 7(f) | | **How will you measure success?**<br>*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?*<br><br>Refer Regulations 7(g) |
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| Literacy and numeracy:<br>To ensure high levels of progress and achievement are maintained by our students in reading, writing and mathematics. | Every student at the school is able to attain their highest possible standard in educational achievement | NELP 2:<br>Barrier free access<br>Ensure all students gain sound foundational skills, including language, literacy and numeracy. | | Teacher practice will indicate a greater focus on subject specific and cross curricular literacy and numeracy.<br><br>Students will show improved achievement and progress<br>80% of Year 7 and Year 8 students will be at or above curriculum level by 2030 | | Literacy and numeracy will be integrated into lesson and context planning.<br><br>Timetable will be changed to provide extra time for literacy and numeracy across the school.<br><br>Dedicated time, resources and PLD for teachers to prioritise literacy and numeracy in their planning, delivery and assessment across all curriculum areas. | | Progress and achievement will be measured by e-asTTle testing scores<br><br>Base line data end 2025:<br>Y7<br>Reading 82%<br>Writing 66%<br>Maths 68%<br><br>Y8<br>Reading 80%<br>Writing 53%<br>Maths 76% |
| Attendance:<br>To ensure the school makes progress towards the government targets. | Every student at the school is able to attain their highest possible standard in educational achievement | NELP 2:<br>Barrier free access<br>Work with families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them. | | 80% of students will regularly attend school (90% of the time) by 2030 | | Regular data analysis by the Senior Leadership Team<br>Develop and implement an Attendance Plan for the school which builds on our current systems of monitoring, follow up and support. | | Gather attendance data<br><br>Base line data:<br>Overall attendance 2025<br>71% |

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| Achievement and engagement:<br>Close the gap between Māori and Pasifika students and other cultural groups. | The school gives effect to Te Tiriti o Waitangi, by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and achieving equitable outcomes for Māori students. | NELP 2:<br>Have high aspirations for every learner/ākonga, 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 cultures | → | Improved achievement data.<br><br>Reduced stand down and suspension data for Māori and Pasifika students<br><br>Increased levels of participation and excellence in the four cornerstones of student extra curricular achievement | → | Strengthen pastoral care by<br>- identifying “at risk” students and providing support before formal discipline may be required making connections with external agencies<br>- supporting families by employing support staff like a social worker<br>- providing engaging learning contexts which connect to our Māori and Pasifika community<br>- include celebrations of cultural events, language weeks and national holidays<br>- offer opportunities outside the classroom for students to perform and celebrate their culture<br><br>Provide resources and support for our coordinators and Kaiarataki Māori/Cultural Leader | → | Gather achievement and engagement data.<br>Monitor and analyse data to inform individual plans for identified students. |