



## Ngatimoti School Vision 2024 - 2025

*Navigating together, with purpose and pride.*

*Nāu te rourou, nāku te rourou, ka ora ai te iwi.*

### Goals

**1. Learners can navigate a diverse and changing world.**

NELP 1: Learners at the centre  
NELP 2: Barrier free access  
NELP 3: Quality teaching and leadership

### Initiatives

1i. Grow learners' confidence

1ii Develop lifelong learning capabilities, including attendance

### Success statements

Learners will confidently navigate with the capabilities they require to take them forward to a bright future.

**2. Learners connect positively with others, navigating as a member of a community.**

NELP 1: Learners at the centre  
NELP 2: Barrier free access  
NELP 3: Quality teaching and leadership

2i Grow inter-cultural understanding

2ii Extend friendship and relationship building skills

Learners will show pride in themselves and develop skills to work and play harmoniously together.

*Our R.I.W.E.R. values:*

*Respect*

*Innovation*

*positivity*

*Excellence*

*Responsibility*



# STRATEGIC PLAN 2024-2025

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**GOAL 1: Learners can navigate a diverse and changing world..**



## 1st INITIATIVE: Grow learners' confidence

Ka hikitia: Te kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

What change will we see as a result of this?

What will give evidence of change?

2024 Milestones

2025 Milestones

**LEARNER OUTCOMES**  
Learners can articulate successes



Voice collected in Term 1 and Term 4 to measure 12 focus students: what they enjoy learning, how they have learned and what has excited them. (Fun, Feelings and Friendships surveys re-configured to a likert scale)

- All learners able to contribute to a performance based on Māui pūrākau
- Rotation of arts specialist teaching instigated

1. All learners learn to use storytelling techniques, interview skills and hotseating skills in drama.

**LEARNER OUTCOMES**  
Learners are engaged in creative learning tasks.



Self-assessment survey of 12 focus learners termly using a likert scale 1-5, with a focus on participating in creative learning.

Teachers share planning, integrating new understand, know, do framework, with reference to ways of growing learners' confidence.

Learners will confidently navigate with the capabilities they require to take them forward to a bright future

### TEACHER OUTCOMES

Teachers plan collaboratively to enhance creativity and learner well-being



Teacher interviews with Ali: Term 1 and Term 4



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**GOAL 1: Learners can navigate a diverse and changing world.**

## 2nd INITIATIVE: Develop lifelong learning capabilities

Ka hikitia: Te rangatiratanga: Māori exercise their authority and agency in education.

What change will we see as a result of this?

**LEARNER OUTCOMES**  
Clear learning pathways in english and maths



What will give evidence of change?

Learner interview with All Terms 2 and 3, 2 randomly selected learners per class to check that pathways are being communicated clearly

**LEARNER OUTCOMES**  
Learners who can show they are able to navigate their own learning



Teacher assessment of a focus group of 3 learners' organisational ability and engagement each term. Use checklist

**TEACHER OUTCOMES**  
Increase understanding of 'Learnership' Teachers co-construct effective navigator attributes



Staff meetings scheduled around 'Learnership' working to develop a profile of an effective Ngatimoti navigator.

2024 Milestones

- 1. Re-instate learning tours.
- 2. Teachers knowledge of english and maths refresh in preparation for 2025 expectations.

2025 Milestones

- 1. Career programme developed.
- 2. Teachers actively plan aspects of Learnership, arising from James Anderson's book.
- 3. A profile of an effective navigator of learning is created

All teachers have read James Anderson's book "Learnership", and participated in discussions.

Learners will confidently navigate with the capabilities they require to take them forward to a bright future



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**GOAL 2:**  
Learners connect positively with others,  
navigating as a member of a team.



## 1st INITIATIVE: Grow inter-cultural understanding

Ka hikitia: Te whānau: Education provision responds to learners within the context of their whānau.

What change will we see as a result of this?

### LEARNER OUTCOMES

Grow understanding of who they are, where they are from and who stands with them



What will give evidence of change?



Cultural narrative written  
Engagement with mana whenua



**LEARNER OUTCOMES**  
Learners develop te reo skills and learn local purākau

Use of local purākau, including Māui stories

### TEACHER OUTCOMES

Improving te reo, with regular adherence to protocols



Development shown through the use of Poutama reo

### TEACHER OUTCOMES

Greater understanding of who the learners are, what they bring and their aspirations.



Teacher interviews  
Term 1 and Term 4

2024 Milestones

2025 Milestones

Celebration of Maui

A Board meeting held at Te Awahina marae.

Staff, Board and Learners familiarity with Nga Kawatau

Cultural Day

Focus on the Pacific with learning using Tapasa

School visit to Te Awahina marae

Use Nga Kawatau in English, Maths and Science learning areas

School cultural narrative written

Teachers show in their planning a responsiveness to learners' needs, cultures and aspirations.

Learners will show pride in themselves and develop skills to work and play harmoniously together.



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**GOAL 2:**  
Learners connect positively with others,  
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## 2nd INITIATIVE: Develop friendships and relationship building skills

Ka hikitia: Te tangata: Māori are free from racism, discrimination and stigma in education.

What change will see as a result of this?

What will give evidence of change?

### LEARNER OUTCOMES

Enhanced emotional well being



Happy and engaged learners, measured by self assessment survey of 12 focus learners termly using a likert scale 1-5

### LEARNER OUTCOMES

Improved transitions to our school, between our classes and to other schools



Parent/whānau voice collected following a class transition

### TEACHER OUTCOMES

Read the book "When the Adult Changes, Everything Changes" by Paul Dix



Number of documented Restorative Practices conversations

2024 Milestones

2025 Milestones

- 1. PLD on restorative practices
- 2. Junior team visits to pre-schools
- 3. Senior teachers visits to High School

- 1. Careers programme
- 2. 75% of all Year 3 to 8 learners are involved in either a sports team or a club (in 2023, 55%)

Calm staff and learners who show resiliency.

Learners will show pride in themselves and develop skills to work and play harmoniously together.

