




Whakapuāwai – flourishing forward



Wykeham Place, Glenfield, North Shore City

Key

	DEVELOP		IMPLEMENT		EXTEND		MONITOR
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Learning Powers	Goal	Initiative	Outcomes	Measures	Timeframe			NELP
					2024	2025	2026	
<div>Kaitiaki – Guardians</div> <div></div>	By nurturing responsibility we will educate guardians of our space and community, and foster a sustainable future.	• Garden to Table	• Vegetable garden and orchard	<ul style="list-style-type: none">• Produce and fruit production• Popularity of Community Pantry• Class hours in garden		Monitor	Monitor	NELP Priorities: 1, 2, 3, 4, 5, 6 Enviroschools
			• Kitchen	• Meals and food prepared		Expand	Monitor	
			• Chicken Coops	<ul style="list-style-type: none">• Chickens produce eggs for use in cooking• Students learn to look after farm animals			Monitor	
		• Strengthen local community	• Visits with Greenvalley Rest Home and local kindergartens	• Visits with kindergartens and rest home.		Expand	Monitor	
			• Caretaking of Eskdale and Woodcote Reserves	• Local reserve clean ups and pest control				
			<ul style="list-style-type: none">• Cooperate with Kaipatiki Trust• 	<ul style="list-style-type: none">• 				


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			<ul style="list-style-type: none">• Parent Days	<ul style="list-style-type: none">• Increase cultural days to 5 per year• Chinese New Year, Matariki,			
		<ul style="list-style-type: none">• Sustainability	<ul style="list-style-type: none">• Technology room	<ul style="list-style-type: none">• Develop a dedicated STEAM space			Monitor
				<ul style="list-style-type: none">• EuiP STEAM Space			
			<ul style="list-style-type: none">• Paper and rubbish reduction.	<ul style="list-style-type: none">• Paper reduction• Rubbish reduction• 	Investigate current and revamp		Monitor
			<ul style="list-style-type: none">• Walking School Bus	<ul style="list-style-type: none">• Travelwise survey	Yearly		
			<ul style="list-style-type: none">• Composting and Recycling	<ul style="list-style-type: none">• Compost	Investigate current and revamp		Monitor
			<ul style="list-style-type: none">• Bike Track	<ul style="list-style-type: none">• Bike track built• Frequent and regular use of track		Expand – Pump Track	Monitor


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Being me – Ahurea Tuakiri 	By becoming conscious of our identity and heritage, and working with others, we will support learners to make a connection with their culture, identity, learning, peers and others in our global community.	<ul style="list-style-type: none"> Continue to ensure Te Tiriti o Waitangi underpins journey 	<ul style="list-style-type: none"> MAC Kapa Haka 	<ul style="list-style-type: none"> Te Reo Maori proficiency at level 4 B 				NELP Priorities: 1, 2, 3, 4, 5, 6 NZSTA's guidance for giving effect to Te Tiriti o Waitangi Attendance and Engagement Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030
				<ul style="list-style-type: none"> Develop Rumaki Reo at Level 3 				
				<ul style="list-style-type: none"> MAC integration 				
				<ul style="list-style-type: none"> Celebrating Maori holidays 				
		<ul style="list-style-type: none"> Develop a well grounded values based curriculum 	<ul style="list-style-type: none"> PB4L Inside Out 	<ul style="list-style-type: none"> Consistent use of Inside Out and PB4L 				
			<ul style="list-style-type: none"> Extension Programmes 	<ul style="list-style-type: none"> Consistent use of Whanau Time to create awe and wonderment 				
		<ul style="list-style-type: none"> Public figures to inspire being me 	<ul style="list-style-type: none"> Clubs and Sports Jump Jam 	<ul style="list-style-type: none"> Club and sport growth Jump Jam participation 				
		<ul style="list-style-type: none"> Develop diversity programs <ul style="list-style-type: none"> Neuro Gender 	<ul style="list-style-type: none"> Ongoing training on autism spectrum Inside Out 	<ul style="list-style-type: none"> Completed training Reduced stand downs Wider acceptance of diverse behaviour 				
		<ul style="list-style-type: none"> Develop pride in personal identity 	<ul style="list-style-type: none"> Cultural Events <ul style="list-style-type: none"> Matariki, Chinese New Year, Ramadan, Eid, Book dress ups 	<ul style="list-style-type: none"> Community participation in school events Literary and cultural events 				
			<ul style="list-style-type: none"> Language Weeks <ul style="list-style-type: none"> Chinese Maori Tongan Samoan 	<ul style="list-style-type: none"> Strong presence of cultural identity 				


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Resilience — Aumangea 	Through a supportive environment we will build resilient and tenacious risk takers who are prepared for tomorrow.	<ul style="list-style-type: none"> Enable our diverse students to believe they can succeed 	<ul style="list-style-type: none"> Mitey Stage 2 Pause, Breathe, Smile Extension Programmes Bike Track 	<ul style="list-style-type: none"> Reduced stand downs Improved attendance 				NELP Priorities: 1, 2, 3, 4, 5, 6 Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy https://tuturu.org.nz/assets/Resources/Creating-a-student-wellbeing-framework-facilitation-guide-and-example.pdf
		<ul style="list-style-type: none"> Support our students organically to succeed 	<ul style="list-style-type: none"> Tuakana – Teina Sport – Triathlon, Swimming, Cross Country, Athletics, Basketball, Netball, Rippa Bike Track Student Leadership PB4L Maths Competition Marlborough Got Talent Literature Weeks 	<ul style="list-style-type: none"> Sport participation Improved PB4L achievement Travelwise survey MGT participation Competition awards 				
		<ul style="list-style-type: none"> Public figures to inspire resilience 	<ul style="list-style-type: none"> Invited speakers Field trips 	<ul style="list-style-type: none"> 2 trips per term Increased invited speakers 				

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<div>Pākiki-Curiosity</div> <div></div>	Through a rich and broad curriculum, we will develop creative learners who are confident, independent and visionary.	Continue to create a culturally relevant local Curriculum personalised to the needs of our students	Reggio implemented for Discovery/Inquiry	Specific integration of Reggio principles							NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation supports pack The Literacy and Communication and Maths Strategy Learning support strategy
			Use “Best Practices” to inform teacher practice to develop Learner Agency	Graduate Profile established							
				Student Voice apparent throughout the school							
				AFL embedded	Old	New	Old	New	Old	New	
			Changes to NZC implemented	Specific examples of principles translated into MPS’s practices.							
		Learning through Experience implemented	Field trips Incorporation of gardens, orchards, kitchen, technology room and bike track in curriculum. Math competitions STEAM	2 field trips per term Visits to Greenvalley and kindies							
				Curriculum changes involving gardening, food preparation and cooking.							
		Multicultural experiences	Establish cultural committee Involve local community and parents	Parent Day showcasing parents’ achievements and cultures Invited speakers highlighting diverse cultures Increased attendance at school events							

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The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



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