

Charter 2025-2026

Section 1- Charter

Section 2- Two Year Strategic
Vision

Section 3- Strategic Goals

Section 4- Strategic Plan 2025
to 2026

Section 5- Strategic Plan
2025 with Links to BoT
Objectives and Education
Requirements

Section 7-Annual Plan 2026



Acknowledgments: Kiri Gill, Sandie Sherwen, Alison Glass, Rev. Wendy Smyth

Section 1: Charter

Vision

Empowering and guiding learners to be the best they can be.

Mission

To provide, as part of the Trinity family of schools, an education which will encourage young women to engage, progress, and achieve in every aspect of their lives- academic, spiritual, cultural, social, and sporting.

Section 2: Two Year Strategic Vision

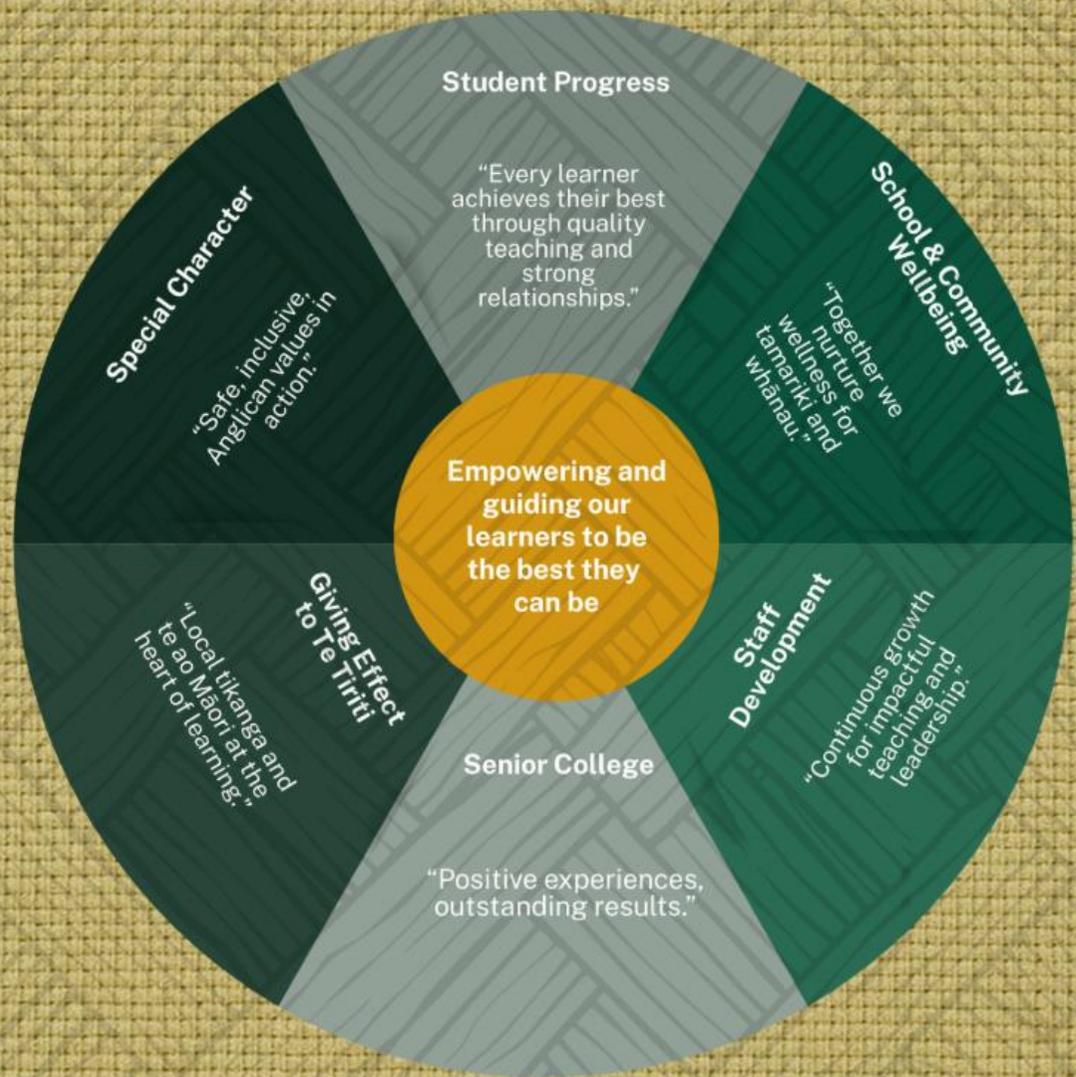
The Board believes our pupils need to be happy and to feel confident and to have self-belief, so they can achieve their personal best.

Our academic results are excellent but, in the Board's view, education is more than just high grades. Wellness is paramount. Being a good citizen is crucial and poor behaviour should not be tolerated.

We expect our teachers to be experts in their chosen fields, passionate about their subject areas, and be committed to contributing to life outside the classroom.

Tradition is valued but our pupils need a curriculum that is ready for tomorrow's learners. To maximise the resources available, the Board would like to investigate working ever more closely with the other Trinity Schools to provide greater opportunities across our schools.

<p>Section 3: Strategic Goals</p>	<p>Student Progress</p> <p>All our ākonga will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi <i>ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner</i></p>	<p>School & Community Wellbeing</p> <p>Our board, staff, whanau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to <i>ensure learning that is relevant to the lives of New Zealanders today and throughout their lives</i></p>	<p>Staff Development</p> <p>All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to <i>achieve Quality teaching and leadership to make a difference to learners and their whanau</i></p>	<p>Special Character</p> <p>All of our boarders and day ākonga feel physically and emotionally safe, free of discrimination <i>in all its forms</i>, in an environment that is safe and <i>inclusive</i> that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi so that <i>all identities, cultures and languages are sustained.</i></p>	<p>Senior College</p> <p>All of our senior ākonga engage in a positive experience gaining the best results possible to <i>ensure ākonga have the skills , knowledge and pathways to succeed in life</i> post-secondary school while acknowledging Te Tiriti o Waitangi</p>
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"Together, we create a safe, inclusive, and high-achieving community."



Section 5 -ST MATTHEW'S COLLEGIATE STRATEGIC PLAN 2026
With Links to Board Objectives and Education Requirements

Strategic Goals	Link to Board Primary Objective	Links to Education requirement	What do you expect to see? (O)	How will we achieve or make progress towards our strategic goals? (A)	How will you measure success?
<p>Student Progress</p> <p>All our ākonga will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi <i>ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner</i></p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Staff demonstrate competence in tikanga, te reo Māori usage, and culturally responsive teaching practice.</p> <p>Improved Māori student engagement and achievement</p> <p>100% of year 11 students continue to achieve level 1</p> <p>Increased number of endorsements at Merit and Excellence</p> <p>Fewer students miss assessment dates, whanau engagement in daughters' educational journey. Students more committed to strive for excellence.</p> <p>Staff better able to support maths and English teachers in school wide teaching of literacy and numeracy. Increased collaboration.</p>	<p>Professional Learning Groups initiated to support PGC and lead staff PLD. Focus on culturally responsive practice</p> <p>Continue to monitor, support and report on at risk students.</p> <p>Identify High achievers through testing and anecdotal evidence and provide extension and/or accelerated programmes of study</p> <p>Engage with whanau and students to develop knowledge and understanding of how ncea and endorsement works</p> <p>English and maths depts yr 7-10 use new curriculum and report against it. And update other staff</p> <p>Department schemes to identify links to Graduate Profile.</p> <p>All students in yr7-11 set graduate profile goals and review them twice during the year. To be shared digitally with whanau</p> <p>Staff to undertake subject specific PLD for new curriculum and academic courses re-designed for</p>	<p>Professional Learning Groups initiated to support PGC and lead staff PLD (CRP focus) <i>Measure:</i> Evidence of culturally responsive practices observed in termly classroom walkthroughs. Continue to monitor, support and report on at-risk students <i>Measure:</i> Reduction in the number of students on the At-Risk Register by each term's review. Identify high achievers and provide extension/acceleration <i>Measure:</i> Increase in Excellence-level outcomes for identified high-achieving students. Engage with whānau and students to develop NCEA/endorsement understanding <i>Measure:</i> Whānau attendance/engagement rate at NCEA information sessions (or online views). English and maths (Y7–10) use new curriculum, report, and update staff <i>Measure:</i> Updated curriculum-aligned schemes and reports visible in shared folders by mid-year.</p>

			<p>More personalised, focussed teaching and learning</p> <p>Increased ownership of individuals' journey. Students have better understanding of how to achieve their own success</p> <p>Staff confident and prepared for 2027</p> <p>Student progress can be tracked from yr 7-10 Staff understand how to read and interpret SMART testing results and use them to support student learning</p>	<p>2027 to take into account changes to curriculum</p> <p>Update schoolwide reporting system. All staff undertake PLD to understand SMART assessment tool</p>	<p>Department schemes identify links to the Graduate Profile <i>Measure: All department schemes show explicit GP linkages</i> in annual documentation checks.</p> <p>All Y7–11 students set Graduate Profile goals and review twice; shared with whānau <i>Measure: 100% digital goal-setting completion</i> with mid-year and end-year reflections logged.</p> <p>Staff undertake subject-specific PLD for new curriculum & 2027 course redesign <i>Measure: Revised 2027 course outlines submitted</i> by end of Term 3.</p> <p>Update schoolwide reporting system <i>Measure: New reporting format implemented school-wide</i> with no critical system issues.</p> <p>All staff PLD to understand SMART assessment tool <i>Measure: All staff complete SMART competency task/quiz</i> and demonstrate correct data use.</p>
<p>School & Community Wellbeing</p> <p>Our board, staff, whanau, and community will be engaged in supporting the wellness of our</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p>	<p>Parents have a sense of belonging as they enter St Matthew's and know who to contact if issues arise.</p> <p>New students settle faster and know the expectations of the school and understand the role of</p>	<p><u>Engage in Manaakitanga to build and maintain strong relationships with our community:</u> New parent social function before school begins.</p> <p>Year group meetings for parents to meet Deans within the first four weeks of the school year.</p>	<p>Measure: % of new families attending the function; post-event pulse ("I know who to contact and feel welcomed").</p> <p>2.</p> <p>Measure: Attendance rate by year level; follow-up contacts completed for non-attendees; parent confidence item ("I know my</p>

<p>tamariki, while acknowledging Te Tiriti o Waitangi to ensure learning that is relevant to the lives of New Zealanders today and throughout their lives</p>		<p>The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>our school values play in their daily lives.</p> <p>Positive staff/student relationships.</p> <p>With a greater understanding of Tikanga, staff can better support Māori students.</p> <p>School community enjoy and learn about other cultures within the student population.</p> <p>Future planning comes from data and pastoral observation. Year 11 students well equipped and familiar with the Senior College Environment.</p> <p>Parents informed of initiatives in the community to support their children and their parenting.</p> <p>Number of families engaged through regular communication about attendance expectations and strategies.</p>	<p>Parents meet twice a year to discuss student progress.</p> <p>Cultures Prefect to be involved in the possible arranging of events for this. Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival.</p> <p>Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc.</p> <p><u>Engage in Whanaungatanga to understand the need to look after each other:</u> Time to be spent with incoming and existing students into Year 9 so they understand the school values of compassion, integrity, respect, inclusiveness, and commitment.</p> <p>Year 9 Camp reinstated in 2026. Values to be addressed at Dean Meeting</p> <p>New system of cohort Whanau Classes, especially to promote inclusiveness with Year 9 students.</p> <p>Year 11 Peer Support to connect with Year 9</p>	<p>Dean”).</p> <p>3. Measure: Interview participation rate; rescheduled catch-ups completed; parent satisfaction (“I understand progress and next steps”).</p> <p>4. Measure: # of cultural events delivered; student/whānau participation; inclusion sentiment (“My culture is valued at school”).</p> <p>5. Measure: # of service opportunities offered; total student service hours; partner feedback rating.</p> <p>6. Measure: Delivery of values sessions (coverage); student understanding (“I can explain our values and what they look like”); early-settling indicators (pastoral entries, attendance).</p> <p>7. Measure: Camp participation; pre-/post-camp belonging scale; values reflection completed at Dean Meeting; early engagement indicators (attendance, co-curricular sign-ups).</p> <p>8.</p>
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				<p>Interviews set for Week 8 of the Term. These are Curriculum interviews not Whanau Interviews.</p> <p>College beginning at the end of Term Two, acknowledging their journey so far and helping them with the next step to Year 12.</p> <p>Guidance network to meet each month to discuss pastoral matters and make informed decisions in the future.</p> <p>Kotahitanga programme to mirror what is needed in the school at certain times of the year. Speakers from outside the school to be invited in to impart their knowledge of the outside world to our community.</p> <p>Implement attendance action plan to lift and maintain student attendance</p> <p>Stepped Attendance Response (STAR) in place. Parents informed of changes. Alerts set up to advise Deans/AGL to contact families.</p>	
<p>Staff Development</p> <p>All our staff will strive for continuous improvement so they can maximise the success of each student and</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The New Zealand Curriculum</p> <p>The Te Mātaiaho Implementation supports pack</p>	<p>Staff are confident and prepared for NCEA changes.</p> <p>Teaching practice reflects Te Tiriti o Waitangi principles and supports Māori success.</p> <p>Strong collaboration across schools ensures consistency and quality.</p>	<p>1. Professional Growth & NCEA Readiness</p> <p>Provide targeted PLD on NCEA changes, assessment design, and culturally responsive practice. Could be best use of Curriculum days x2 for 2026</p> <p>Develop shared resources and exemplars for new NCEA standards across faculties.</p> <p>2. Te Tiriti o Waitangi Integration</p>	<p>Professional Growth & NCEA Readiness</p> <p>Provide targeted PLD on NCEA changes, assessment design, and culturally responsive practice</p> <p>Measure:</p> <p>100% of teaching staff complete the NCEA PLD sessions held on the two 2026 Curriculum Days.</p>

<p>engage in the special character of the school, while acknowledging Te Tiriti o Waitangi to achieve <i>Quality teaching and leadership to make a difference to learners and their whanau</i></p>		<p>The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>Leadership capacity is strengthened at all levels. Students experience high-quality teaching that maximises achievement and engagement.</p>	<p>Embed bicultural perspectives in teaching practice and leadership development. Deliver annual workshops on culturally sustaining pedagogy and Māori student success.</p> <p>3. Collaborative Practice Facilitate cross-school professional learning communities/groups (PLCs/PLGs) focused on curriculum alignment and assessment. Schedule termly joint faculty meetings to share best practice and moderate assessments.</p> <p>4. Leadership Development Implement coaching and mentoring programs for emerging leaders. Provide leadership training aligned with school's special character and strategic priorities.</p> <p>5. Student-Centered Focus Use student achievement and engagement data to inform teaching strategies. Incorporate student voice in curriculum and assessment planning.</p>	<p>Develop shared resources and exemplars for new NCEA standards across faculties Measure: Shared NCEA resource bank created with at least one exemplar per standard uploaded by all faculties by the end of Term 2.</p> <p>2. Te Tiriti o Waitangi Integration Embed bicultural perspectives in teaching practice and leadership development Measure: All departments show explicit Te Tiriti integration in at least one unit plan during Term 2 planning audits. Deliver annual workshops on culturally sustaining pedagogy and Māori student success Measure: 100% staff attendance recorded for the annual culturally sustaining pedagogy workshop.</p> <p>3. Collaborative Practice Facilitate cross-school PLCs/PLGs focused on curriculum alignment and assessment Measure: At least three cross-school PLC/PLG sessions are held and minuted each term. Schedule termly joint faculty meetings to share best practice and moderate assessments Measure: One joint moderation meeting per faculty is completed each term,</p>
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					<p>with minutes filed to the shared platform.</p> <p>4. Leadership Development Implement coaching and mentoring programmes for emerging leaders Measure: Minimum of 10 emerging leaders complete a full coaching cycle (3 sessions) within the year. Provide leadership training aligned with school's special character & strategic priorities Measure: All leadership programme participants complete a reflection showing how training aligns to Anglican special character and strategic goals.</p> <p>5. Student-Centred Focus Use student achievement and engagement data to inform teaching strategies Measure: Termly data reviews completed by all faculties, with at least one documented teaching adjustment based on student achievement or engagement data. Incorporate student voice in curriculum and assessment planning Measure: Student voice feedback gathered at least twice per year and referenced explicitly in curriculum planning updates.</p>
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<p>Special Character</p> <p>All of our boarders and day ākongā feel physically and emotionally safe, free of discrimination <i>in all its forms</i>, in an environment that is safe and <i>inclusive</i> that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangī so <i>that all identities, cultures and languages are sustained</i>.</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack.</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangī</p>	<p>Greater adherence to Trinity Wide Special Character statement.</p> <p>Greater understanding and connection for school and community with special Christian Anglican Character values and Marks of Mission, resulting in these being exemplified in all areas of our school community.</p> <p>Ākongā who continue to feel safe, in an inclusive, compassionate and respectful environment.</p> <p>Ākongā whose identities, cultures and languages continue to be acknowledged and supported.</p> <p>Dept Docs and Services visibly uphold SC and Te Tiriti.</p>	<p>Maintain daily reminders that we are a Christian character school and seek to identify new opportunities to include over time.</p> <p>Review the STAND programme and respond to results in order to improve the likelihood of ākongā to reporting that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.</p> <p>Record and maintain the opportunities for local, national and international acts of service realised to date and continue to develop opportunities for acts of service internationally going forward.</p> <p>Continue to offer ākongā retreats etc with a Christian flavour, led by Chapel Leaders, alongside the Chaplain.</p> <p>Embed Look up, in, out through Trinity Services, House Services and Chapel Services.</p> <p>All Departments have visible, authentic and genuine links to Christian Character in units and programmes.</p> <p>Continue to embed ākongā led Boarders' Chapel Services and Night Prayers..</p> <p>Chapel services include Te Reo Māori and are as bilingual as possible.</p> <p>Junior and Senior Chapel teams maintained, Senior Chapel led by Special Character prefect and trial two Year 11 Junior Chapel leaders,</p>	<p>1. Maintain daily reminders that we are a Christian character school and seek to identify new opportunities to include over time.</p> <p>Measure:</p> <p>Weekly walk-through checklist shows daily Christian character elements visible in classrooms, notices, services, or routines (≥ 90% compliance).</p> <p>2. Review the STAND programme and respond to results in order to improve the likelihood of ākongā reporting safety, belonging, freedom from discrimination.</p> <p>Measure:</p> <p>STAND survey shows year-on-year improvement in ākongā reporting “I feel safe and that I belong at school” (target: +10%).</p> <p>3. Record and maintain opportunities for local, national, and international acts of service and continue to develop further opportunities.</p> <p>Measure:</p> <p>Service register updated each term with at least one new local, national, or international service opportunity added annually.</p> <p>4. Continue to offer ākongā retreats with a Christian flavour, led by Chapel Leaders and the Chaplain.</p> <p>Measure:</p> <p>At least two Christian-based retreats offered per year with ≥ 80% student participation.</p>
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				<p>to spearhead SC initiatives throughout the school.</p>	<p>5. Embed “Look Up, In, Out” through Trinity Services, House Services, and Chapel Services. Measure: All Trinity, House, and Chapel service plans explicitly reference Look Up, In, Out at least once per service (verified once per term).</p> <p>6. All Departments have visible, authentic, and genuine links to Christian Character in units and programmes. Measure: 100% of departments show at least one explicit Christian Character link in unit planning during annual curriculum audit.</p> <p>7. Continue to embed ākongā-led Boarders’ Chapel Services and Night Prayers. Measure: Student-led components recorded weekly, showing ≥ 90% of services and night prayers are student-led by end of the year.</p> <p>8. Chapel services include Te Reo Māori and are as bilingual as possible. Measure: All Chapel service plans include Te Reo Māori headings, greetings, and at least one himene or reading (verified monthly).</p> <p>9. Junior and Senior Chapel teams maintained, with Senior Chapel led by the Special Character Prefect and trial two Year 11 Junior Chapel leaders. Measure:</p>
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					Chapel Team attendance records show full teams active all year, with leadership roles (prefect + Yr 11 leaders) meeting ≥ 85% of commitments.
<p>Senior College</p> <p>All of our senior ākonga engage in a positive experience gaining the best results possible to ensure ākonga have the skills, knowledge and pathways to succeed in life post-secondary school while acknowledging Te Tiriti o Waitangi</p>	All of section 127(1) applies	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia</p> <p>Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>A visible and lived “Together as One” culture across both schools.</p> <p>Seamless curriculum experience for all senior students.</p> <p>Strong collaboration between staff and leadership teams.</p> <p>Students feel supported and informed about pathways.</p> <p>Policies and communication systems are unified and effective.</p> <p>Curriculum reflects Te Tiriti o Waitangi principles and supports Māori success.</p>	<p>Enhance the “Together as One” Vision</p> <p>Develop and communicate a joint statement of commitment across both schools.</p> <p>Embed the vision in shared communications, curriculum documents, and events.</p> <p>Curriculum Alignment</p> <p>Align subject planning and options across schools for seamless Senior College transition.</p> <p>Create a shared timetable planning process to maximize student choice.</p> <p>Vocational Opportunities</p> <p>Deliver joint vocational and tertiary information sessions for senior students.</p> <p>Provide shared access to careers advisors and resources.</p> <p>Collaboration & Presence</p> <p>Schedule regular Senior College Executive meetings with published minutes.</p> <p>Increase SMCS staff presence in Senior College through teaching, mentoring, and event participation.</p> <p>Faculty Engagement</p> <p>Hold termly cross-school faculty meetings to share best practice and curriculum updates.</p>	<p>Enhance the “Together as One” Vision</p> <p>Develop and communicate a joint statement of commitment across both schools</p> <p>Measure:</p> <p>Joint “Together as One” statement published and shared with students, staff, and whānau by Week 5, Term 1.</p> <p>Embed the vision in shared communications, curriculum documents, and events</p> <p>Measure:</p> <p>“Together as One” referenced in all major cross-school communications and at least three shared events each term.</p> <p>Curriculum Alignment</p> <p>Align subject planning and options across schools for seamless Senior College transition</p> <p>Measure:</p> <p>All senior subjects have a shared 7–13 curriculum plan completed and uploaded by Term 3.</p> <p>Create a shared timetable planning process to maximise student choice</p> <p>Measure:</p> <p>Senior College timetable built using a single shared planning process,</p>

				<p>Communication & Policy Develop shared policy and procedures for senior curriculum and pastoral care. Implement a joint communication plan (shared calendar, newsletters, digital platform).</p> <p>Te Tiriti o Waitangi Integration Ensure curriculum planning explicitly includes bicultural perspectives and Māori student success strategies. Provide professional learning for staff on culturally responsive pedagogy.</p>	<p>with ≥ 95% reduction in subject clashes by Term 3.</p> <p>Vocational Opportunities Deliver joint vocational and tertiary information sessions for senior students Measure: At least two combined SMCS–Rathkeale vocational/tertiary information events delivered and recorded annually.</p> <p>Provide shared access to careers advisors and resources Measure: 100% of Year 12–13 students receive careers guidance through shared careers advisor scheduling (tracked via attendance log).</p> <p>Collaboration & Presence Schedule regular Senior College Executive meetings with published minutes Measure: Senior College Executive meets monthly, with minutes published within five school days.</p> <p>Increase SMCS staff presence in Senior College Measure: SMCS staff participate in at least 80% of Senior College academic or co-curricular events each year.</p> <p>Faculty Engagement Hold termly cross-school faculty meetings to share best practice and curriculum updates Measure: Each faculty completes one documented cross-school meeting</p>
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					<p>per term with shared minutes and action points.</p> <p>Communication & Policy Develop shared policy and procedures for senior curriculum and pastoral care Measure: A unified Senior College policy set approved and implemented by Term 2.</p> <p>Implement a joint communication plan (shared calendar, newsletters, digital platform) Measure: A single Senior College shared calendar and communication platform is used consistently by 100% of staff by Term 2.</p> <p>Te Tiriti o Waitangi Integration Ensure curriculum planning explicitly includes bicultural perspectives and Māori student success strategies Measure: All Senior College departments include at least one explicit bicultural/Māori success strategy in 2026 planning reviews.</p> <p>Provide professional learning for staff on culturally responsive pedagogy Measure: 100% of senior school teaching staff attend annual culturally responsive pedagogy PLD.</p>
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Section 7: Annual Plan 2026

GOAL 1 (SSH)- Student Progress

All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi *ensuring learners with their whanau are at the centre of education and great education and opportunities are within reach of every learner*

ACTIONS	Professional Learning Groups initiated to support PGC and lead staff PLD. Focus on culturally responsive practice	<ul style="list-style-type: none"> ▪ Who is Responsible ▪ Resources Required/Evidence resources/Measures ▪ Timeframe/Checkpoints
	<p>Continue to monitor, support and report on at risk students.</p> <p>Identify High achievers through testing and anecdotal evidence and provide extension and/or accelerated programmes of study</p> <p>Engage with whanau and students to develop knowledge and understanding of how ncea and endorsement works</p> <p>English and maths depts yr 7-10 use new curriculum and report against it. And update other staff</p> <p>Department schemes to identify links to Graduate Profile.</p> <p>All students in yr7-11 set graduate profile goals and review them twice during the year. To be shared digitally with whanau</p> <p>Staff to undertake subject specific PLD for new curriculum and academic courses re-designed for 2027 to take into account changes to curriculum</p>	<p>Goal One – Student Progress (Very Brief Summary)</p> <p>1. Professional Learning Groups (PLGs) for PGC & PLD – CRP focus</p> <ul style="list-style-type: none"> • Who: DP Teaching & Learning, HoDs, PLG Leads • Measure: CRP strategies visible in termly walkthroughs • Timeframe: Each term; mid-year review T2 W9 <p>2. Monitor, support & report on at-risk students</p> <ul style="list-style-type: none"> • Who: SENCO, Deans, Kaiārahi • Measure: Reduction in students on At-Risk Register • Timeframe: Reviews every 2 weeks, summary each term <p>3. Identify high achievers + provide extension/acceleration</p> <ul style="list-style-type: none"> • Who: HoDs, GATE Coordinator • Measure: Increase in Excellence-level results for identified students • Timeframe: Identification T1, review T2 & T4 <p>4. Engage whānau & students about NCEA and endorsements</p> <ul style="list-style-type: none"> • Who: DP Curriculum, Deans, Communications Lead • Measure: Attendance/engagement in NCEA info sessions

	<p>Update schoolwide reporting system. All staff undertake PLD to understand SMART assessment tool</p>	<ul style="list-style-type: none"> • Timeframe: Sessions T1 W6 & T3 W2
OUTCOMES	<p>Staff demonstrate competence in tikanga, te reo Māori usage, and culturally responsive teaching practice.</p> <p>Improved Māori student engagement and achievement</p> <p>100% of year 11 students continue to achieve level 1</p> <p>Increased number of endorsements at Merit and Excellence</p> <p>Fewer students miss assessment dates, whanau engagement in daughters' educational journey. Students more committed to strive for excellence.</p> <p>Staff better able to support maths and English teachers in school wide teaching of literacy and numeracy. Increased collaboration.</p> <p>More personalised, focussed teaching and learning</p> <p>Increased ownership of individuals' journey. Students have better understanding of how to achieve their own success</p> <p>Staff confident and prepared for 2027</p> <p>Student progress can be tracked from yr 7-10</p> <ul style="list-style-type: none"> • Staff understand how to read and interpret SMART testing results and use them to support student learning 	<p>5. English & Maths (Y7–10) use new curriculum & update staff</p> <ul style="list-style-type: none"> • Who: HoD English, HoD Maths • Measure: Updated curriculum-aligned schemes and reporting templates • Timeframe: Mid-year check T2, final T4 <p>6. Department schemes link to Graduate Profile</p> <ul style="list-style-type: none"> • Who: All HoDs • Measure: GP links visible in every scheme during annual documentation check • Timeframe: Completed by T2 W6 <p>7. Y7–11 students set Graduate Profile goals (twice yearly)</p> <ul style="list-style-type: none"> • Who: Whānau/Ako Teachers, Deans • Measure: 100% students complete goals + mid-year and end-year reflections • Timeframe: Goal-setting T1 W4, reviews T2 W9 & T4 W5 <p>8. Subject-specific PLD for new curriculum & 2027 course redesign</p> <ul style="list-style-type: none"> • Who: DP Curriculum, HoDs • Measure: 2027 course plans submitted and aligned • Timeframe: Draft T3 W8, final T4 W4 <p>9. Update schoolwide reporting system</p> <ul style="list-style-type: none"> • Who: Assessment Lead, Data Manager • Measure: New reporting system implemented with no critical errors • Timeframe: Pilot T2, full rollout T3 <p>10. All staff complete SMART assessment tool PLD</p> <ul style="list-style-type: none"> • Who: Assessment Lead, PLD Facilitator • Measure: Staff complete SMART competency task/quiz

<p>TARGETS</p>	<p>Curriculum documents explicitly reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori by the end of 2026.</p> <p>Māori students show year-on-year improvement in engagement and academic indicators (NCEA, attendance, wellbeing).</p> <p>100% pass rate at level 1 100%pass rate for Literacy and numeracy at end of year 10</p> <p>25% excellence, and 50% merit endorsement</p> <p>Reduction in missed assessment requests from 33 (2025) to 20 Increased endorsement rate (as above)</p> <p>Literacy and numeracy connections visible in schemes of work</p> <p>Differentiation apparent in schemes of work and in the classroom</p> <p>Completed Graduate profiles which show goal setting and thoughtful reflection with next steps.</p> <p>All department have updated assessment plans aligned with yr7-10 curriculum changes</p> <p>School-wide system for assessment and reporting with common language</p> <p>Planning reflects the needs of students based on testing results.</p>	<ul style="list-style-type: none"> • Timeframe: Whole staff PLD T1 W7, competency check T2 W9
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GOAL 2- (AGL)- School & Community Wellbeing

Our board, staff, whanau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi to *ensure learning that is relevant to the lives of New Zealanders today and throughout their lives*

ACTIONS

Engage in Manaakitanga to build and maintain strong relationships with our community:

- New parent social function before school begins.
- Year group meetings for parents to meet Deans within the first four weeks of the school year.
- Parents meet twice a year to discuss student progress.
- Cultures Prefect to be involved in the possible arranging of events for this. Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival.
- Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc.

Engage in Whanaungatanga to understand the need to look after each other:

- Time to be spent with incoming and existing students into Year 9 so they understand the school values of compassion, integrity, respect, inclusiveness, and commitment.

- Who is Responsible
- Resources Required/Evidence resources/Measures
- Timeframe/Checkpoints

Manaakitanga

1.

Deans and SLT

Communication to parents and catering expenses

Weeks 1-5 of Term One

Parent feedback – parents know who to contact

2.

All teachers

Catering, subscription to School Interviews

Week 8 of Term One

Week 1 of Term Three

Parent attendance at interviews

Feedback to Deans

Communication with teachers

3.

All staff

Culture's Prefect

Community help with celebrations

All year but in particular during July for Matariki

Culture embraced by our students and community.

Invitation to attend events is well supported by our school community

4.

All staff, service Prefect, Chapel Teams

	<ul style="list-style-type: none"> Year 9 Camp reinstated in 2026. Values to be addressed at Dean Meeting New system of cohort Whanau Classes, especially to promote inclusiveness with Year 9 students. Year 11 Peer Support to connect with Year 9 Interviews set for Week 8 of the Term. These are Curriculum interviews not Whanau Interviews. College beginning at the end of Term Two, acknowledging their journey so far and helping them with the next step to Year 12. Guidance network to meet each month to discuss pastoral matters and make informed decisions in the future. Kotahitanga programme to mirror what is needed in the school at certain times of the year. Speakers from outside the school to be invited in to impart their knowledge of the outside world to our community. Implement attendance action plan to lift and maintain student attendance Stepped Attendance Response (STAR) in place. Parents informed of changes. Alerts set up to advise Deans/AGL to contact families. 	<p>Contact with community organisations All year Number of events we attend increases.</p> <p>Whanaungatanga</p> <p>1. AGL, KSA, JSA, NVE and other staff Outdoor Education contacts Staff values education activities Year 9 Camp reinstated Term One Year group is settled and less entries on KAMAR. Have a sense of belonging.</p> <p>2. GRE, JSA, Training for Year 11 girls Ongoing trainings at lunchtimes Term One Strong relationships between older and younger students. Survey Year 9 girls to gauge its worth and recommendations for the future.</p> <p>3. AGL and teachers Curriculum interviews set up for Week 8. Changes to the reporting system communicated to staff before school begins. Term One Three Strong connections to be made between whanau teacher and students. Information recorded on their school life and future aspirations. This information is on the student profile on KAMAR.</p>
OUTCOMES	<ul style="list-style-type: none"> Parents have a sense of belonging as they enter St Matthew's and know who to contact if issues arise. 	

	<ul style="list-style-type: none"> • New students settle faster and know the expectations of the school and understand the of the role of our school values play in their daily lives. • Positive staff/student relationships. • With a greater understanding of Tikanga, staff can better support Māori students. • School community enjoy and learn about other cultures within the student population. • Future planning comes from data and pastoral observation. • Year 11 students well equipped and familiar with the Senior College Environment. • Parents informed of initiatives in the community to support their children and their parenting. • Number of families engaged through regular communication about attendance expectations and strategies. 	<p>4. AGL, Deans, Counsellor, Boarding, SENCO etc Time slot for everyone to be there. All Year Discussion to be had to focus on big picture, culture of the school. Decisions made based on data and issues arising for the following year.</p> <p>5. AGL, NVE Staff input and community resources All Year</p>
TARGETS	<ul style="list-style-type: none"> • Positive community feeling towards our school culture at St Matthew's · Survey written to discover how students feel about being at St Matthew's (positive data) · 100% of girls have had a whanau interview, which is recorded on KAMAR. · A reduction in pastoral entries for Year 9 	

	<p>students by 50% (based on 2023) · Our roll at its maximum of 310 students.</p> <ul style="list-style-type: none">• At least 75% of families with students showing chronic absenteeism to have attended at least one meeting or received direct outreach.	
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GOAL 3

(KGI)

Staff Development

All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi tto achieve *Quality teaching and leadership to make a difference to learners and their whanau*

ACTIONS

1. Professional Growth & NCEA Readiness

- Provide targeted PLD on NCEA changes, assessment design, and culturally responsive practice. Could be best use of Curriculum days x2 for 2026
- Develop shared resources and exemplars for new NCEA standards across faculties.

2. Te Tiriti o Waitangi Integration

- Embed bicultural perspectives in teaching practice and leadership development.
- Deliver annual workshops on culturally sustaining pedagogy and Māori student success.

3. Collaborative Practice

- Facilitate cross-school professional learning communities/groups (PLCs/PLGs) focused on curriculum alignment and assessment.

- Who is Responsible
- Resources Required/Evidence resources/Measures
- Timeframe/Checkpoints

1. Professional Growth & NCEA Readiness

a. Targeted PLD on NCEA changes, assessment design & CRP

- **Who:** DP Curriculum, HoDs
- **Measure:** 100% staff complete NCEA PLD
- **Timeframe:** Curriculum Days T1 & T2

b. Develop shared resources & exemplars

- **Who:** HoDs, NCEA Lead
- **Measure:** Shared NCEA exemplar bank produced
- **Timeframe:** Completed by T3

2. Te Tiriti o Waitangi Integration

a. Embed bicultural perspectives in teaching & leadership

- **Who:** SLT, Kaiārahi, HoDs
- **Measure:** Bicultural elements visible in schemes and observations
- **Timeframe:** Evident T2, reviewed T4

b. Annual workshops on culturally sustaining pedagogy & Māori success

	<ul style="list-style-type: none"> ○ Schedule termly joint faculty meetings to share best practice and moderate assessments. <p>4. Leadership Development</p> <ul style="list-style-type: none"> ○ Implement coaching and mentoring programs for emerging leaders. ○ Provide leadership training aligned with school’s special character and strategic priorities. <p>5. Student-Centered Focus</p> <ul style="list-style-type: none"> ○ Use student achievement and engagement data to inform teaching strategies. ○ Incorporate student voice in curriculum and assessment planning. 	<ul style="list-style-type: none"> ● Who: DP Teaching & Learning, External PLD Providers ● Measure: 100% staff attendance at annual workshop ● Timeframe: Delivered Term 2 <p>3. Collaborative Practice</p> <p>a. Facilitate cross-school PLCs/PLGs</p> <ul style="list-style-type: none"> ● Who: SLT, PLG Leaders ● Measure: PLC minutes with actions recorded each term ● Timeframe: Every term <p>b. Termly joint faculty meetings for moderation and best practice</p> <ul style="list-style-type: none"> ● Who: HoDs, DP Curriculum ● Measure: Moderation summaries produced each term ● Timeframe: Once per term
OUTCOMES	<ul style="list-style-type: none"> ● Staff are confident and prepared for NCEA changes. ● Teaching practice reflects Te Tiriti o Waitangi principles and supports Māori success. ● Strong collaboration across schools ensures consistency and quality. ● Leadership capacity is strengthened at all levels. ● Students experience high-quality teaching that maximises achievement and engagement. 	<p>4. Leadership Development</p> <p>a. Coaching & mentoring for emerging leaders</p> <ul style="list-style-type: none"> ● Who: Principal, SLT ● Measure: Minimum 10 participants in coaching pathway ● Timeframe: Launch T1, review T4

<p>TARGETS</p>	<ul style="list-style-type: none"> • 100% of teaching staff complete NCEA change PLD by end of Term 2. • At least 3 cross-school PLC sessions per term documented with action points. • Annual staff survey shows 90% confidence in implementing new NCEA standards. • All faculties have updated assessment plans aligned with NCEA changes by Term 3. • 100% of staff participate in Te Tiriti and cultural responsiveness training annually. • Leadership coaching program launched with minimum 10 participants in Year 1. • Student achievement data shows year-on-year improvement in key NCEA indicators. 	<p>b. Leadership training aligned with special character & priorities</p> <ul style="list-style-type: none"> • Who: Principal, Chaplain, External Trainers • Measure: Attendance and feedback from leadership workshops • Timeframe: Delivered T2–T3 <p>5. Student-Centred Focus</p> <p>a. Use achievement & engagement data to inform teaching</p> <ul style="list-style-type: none"> • Who: HoDs, Teachers, Data Lead • Measure: Department plans show data-informed changes • Timeframe: Data review T1–T4 <p>b. Incorporate student voice in curriculum & assessment planning</p> <ul style="list-style-type: none"> • Who: HoDs, Teachers, Deans • Measure: Student voice summary used in planning each term • Timeframe: Gathered T1 & T3, used in planning T2 & T4
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GOAL 4

(WSM)

Special Character

All our boarders and day ākongā feel physically and emotionally safe, free of discrimination *in all its forms*, in an environment that is safe and *inclusive* that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi so *that all identities, cultures and languages are sustained*.

ACTIONS

- Maintain daily reminders that we are a Christian character school and seek to identify new opportunities to include over time.
- Review the STAND programme and respond to results in order to improve the likelihood of ākongā to reporting that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.
- Record and maintain the opportunities for local, national and international acts of service realised to date and continue to develop opportunities for acts of service internationally going forward.
- Continue to offer ākongā retreats etc with a Christian flavour, led by Chapel Leaders, alongside the Chaplain.
- Embed Look up, in, out through Trinity Services, House Services and Chapel Services.
- All Departments have visible, authentic and genuine links to Christian Character in units and programmes.
- Continue to embed ākongā led Boarders' Chapel Services and Night Prayers..
- Chapel services include Te Reo Māori and are as bilingual as possible.

- Who is Responsible
- Resources Required/Evidence resources/Measures
- Timeframe/Checkpoints

Special Character – Brief Implementation Summary (Who / Measure / Timeframe)

1. Maintain daily reminders of Christian character

- Who: Chaplain, Principal, Chapel Leaders
- Measure: Daily notices/chapel elements visibly reference Christian character
- Timeframe: Evident daily, checked each term

2. Review the STAND programme and act on results

- Who: Deputy Principal Pastoral, Chaplain, STAND Coordinator
- Measure: STAND survey shows improved feelings of safety/belonging
- Timeframe: Review Term 1, actions implemented Term 2, check Term 4

3. Record and grow acts of service (local, national, international)

- Who: Service Coordinator, Chaplain, House Leaders

	<ul style="list-style-type: none"> • Junior and Senior Chapel teams maintained, Senior Chapel led by Special Character prefect and trial two Year 11 Junior Chapel leaders, to spearhead SC initiatives throughout the school. 	<ul style="list-style-type: none"> • Measure: Annual log of completed acts of service published • Timeframe: Updated each term, annual summary Term 4
OUTCOMES	<ul style="list-style-type: none"> • Greater adherence to Trinity Wide Special Character statement. • Greater understanding and connection for school and community with special Christian Anglican Character values and Marks of Mission, resulting in these being exemplified in all areas of our school community. • Ākonga who continue to feel safe, in an inclusive, compassionate and respectful environment. • Ākonga whose identities, cultures and languages continue to be acknowledged and supported. • Dept Docs and Services visibly uphold SC and Te Tiriti. 	<p>4. Continue offering Christian-flavoured retreats</p> <ul style="list-style-type: none"> • Who: Chaplain, Chapel Leaders • Measure: Retreat attendance and feedback recorded • Timeframe: Minimum two retreats per year (T1 & T3) <p>5. Embed “Look Up, In, Out” across services</p> <ul style="list-style-type: none"> • Who: Chaplain, Chapel Leaders • Measure: Framework visible in service programmes and spoken messages • Timeframe: Evident in all services by Term 2 <p>6. All departments show visible links to Christian Character</p> <ul style="list-style-type: none"> • Who: HoDs, DP Curriculum • Measure: Department documentation includes clear SC linkages • Timeframe: Annual documentation check Term 3
TARGETS	<ul style="list-style-type: none"> • 80% of ākonga reporting via survey they feel safe • A minimum of 5 local acts of service, 2 national acts of service across the year and 1 international act of service across 3 years. • 2 Christian retreats in the year • All houses complete 1 House Chapel, 1 Boarders chapel per term, 1 boarders’ night service/prayers per week. • Undertake a Trinity Wide Special Character Review. • Undertake a School Values review, including community consultation, resulting in values that exemplify more closely the community’s 	<p>7. Continue ākonga-led Boarders’ Chapel and Night Prayers</p> <ul style="list-style-type: none"> • Who: Boarding Manager, Student Chapel Team • Measure: Schedule completed with ākonga leading each week • Timeframe: Weekly; termly review with Boarding Lead <p>8. Chapel services bilingual where possible (Te Reo Māori included)</p> <ul style="list-style-type: none"> • Who: Chaplain, Kaiārahi, Chapel Leaders

	<p>understanding and connection with special Christian Anglican Character.</p> <ul style="list-style-type: none"> • Include a scripture at the beginning of each week on KAMAR notices in English and Te Reo Māori. • Undertake a review of the STAND programme. • Have the Look Up, In, Out emblem displayed at every chapel and assembly each week in some way and explicitly taught during chapels in Term 1 weekly. • All departments place their department docs and planning into a shared folder exemplifying ways that they have visible, authentic and genuine links to Christian Character in units and programmes. • Appoint two Year 11 members of the Senior Chapel Team as leaders of the Junior Chapel Team. • All Dept Docs and services of any kind, chapel – assembly etc. visibly uphold SC and Te Tiriti. 	<ul style="list-style-type: none"> • Measure: Te reo Māori used in karakia, readings, and hymns in all services • Timeframe: Fully embedded by Term 2 <p>9. Maintain Junior & Senior Chapel Teams; trial Y11 leaders</p> <ul style="list-style-type: none"> • Who: Chaplain, Special Character Prefect • Measure: Teams appointed; Y11 leaders active in leading SC initiatives • Timeframe: Appointments Term 1, review Term 3
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**GOAL 5
(KGI)
Senior College**

All of our senior students engage in a positive experience gaining the best results possible, while acknowledging Te Tiriti o Waitangi

<p>ACTIONS</p>	<p>Enhance the “Together as One” Vision</p> <ul style="list-style-type: none"> ○ Develop and communicate a joint statement of commitment across both schools. ○ Embed the vision in shared communications, curriculum documents, and events. <p>Curriculum Alignment</p> <ul style="list-style-type: none"> ○ Align subject planning and options across schools for seamless Senior College transition. ○ Create a shared timetable planning process to maximize student choice. <p>Vocational Opportunities</p> <ul style="list-style-type: none"> ○ Deliver joint vocational and tertiary information sessions for senior students. ○ Provide shared access to careers advisors and resources. <p>Collaboration & Presence</p>	<ul style="list-style-type: none"> ▪ Who is Responsible ▪ Resources Required/Evidence resources/Measures ▪ Timeframe/Checkpoints
		<p>1 WHO: Principals, SLT (both schools), Trinity Executive RR: Communications team; branding materials; community consultation TF: T1 (Publish by Week 5)//WHO: SLT, HoDs/HoFs, Marketing/Comms, Chaplain (SC & SMCS) RR: Shared templates; newsletters; pastoral & curriculum documents, TF: T1–T4 (Ongoing)</p> <p>2. WHO: Principals, SLT, HoDs/HoFs, Curriculum Committee, RR: Shared planning documents; common assessment schedules; PLD time, TF: T1–T3 with Term 3 finalisation//</p> <p>3. WHO: SLT, Careers Advisors (both schools), External providers, RR: UCOL, universities, industry links; careers expo resources, TF: T2–T3// WHO: Careers Advisors, SLT, RR: Shared booking systems; common careers materials; transport as needed, TF: T1–T4</p> <p>4.</p>

	<ul style="list-style-type: none"> ○ Schedule regular Senior College Executive meetings with published minutes. ○ Increase SMCS staff presence in Senior College through teaching, mentoring, and event participation. <p>Faculty Engagement</p> <ul style="list-style-type: none"> ○ Hold termly cross-school faculty meetings to share best practice and curriculum updates. <p>Communication & Policy</p> <ul style="list-style-type: none"> ○ Develop shared policy and procedures for senior curriculum and pastoral care. ○ Implement a joint communication plan (shared calendar, newsletters, digital platform). <p>Te Tiriti o Waitangi Integration</p> <ul style="list-style-type: none"> ○ Ensure curriculum planning explicitly includes bicultural perspectives and Māori student success strategies. ○ Provide professional learning for staff on culturally responsive pedagogy. 	<p>WHO: Principals, SLT, Senior College Executive, RR: Meeting rooms, Teams, Admin support, TF Monthly whole year//WHO: SLT, HoDs/HoFs, Teachers, RR: Staffing allocation; transport; shared calendar, TF : T1-4</p> <p>5.</p> <p>WHO: HoDs/HoFs, SLT , RR: Meeting time; shared assessment tasks; moderation templates, TF: Once per term (Weeks 6–8)</p> <p>6.</p> <p>WHO: SLT, BoT/Proprietors, Guidance Network RR: Policy writers; SchoolDocs; pastoral frameworks TF: T1-2</p> <p>WHO: SLT, Comms Team, IT RR: KAMAR/ORAH; newsletter tools; shared Google/Microsoft platform TF: T1 start and then refinement</p> <p>7.</p> <p>WHO: HoDs/HoFs, SLT, WSLs, Iwi/whānau RR: PLD time; iwi partnerships; mātauranga Māori resources, Facilitators TF: all year</p>
OUTCOMES	<p>A visible and lived “Together as One” culture across both schools.</p> <p>Seamless curriculum experience for all senior students.</p> <p>Strong collaboration between staff and leadership teams.</p> <p>Students feel supported and informed about pathways.</p>	

	<p>Policies and communication systems are unified and effective.</p> <p>Curriculum reflects Te Tiriti o Waitangi principles and supports Māori success.</p>	
<p>TARGETS</p>	<ul style="list-style-type: none"> • “Together as One” statement published and communicated by Term 1. • 100% of senior subjects have aligned planning documents by end of year. • At least 3 joint faculty meetings per term. • Monthly Senior College Executive meetings documented and actioned. • SMCS staff attend 80% of Senior College events annually. • Shared policy framework implemented by Term 2. • 90% of senior students report a positive experience in annual survey. • All Year 12–13 students receive vocational pathway guidance sessions (tracked via attendance). • Professional learning on Te Tiriti and cultural responsiveness delivered to 100% of staff by end of ye 	

**Goal 6
(KGI)
GIVING EFFECT TO TE TIRITI**

Local Tikanga and Te Ao Māori at the Heart of Learning

<p>ACTIONS</p>	<p>Possible from 2026</p> <p>A. Strengthen Local Partnerships</p> <ul style="list-style-type: none"> Establish and maintain formal relationships with mana whenua to ensure school plans, policies, and curriculum reflect local tikanga, mātauranga and histories. Co-design local curriculum elements (marau ā-kura) using tools such as Rapua Te Ara Tika in partnership with Māori communities. <p>B. Embed Te Ao Māori Across Teaching & Learning</p> <ul style="list-style-type: none"> Integrate te reo Māori and tikanga Māori across learning programmes, ensuring culturally sustaining practices (karakia, waiata, pōwhiri processes, kai rituals, honouring taonga). Provide regular PLD for teachers to meaningfully incorporate local tikanga, mātauranga Māori and Māori worldviews into planning and teaching. <p>C. Grow Māori Student Success & Equity</p>	<ul style="list-style-type: none"> Who is Responsible Resources Required/Evidence resources/Measures Timeframe/Checkpoints
	<p>Giving Effect to Te Tiriti – 2026</p> <p>A. Strengthen Local Partnerships</p> <ul style="list-style-type: none"> Who: Principal, Board Presiding Member, Kaiārahi/Māori Lead Evidence/Measure: Formal engagement plan agreed with mana whenua Timeframe: By Term 2, reviewed Term 4 <p>B. Embed Te Ao Māori Across Teaching & Learning</p> <ul style="list-style-type: none"> Who: DP Curriculum, HoDs, All Teachers Evidence/Measure: Te Ao Māori elements visible in planning and classroom walkthroughs Timeframe: Ongoing each term; mid-year check T2 W9 <p>C. Grow Māori Student Success & Equity</p> <ul style="list-style-type: none"> Who: Deans, SENCO, Kaiārahi, SLT Evidence/Measure: Improved Māori student engagement/achievement data Timeframe: Data reviews T1–T4, annual evaluation T4 <p>D. Increase Te Reo Māori Availability</p> <ul style="list-style-type: none"> Who: HoD Māori, Timetabler, SLT 	

	<ul style="list-style-type: none"> • Use Māori student voice and whānau voice to shape teaching approaches, remove systemic barriers, and pursue equitable outcomes for Māori learners. • Review pastoral systems using a Te Tiriti lens to eliminate racism, stigma and discrimination, aligning with board responsibilities. <p>D. Increase Te Reo Māori Availability</p> <ul style="list-style-type: none"> • Expand pathways for te reo Māori learning (e.g., Year 7–13 progression, extension programmes, cross-school options). • Promote staff participation in Te Ahu o te Reo Māori to strengthen schoolwide capability. 	<ul style="list-style-type: none"> • Evidence/Measure: Expanded te reo pathways operating Y7–13; staff participation tracked • Timeframe: Pathways confirmed T2, implementation T3–T4
<p>OUTCOMES</p>	<p>A. Cultural Visibility & Authenticity</p> <ul style="list-style-type: none"> • The school environment reflects local iwi narratives, tikanga, and mātauranga Māori in visible, lived, and authentic ways. • Curriculum documents and teaching practices demonstrate clear bicultural alignment, including Te Ao Māori perspectives across subjects. <p>B. Strong Partnerships with Māori</p> <ul style="list-style-type: none"> • Mana whenua feel respected, involved, and influential in curriculum, school culture, policies, and decision-making. • Māori whānau report increased trust, belonging, and confidence in school processes. <p>C. Improved Māori Student Outcomes</p>	

	<ul style="list-style-type: none"> Māori students experience culturally sustaining environments, increased engagement, and improved achievement and wellbeing. <p>D. Confident, Culturally Capable Staff</p> <ul style="list-style-type: none"> Staff demonstrate competence in tikanga, te reo Māori usage, and culturally responsive teaching practice. 	
<p>TARGETS</p>	<p>A. Curriculum & Policy Implementation</p> <ul style="list-style-type: none"> 100% of school plans, policies, and curriculum documents explicitly reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori by the end of 2026. Local curriculum co-designed with mana whenua published by Term 4, 2026. <p>B. Te Reo Māori & Tikanga Uptake</p> <ul style="list-style-type: none"> All students Years 7–10 receive regular instruction in te reo Māori and tikanga Māori, with opt-in pathways for Years 11–13. 80% of staff complete Te Ahu o te Reo Māori or equivalent PLD by end of 2026. <p>C. Māori Student Success</p> <ul style="list-style-type: none"> Māori students show year-on-year improvement in engagement and academic indicators (NCEA, attendance, wellbeing). Whānau Māori engagement increases by 30% through hui, surveys, and collaborative curriculum design. <p>D. Culturally Safe Environment</p>	

	<ul style="list-style-type: none">• The school meets board responsibilities to eliminate racism, stigma, and discrimination, with annual review of policies using a Te Tiriti lens.• At least 85% of Māori students report feeling culturally safe, valued, and able to express their identity at school.	
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