



VISION: EMBRACING OPPORTUNITIES; CREATING EXCELLENCE – MA TE HURUHURU, KA RERE TE MANU

VALUES: COURAGE, ASPIRATION, RESILIENCE, EMPOWERMENT

NGĀ POU: TOITŪ TE WHENUA, TOITŪ TE MOANA, TOITŪ TE TANGATA, TOITŪ TE TIRITI

Underpinning our vision and values are four Pou. Toitū means to be permanent, to be sustainable, to uphold. The phrase above speaks to making a sustainable and enduring commitment to the land, the ocean and the people. Pou Tiriti ensures that Māori aspiration, identity and well-being are realised in every aspect of strategic leadership and application across the kura.

Goals	Creating a values-based culture of well-being & care NELP 1	Connecting with our community NELP 4	Delivering high quality teaching and learning NELP 2 & 3	Building effective leadership capacity and capability NELP 3	Being a respected employer of choice NELP 5
Outcomes	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for impact	Attracting, developing and retaining staff
Strategic Leadership Priorities	1.1 Our vision and values are actively embodied	2.1 Creating authentic engagement opportunities for all members of our diverse community	3.1 Ensuring all students develop foundational skills in LIT/NUM	4.1 Identify and develop the growth-coaching leadership of staff	5.1 Exceptional staff well-being
2024 Strategic Leadership Inquiries	<i>When our vision and values are well understood and lived, they will permeate through everything we do</i>	<i>The presence of respected relationships with parents & whānau will contribute to the well-supported environment of the school</i>	<i>Strong literacy and numeracy skills help students learn and contribute to community</i>	<i>When we identify and create opportunities for staff leadership, professional development is more focused</i>	<i>Staff are more content and happier when all aspects of their care and well-being are nurtured</i>
Strategic Leadership Priorities	1.2 Through connection, people feel a strong sense of identity and belonging	2.2 Developing sustainable business community partnerships and engagement	3.2 Pastoral processes and systems are robust and data informed (PB4L)	4.2 Incorporate te reo and tikanga Māori into everyday life	5.2 Exceptional staff PLD
2024 Strategic Leadership Inquiries	<i>People thrive in an environment where they are confident, well connected and proud of who they are</i>	<i>Engaging partnerships with local business and other community leaders will result in 'friend and fundraising' investment</i>	<i>Where strong effective systems and process are in place, students will be well supported</i>	<i>A focused professional development model of te reo and tikanga Māori will help develop the skills and qualities for effective leadership</i>	<i>Professional learning for staff will enhance their classroom practice</i>
Strategic Leadership Priorities	1.3 Student and staff hauora is actively supported	2.3 Developing global relationships with our international student community	3.3 Creating seamless pathways and transitions across the school	4.3 Developing a program of support to develop current and future student leaders	5.3 Exceptional resourcing and support for staff
2024 Strategic Leadership Inquiries	<i>Strong hauora programmes for staff and students will enable them to consistently feel good about themselves and others</i>	<i>Widening our educational reach internationally will enhance outcomes for our staff, students and community</i>	<i>Improved processes for students through more effective learning transitions (ages and stages) will remove barriers to achievement</i>	<i>Effective leadership programmes will open up opportunities for new growth and pathways</i>	<i>Improved access to resources – removing barriers will support our principles of teaching and learning – especially innovation</i>
Evaluation Targets	<ul style="list-style-type: none"> Increased staff and student co-curricular involvement. Positive staff and student surveys. Decreased student discipline 	<ul style="list-style-type: none"> Community survey will show improved satisfaction levels Increased community forum engagement levels Responding to specific feedback from whānau 	<ul style="list-style-type: none"> NCEA data LIT/NUM data 'AREA' data especially for Māori 	<ul style="list-style-type: none"> Improved staff leaders survey Improved quality and implementation of annual reporting Increased levels of student leadership participation – especially for boys 	<ul style="list-style-type: none"> Increase in number of applications for vacant positions – especially hard to staff learning areas Improved staff survey and exit interviews PLD effectiveness survey

CONSULTATION EVIDENCE: [Parent Community Survey](#), [Māori Whānau Engagement](#), [Staff Vision and Values Survey](#), [Student Vision and Values Survey](#), [Pasifika Aiga Survey](#), [Learner Motivation and Well-Being Survey](#), [Student Engagement / Learner Experience Survey](#)