










# Strategic Plan MHJC 2024-2025

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

<b>Vision Statement:</b> (An aspirational statement of a desired future for your school. Your school may already have a vision statement to include here). <a href="#">Refer Regulation 7 (a)</a>  Growing greatness through innovative, constantly evolving, personalised learning.						
<b>Summary of the information used to develop this plan/How did you create this plan</b> (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) <a href="#">Refer Regulation 7 (c)</a>  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.						
<b>Strategic Goals</b> <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>	<b>Which Board Primary Objective does this strategic goal work towards meeting?</b> <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	<b>Links to Education requirements</b> <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>	<b>What do you expect to see?</b> <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>	<b>How will we achieve or make progress towards our strategic goals?</b> <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>	<b>How will you measure success?</b> <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(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)	Refer Regulations 7(g)	Refer Regulations 7(e), 7(f)	Refer Regulations 7(g)	
To develop, introduce, promote and embed a new reporting system known as a "holistic" report".	Every student at the school is able to attain their highest possible standard in educational achievement;  the school is inclusive;  promotes Mana orite mo te Mātauranga and  Māori achieving equitable outcomes for Māori students.	NELP 1: High aspirations which respond to the needs of students. NELP 2: Reduce barriers for all so that all can experience success.	 <p>Students will feel and enjoy success in one or more areas of school life;</p> <p>Students will develop a "can do" attitude with regards challenges and opportunities offered;</p> <p>Students will know, understand and live our school values.</p>	 <p>Students will be guided and supported to collect a portfolio of evidence which they contribute to their report;</p> <p>Systems will be developed to ensure that data can be gathered seamlessly for the report;</p> <p>Planning, assessment and reporting will place a special emphasis on our values to align with the report and help students see the links between the values and what and how they learn.</p>	 <p>A longitudinal study will show the impact on students as they progress through the school measuring engagement, improvement and excellence.</p> <p>In addition data will be gathered to measure how well students are able to understand and live our values shown by the attainment of different levels of the Graduate Learner Progression (Level 1-4).</p>	
To build and develop staff and students' knowledge, understanding and practice of Mātauranga Māori	The school is inclusive and promotes Mana orite mo te Mātauranga.	NELP 1: Design and deliver a curriculum which sustains students' identities, languages and cultures.  NELP 2: Meaningfully incorporate Te Reo and Tikanga Māori into the everyday life of the school.  NELP 3:	 <p>All staff and students will gain a deeper understanding and appreciation of the Māori world view.</p> <p>Staff and students will feel capable and confident in the use of Te Reo and Tikanga Māori.</p>	 <p>PLD will be focused on our Treaty obligations through a partnership with Tupu Ora;</p> <p>Staff will be encouraged to make this a focus of their Professional Growth;</p> <p>Every effort will be made to strengthen connections between the kura and Ngai Tai ki Tamakai;</p> <p>Strategic appointments will be made to our Board, support and teaching staff to provide a Māori voice to guide decision making, policy and practice.</p>	 <p>Self-evaluation of criteria chosen by teachers in their Professional Growth Cycle.</p> <p>Data from related criteria in Students' Holistic Report.</p>	

		Develop staff to strengthen teaching, leadership and support for students;						
To ensure high levels of progress and achievement are maintained by our students in reading, writing and numeracy.	Every student at the school is able to attain their highest possible standard in educational achievement	NELP 1: Ensure all students gain sound foundational skills in literacy and numeracy.		Teacher practice will indicate a greater focus on subject specific and cross curricular literacy and numeracy.  Students will show improved achievement and progress		Literacy and numeracy will be integrated into lesson and context planning.  Evaluation Associates will provide 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