



Strategic Plan 2026

School Mission Statement:

Aim high, do your best, be resilient, have fun.

School Vision:

Quality Teaching, Quality Learning

School Motto Statement:

Aim high, do your best, be resilient, have fun.

School Whakatauki

Nau te rourou, naku te rourou, ka ora ai te iwi.
With your food basket and my food basket, the people will thrive.

Strategic Goal 1: Enhance teacher capacity and capability in core subject teaching practice

Board, Community, and Stakeholder Rationale for Prioritisation	Tiriti of Wāitangi links	Strategic Actions	How We Will Measure Success / Gather Evidence
<ul style="list-style-type: none"> Community feedback emphasised the importance of teachers having both the time and access to high-quality professional development. We are committed to continuous improvement through professional growth, in line with our vision of <i>Quality Teaching, Quality Learning</i>. This priority was developed in consultation with staff and reflects our aspiration to deliver best practice. Our teaching philosophy is grounded in the values of <i>whanaungatanga, kotahitanga, whakapapa, ako, wānanga, and kaupapa</i>. 	<ul style="list-style-type: none"> Honouring the principles of the Treaty of Waitangi — <i>partnership, protection, and participation</i> — is central to our work. We build teacher capability and capacity in core subject areas to ensure our practice remains current, effective, and culturally responsive. Our teaching approach is grounded in six key Māori values — <i>whanaungatanga, kotahitanga, whakapapa, ako, wānanga, and kaupapa</i> — which guide how we teach, learn, and connect as a learning community. 	<ul style="list-style-type: none"> Seek professional development support through Ministry Allocate regular time within the school calendar for teachers to engage in quality professional development. Collaborate with staff to identify and access relevant, high-quality professional learning opportunities aligned with school goals. Promote a culture of continuous professional growth aligned with the vision of <i>Quality Teaching, Quality Learning</i>. Embed the school's core values (<i>whanaungatanga, kotahitanga, whakapapa, ako, wānanga, kaupapa</i>) in all teaching and learning practices. Engage the community and stakeholders in ongoing conversations about professional development priorities 	<ul style="list-style-type: none"> Longitudinal data for mid and end of year data collection points, and reporting periods. These data points act as a barometer to evaluate progress or identify any decline. Integrated curriculum assessment data. Teacher's feedback on quality and implementation of programmes and impact it is having on learning. Facilitator of professional development feedback on our understanding of the development delivered. Annual performance appraisals include professional growth goals linked to school priorities; peer observations indicate ongoing reflective practice.

Strategic Goal 2: Deepen staff understanding of tikanga Māori, te ao Māori, and te reo Māori.

Board, Community, and Stakeholder Rationale for Prioritisation	Tiriti of Wāitangi links	Strategic Actions	How We Will Measure Success / Gather Evidence
<ul style="list-style-type: none"> ● Recognising te reo Māori as Aotearoa’s first language, we aim to offer high-quality language and cultural experiences. ● This commitment supports equity for priority learners and honours our responsibilities under Te Tiriti o Waitangi. ● We also have a noted disparity in our tangata whenua core subject achievement data which we aspire to reduce in pursuit of equitable outcomes. 	<ul style="list-style-type: none"> ● Te reo Māori is Aotearoa’s first language. ● Providing quality Māori language, culture and tikanga experiences align with providing equity for priority learners while honouring aspects of the Tiriti o Waitangi. 	<ul style="list-style-type: none"> ● Support staff progression in <i>Te Puna</i> teaching and delivery. ● Ensure senior students achieve at Level 2 of the school <i>te reo Māori</i> curriculum. ● Increase integration of <i>mātauranga Māori</i> across all learning areas. ● Maintain and grow whānau contributions to our integrated curriculum. ● Provide ongoing instruction in both <i>te reo</i> and <i>tikanga Māori</i>. 	<ul style="list-style-type: none"> ● All teaching staff complete <i>Te Puna</i> training and lesson observations show consistent delivery of <i>Te Puna</i> content. ● End-of-year assessment data shows 80% or more of senior students meeting Level 2 learning outcomes. ● Curriculum plans and classroom observations show <i>mātauranga Māori</i> content embedded in at least 80% of units. ● At least one curriculum co-design hui with whānau held annually; increased whānau attendance and feedback from the previous year. ● Weekly timetables and lesson plans reflect dedicated <i>te reo</i> and <i>tikanga Māori</i> instruction; student voice surveys show increased confidence in both areas.

Strategic Goal 3: Understand, develop and implement our new school curriculum refresh Te Mātaiaho.

Board, Community, and Stakeholder Rationale for Prioritisation	Tiriti of Wāitangi links	Strategic Actions	How We Will Measure Success / Gather Evidence
<ul style="list-style-type: none"> • The Ministry of Education’s comprehensive curriculum redesign is a key mandate and will provide the foundation for all learning at Netherby School. • This refreshed curriculum will continue to reflect our local context and community voice, while prioritising knowledge building, ākonga identity, culture, and language. 	<ul style="list-style-type: none"> • Our commitment to genuine partnership and community input ensures our curriculum honours and values ākonga identity, uniqueness, and diversity by celebrating their language, culture, and identity. 	<ul style="list-style-type: none"> • Support staff progression in the teaching and delivery of <i>Te Mātaiaho</i>. • Engage staff in professional development focused on unpacking <i>Te Mātaiaho</i>. • Allocate sufficient time in staff and syndicate meetings to discuss the curriculum refresh. • Collaborate with staff to develop Netherby School curriculum statements underpinned by <i>Te Mātaiaho</i>. • Build staff understanding and use of SMART assessment practices to evaluate learning progress and identify next learning steps. 	<ul style="list-style-type: none"> • All teaching staff demonstrate competent understanding of progress outcomes, phases of learning, and “know how” and “do” in each core learning area. • A refreshed school curriculum with statements that reflect our local context and align with <i>Te Mātaiaho</i> is developed and implemented. • Assessment tools aligned to the refreshed curriculum are implemented to inform teaching practice and guide next steps. • Longitudinal, mid-year, and end-of-year assessment data are collected and reported based on the new progress outcomes. • Student learning placements and reports use refreshed descriptors consistent with the updated curriculum.

Strategic Goal 4: Partner with whānau and agencies to improve student attendance to 80% of children attending 90% of the time.

Board, Community, and Stakeholder Rationale for Prioritisation	Tiriti of Wāitangi links	Strategic Actions	How We Will Measure Success / Gather Evidence
<ul style="list-style-type: none"> Improving attendance is a national priority and crucial for better educational outcomes. Achieving this target will require sustained community collaboration and support, especially for tamariki Māori disproportionately affected by low attendance. 	<ul style="list-style-type: none"> A number of our children with poor attendance identify as Māori. To improve attendance we will need to foster partnerships conducive to improving participation. 	<ul style="list-style-type: none"> See attendance action plan 	<ul style="list-style-type: none"> Attendance consistently meeting or exceeding the 80/90 goal Stronger home-school-agency collaboration Tailored attendance support for priority learners Strong partnerships between school and community