



# **Northcote College**

**STRATEGIC PLAN 2024-2025  
as at 1 March 2024**

***kia manaaki te tangata***

**Vision:**

**Successful learning for all ākonga.**

**Northcote College's primary objective is to ensure that:**

Every student at the school is able to attain their highest possible standard in educational achievement.

**And that the school:**

- is a physically and emotionally safe place for all students and staff
- gives effect to relevant student rights
- takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- is inclusive of, and caters for, students with differing needs
- gives effect to Te Tiriti o Waitangi, including by:
  - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori
  - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
  - (iii) achieving equitable outcomes for Māori students.

*Source: Primary Objectives (S127 of Education and Training Act 2020)*

*Section 27 Education and Training Act*

**Northcote College will**

- (a) help ākonga attain their educational potential; and
- (b) promote the development of:
  - (i) resilience, determination, confidence, and creative and critical thinking;
  - (ii) good social skills and the ability to form good relationships;
  - (iv) participation in community life and fulfilment of civic and social responsibilities;
  - (iv) preparedness for work; and
- (c) to instill, in each child and young person, an appreciation of the importance of—
  - (i) the inclusion of different groups and persons with different personal characteristics;
  - (ii) diversity, cultural knowledge, identity, and the different official languages;
  - (iii) and Te Tiriti o Waitangi and te reo Māori.

*Source: S5.4 Education and Training Act 2020*

The school is committed to continuous improvement which is achieved through a process of noticing, investigating, collaborative sense making, prioritising to take action and monitoring and evaluating impact (*ERO Effective School Evaluation, 2015, page 40*). This process is evidence based including the voices of ākonga/learners, parents/whānau, teachers and mana whenua.

## Strategic Goals 2024-2025

Northcote College has three strategic goals:

1. To achieve excellent and equitable outcomes for all ākonga
2. To work collaboratively with mana whenua, whānau and community to improve outcomes for all ākonga
3. To provide the physical environment needed to support the success of ākonga

These goals reflect and respond to:

- Feedback from our learners, their whānau, mana whenua, Board, staff members and community.
- Student achievement data
- Northcote College Learning Support Register
- Te Ara Huarau (ERO improvement and evaluation process)
- The Education and Training Act 2020
- National Educational and Learning Priorities (NELP)
- The New Zealand Curriculum (NZC)
- Te Mātaiaho
- The Hikairo Schema for Secondary
- Teaching to the North-East by Russell Bishop
- Niho Taniwha by Melanie Riwai Couch

Key consultation and sources of feedback informing these goals:

- 2023 student and whānau surveys
- 2022 and 2023 student focus groups
- 2022 and 2023 Hui Ohu Māori
- NZCER Teaching and School Practices Survey Tool (TSP)
- Te Ara Huarau (ERO improvement and evaluation process)
- Northcote College self-review processes

## Strategic Goals 2024

| <p>These are our priorities for improvement which have been identified through our community consultation, data and/or ERO evaluations.</p> | <p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b><br/><i>These are set out in Section 127 of the Education and training Act 2020.</i></p> | <p><b>Links to Education requirements.</b></p>       | <p><b>What do you expect to see?</b><br/><i>What is the anticipated result of successful completion of our objectives at the end of 3 years. Evidence. Shifts and changes to teachers' and leaders' practices, and learner outcomes.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>How will we achieve or make progress towards our strategic goals?</b><br/><i>High-level tangible steps to take to work towards achieving strategic goals – then will be broken down into more detail in the annual implementation plans. Based on the identities, needs and aspirations of the school community. Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>                                  | <p><b>How will we measure success?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Strategic Goal 1</b></p> <p>To achieve excellent and equitable outcomes for all ākonga</p>                                            | <p>All of Section 127 of the Education Training Act applies.</p>                                                                                                               | <p>NELP priorities 1 – 6<br/>NZC<br/>Te Mātaiaho</p> | <p>→ A shift in teacher practice to strengthen use of pedagogies for success (PFS). Improved “sense of whānau” in classes across the school (subject and form classes). Improved outcomes for Māori. Improved outcomes for students with differing needs. Improved outcomes for all. Ākonga gaining Literacy and Numeracy Co-requisite Increase acceptance and celebration of diversity. Reduction/elimination of racism, stigma, bullying and discrimination. Evidence of integration of Māturanga Māori and learning plans across the curriculum. More staff and students knowing about local history. More staff and students comfortable with tikanga and Te Reo Māori. More staff and students studying Te Reo Māori and/or tikanga Māori</p> | <p>→ Professional learning focus on pedagogies for success (PFS). In 2024: Co-operative learning. In 2025: TBA Implement curriculum changes. Implement NCEA changes. Develop school wide wellbeing strategy. Integrate pedagogies into learning programmes to enhance ākonga, mana, wellbeing and achievement. Active encouragement by Principal, SLT, HODs and other middle leaders for staff to engage in professional learning around PFS, Māturanga Māori, Te Reo Māori and tikanga. Local history tours.</p> | <p>→ Teaching and School Practices survey results. Kāiako   Teacher feedback on progress along the continuum of practice in relation to PFS. Annual ākonga feedback methods. Annual ākonga achievement data. HOD reports Tracking number of staff and students studying Te Reo Māori or tikanga Māori Northcote College self-review tools. Annual professional learning report. 2022 – 2025 Northcote Kāhui Ako   Community of Learners Achievement Challenge Tahī, Rua, Toru, outcomes</p> |

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| <p><b>Strategic Goal 2</b></p> <p>To work collaboratively with mana whenua, whānau and community to improve outcomes for all ākonga</p> | <p>All of Section 127 of the Education Training Act applies.</p> |  | <p>→ Increased visibility and access to te ao Māori, Te Reo Māori and Tikanga for students and staff.<br/>Well established educationally powerful connections, communication and relationships with mana whenua to support ākonga aspirations, learning and outcomes.<br/>All ākonga experiencing a school learning climate that is consistently positive, culturally responsive and promotes their engagement.<br/>All ākonga experiencing a strong sense of belonging to the school and demonstrate confidence in their identities, language and cultures.<br/>Full and systematic effect given to Te Tiriti<br/>Increased use of Te Reo Māori.<br/>Strengthened connections and stronger engagement with whānau.</p> | <p>→ Encourage kāiako participation in Te Ahu o te Reo Māori.<br/>Integrate Māori language and tikanga into the learning programmes for ākonga.<br/>Continuation of Te Puna Kōrero<br/>Encouragement of whānau to stay connected and provide feedback on learning opportunities.<br/>Continuation of hui ohu Māori and engagement with Māori Achievement Collaboration (MAC).<br/>Continue to build respectful relationships with mana whenua, Ngāti Whatua, Te Kawerau a Maki, Ngāti Pāoa, Ngāi Tai Ki Tāmaki</p> | <p>→ Feedback from mana whenua.<br/>Ohu Māori progress report.<br/>Hautū Tool<br/>Te Puna korero annual report</p>                                        |
| <p><b>Strategic Goal 3</b></p> <p>To provide the physical environment needed to support the success of ākonga</p>                       | <p>Section 127 1.b.i of the Education Training Act applies.</p>  |  | <p>→ Building development to meet needs of curriculum and roll growth with minimal disruption to ākonga   learners.<br/>Completion of new classroom block.<br/>Progress on renovation of C, D, L<br/>Progress on new gymnasium.<br/>Renovation of F9 and F10.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>→ Continue to work with the Ministry on the completion of the new classroom block and to lobby for new gymnasium and renovation of C, D and L.<br/>Engage designers for renovation of F9/10 using 5YA funds.</p>                                                                                                                                                                                                                                                                                                | <p>→ Progress reports on new building.<br/>Completion date of the newbuilding.<br/>Outcome of lobbying for new gym, C,D and L<br/>Completion of F9/10</p> |

## Resources / Sources of Information and Evidence

1. [The Legislative Framework and the NZ Curriculum](#)
2. <https://www.education.govt.nz/school/schools-planning-and-reporting/#dates-2024>
3. <https://www.legislation.govt.nz/regulation/public/2023/0155/7.0/LMS858842.html>
4. [2024 Northcote Kāhui Ako Annual Plan](#)
5. National Education and Learning Priorities (NELP): The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) <https://www.education.govt.nz/assets/Documents/NELP-TE documents/FULL-NELP-2020.pdf>
6. Ka Hikitia <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/>
7. Action Plan for Pacific Education
8. Te Hurihanganui
9. Attendance and Engagement strategy <https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/>
10. Learning Support Action Plan 2019 - 2025 (LSAP) <https://conversation.education.govt.nz/assets/DLSAP/Learning-Support-Action-Plan-2019-to-2025-English-V2.pdf>
11. Child and youth wellbeing strategy
12. New Zealand Disability Strategy New Zealand Disability Strategy – Office for Disability Issues website(external link) » United Nations Convention on the Rights of Persons with Disabilities – in particular Article 7 Children with disabilities and Article 24 Education United Nations Convention on the Rights of Persons with Disabilities
13. United Nations Convention on the Rights of the Child (UNCROC) UNCROC advice on the Ministry of Social Development’s website
14. Literacy and Numeracy Transition Year <https://ncea.education.govt.nz/te-reo-matatini-me-te-pangarau-literacy-and-numeracy-transitional-year-2023>
15. [The Literacy Pedagogy Guides \(LPGs\) | NCEA \(education.govt.nz\)](#)
16. [Resources to Support Numeracy Across the Curriculum | NCEA \(education.govt.nz\)](#)
17. New Physical Restraint Guidelines <https://www.education.govt.nz/news/new-guidelines-to-minimise-the-use-of-physical-restraint-in-schools/>
18. Northcote Kāhui Ako Annual Plan 2023 [Northcote Kāhui Ako Annual Plan 2023](#)
19. [Theeducationhub.org.nz/seven-principles-to-effectively-support-maori-students-as-maori](https://theeducationhub.org.nz/seven-principles-to-effectively-support-maori-students-as-maori)
20. <https://ero.govt.nz/our-research/missing-out-why-arent-our-children-going-to-school>
21. Literacy and Communication and Mathematics Strategy 2022 <https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/strategies-for-literacy-and-mathematics/literacy-and-communication-and-maths-strategy/>
22. NZC Refresh and NCEA change programme <https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/>
23. Aotearoa NZ Histories <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/>
24. Wellbeing at School <https://www.wellbeingatschool.org.nz/>
25. NZCER Teaching and School Practices Survey <https://tspsurveys.org.nz/>
26. Hautū <https://www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf>
27. Pacific Parents Families and Communities as Equitable Partners With Schools
28. <https://gazette.education.govt.nz/articles/pacific-parents-families-and-communities-as-equitable-partners-with-schools/>
29. Te Pakiaka Tangata: Strengthening Student Wellbeing for Success <http://www.education.govt.nz/school/student-support/student-wellbeing/guidelines-for-the-provision-of-pastoral-care-guidance-and-counselling-in-secondary-schools/>
30. A framework for transforming learning in schools: Innovation and the spiral of inquiry (Timperley, Kaser, Halbert)
31. Tātaiako: Cultural Competencies for Teachers of Maori Learners <https://educationcouncil.org.nz/sites/default/files/Tataiako.pdf>
32. <https://poutamapounamu.org.nz/>
33. Teaching for Positive Behaviour: Supporting engagement, participation and learning <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>

34. Building Genuine Learning Partnerships with Parents 2018 <https://www.ero.govt.nz/assets/Uploads/Teaching-strategies-that-work-Parent-partnerships2.pdf>
35. Educationally powerful connections with parents and whanau, ERO Report, November 2015  
<http://www.ero.govt.nz/assets/Uploads/ERO-Educationally-Powerful-Connections-FINAL.pdf>
36. Education matters to me: Key insights <https://www.occ.org.nz/publications/reports/education-matters-to-me-key-insights/>
37. Raising student achievement through targeted actions, ERO Report, December 2015
38. ERO School Evaluation Indicators, 2016 <http://www.ero.govt.nz/assets/Uploads/ERO-15968-School-Evaluation-Indicators-2016-v10lowres.pdf>
39. ERO Effective Internal Evaluation for Improvement 2016 <http://www.ero.govt.nz/assets/Uploads/Effective-internal-evaluation-for-improvement.pdf>
40. Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession  
<https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>