



# Strategic Priorities Ngā kaupapa matua

## 1. Learning Experiences



### 1.1 Curriculum and NCEA qualification refresh

Students will experience a rich, future-focused curriculum and assessment framework that reflects the refreshed New Zealand Curriculum and NCEA changes, fostering deep learning, critical thinking and equitable pathways to success.

- 1.1.1 Year 11: Complete the design and implementation of a replacement programme for NCEA Level 1, including curriculum development and assessment frameworks, ensuring it aligns with the refreshed NZ Curriculum and provides equitable pathways for students.
- 1.1.2 Years 12 and 13: Develop curriculum and assessment frameworks and begin phased implementation planning for the NCEA changes at Levels 2 and 3, ensuring a broad, future-focused programme that supports deep learning, critical thinking, and multiple pathways to success.

### 1.2 Pathway offerings

We will expand the range of Cambridge subjects available, alongside NCEA or its replacement, to ensure offerings cater to diverse learner needs, support international recognition, enhance university and career prospects, and to provide an overall balance of academic opportunities for all students.

- 1.2.1 To increase the number and diversity of Cambridge subjects offered alongside NCEA (or its replacement) pathway.

### 1.3 Academic excellence and future readiness

We will empower students to attain their highest possible standard in education while developing the competencies and personal attributes needed to thrive in their future pathways. This includes embedding future-focused behaviours within learning experiences, ensuring students are well-prepared for further study, careers, and life beyond school.

- 1.3.1 To increase the proportion of students experiencing meaningful academic growth and developing readiness for future pathways, ensuring that excellence is reflected in both achievement and progress. Success will be measured through attendance, fortnightly progress reports, academic results and engagement in extracurricular opportunities which are specifically designed to develop future-focused competencies.
- 1.3.2 To demonstrate measurable progress in achieving equitable outcomes for Māori. Progress will be monitored through achievement data and/or evidence of academic growth.

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### 2. Belonging and Wellbeing



#### 2.1 Students feel safe, seen and valued

We will foster an inclusive school environment where cultural identity, neurodiversity and individual differences are recognised, respected, and celebrated in everyday practice. Partnerships with students, whānau, mana whenua and communities strengthen belonging, equity and participation for all students.

2.1.1 Increase the proportion of students who report feeling safe, respected and valued at school, with evidence that cultural identity, neurodiversity and individual differences are authentically reflected in school practices, curriculum and our environment.

#### 2.2 Support all students to thrive

We are responsive to the academic, emotional, behavioural and social needs of every student, ensuring equitable opportunities for success and personal growth.

2.2.1 Continue to monitor, review and improve wellbeing and learning support systems to ensure they are effectively meeting the diverse needs of all students, as evidenced by improvements in wellbeing, engagement and achievement indicators.

#### 2.3 High-performing, motivated and future-ready staff

To cultivate a high-performing culture, we prioritise collaboration, wellbeing and continuous improvement.

2.3.1 To ensure all staff have access to meaningful opportunities for professional growth and excellence, and increase the proportion who report feeling valued, supported, and connected, as measured through the annual staff engagement and wellbeing survey.

### 3. Stewardship



#### 3.1 Financial strategy and funding diversification

We will develop and implement a forward-focused financial strategy and funding plan to ensure long-term sustainability and enable growth. This includes a diversified funding model.

3.1.1 To strengthen financial sustainability through diversified revenue sources and improved performance of existing income streams.

#### 3.2 Campus and property development

We will develop a long-term school property plan with the Ministry of Education, which guides strategic development, investment priorities, future growth and repair and maintenance across our school facilities.

3.2.1 The School actively works with the Ministry of Education to develop and implement long-term plans for major capital works and maintenance for the next 10 years, including a condition assessment of existing buildings and a process to remedy the deficit of repairs and maintenance, achieving agreed milestones and timelines.

#### 3.3 Business operations and systems optimisation

We will develop an organisation-wide approach to business operations that strengthens systems, enhances service delivery, and improves efficiency across all non-teaching functions.

3.3.1 Implement an organisation-wide business operations framework that delivers measurable process improvements, demonstrated through increased efficiency, reduced administration duplication, and enhanced service delivery across non-teaching functions.

This strategy is grounded in our commitment to Te Tiriti o Waitangi, ensuring that the principle of partnership, protection and participation are lived out in all we do. We work in true partnership with mana whenua, whānau and communities, valuing mātauranga Māori alongside all other knowledge systems. We actively protect and promote te reo Māori, tikanga and cultural narratives, ensuring they are visible, respected and interwoven into our daily practice. In weaving together our values and Treaty commitments, we create a place where identity is honoured, relationships are deepened, and the pursuit of excellence empowers all to thrive.