



**TE UHO O  
TE NIKAU**  
PRIMARY SCHOOL

# **Strategic Plan 2023 - 2025**



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***We began working on this strategic plan in January 2023.***

***It continues in effect from 1 January 2024–31 December 2025.***

***We included our 2023 strategy in the document to ensure the entire plan made sense and showed the continuity of the work we are doing as a Board.***

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## The School and Community

Te Uho o te Nikau Primary School opened on 30 January 2019. It is the seventh new school to open in the Flatbush area, part of a community of schools affectionately named “The Flatbush 7”. Te Uho o te Nikau Primary School is a state school however we are a PPP3 (Public Private Partnership) school. We have experienced rapid growth since 2019 moving from 13 learners to over 500 learners in five years.

### Our Name

Thoughts of a cultural concept for the bridges connecting the carpark to the school, a Nikau design plan was offered by the local iwi Ngāi Tai ki Tāmaki, through Zaelene Maxwell- Butler who was an Establishment Board trustee. This then fed the narrative from which a new name grew.

Uho means (noun) heart (of a tree), pith of a tree, umbilical cord, core. Phonetic pronunciation – “Uhaw”

Nikau – we refer to the rākau (tree) that once stood plentiful in the landscape now gone, struggling to survive in the growth and expansion of Auckland.

Initial thoughts lead to the purpose of the tree, its structure. Nikau provided nourishment & shelter for the once many manu (birds), the analogy being the berries are the teachings and the manu are the tamariki (children).

### Whakatauki (Proverb)

*Ko te manu e kai ana i te miro nōna te ngahere  
Ko te manu e kai ana i te mātauranga nōna te ao*

*The bird that partakes of the miro berry reigns in the forest.  
The bird that partakes in the power of knowledge has access to the World.*

### PPP

A public private partnership (PPP) is an agreement between the Ministry of Education and a consortium of private companies to build a new school or rebuild an existing school. The agreement is a single, long-term contract, usually for 25 years. The agreement includes the ongoing maintenance of the property. Under a PPP, the Ministry engages the private partner to design, finance, build and maintain a particular school.

The Government still owns the land and buildings. The principal and board of trustees are responsible for all education matters. Because it does not deal with property and maintenance issues, the board of trustees in a PPP school has more time to focus on education.

### Flat Bush Community

Our area will house an anticipated population of 40,000 by 2025. The Ormiston Town Centre forms the retail hub for this continually growing residential area with huge areas of construction still under way. A range of public open spaces connect to the neighbouring Barry Curtis Park. Flat

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Bush is best described as a work in progress. Houses are going up everywhere as this former area of farmland is rapidly transformed into a residential suburb. Long time lifestyle and small farm property owners are gradually selling-up as their land is developed for housing. Many of the newcomers are immigrants from Asia and Europe as well as from other parts of New Zealand.

As one of Auckland's newest housing areas, Flat Bush complies with the aims of the new Auckland Unitary Plan which calls for more medium and high density housing. As a result, the area is taking on an exciting but very different look from the traditional quarter acre pavlova paradise of old New Zealand. Many of the homes are multi-generational and schools can see up to 8 children being enrolled from one home address.

To use our own school as an example, the community is a snapshot of the world's diversity. We are richly diverse - ethnically, culturally and linguistically. Over 70% of our school are English Language Learners however only 50 - 60% are funded as such. The beauty of this community is that a school like ours needs to have a heart for the people who live here and see them and their children for who they are and what they bring to education that is different to the Aotearoa NZ of 10-20 years ago.

### **Mt Richmond School**

Te Uho o te Nikau Primary School also hosts a satellite unit for Mt Richmond School.

Their main base school is in Albion Road Otahuhu, which caters for students aged five to twenty one who have been verified as having ORS funding. They have satellite classes at five host schools - Flatbush Primary, Bairds Mainfreight Primary, Papatoetoe Intermediate, Sir Edmund Hillary Collegiate and now with us. Mt Richmond also runs an Outreach service for students enrolled in mainstream school who require additional support as well as a team of therapists and specialists to support students learning.

The learners in the satellite unit will access the learning areas of the NZ National Curriculum as well as developing skills in the Key Competencies. All students are provided with support appropriate to their level of need. Each class provides a differentiated programme specifically designed to meet the needs of the students which covers all areas of the curriculum.

Students at Mt Richmond have an Individual Education Plan which sets out goals for each student based on their needs and abilities. IEP goals are set to assist students in becoming independent and working to the best of their ability.

Mt Richmond School staff and learners on site at our school are part of our community and we will work closely together to maintain the strong partnership we built in our establishment year of 2018. Mt Richmond will follow our Programme of Inquiry, where appropriate, through their Reggio inspired pedagogy.

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## Summary

### Evidence Informed

Te Uho o te Nikau Primary School Board of Trustees developed this plan as the school grew and developed not only as a new school, but also as a new school which spent three of its five years forming its identity amidst a global pandemic.

2022 was the first year we were able to better gather an accurate picture of where we are 'at' with our learners and become evidence informed rather than data driven. We look to the Māori proverb "Ka mua, ka muri" that expresses a great truth around a simple image. The image is of a person walking backwards into the future. It suggests that the past is clearly visible but the future is not, that we have imperfect information for the road ahead, but also that this is a natural state of affairs. That is going to be our normal until we reach 1100 learners and the only unchanging thing is change.

Since 2022, we have been implementing a more rigorous assessment timeline and expectations to identify the learning needs of our students in order to better inform our teaching, planning and delivery. We set up guidelines around assessment procedures and built in moderation times to ensure kaiako are able to make consistent, valid, evidence-based decisions. This demonstrates shared understandings of expected levels of student achievement and progress in Reading, Writing and Mathematics.

We analyse our learners' strengths, areas of improvement and our next steps for Reading, Writing and Mathematics. We use a combination of teachers' class observation and standardised assessment tools in listening, reading, writing and mathematics called Overall Teacher Judgements (OTJs).

An overall teacher judgement (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgement about a student's progress and achievement. Overall teacher judgments of achievement and progress involve combining information from a variety of sources, using a range of approaches. This gathering of information from a range of sources increases the dependability of the OTJ.

Evidence has been gathered in the following three ways:

- Observing the process a student uses to complete a learning task.
- Conversing with the student to find out what they know, understand and can do.
- Gathering results from formal assessments, including standardised tools.

In a school like ours, it is also important to remember that the majority of our learners are English Language Learners. In an ideal world, every student would be getting the same amount of attention from their teachers and progressing at more-or-less at the same pace. Unfortunately, the combination of exponential roll growth, a lack of space in our school, a changing national curriculum, and the language barrier poses additional challenges for these children.

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## English Language Learners

As we gather evidence about our children, we also need to consider the following for a majority English Language Learning student population:

**1. Self-Esteem:** Being unable to communicate with their teachers and peers can cause the student to feel isolated or even make them a target for bullies. This can have long-term effects on their self-confidence and ability to integrate into society. Our kaiako need to integrate strategies which build the intricacies of the English language in their classrooms to support our ELLs who are going through this learning process.

**2. Engagement:** Being in a foreign country where you can't understand most of what other people say can be extremely frustrating even if you're an adult. Being put into a classroom where they constantly struggle to keep up with their English-speaking teacher can cause even the most dedicated ELLs to become frustrated and lose interest.

We have learned to adjust our mindset as a staff and as a school, look at how we teach, upskill ourselves, and include a strong focus on oral language to support our learners better.

**3. Misplacement in an academic setting:** Due to their inability to communicate what they already know, ELLs are often perceived as less educated than they really are. This can lead to them being placed in lower-level groups even though they've previously mastered the material being taught.

To avoid frustrating ELLs and wasting their time, it is important we work on alternative ways to thoroughly assess our learners to establish a baseline of how much they actually know.

## Community Engagement

We have built excellent levels of trust with our community and engage with them in a number of ways to capture their voice, understand what they want for their children and align this with what we know is good for children.

- Whānau Korero with each new family that enrolls
- Whānau Learning evenings
- Face-to-face Progress Report Days [3x a year]
- Whānau Māori Hui
- Celebrations of Learning [3x a year]
- Parent surveys
- Google Form feedback
- Community Afternoon Teas [before each cultural celebration or Language Week]
- Mihi Whakatao
- Nourishing Nikau Induction programme

Based on all of this community engagement, we are able to see the following themes emerge as important for the Te Uho o te Nikau community:

1. A commitment to Te Tiriti o Waitangi so our children will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring

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2. Children who are happy at school, who are confident, who know their strengths and who have good friendships
3. Learners who will continue to demonstrate good values, be good people but also grow in their academic skills, knowledge and competencies that will enable them to live full and satisfying lives
4. A school that sees and honours and celebrates where their children come from, what languages they speak and the aspects of their culture that are valued and important

## **Reflecting the aspirations of our community**

Based upon all this evidence and engagement, our Board of Trustees have continually reflected and worked together to capture the aspirations of our community in the following areas:

- Strategic Overview
- Graduate Profile
- Strategic Goals
- Our strategic planning for this across 2023 - 2025
- Board Objectives
- Connecting to the: National Education and Learning Priorities; Ka Hikitia: The Māori Education Strategy; and the Action Plan for Pacific Education 2030 Vision
- An annual achievement target for Te Uho o te Nikau Primary School [separate working document]
- 2024 Annual Implementation Plan [separate working document]

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<b>Board Strategic Overview</b>				
The shared vision for Te Uho o te Nikau Primary School includes our Vision statement, Mission, Values and Graduate Profile. These elements communicate what we as a school and community believe are important for our people and aim to achieve.				
<b>Our Vision Statement:</b> To guarantee to challenge every learner to explore the world together			<b>Our Mission:</b> Nourish, grow, thrive	
<b>School Values</b>				
Our values were developed and defined throughout our establishment year. The values of growth, ownership, trust, membership and security guide our curriculum design, pedagogy and the way we 'roll' at Te Uho o te Nikau Primary School.				
<b>Growth</b>	<b>Ownership</b>	<b>Trust</b>	<b>Membership</b>	<b>Security</b>
We believe that students & staff learn authentically when they integrate experience, imagination, information and application.	We believe that students and staff who think for themselves enhance our learning environment.	We believe that reciprocal trust is the heart of our learning culture.	We believe that all our school community can learn in different ways.	We believe in relationships that challenge, inspire and give security.
Learning is a creative journey that doesn't look the same for everyone. We grow when we try new things, make mistakes and aspire to be the best version of ourselves.	We know that we can overcome challenges and take responsibility for our own journey.	I've got your back and you've got mine and together we will thrive.	Belonging to our community means accepting everyone and sharing ourselves.	Our school is a safe place where we are comfortable to be ourselves and tackle challenges.
<b>Na te waewae i kimi</b> <i>(Obtain by seeking)</i>	<b>Kei ou ringaringa te ao</b> <i>(The world is yours)</i>	<b>He waka eke noa</b> <i>(We're all on one waka)</i>	<b>Nā tō rourou, nā taku rourou ka ora ai te iwi</b> <i>(With your basket and my basket, the people will thrive)</i>	<b>Ma te huruhuru, ka rere te manu</b> <i>(Adorn the bird with feathers so it can fly)</i>

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## Growth

Learning is a creative journey that doesn't look the same for everyone. We grow when we try new things, make mistakes and aspire to be the best version of ourselves.

**Na te waewae i kimi**

*Obtain by seeking*

### **I have a positive attitude towards challenges.**

I can identify challenges

---

I seek support when challenged

---

I understand that overcoming challenges helps me grow

### **I drive my learning and I know how I learn best.**

I am able to make choices about what I learn

---

I am able to make choices about how I learn

---

I seek feedback and use it to progress my learning

### **I challenge thinking and assumptions**

I have respectful conversations with everyone

---

I respect the opinions of others even if I don't agree

---

I question to understand different ideas and opinions



# Ownership

Know that we can overcome challenges and take responsibility for our own journey.

**Kei ou ringaringa te ao**

*The world is yours*

## I am able to reflect on my learning and set goals

I set goals that help me grow

---

I know what my goals are and what I need to do next

---

I talk about / share / showcase my learning

## I have pride in myself, my place, my uniform, my belongings and how I act

I wear correct uniform

---

I take care of my own belongings

---

I accept the consequences for my actions

## I take care of my well being

I have a balanced lifestyle, I exercise, eat well and get enough sleep

---

I manage my emotions and overcome situations

---

I am positive and socially connected.



## Trust

I've got your back and you've got mine and together we will thrive.

**He waka eke noa**  
*We're all on one waka*

### I am reliable and fulfil my obligations

I am trusted to get my part of a task done

---

I show up on time

---

I fulfil leadership roles confidently

### I am a positive role model for our school

I show manaakitanga (hospitality) to guests, visitors and new students

---

I am honest and tell the truth

---

I am kind to people, animals and our environment

### I feel empowered and can empower others

I see mistakes as opportunities to learn

---

I give positive and helpful feedback/guidance

---

I keep trying even when something gets hard and encourage others to do the same



## Membership

Belonging to our community means accepting everyone and sharing ourselves.

**Nā tō rourou, nā taku rourou ka ora ai te iwi**

*With your basket and my basket, the people will thrive.*

I am able to work with a variety of people towards a common goal

**I am able to collaborate with others**

I can lead and I can follow, when needed

I find solutions and am resilient when I don't agree

**I know that I am part of our school, our community and the world**

I know and understand our connection to our local iwi

I actively help others without expecting reward

I know that my contribution is valued and valuable, and I can make a difference.

I rolemodel positive relationships

**I take responsibility for my environment**

I look after my things, our space and everything in it.

I recycle, reduce and reuse



## Security

Our school is a safe place where everyone supports each other.

**Ma te huruhuru, ka rere te manu**  
*Adorn the bird with feathers so it can fly*

**I honour diversity in culture, religion, sexuality and personality.**

I show that I value everyone.

I work with people who are different from me.

I participate in diversity in education

**I am confident to communicate my needs to someone else.**

I can ask for help when I need it

I can solve problems for myself by talking to others involved

I can talk to a range of people, parents, teachers, other students etc

**I have strategies to deal with difficult situations, people and emotions.**

I know what to do when I'm upset

I know who I can go to for help

I can listen to, accept help from others.

**I am a digital citizen**

I know how to be in cyberspace

I can use devices responsibly

I participate responsibly in the digital world



# TE UHO O TE NIKAU PRIMARY SCHOOL

<b>OUR VISION</b>	To guarantee to challenge every learner to explore the world together				
<b>OUR MISSION STATEMENT</b>	Nourish, grow, thrive.				
<b>OUR VALUES</b>	Growth	Ownership	Trust	Membership	Security
<b>NGĀI TAI KI TĀMAKI WHAKATAUKI</b>	<p><b>Ko te manu e kai ana i te miro nōna te ngahere Ko te manu e kai ana i te mātauranga nōna te ao</b>  <i>The bird that partakes of the miro berry reigns in the forest.            The bird that partakes in the power of knowledge has access to the World.</i></p>				
<b>OUR STRATEGIC GOALS 2023 - 2025</b>	<b>NOURISH</b>	<b>GROW</b>	<b>THRIVE</b>		
	Build professional capability and collective capacity which empowers learners and enhances student outcomes	Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn	Build, strengthen and extend educationally powerful connections and relationships		
<b>N.E.L.P.</b>	<b>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b>	<b>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</b>	<b>Have high aspirations for every learner/ākonga, and support these by partnering with whānau and communities</b>		
<b>N.E.L.P. ACTIONS</b>	<ol style="list-style-type: none"> <li>1. Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.</li> <li>2. Use development opportunities for kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify learners who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations.</li> </ol>		

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SCHOOL	2023 NOURISH	2024 GROW	2025 THRIVE
	<b>Build professional capability and collective capacity which empowers learners and enhances student outcomes</b>		
	<i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i>		

<b>INITIATIVES</b>	Our staff move from acknowledgement of Te Tiriti o Waitangi to authentic understanding.	Further actions giving effect to Te Tiriti o Waitangi are evident, impacting positively on learner outcomes and the curriculum.	Giving full and systemic effect to Te Tiriti o Waitangi is integral to learner outcomes and the curriculum.
	Our curriculum is inclusive of equitable and sufficient opportunities to learn through tikanga Māori, te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori for all learners.	Tikanga Māori, te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori is used across the school for all learners.	Well enacted progressions in te reo Māori me ōna tikanga, mātauranga Māori and te ao Māori is established for all learners.
	Relational partnerships focused on the learning and wellbeing of each learner are in place and kaiako hold each other accountable.	Relational partnerships focused on the learning and wellbeing of each learner are strengthening, along with team accountability.	Relational partnerships, effective teaching, and personal accountability are focused on the learning and wellbeing of each learner.
	Teaching is informed by relevant and reliable assessment to collate student learning information.	Useful assessment is informing students' learning.	Teaching uses appropriate assessment consistently well to inform individual learning requirements.
	Learners are supported to make decisions about their learning.	Learners are becoming well supported to make choices and decisions about their learning.	Learners are effectively supported and have agency in their learning.

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LEARNERS	2023 NOURISH	2024 GROW	2025 THRIVE
	<b>Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn</b>		
	<i>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</i>		

<b>INITIATIVES</b>	Learner progress and achievement are showing signs of becoming equitable.	Learner progress and achievement outcomes are becoming more equitable and excellent for all learners.	Learner progress and achievement outcomes are consistently equitable and excellent for all learners.
	The school takes early steps to implement plans to improve learners' outcomes within a strengths-based approach.	The school is strengthening planning and implementation to improve learner outcomes and refine our strengths-based approach.	A consistently strengths-based approach is used across the school.
	The progress and achievement of Māori and Pacific learners are known and responded to.	The progress and achievement of Maori and Pacific learners are quickly responded to.	Maori and Pacific learners progress and achieve well.
	Foundation learning areas of the curriculum, including oral language, reading, writing, mathematics and science are being implemented and progressed.	Foundation learning areas of the curriculum, including oral language, reading, writing, mathematics and science are being strengthened.	Foundation learning areas of the curriculum enhance learners' access to the broad curriculum within a meaningful curriculum design.
	Teachers are using relevant, challenging and meaningful learning activities.	Teachers are increasing the use of relevant, challenging and meaningful learning activities.	Teaching is consistently relevant, challenging and meaningful.

**Strengths-based approach:** Policies, practice methods, and strategies that identify and draw upon the strengths of children, whānau, and communities

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COMMUNITY	2023 NOURISH	2024 GROW	2025 THRIVE
<b>Build, strengthen and extend educationally powerful connections and relationships</b>			
<i>Have high aspirations for every learner/ākonga, and support these by partnering with whānau and communities</i>			

<b>INITIATIVES</b>	Aspirations and views of Maori whanau, hapu and iwi are responded to with improved consultation processes.	Learning outcomes are becoming well promoted through Maori whanau, hapu and iwi partnerships.	Learner outcomes are well promoted through Maori whanau, hapu and iwi partnerships.
	The school is taking steps to enact meaningful educational connections, communication and relationships with our whanau and community.	The school is strengthening meaningful educational connections, communication and relationships with our whanau and community.	The school has well-established educational powerful connections, communication and relationships with our whanau and community.
	School systems and processes for consultation are progressing to promote learning partnerships through planned consultation and collaboration.	School systems and processes for consultation are improving to develop greater reciprocity and collaboration.	The school and community are engaged in reciprocal learning centred relationships and partnerships.
	Community collaboration is underway to enrich opportunities for students to become confident, connected, actively involved learners.	Community collaboration is strengthening to enrich opportunities for students to become confident, connected, actively involved learners.	Community collaborations are well established to enrich opportunities for students to become confident, connected and actively involved learners.
	Teaching is implementing a kainga culture that is focused on learning, characterised by respect, inclusion, empathy, collaboration and safety.	Teaching, characterised by respect, inclusion, empathy, collaboration and safety, is continuing to strengthen the kainga learning culture.	The kainga learning culture is well established and consistently characterised by respect, inclusion, empathy, collaboration and safety.

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**Board Objectives**

There are now four primary objectives, to help boards focus on what matters most for learners and their whānau.

<b>Te Uho o te Nikau Strategic Goals</b>				
<b>Rationale:</b> Our vision statement is to guarantee to challenge every learner to explore the world together				
<b>Strategic Goal 1 School</b> Build professional capability and collective capacity which empowers learners and enhances student outcomes		<b>Strategic Goal 2 Learners</b> Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn		<b>Strategic Goal 3 Community</b> Build, strengthen and extend educationally powerful connections and relationships
<b>Primary objectives of a school board</b>				
(b) the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;	(d) the school 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; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.	(a) every student at the school is able to attain their highest possible standard in educational achievement	(c) the school is inclusive of, and caters for, students with differing needs	All primary objectives will contribute to our Community strategic goal.
To meet the primary objectives, the board must: (a) have particular regard to the statement of national education and learning priorities issued under section 5; and (b) give effect to its obligations in relation to— (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and (ii) teaching and learning programmes; and (iii) monitoring and reporting students' progress; and (c) perform its functions and exercise its powers in a way that is financially responsible; and (d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and (e) comply with all of its other obligations under this or any other Act.				

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**National Education and Learning Priorities**

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
<b>LEARNERS AT THE CENTRE</b> <i>Learners with their whānau are at the centre of education</i>	<b>BARRIER FREE ACCESS</b> <i>Great education opportunities and outcomes are within reach for every learner</i>	<b>QUALITY TEACHING AND LEADERSHIP</b> <i>Quality teaching and leadership make the difference for learners and their whānau</i>	<b>FUTURE OF LEARNING AND WORK</b> <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives</i>	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> <i>New Zealand education is trusted and sustainable</i>
<b>Priorities</b>				
1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.	8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges [TES ONLY]
2. Have high aspirations for every learner/ākonga, and support these by partnering with whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	4. Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
<b>Connections to Te Uho o te Nikau Primary School Strategic Goals</b>				
<b>Strategic Goal 3 Community</b> Build, strengthen and extend educationally powerful connections and relationships	<b>Strategic Goal 2 Learners</b> Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn	<b>Strategic Goal 1 School</b> Build professional capability and collective capacity which empowers learners and enhances student outcomes		

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## NELP and Ka Hikitia: The Māori Education Strategy

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
<b>LEARNERS AT THE CENTRE</b> <i>Learners with their whānau are at the centre of education</i>	<b>BARRIER FREE ACCESS</b> <i>Great education opportunities and outcomes are within reach for every learner</i>	<b>QUALITY TEACHING AND LEADERSHIP</b> <i>Quality teaching and leadership make the difference for learners and their whānau</i>	<b>FUTURE OF LEARNING AND WORK</b> <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives</i>	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> <i>New Zealand education is trusted and sustainable</i>
<b>Connections to Ka Hikitia: Ka Hāpaitia - The Māori Education Strategy</b>				
Te Whānau	Te Tangata	Te Kanorautanga	Te Tuakiritanga	Te Rangatiranga
Education provision responds to learners within the context of their whānau.	Māori are free from racism, discrimination and stigma in education.	Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.	Identity, language and culture matter for Māori learners.	Māori exercise their authority and agency in education.
<b>Whaia te iti Kahurangi: Outcome Domains to support excellent outcomes for Māori learners and whānau</b>				
We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.	Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.	Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Maori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.	Our education services will support the growth and development of the Māori language.	Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.
We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.			We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.	We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.
<b>Connections to Te Uho o te Nikau Primary School Strategic Goals</b>				
<b>Strategic Goal 3 Community</b> Build, strengthen and extend educationally powerful connections and relationships	<b>Strategic Goal 2 Learners</b> Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn	<b>Strategic Goal 1 School</b> Build professional capability and collective capacity which empowers learners and enhances student outcomes	<b>Strategic Goal 1 School</b> Build professional capability and collective capacity which empowers learners and enhances student outcomes	<b>Strategic Goal 3 Community</b> Build, strengthen and extend educationally powerful connections and relationships

*To guarantee to challenge every learner to explore the world together*



**NELP and Action Plan for Pacific Education 2030 Vision**

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
<b>LEARNERS AT THE CENTRE</b> <i>Learners with their whānau are at the centre of education</i>	<b>BARRIER FREE ACCESS</b> <i>Great education opportunities and outcomes are within reach for every learner</i>	<b>QUALITY TEACHING AND LEADERSHIP</b> <i>Quality teaching and leadership make the difference for learners and their whānau</i>	<b>FUTURE OF LEARNING AND WORK</b> <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives</i>	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> <i>New Zealand education is trusted and sustainable</i>
<b>Action Plan for Pacific Education 2030 Vision</b>				
Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met	Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners  Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages	Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met	Confront systemic racism and discrimination in education
<b>Connections to Te Uho o te Nikau Primary School Strategic Goals</b>				
<b>Strategic Goal 3 Community</b> Build, strengthen and extend educationally powerful connections and relationships	<b>Strategic Goal 2 Learners</b> Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn	<b>Strategic Goal 1 School</b> Build professional capability and collective capacity which empowers learners and enhances student outcomes	<b>Strategic Goal 2 Learners</b> Develop a responsive curriculum guided by effective teaching and inclusive opportunities to learn	<b>Strategic Goal 3 Community</b> Build, strengthen and extend educationally powerful connections and relationships

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