

HIGHLANDS INTERMEDIATE - TE KURA TAKAWAENGA O PUKEKURA - STRATEGIC PLAN

January 2026 - December 2026

RAWE - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO - BE GREAT

At our kura - Ka RAWE means: To be great, to do the very best we can and strive for excellence - whatever that looks like for you

RESPECT - MANAAKITANGA - PEOPLE

We respect and care for people - We are kind

RESPONSIBILITY - KAITIAKITANGA - PLACE

We care for and are responsible for our place in the world

LEADERSHIP - RANGATIRATANGA - SELF

We are leaders of ourselves - We are brave when making choices

SPECTEMUR AGENDO - BY OUR DEEDS WE ARE KNOWN - INA TE MAHI, HE TINO RANGATIRA

- Strategic Goal 1: Develop a relevant, engaging & aspirational Highlands curriculum that promotes and supports improved student outcomes through collective planning and targeted PLD for staff
- Strategic Goal 2: Empower whānau and iwi partners through genuine reciprocal communication & authentic engagement opportunities.
- Strategic Goal 3: Ensure equity of achievement and wellbeing through valuing diversity and validating culture, languages and identity

Spectemur Agendo - School motto 1955

The Highlands Intermediate Strategic goals were developed in consultation with the Highlands Intermediate community. We collated the aspirational information from whanau, we gathered students, staff, and whanau voice. The school then held a facilitated sessions where information was synthesised and three Strategic goals were developed

Strategic Goal 1: Develop a relevant, engaging & aspirational Highlands localised curriculum that links to Te Mataioho, and that promotes and supports improved student outcomes through collective planning and targeted PLD for staff BPO - 1, 3, 4		
DESIRED OUTCOMES	ACTIONS - How we will achieve our goals We will:	Success indicators - How we will measure our success: Sources of evidence
<p>1.1 The Highlands Intermediate Curriculum reflects our community's priorities and incorporates local places, narratives and Matauranga Māori</p> <p>NELPs - Learners at the Centre, Barrier Free Access, Quality Teaching and Leadership, Future of Learning and Work, World class inclusive education</p>	<ul style="list-style-type: none"> - Develop and implement a localised curriculum that integrates local knowledge, places, narratives, and Mātauranga Māori, ensuring the curriculum is both relevant to our students and reflective of our community's cultural heritage. <ul style="list-style-type: none"> - Create clear, structured learning pathways across the curriculum, which incorporate Mātauranga Māori in a meaningful way, ensuring every learning area reflects these values. - Work closely where possible with local iwi to ensure the curriculum reflects community aspirations and cultural relevance, embedding local histories and knowledge. 	<ul style="list-style-type: none"> - Evidence that our learning programmes include integration of local iwi perspectives and Māori cultural knowledge. - Teacher feedback and self-reflections regarding the embedding of Mātauranga Māori in their teaching. - Student voice/learning showing understanding and connection to the local curriculum, local narratives, and Mātauranga Māori.

<p>1.2 Learners are achieving at or above or making accelerated progress in Literacy and Numeracy. NELPs - Learners at the Centre, Barrier Free Access, Quality Teaching and Leadership, Future of Learning and Work, World class inclusive education</p>	<ul style="list-style-type: none"> - Investigate structured literacy programmes aligned with PLD in Accelerated Literacy Learning (ALL) to support students who are at risk of underachievement in literacy. - Investigate and make decision on the potential structured maths programme provided by the Ministry of Education, ensuring the programme is fit for purpose at our kura and then once a decision is made it is implemented with fidelity and supports student progression in numeracy. - Regularly collect and analyse achievement data in literacy and numeracy to identify trends, gaps, and students requiring additional support, and to track accelerated progress. <ul style="list-style-type: none"> - Set aspirational learning goals for all students in literacy and numeracy, ensuring targets are clear, measurable, and communicated to students and whānau. - Provide targeted interventions for students who are behind in literacy and numeracy, 	<ul style="list-style-type: none"> - Achievement data showing all students meeting or exceeding their targets in literacy and numeracy by the end of the year, with accelerated progress for those identified as underachieving. - Evidence of accelerated progress for students receiving literacy and numeracy interventions (e.g., ALL, ALiM, structured literacy, and numeracy strategies). - Regular progress checks and data reviews showing that students are progressing towards their targets. - Teacher and student feedback on the effectiveness of the programmes and interventions in improving literacy and numeracy outcomes. - Whānau involvement in tracking and supporting student progress toward literacy and numeracy goals. Especially through the new reporting process and documentation
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	<p>with tailored support designed to accelerate progress toward meeting achievement targets.</p>	
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<p>1.3 Learners know what/why they are learning and what their next step in learning is. Teachers know what to teach NELPs - earners at the Centre, Barrier Free Access, Quality Teaching and Leadership, Future of Learning and Work, World class inclusive education-</p>	<ul style="list-style-type: none"> - Use assessment data to create clear learning pathways for each student, ensuring that every student is aware of where they are in their learning and what steps they need to take to progress. - Ensure cohesive planning across all teaching teams, where teachers work collaboratively to align their teaching with clearly defined learning progressions and make learning outcomes explicit for students. - Regularly assess student progress, using both formative and summative assessments, to help students identify where they are and their next steps in learning. 	<ul style="list-style-type: none"> - Student voice reflecting that they understand their learning goals, why they are learning, and what their next steps are. Students are able to articulate their learning journey. - Teacher/Learner documentation showing alignment with learning progressions, with clear next steps for each student. - Evidence that assessment practices are being used to inform teaching and learning, with feedback provided to students on how to improve. - Regular tracking and monitoring of student progress to ensure that all learners understand their learning pathways and what steps to take to reach their goals. - Teacher feedback and self-reflections showing how they use assessment data to inform their teaching and help students move forward in their learning journey.
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Strategic Goal 2: Empower whānau and iwi partners through genuine reciprocal communication & authentic engagement opportunities. BPO - 1, 2, 3, 4		
Desired Outcomes - What we expect to see	Actions - How we will achieve our goals	Success indicators - How we will measure our success: Sources of evidence
<p>2.1 Regular, consistent, transparent communication explains what we do, why and how via a range of channels (as relevant) NELPs - Learners at the Centre,</p>	<ul style="list-style-type: none"> - Ensure ongoing awareness of learners' attendance through regular monitoring and transparent communication with whānau. This includes consistently sharing information about attendance, identifying trends, and fostering an open dialogue about its impact on learning. Set, monitor, and analyze attendance targets set by the Ministry of Education to identify patterns and areas that require further engagement to support student success." - Utilize a range of communication channels, including newsletters, school app, social media, parent-teacher meetings, and whānau hui to share information about school activities, goals, and educational intentions. 	<ul style="list-style-type: none"> - Improved Attendance Rates: Attendance targets set by the Ministry of Education are consistently met or show a positive upward trend. - Engaged Whānau: Regular communication with whānau is documented, showing an increase in participation and engagement, particularly with those whose students have attendance concerns. - Identification of Attendance Trends: Attendance data analysis reveals clear identification of patterns, with specific actions taken to address areas where engagement is lacking (e.g., targeted interventions for

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	<ul style="list-style-type: none"> - Ensure transparency in explaining school decisions, progress toward strategic goals, and how the community’s voice is influencing educational practices and planning. - Provide clear, jargon-free communication that highlights how whānau can contribute to their child’s learning and well-being. 	<p>students with irregular attendance).</p> <ul style="list-style-type: none"> - Feedback from Whānau: Positive feedback from whānau regarding the clarity, transparency, and effectiveness of the communication about their children's attendance and its impact on learning. - Evidence of regular, clear, and transparent communication through multiple channels, which aligns with the needs and preferences of whānau and iwi.
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<p>2.2 Authentic opportunities for whānau to experience and be involved in their child's learning NELPs - Learners at the Centre, Barrier Free Access</p>	<ul style="list-style-type: none"> - Provide opportunities for whānau to participate directly in school activities that showcase their child's learning, such as learning expos, classroom visits, or parent-child projects. Create other opportunities for whānau to connect with the school and learning - Ensure that whānau are informed and understand their child's learning progression, key milestones, and how they can support their child's educational journey at home. - Develop and maintain culturally appropriate practices within these opportunities, including practices such as Mānakitanga (reciprocity, respect, and caring for each other), to ensure whānau feel valued and engaged - Create other opportunities to connect with the school including and no 	<ul style="list-style-type: none"> - Whānau attendance at learning-related events such as parent-teacher meetings, learning expos, and cultural celebrations. Nb. Data is kept and reviewed - Positive whānau feedback through surveys or informal conversations on their experience and the perceived value of their participation in school events.
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<p>2.3 To have an ongoing reciprocal dialogue with whānau and iwi that shares progress towards strategic goals and invites rich community feedback NELPs - Barrier Free Access, Quality Teaching and Leadership</p>	<ul style="list-style-type: none"> - Continue with a regular dialogue cycle with whānau and iwi that includes termly progress updates on the school’s strategic goals, key initiatives, and any barriers faced in achieving these goals. - Invite iwi representatives to share their perspectives on the curriculum and school initiatives, ensuring that Mātauranga Māori and local iwi knowledge is part of strategic planning. - Conduct feedback sessions before the 2026 Strategic Planning workshop to gather input from whānau and iwi on how the school can better meet the needs of students and reflect the aspirations of the community. 	<ul style="list-style-type: none"> - Community engagement in regular feedback opportunities, including whānau surveys, focus groups, and consultation events. - Evidence of a reciprocal relationship in the dialogue, where whānau and iwi feel they are heard, respected, and included in decision-making processes. <ul style="list-style-type: none"> - Iwi contributions to the development of the 2026 school strategic plan, including insights into how the curriculum can better reflect local iwi perspectives and Mātauranga Māori. - Clear, documented actions that show how community feedback has been integrated into school practices, policies, and the curriculum.
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Strategic Goal 3: Ensure equity of achievement and wellbeing through valuing diversity and validating culture, languages and identity BPO - 1, 2, 3, 4		
Desired Outcomes - What we expect to see	Actions - How we will achieve our goals	Success indicators - How we will measure our success: Sources of evidence
<p>3.1 Foster a safe and inclusive environment where every learner feels they belong and are able to focus on their learning NELPs - Learners at the Centre, Barrier free Access</p>	<ul style="list-style-type: none"> - Implement targeted strategies to support the social, emotional, and wellbeing needs of students, creating a safe environment where all students feel they belong. <ul style="list-style-type: none"> - Gather student voice through surveys or focus groups to assess how safe, supported, and included students feel within the school community. - Develop pastoral care systems that monitor student wellbeing, addressing any concerns promptly and effectively, ensuring that students feel heard and valued. - Continue to embed restorative practices and positive behaviour systems that promote respect, inclusion, and positive relationships between students and staff. - Provide culturally responsive support that acknowledges and celebrates the diversity of students' backgrounds, including the languages and cultures they bring. 	<ul style="list-style-type: none"> - Evidence from student voice (surveys, focus groups) demonstrating a strong sense of belonging and wellbeing. - Pastoral care and wellbeing data that show trends of improvement in student wellbeing, engagement, and behaviour over time. - The implementation and evaluation of restorative practices and behaviour systems, including feedback from students, staff, and whānau. - Evidence that students from diverse cultural backgrounds feel their identity and language are

	<ul style="list-style-type: none"> - What strategies are in place to address the range of social, emotional and wellbeing challenges identified 	<p>validated and celebrated in school practices.</p>
<p>3.2 Provide appropriate support to all students who face academic or wellbeing barriers that prevent them from achieving to their potential NELPs - Learners at the Centre, Barrier free Access</p>	<ul style="list-style-type: none"> - Identify academic and wellbeing barriers early through data analysis, teacher feedback, and student observations, and develop individualised intervention plans for affected students. - Ensure targeted academic support (e.g., literacy and numeracy interventions) and pastoral care (e.g., counselling, mentoring, and wellbeing programmes) are in place to support students who face challenges. - Engage whānau in the process of identifying and addressing academic and wellbeing challenges, providing them with the tools and resources to support their child’s learning at home. - Regularly review the effectiveness of interventions and make adjustments based on student progress and feedback. 	<ul style="list-style-type: none"> - Intervention tracking: Data showing that students who face barriers are receiving the necessary support and making progress toward their academic potential. <ul style="list-style-type: none"> - Documentation of barrier identification and the development of specific, actionable plans to address those barriers in planning and reporting documents. - Feedback from whānau regarding the support their child receives and their involvement in supporting interventions. - Monitoring student progress: Evidence that interventions are leading to improved academic achievement and wellbeing outcomes for students, with adjustments made where necessary.

<p>3.3 Staff capabilities are acknowledged and grown NELPs - Learners at the Centre, Barrier free Access, Quality Teaching and Leadership, Future of learning and work, World class inclusive public education</p>	<ul style="list-style-type: none"> - Provide mentorship opportunities for staff to enhance their teaching practices, particularly in terms of cultural responsiveness and inclusive teaching. - Ensure that Te Reo Māori and Tikanga Māori are integrated meaningfully into the curriculum, with staff members continually working to improve their knowledge and use of Māori language and culture. - Include Māori representation at the governance level to ensure that decision-making reflects the values and priorities of Māori whānau and iwi. - Embed iwi perspectives into the school's 2026 strategic plan, ensuring that it reflects the needs and aspirations of the local iwi and Māori community. 	<ul style="list-style-type: none"> - Evidence of staff participation in PLD around cultural competence, Te Reo Māori, and Tikanga Māori, with reflections on how these have influenced teaching practices. - Mentoring records and teacher self-reviews showing progress in cultural competence, with teachers identifying growth in Te Reo Māori and cultural responsiveness. - Feedback from Māori whānau regarding the school's approach to Māori education, including their satisfaction with the integration of Mātauranga Māori and Te Reo in the curriculum. - Governance-level Māori representation: Evidence of Māori whānau or iwi members involved in the governance and decision-making processes of the school. - Evidence that the iwi perspective is embedded into the 2026 strategic plan
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		and that iwi have contributed to the school's long-term direction.
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SUPPORTING INFORMATION

REVIEW OF STRATEGIC PLAN AND CONSULTATION (DRAFT)			
2025- ACTIONS	2026- ACTIONS	2027	2008
Consultation of Health curriculum Pubertal Change Board Election	Community Consultation - Strategic Board Consultation of Health curriculum	Community Consultation Strategic Board	
REPORTING TO SCHOOL BOARD			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> - End of year assessment data (Previous year) - Analysis of variance - Annual goals - ongoing - Priority Learners - Whakapiki data Term 3/4 - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety 	<ul style="list-style-type: none"> - Term 1 data - Literacy and Numeracy data - Whakapiki - ongoing - Annual goals - ongoing - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety 	<ul style="list-style-type: none"> - End of Term 2 data - Literacy and Numeracy data - Whakapiki - ongoing - Annual goals - ongoing - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety 	<ul style="list-style-type: none"> - Budget - Whakapiki - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety

REPORTING TO WHANAU			
<p>Term 1</p> <ul style="list-style-type: none"> - Aspirational hui (meeting) with whānau before school starts - Week 8/9 Learning Conference Reporting on aspirations and sharing data and learning plans - Reporting document sent home electronically 	<p>Term 2</p> <ul style="list-style-type: none"> - Ongoing whānau communication as needed 	<p>Term 3</p> <ul style="list-style-type: none"> - Week 1/2 Learning Conference Reporting on aspirations. Sharing data, progress, and learning plans - Reporting document sent home electronically - Ongoing whānau communication as needed 	<p>Term 4</p> <ul style="list-style-type: none"> - Summative documentation of the year sent home - Last week of term - Ongoing whānau communication as needed

BOARD PRIMARY OBJECTIVES - These objectives are : (No objective is more important than the other, all have equal significance)

1. Every student is able to attain their highest possible standard in education achievement.
2. The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant students rights and takes all reasonable steps to eliminate racism, stigma, bullying and other forms of discrimination within the school.
3. The school is inclusive and caters for students with differing needs.
4. The school gives effect to Te Tiriti of Waitangi by:
 - a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
 - b. Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori.
 - c. Achieving equitable outcomes for Māori students.

National Education and Learning Priorities (NELPS) - The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
<ul style="list-style-type: none"> - Learners with their whānau are at the centre of Education - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. - Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities 	<ul style="list-style-type: none"> - Great education, opportunities and outcomes are within reach for every learner - Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs. - Ensure every learner/ākongā gains 	<ul style="list-style-type: none"> - Quality teaching and leadership make the difference for learners and their whānau - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. - Develop staff to strengthen teaching, leadership and learner 	<ul style="list-style-type: none"> - Learning is relevant to the lives of New Zealanders today and throughout their lives - Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work. 	<ul style="list-style-type: none"> - New Zealand education is trusted and sustainable - Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

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to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	sound foundation skills, including language, literacy and numeracy.	support capability across the education workforce.		
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