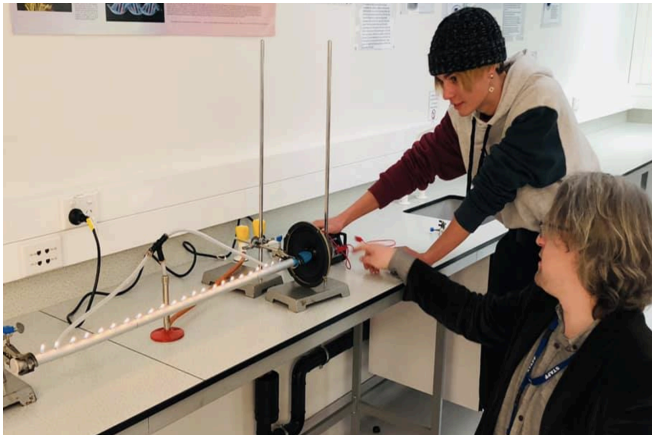


STRATEGIC PLAN

2024 - 2025

(1 January 2024–31 December 2025)



Whāia te iti kahurangi Reach for the sky!



A Te Tauihu: Hobsonville Point Schools Vision

Our Vision
To create a stimulating, inclusive learning environment that empowers learners to contribute confidently, knowledgeably, and responsibly in our changing world. Whāia te iti Kahurangi
Te Kawerau ā Maki Partnership
<i>Commit to the representation and advocacy of the interests and advancement of our mana whenua partners - Kawerau ā Maki</i>
Our Mission
Innovate Engage Inspire
Our Principles
<i>Innovate through curriculum design woven across learning areas Engage through powerful partnerships Inspire the open-ended potential of every ākonga and their collective strengths</i>
Kahui Ako Shared Purpose
Raise student achievement; Enhance capabilities of all learners; Build relationships and communities based on trust; All learners to have a sense of pride of where they are and where they come from.
<i>Whāia te iti kahurangi Reach for the sky!</i>

A Te Takere: Hobsonville Point Schools Collective Strategic Goals

Strategic Goals: These priorities and improvement have been identified through your community consultation, data, and/or ERO evaluations. Refer Regulations 7(1)(b)

<p style="text-align: center;">Goal 1 EXCELLENCE</p> <p>Providing quality teaching and leadership to enable every ākonga to aspire to their highest possible level of personal and academic excellence</p>	<p style="text-align: center;">Goal 2 CONNECTEDNESS</p> <p>Empowering powerful connections with iwi, whanau, community, stakeholders, and ākonga (students)</p>
<p style="text-align: center;">Personal Excellence</p> <p>Each learner has developed the personal values, dispositions, and capabilities that enable them to lead a happy, healthy, and successful life.</p> <p style="text-align: center;">Academic Excellence</p> <p>Each learner has developed the learning skills and the specific knowledge, capabilities, and practices that enable them to excel in their chosen pathways.</p> <p style="text-align: center;"><i>National Education and Learning Priorities: Quality teaching and leadership Ka Hikitia: Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experience.</i></p>	<p style="text-align: center;">Connectedness</p> <p>We will build powerful connections to ensure a sense of belonging for all, using clear communication, creating a shared understanding, and developing meaningful pathways.</p> <p style="text-align: center;"><i>National Education and Learning Priorities: Barrier-free access Ka Hikitia: Te Whānau: Education provision responds to learners within the context of their whānau.</i></p>
<p style="text-align: center;">Goal 3 COLLABORATION</p> <p>Creating an environment for teachers and students that capitalises on each other's strengths, supports each other's learning and growth and encourages problem-solving together.</p>	<p style="text-align: center;">Goal 4 RESILIENCE</p> <p>Creating opportunities for ākonga (students) to develop their resilience</p>
<p style="text-align: center;">Collaboration</p> <p>Our kaiako (teachers) and ākonga (students) will create opportunities to co-construct learning that weaves across the learning areas and that recognises identity, language, and culture</p> <p style="text-align: center;"><i>National Education and Learning Priorities: Future of learning and work Ka Hikitia: Te Tuakiritanga: Identity, language and culture matter for Māori learners.</i></p>	<p style="text-align: center;">Resilience</p> <p>Our kaiako (teachers) and ākonga (students) will be given opportunities to challenge themselves, with elevated expectations of all, emphasising hauora, and embracing a culture of compassion and care.</p> <p style="text-align: center;"><i>National Education and Learning Priorities: Learners at the center Ka Hikitia: Te Tangata: Māori are free from racism, discrimination, and stigma in education.</i></p>

Hobsonville Point Secondary School Action Plan Strategic Goals

Excellence	Connectedness	Collaboration	Resilience
Providing quality teaching and leadership to enable every ākonga to aspire to their highest possible level of personal and academic excellence	Empowering powerful connections with iwi, whanau, community, stakeholders, and ākonga (students)	Creating an environment for teachers and students that capitalises on each other's strengths, supports each other's learning and growth and encourages problem-solving together.	Creating opportunities for ākonga (students) to develop their resilience

High-Level Steps/Strategies/Projects to inspire/engage/innovation

<ol style="list-style-type: none"> 1. Implementing school-wide culturally sustaining responsive pedagogy 2. Hub Framework 3. NCEA tracking 4. NCEA Change programme planning 	<ol style="list-style-type: none"> 1. Te Kawerau ā Maki engagement plan 2. Individual Education Meetings 3. Communication Strategy developed & implemented 4. Pathway Engagement Data 	<ol style="list-style-type: none"> 1. Observation Tool Implemented 2. Student voice tool created 3. Module Planning 4. Curriculum Design Research 5. Implementation of pedagogy projects 	<ol style="list-style-type: none"> 1. Implement Wellbeing@School survey 2. Prevention Programs, e.g. Maori Mentoring 3. Explicit teaching of resilience within the hub framework 4. School-Wide Student Leadership Plan established
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Measures

<ol style="list-style-type: none"> 1. NCEA Achievement Data Year 12/13 2. Maori Achievement Data 3. Wellbeing@School NZCER Survey 	<ol style="list-style-type: none"> 1. Individual Education Meeting (IEMs) Participation 2. Community Survey 	<ol style="list-style-type: none"> 1. Observation Data 2. Student Voice Data 	<ol style="list-style-type: none"> 1. Wellbeing@School NZCER Survey 2. Attendance Data
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What do you expect to see?

An improvement in academic achievement & an improvement in the Wellbeing@School data.	An authentic relationship with Kawerau ā Maki. An increase in the number of whanau attending IEMs and positive feedback from our community survey.	An increase in student engagement measured by student voice & the observation tool.	An increase in the number of opportunities/interventions for our students to build their resilience & leadership. Improvement in our attendance data.
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Hobsonville Point Primary School Action Plan Strategic Goals

Excellence	Connectedness	Collaboration	Resilience
Providing quality teaching and leadership to develop personal and academic excellence for ākongā	Empowering powerful connections with iwi, whānau, community, stakeholders, and ākongā (students)	Creating an environment for teachers and students that capitalises on each other's strengths, supports each other's learning and growth and encourages problem solving together.	Creating opportunities for ākongā (students) to develop their resilience

High-Level Steps/Strategies/Projects

<p>Professional Development focused on pedagogical excellence and innovative teaching methods.</p> <p>Data-driven learning design to inform teaching practice and interventions.</p>	<p>Professional development for cultural competency and responsiveness through the partnership with Te Kawerau ā Maki</p> <p>Cultural Responsiveness (<i>Bicultural and multicultural</i>) schoolwide</p> <p>Community Engagement Initiatives</p>	<p>Professional Learning Communities (internal)</p> <p>Recognition & celebration of collaborative successes</p> <p>Feedback & reflective practices</p>	<p>Professional development on resilience education</p> <p>Building real-life skills and dispositions through Education outside the classroom (EOTC) Progressions</p> <p>Collaborative lunchtime learning opportunities for students</p>
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Measures

<ul style="list-style-type: none"> Progress and achievement end of Year 2,4, 6 and 8 (OTJ) Analysing Maori & Pasifika achievement data Staff Wellbeing Survey feedback (NZCER) 	<ul style="list-style-type: none"> Staff uptake and participation in the Te Ahu o te Reo Māori professional development Increased Community Engagement and participation in events Community Feedback and Evaluation (survey) 	<ul style="list-style-type: none"> Student voice data Evaluation of Professional Learning Communities Participation in professional growth cycle 	<ul style="list-style-type: none"> Wellbeing at school Survey (NZCER) Peer Mediation/Mitey - reflections and evaluation. Skill progression records - tracking EOTC on Hero Hero tracking - behaviour
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What do you expect to see?

<p>Increased levels of student achievement</p> <p>High levels of instructional quality and facilitating deep learning.</p> <p>Students demonstrating engagement in their learning.</p>	<p>A noticeable increase in the use of Te Reo Māori within the school community, contributing to a bilingual and bicultural environment and further increasing tikanga Māori.</p> <p>Active involvement of iwi and whānau in the school, leading to culturally enriched educational programs</p> <p>Stronger school-community relationships Enhanced school and community cohesion and bicultural and multicultural awareness</p>	<p>Staff engage in continuous professional growth through shared practices, reflection, and collaboration, leading to improved teaching strategies and student outcomes.</p> <p>Students show higher levels of engagement, participation, and learning achievement through collaborative activities that harness the strengths from their peers.</p> <p>Learning becomes more innovative and integrated, with students and teachers breaking down siloed subject barriers to approach problems and projects in a holistic manner.</p> <p>The school community, including parents and local organisations, becomes more involved in the learning process, contributing to a richer educational experience for students.</p>	<p>Students and staff engaging in a culture of compassion and care.</p> <p>Enhanced coping skills for students Growth Mindset Culture</p> <p>Stronger Peer and Community Support Networks</p> <p>Increased participation in learning at lunchtime and decrease of behavioural incidents</p>
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