

Strategic Plan 2024 - 2025

Nelson College for Girls | Te Kura Tamawāhine o Whakatū

Vision Statement:

To educate, empower and nurture each student so they can confidently succeed in their world | Kia whakaakona, kia whakamanatia, kia whāngaia ia ākonga, kia tū maia rātou i roto i tō rātou ake ao.

Summary of the information used to develop this plan/How did you create this plan?

The data used to inform this strategic plan was the achievement data of our students, attendance data, our previous strategic plan and understanding the change to the [NELP](#). There has been various voice from our community including student voice through Te Hurihanganui, whānau hui, the Board, and voice from mana whenua through [Ngā Kawatau me ngā Tūmanakotanga o Te Taihū](#). This guiding document has been created by Te Kāhui Mātauranga o Te Taihū, a committee made of representatives from each of the eight iwi in Te Taihū who are Ngāti Kuia, Rangitāne o Wairau, Ngāti Apa ki te Rā Tō (Kurahaupō waka), Te Ātiawa, Ngāti Tama (Tokomaru waka) Ngāti Rāua, Ngāti Koata and Ngāti Toa Rangatira (Tainui waka). There will be opportunities throughout 2024 and 2025 for our community to continue their input to inform the annual implementation of our strategic plan.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
To enhance mauri ora of our ākonga & kaiako.	<p>(a) every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</p> <p>(c) the school is inclusive of, and caters for, students with differing needs.</p>	<p>NELP: Objectives 1 & 2 Priorities 1, 2 & 3</p> <p>Ngā Kawatau me ngā Tūmanakotanga o te Taihū.</p>	<ul style="list-style-type: none"> • A relationship with Ngā Iwi e Waru o Te Taihū is evidenced with iwi being involved in all aspects of school life. • Mātauranga Māori is evident in all learning areas and a localised curriculum is present. • All aspects of the school consider Te Tiriti o Waitangi and the articles are evident in ākonga experiences and how our school community interacts with each other. • Staff will know what is expected throughout the year in ārahi. • Ākonga will be able to articulate what they have experienced in ārahi. • All ākonga comprehend how to give effect to Te Tiriti o Waitangi, as Māori or Tangata Tiriti. • Improved positive learning relationships with and between staff and ākonga. • Ākonga have pride in their culture and heritage and have opportunities to share their culture and identity with others. The school celebrates diversity. 	<ul style="list-style-type: none"> • Further develop our understanding of Te Tiriti o Waitangi and its impact on our practice. • Further implementation of culturally responsive practices within our kura. • Further develop practices that ensure the complete sense of mauri ora of our ākonga; so that their wellbeing is nurtured and able to flourish. • Support all staff to implement the kete of strategies and tools for mentoring. • Implement the means to track ākonga, differentiate programmes of learning and to mentor as kaiārahi. 	<ul style="list-style-type: none"> • Growth across learning areas in mātauranga Māori content and concepts, evidenced through schemes of work. • Student and whānau voice gathered through surveys and engagements with thematic analysis undertaken. • Through staff reflections in the Professional Growth Cycle. • Moving forward through Ngā Kawatau me ngā Tūmanakotanga o Te Taihū as iwi are more involved in a relationship with our kura.

<p>To strengthen staff capabilities to support ākonga to reach their potential.</p>	<p>(d) the school gives effect to Te Tiriti o Waitangi, including by—</p> <ul style="list-style-type: none"> (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students. <p>To meet the primary objectives, the board must:</p> <p>(b) Give effect to its obligations in relation to—</p> <ul style="list-style-type: none"> (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and (ii) teaching and learning programmes; and <p>(d) monitoring and reporting students' progress</p>	<p>NELP: Objectives 1, 2 & 3 Priorities 2, 4, 5 & 6</p> <p>Ngā Kawatau me ngā Tūmanakotanga o te Taihū.</p>		<ul style="list-style-type: none"> • Staff are provided with PLD to ensure they are confident in planning the inclusion of mātauranga Māori. • Development of a teacher profile for our kura. • Every staff member will have been involved in the Professional Growth Cycle and how it links to Ngā Kawatau me ngā Tūmanakotanga o Te Taihū • All teachers gain confidence in teaching numeracy and literacy, utilising our school-wide approaches. • An increased number of ākonga achieve personalised learning success across the refreshed curriculum. • Ākonga whose needs have not yet been met are thriving and receiving the support they need. 		<ul style="list-style-type: none"> • Strengthen the use of evaluative capability tools and strategies in all Learning Areas. Continue to use the matrix of evaluative capability progressions to measure progress of staff in developing these skills. • Further embed staff understanding and skills of digital fluency. • Ensuring that all classes provide learning and assessment that is accessible, challenging and allows all ākonga to experience success. • Embedding the NCEA changes • Ensuring the junior curriculum will offer a solid foundation with a school-wide focus on literacy and numeracy. • Ensuring that all policy, system and process reviews are completed with Ngā Kawatau me ngā Tūmanakotanga alongside. 		<ul style="list-style-type: none"> • Learning Area use of the Evaluative Capabilities matrix to show further growth and development. • Ākonga data and voice around the use of cross curricular numeracy and literacy strategies. • Classroom observations and Impact Coach feedback on integration of mātauranga Māori • Attendance data. • Completed NCG Teacher Profile is utilised in Professional Growth Cycle and Impact Coaching. • Thematic analysis of ākonga voice around curriculum, numeracy and literacy strategies and achievement data.
<p>To strengthen partnerships with our whānau and community to enhance ākonga success.</p>	<p>A board's primary objectives in governing a school are to ensure that—</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement</p> <p>To meet the primary objectives, the board must:</p> <p>(a) perform its functions and exercise its powers in a way that is financially responsible</p>	<p>NELP: Objective 4 Priority 7</p> <p>Ngā Kawatau me ngā Tūmanakotanga o te Taihū.</p>		<ul style="list-style-type: none"> • Whānau feel welcome and comfortable in our kura and feel their voice is valued. • Careers staff develop a comprehensive pathway programme for all year levels that links with our community. • Our kura regularly hosts whānau, iwi and community members. • Ākonga learn in environments that prioritise safety and wellbeing. 		<ul style="list-style-type: none"> • Further develop the use of strengths and resources of our local community to further enhance our local curriculum. • Maximise the engagement of whānau with school relating to the progress of ākonga. • The Board develops and implements an engagement calendar and strategy. 		<ul style="list-style-type: none"> • Increase in numbers of whānau attending school events focused on learning. • Relationships with whānau and iwi are strengthened and whānau and iwi are initiating hui. • Relationships with whānau are strengthened through engagement with The Board at school events. • Relationships with local businesses and community groups are strategic and reciprocal. • Increase in ākonga confidence in their choice of pathway.

Annual Implementation Plan

Summary of the plan:

At Nelson College for Girls | Te Kura Tamawāhine o Whakatū in 2024 our three objectives relate to all three strategic goals. There is currently a lot of change in the educational landscape, and we want to front-foot this in a way that empowers our students, whānau and staff. Deepening our understanding as a staff of Te Tiriti o Waitangi and ensuring our students begin to understand their responsibilities as tangata whenua and tangata tiriti will be part of our mahi in 2024. While there are several ways in which we will be addressing our strategic goals this year, below are some highlights of our Annual Implementation plan.

The continued development of our ārahi system will support students' to be in a state of mauri ora. Mauri ora is a state of being. One whakamārama (understanding) of when we are in a state of mauri ora is where our life force is in balance, we are alive, well and full of vitality. When your mauri is supported and enhanced you can confidently express your cultural identity in all spaces and places, no matter who you are or where you are from (Te Pukenga). This is coupled with the growth of our PB4L (PRIDE) systems and processes, and our staff continuing to focus on our ability to know our students as people and learners quickly so we can be effective in our role in progressing a student's learning journey. Kaiārahi will continue to work with students to establish and monitor goals for their learning throughout the year. Our kaiārahi will also continue to strengthen their relationships with the students in their ārahi to establish a key relationship with whānau, and to further understand the hauora needs of their students.

Our achievement data shows a clear correlation between attendance and success with in-school learning. While we will work with whānau and iwi to determine what success looks like for our students, we understand that NCEA opens doors for students to be able to access meaningful pathways once they leave school. Attendance is a focus in 2024 to ensure that our students have the best possible opportunity to succeed. An example of this is working with staff to ensure there is a clear understanding of the attendance codes, with quick follow-up of student attendance. We have a good relationship with Tāpitomata - the attendance service in Te Taihū.

Our teaching staff are continuing to engage with PLD to develop critical, culturally sustaining pedagogy. This PLD is based on Russell Bishop's work around 'Teaching to the North-East'. In essence, strong working relationships with students are the platform from which staff can implement sound pedagogy that supports high expectations of our students in their learning. Teaching staff are engaged in coaching to continue to progress our skills in this area.

In 2024 we will work to better understand the existing relationships we have with our community and continue to build on these so we can maximise students' success. These include community organisations, iwi and businesses so we can support our students to build connections within the community outside our school. This is key for students to feel comfortable leaving school and stepping into the community as young adults. Throughout this year we will also be seeking whānau voice and the Board will create an engagement calendar so we can connect with our whānau to gather voice around our strategic direction.

Where we are currently at:

This year we are building to solidify and strengthen the mahi undertaken in 2023. *When our statement of variance is available, it will be linked to here.*

In terms of Te Tiriti o Waitangi and culturally responsive practice, staff were engaged with PLD in 'Relationships First' and Ngā Kawatau me ngā Tūmanakotanga o Te Taihū to understand the expectations and aspirations of our mana whenua. Staff understanding of culturally responsive classroom practices has developed and now needs to be embedded in our kura, so that it is a natural 'way of being'. Our kaiārahi were supplied with resources to be able to engage with their ārahi and develop skills such as resilience and emotional intelligence. Resources were also supplied to support kaiārahi to understand their students' attendance and achievement data.

Staff have had opt-in PLD to better understand the data that is available to them as both kaiārahi and classroom teachers. All learning areas worked on literacy strategies in 2023 with mixed success. Pedagogy to develop cross-curricular literacy strategies will continue to be developed with HoLAs in 2024.

Nelson College for Girls | Te Kura Tamawāhine o Whakatū has reconnected with mana whenua in 2023 and begun to redevelop our relationship with Nelson College. These relationships will continue to be strengthened in 2024. Several evening sessions for whānau were held around topics such as vaping, body confidence and internet safety. Contributing school whānau were also invited to these events and this is something we hope to continue in 2024.

How will our targets and actions give effect to Te Tiriti o Waitangi:

We will give effect to Te Tiriti o Waitangi by ensuring that Ngā Kawatau me ngā Tūmanakotanga o Te Taihū guides our planning. Some of the manifestations of this will be:

- We will continue to strengthen our relationship with the mana whenua of Te Taihū and Ngāti Toa Rangatira as our kaitiaki iwi.
- We will see an increase in te reo Māori and mātauranga Māori in school by both support staff and teaching staff
- We will continue to grow the kaupapa of the whānau ārahi
- Ākonga will increasingly 'see themselves' in classrooms across the kura
- Te Kāhui Tauira will continue to be a vehicle to hear ākonga voice throughout the kura and an opportunity for leadership
- Ākonga and whānau will have their voice heard through whānau hui – these need to be scheduled well in advance for whānau to be able to prioritise them

Annual Objective One:

To ensure our staff and community are well-prepared for the implementation of Te Mātaiaho and the NCEA change programme including the pedagogical and pastoral shifts necessitated by these changes.

What do we expect to see by the end of the year?

We expect to see:

- a marked increase in teacher understanding of the requirements of the Level 1 NCEA change programme.
- staff more confident with the implementation of Te Mātaiaho, in particular the principles underpinning the curriculum refresh ([page 13](#)).
- shift in teacher pedagogy toward more critical, culturally sustaining pedagogies.
- strengthening of kaiārahi practice across the kura.

Actions	Who is Responsible	How will you measure success?
Continue to strengthen our ārahi system		
<ul style="list-style-type: none"> • Support all staff to implement the kete of strategies for mentoring. • Develop an annual outline for ārahi so staff will know what is expected throughout the year in ārahi. • Ensure the continued growth of the kaupapa of the whānau ārahi. 	HY, JB, SL, DR	Ākonga will be able to articulate what they have experienced in ārahi. Improved positive learning relationships with, and between, staff and ākonga.
Further implementation of critical, culturally sustaining pedagogy within our kura.		
<ul style="list-style-type: none"> • Deepen understanding of and continue to engage in 'Relationships First' PLD to understand pedagogies that work for Māori, and for all, students. • Train more Impact coaches to spread the load. • All staff will participate in impact coaching sessions throughout the year. • Deepen understanding of, and engagement in, group coaching processes. • Continue to grow understanding and use of evaluative capability strategies in Learning Areas utilising the matrix to measure progress. • Further embed staff understanding and skills of digital fluency. 	MZ, RF GC	Increase in AREA data (Attendance, Retention, Engagement, Achievement). Staff engagement in group and impact coaching processes. Staff able to articulate their shifts in pedagogy through these processes. Evidence of staff engagement with evaluative capability matrices.
Growth in understanding of the requirements of Te Mātaiaho and the NCEA change programme and associated content.		
<ul style="list-style-type: none"> • Continue to implement and embed literacy and numeracy strategies across Learning Areas. • PLD in the principles of the curriculum refresh • Build on past 'Universal Design for Learning' PLD, especially in the junior school • Continue Learning Area PLD in the NCEA change programme as it is offered by the MoE. 	MZ, HY, MW	All teachers gain confidence in teaching numeracy and literacy, utilising our school-wide approaches. Learning Areas learn from each other in ways to measure this growth. Te Mātaiaho increasingly present in planning. Staff will be confident in their knowledge and use of Te Mātaiaho. Staff have confidence in their planning and moderation of learning opportunities in Level 1 NCEA.
Growth in pastoral systems to support staff and students.		
<ul style="list-style-type: none"> • Development and implementation of Tier 2 systems for PB4L. • Exploration of restorative practices and how they might improve the learning culture of our kura. • Develop further strategies to improve attendance across our kura. 	MZ, CL, HY, MN Deans	An increase in staff understanding of Tier 2 processes. A decrease in major and minor incidences. Increase in attendance across the kura.

Annual Objective Two:

Give effect to Te Tiriti o Waitangi in all aspects of our kura.

What do we expect to see by the end of the year?

We expect to see:

- growth in understanding of Te Rumaki – its purpose, practice and aspirations
- growth across learning areas in mātauranga Māori content and concepts, evidenced through schemes of work.
- the development of a teacher profile within Nelson College for Girls | Te Kura Tamawāhine o Whakatū.
- a greater consideration of the articles of Te Tiriti o Waitangi in decision making across the kura.

Actions**Who is Responsible****How will you measure success?**

Strengthening Te Rumaki.

- Presentation to staff about Te Rumaki – its purpose, practice and aspirations.
- Create a rautaki (strategy) for the growth of Te Rumaki in relationship with Nelson College.
- Ensure through PLD that all staff understand their role in supporting Te Rumaki.

OF, DR, MU

Te Rumaki has more connection and collaboration with Nelson College.
There is a rautaki in place for Te Rumaki and planning for the implementation of this strategy
Staff can articulate how they play a part in strengthening Te Rumaki and understand the kaupapa of Te Rumaki.

Strengthen understanding and normalisation of mātauranga Māori, te reo Māori me ōna tikanga.

- Develop strategies for staff to learn more te reo Māori me ōna tikanga and transfer this learning to the classroom.
- Provide targeted PLD for learning areas to be able to plan the inclusion of mātauranga Māori in their subject areas (to be funded by MoE regionally allocated PLD hours).
- Waiata specific to Te Taihū are learnt and utilised at occasions such as mihi whakatau.

OF, DR, RG

The increase in staff engagement in Te Ahu o Te Reo Māori.
Staff voice on the extent to which they are transferring new knowledge into their classroom practice.
Staff voice on their confidence to include mātauranga Māori in their schemes of work.
Student voice on the normalisation of te reo and mātauranga Māori in classes across our kura.

Strengthen our positioning within Ngā Kawatau me ngā Tūmanakotanga o Te Taihū.

- Ensure that Ngā Kawatau me ngā Tūmanakotanga o Te Taihū is utilised to inform policy reviews.
- Provide staff with opportunities to connect Ngā Kawatau me ngā Tūmanakotanga o Te Taihū to their learning around te reo Māori me ōna tikanga and mātauranga Māori in their specific subject areas.
- Provide staff with opportunities to connect Ngā Kawatau me ngā Tūmanakotanga o Te Taihū to their learning around Relationships First and critical, culturally sustaining pedagogies.
- Develop a teacher profile for Nelson College for Girls | Te Kura Tamawāhine o Whakatū in consultation with whānau, students, staff, iwi and the Board.

OF, DR

The number of policies reviewed with Ngā Kawatau me ngā Tūmanakotanga o Te Taihū alongside.
Staff can articulate the connections between Ngā Kawatau me ngā Tūmanakotanga o Te Taihū and the shifts in their pedagogy and normalisation of te reo Māori me ōna tikanga and mātauranga Māori.
A teacher profile has been developed and kōrero has begun to understand this within our kura.

Annual Objective Three:

To strengthen relationships with whānau, iwi, community organisations and businesses to provide meaningful pathways for our students.

What do we expect to see by the end of the year?

We expect to see:

- the development of a Careers programme for all year levels that links with our community.
- a map to understand our current organisational and business connections with a strategy to strengthen these connections.
- the development and implementation of an annual engagement calendar for the Board.

Actions	Who is Responsible	How will you measure success?
Relationships with whānau		
<ul style="list-style-type: none"> • Continue to work on ways in which we contact and communicate with whānau. • Provide multiple opportunities throughout the year for our whānau to contribute to our strategic direction. • Create a Board consultation calendar to be able to gather regular, varied voice on matters pertaining to Nelson College for Girls Te Kura Tamawāhine o Whakatu. 	OF	<p>Whānau feel welcome and comfortable in their kura and feel their voice is valued.</p> <p>Whānau feel informed about the attendance and success of their student.</p> <p>An engagement calendar is created and implemented – success will be the participation of the Board in gathering voice and the increase of voice gathered from our community to inform next steps.</p>
Relationships with community organisations and businesses		
<ul style="list-style-type: none"> • Develop a Pathways programme for all year levels that links with our community. • Work with the SLT of Nelson College to align timetables with the view of more collaboration. • Create a map showing the existing relationships we have with community organisations and businesses. • Develop a strategy to maximise the above relationships and identify new relationships to be built. 	MC, SLT	<p>A Pathway programme for all year levels that links with our community is developed ready for implementation in 2025.</p> <p>An alignment of timetables between NCG and Nelson College to enable more collaboration from 2025.</p> <p>The map and strategy are created ready for implementation in 2025.</p>
Property – to ensure students learn in environments that prioritise safety and well-being		
<ul style="list-style-type: none"> • Ensure the 5YA and 10YPP is completed in a timely manner with full consideration given to health and safety items first. • Ensure the Asset Register is updated, and a clear system is in place to manage assets going forward. • Ensure there are three or more staff with training to manage the pool and boiler within our kura. 	OF, ZZLV, ZZWL	<p>The 10YPP is completed on time and all health and safety items are attended to in the first instance.</p> <p>A clear system is developed to manage assets within our kura.</p> <p>Staff are trained to manage the pool and boiler and the dates of this training are kept on file.</p>