

# Whakapuāwai - flourishing forward



Wykeham Place, Glenfield, North Shore City

Key

DEVELOP IMPLEMENT EXTEND MONITOR

Learning Powers	Goal	Initiative	Outcomes	Measures	Timeframe			NELP
					2024	2025	2026	
Kaitiaki – Guardians	By nurturing responsibility we will educate guardians of our space and	Garden to Table	Vegetable garden and orchard	<ul> <li>Produce and fruit production</li> <li>Popularity of Community Pantry</li> <li>Class hours in garden</li> </ul>		Monitor	Monitor	NELP Priorities: 1, 2, 3, 4, 5, 6 Enviroschools
KAITIAKI	community, and foster a sustainable future.		• Kitchen	Meals and food prepared		Expand	Monitor	
			Chicken Coops	<ul> <li>Chickens produce eggs for use in cooking</li> <li>Students learn to look after farm animals</li> </ul>			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><li>Cooperate with Kaipatiki Trust</li></ul>	•				

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DEVELOP	IMPLEMENT	EXTEND	MONITOR

	Parent Days	<ul> <li>Increase cultural days to 5 per year</li> <li>Chinese New Year, Matariki,</li> </ul>		
Sustainability	Technology room	<ul><li>Develop a dedicated STEAM space</li><li>Euip STEAM Space</li></ul>		Monitor
	Paper and rubbish reduction.	<ul><li>Paper reduction</li><li>Rubbish reduction</li></ul>	Investi gate current and revam p	Monitor
	Walking School Bus	Travelwise survey	Yearly	
	Composting and Recycling	• Compost	Investi gate current and revam p	Monitor
	Bike Track	<ul><li>Bike track built</li><li>Frequent and regular use of track</li></ul>	Expa – Pur Track	np

Learning	Goal	Initiative	Outcomes	Measures	Time	fram	е	NELP
Powers					2024	2025	2026	
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	Continue to ensure Te Tiriti o Waitangi underpins journey	MAC     Kapa Haka	Te Reo Maori proficiency at level 4 B  Develop Rumaki Reo at Level 3  MAC integration  Celebrating Maori holidays				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	
	Develop a well grounded values based curriculum	<ul><li>PB4L</li><li>Inside Out</li><li>Extension Programmes</li></ul>	<ul> <li>Consistent use of Inside Out and PB4L</li> <li>Consistent use of Whanau Time to create awe and wonderment</li> </ul>				Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	
	community.	Public figures to inspire being me	<ul><li>Clubs and Sports</li><li>Jump Jam</li></ul>	<ul><li>Club and sport growth</li><li>Jump Jam participation</li></ul>				
		<ul><li>Develop diversity programs</li><li>Neuro</li><li>Gender</li></ul>	<ul><li>Ongoing training on autism spectrum</li><li>Inside Out</li></ul>	<ul> <li>Completed training</li> <li>Reduced stand downs</li> <li>Wider acceptance of diverse behaviour</li> </ul>				
	Develop pride in personal identity	<ul> <li>Cultural Events</li> <li>Matariki,</li> <li>Chinese New Year,</li> <li>Ramadan, Eid,</li> <li>Book dress ups</li> </ul>	<ul> <li>Community participation in school events</li> <li>Literary and cultural events</li> </ul>					
			<ul> <li>Language Weeks</li> <li>Chinese</li> <li>Maori</li> <li>Tongan</li> <li>Samoan</li> </ul>	Strong presence of cultural identity				

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Learning	Goal	Initiative	Outcomes	Measures	Tim	nefra	me	NELP
Powers					2024	2025	2026	
Resilience  Aumangea  WILLENCE AUMANGEA	Through a supportive environment we will build resilient and tenacious risk takers who are prepared for tomorrow.	Enable our diverse students to believe they can succeed	<ul> <li>Mitey Stage 2</li> <li>Pause, Breathe, Smile</li> <li>Extension Programmes</li> <li>Bike Track</li> </ul>	<ul> <li>Reduced stand downs</li> <li>Improved attendance</li> </ul>				NELP Priorities: 1, 2, 3, 4, 5, 6  Wellbeing in Education Strategy  The New Zealand Child and Wellbeing Strategy  https://tuturu.org.nz/asset s/Resources/Creating-a-student-wellbeing-framework-facilitation-guide-and-example.pdf
		Support our students organically to succeed	<ul> <li>Tuakana – Teina</li> <li>Sport – Triathlon, Swimming, Cross Country, Athletics, Basketball, Netball, Rippa</li> <li>Bike Track</li> <li>Student Leadership</li> <li>PB4L</li> <li>Maths Competition</li> <li>Marlborough Got Talent</li> <li>Literature Weeks</li> </ul>	<ul> <li>Sport participation</li> <li>Improved PB4L achievement</li> <li>Travelwise survey</li> <li>MGT participation</li> <li>Competition awards</li> </ul>				
		Public figures to inspire resilience	<ul><li>Invited speakers</li><li>Field trips</li></ul>	<ul> <li>2 trips per term</li> <li>Increased invited speakers</li> </ul>				

Learning	Goal	Initiative	Initiative Outcomes Measure		Time	fram	е		NELP
Powers					2024	20	25	2026	6
Pākiki-	Through a rich and broad	oad culturally relevant local	Reggio implemented for Discovery/Inquiry	<ul> <li>Specific integration of Reggio principles</li> </ul>					NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātajaho
Curiosity	curriculum, we will develop creative	personalised to the needs of our students	inform teacher practice to develop Learner Agency  • Student throughout	<ul><li>Graduate Profile established</li></ul>					and the <u>Common</u> Practice Model
Pākiki (2002)	learners who are confident,	dent, pendent and		<ul> <li>Student Voice apparent throughout the school</li> </ul>					The Te Mātaiaho
PAKIKI	independent and visionary.			AFL embedded	Old Nev	v Old	New	Old Ne	supports pack
	visionary.		Changes to NZC implemented	<ul> <li>Specific examples of principles translated into MPS's practices.</li> </ul>					The Literacy and Communication and Maths Strategy
		Learning through     Experience     implemented	erience • Incorporation of gardens,	<ul><li>2 field trips per term</li><li>Visits to Greenvalley and kindies</li></ul>					<u>Learning support</u> <u>strategy</u>
				<ul> <li>Curriculum changes involving gardening, food preparation and cooking.</li> </ul>					
	Multicultural experiences	<ul> <li>Establish cultural committee</li> <li>Involve local community and parents</li> </ul>	<ul> <li>Parent Day showcasing parents' achievements and cultures</li> <li>Invited speakers highlighting diverse cultures</li> <li>Increased attendance at school events</li> </ul>						

# 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.

OBJECTIVE

# LEARNERS AT THE CENTRE

Learners with their whanau are at the centre of education

2 OBJECTIV

# BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner 3

### QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau овлест

### FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives ов*ј*ести

## WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

PICTURES

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

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Ensure every learner/ ākonga gains sound foundation skills, including language\*, literacy and numeracy

 Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

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