## Te Kura Kohine o Otakaro/Avonside Girls' High School Strategic Vision 2024-2025

Vision: A community where ākonga are empowered and nurtured to thrive

Avonside Girls' High School's Board of Trustees has policies and practices that reflect the unique position of the Māori culture and honour Te Tiriti O Waitangi.

The aims are:

- To ensure that Māori students feel they belong as Māori to Avonside. To grow the connectedness of Māori students within Avonside and to foster their self-belief in their ability to achieve.
- To provide a curriculum in which Māori students see themselves and can be successful as Māori.
- To provide or secure funding, staffing, and resourcing to reflect the above aims.
- To develop opportunities for the growth of staff knowledge, relationships and pedagogy that they better understand Te Tiriti O Waitangi, Te Reo Māori and Tikanga to become confident in weaving Mātauranga Māori through curriculum and school events.
- To promote and affirm the cultural diversity within the school, and to organise events to celebrate this.
- That the Board of Trustees and Senior Leadership develop strong and effective relationships with Iwi that honour Te Tiriti O Waitangi
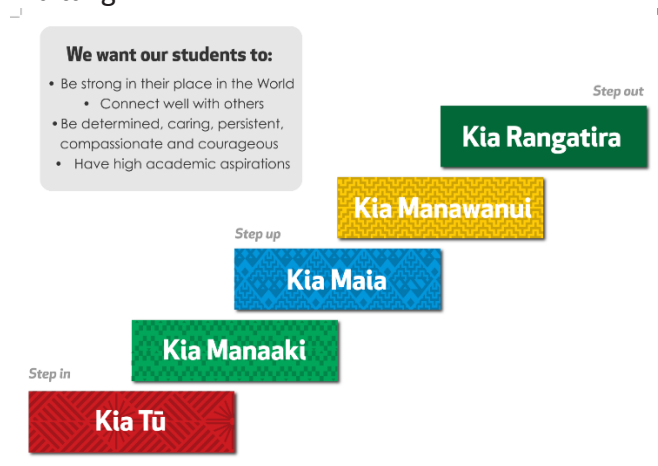
Strategic Area	Which Board Primary Objective does this strategic goal work towards meeting?	What do we expect to see?	Links to Education requirements NELPS	How will we make progress? Action Plan.	How will we measure success?
Goal 1: Our kura nurtures a wairua in which all ākonga are actively involved and belong in a vibrant community.	The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination. The school is inclusive of and caters for, students with differing needs. The school gives effect to Te Tiriti o Waitangi.	Our staff, community and students have a sense of school pride and tikanga. Increased participation from students, community and staff in school activities and events. Community/Whanau feel part of our school and know who we are and students feel they belong and can stand tall in their identity. Kia Tu	*Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.* *Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture* *Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.* *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*	**Values/Mauri Implementation/School Culture** Continue Ako learningof History and Mauri of school Visual representation and on website Develop understanding of how our values weave through our kura Embed Student leadership plan Guest speakers – past pupils Celebrate success through assemblies and events 'Stars on the Ground' evening at Matariki Development of Haerenga programme to reflect curriculum needs and belonging (goals 1 and 3) Continue to develop opportunities for students and community **Staff belonging** Social council Creating a cycle plan of survey for staff	School Waiata & Haka performed by all students and staff. Continued high numbers of whanau attending events. Student voice collected and actioned/used in school decision making. Ex students coming back to run groups. Attendance improvement. Students wearing badges proudly and pride in receiving awards and wider range of badges available e.g sport. Data of staff, students and community at events All students, the community and staff know the school values and can explain how they are lived. Staff and student involvement in Sports and EOTC Akonga voice in Tatler and assemblies

Goal 2: Our positive connections and relational culture enable ākonga to thrive and shape their own success	The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination. The school is inclusive of and caters for, students with differing needs. The school gives effect to Te Tiriti o Waitangi.	**Students** Active social connection between students within and across year groups Students feel empowered to know and can voice their own pathway. Tuakana Teina whanau **Staff** Strong relationships that engage learning **Community** Family involvement in co-constructing pathways.	*Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.* *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs* *Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*	Actively identify and connect more isolated students. Career programs from Year 9 and development of ako programme Embedding of learner hui to develop questions around whanau voice and student voice. Development of peer support program across the year Develop teachers around core classes for yr 9 and 10 as teams. **Attendance and WEA** WEA employed for year. Whānau Resilience funding to support 7-9 students in a scholarship model. **Pastoral Structural Review** To develop a robust structural team and system that supports ākonga and whānau together **Teachers** Develop teacher graduate profile developed through Mauri. Student Graduate profile High Expectations PLD	Students can confidently articulate values and relationship goals and progress LS area can show that students are learning through effective strategies, getting work done and back to class with less time in EC. Evidence of student participation in class Consistent school wide use of My Mahi points Less referral Attendance Targets: 70 % regular attendance 2024, 75% 2025 Wellbeing survey – continue to see improvement especially for LGBTQI and that students feel they belong – especially Pasifika and ākonga Māori.

Goal 3: Our positive relational classrooms and a sequential knowledge-rich curriculum empower ākonga.	Every student at the school can achieve their highest educational standard achieving equitable outcomes for Māori students taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori	**Embedding Curriculum design** Knowledge-rich curriculum plans 5-year planning with differentiated pathways 2025 Curriculum storyboards shared with students and whānau and student work displayed around learning areas for learning purposes Growth of TRM and Te Ao Haka towards a bilingual class **Relational Pedagogy** Teachers using cooperative and collaborative pedagogy as the norm.	*Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work*	**How will we make progress - Embedding Curriculum design** Workshops to support curriculum development at NCEA Departments have a 5-year plan and yearly topic designed plans Extra hour of literacy Y9 and numeracy Y10 in 2024 Development of Haerenga programme to reflect curriculum needs and support student pathways 2024 teacher facing Curriculum document **Relational Pedagogy** Pedagogy team Action Plan to be created and shared PLD with core teachers 9TM around teaching to the north east. Engagement surveys with students **Tracking & measuring learning progress**	**How will we measure progress - Embedding Curriculum design** AGHS Curriculum hub complete Teacher expertise developing with curriculum design. Framework for curriculum design embedded. Measure shifts in e-asttle results compared to previous years Embedded Haerenga programme with student voice feedback 2024 teacher facing document completed and shared NCEA Targets improve to 80% for L1 and L2, 85% UE literacy and L3 UE to 55% Greater numbers taking scholarship and STAR courses at UC

		Teachers know their learners and their needs and provide effective learning for all		PLD around sharing e-asttle data with students	Progress measured and reported
		Tracking & measuring learning progress Teachers and students know what progress being made and goals		Student tracking sheets to be shared earlier – Term 1 Explore ways to measure and report progress across the junior curriculum eg pre/post tests, end of year junior exams, Assessment and measuring progress within ELA inlcuded in five year plans ie What is being assessed and how is progress measured.	Local curriculum strands embedded Application of PLD and data to classroom teaching
		Students talking about goals and academic progress **AI** AI tools can be explicitly used where appropriate in learning and teaching with policy and guidelines for use		**AI** Policy and procedures created through co-construction with Māori whānau Staff guidelines on use in teaching and learning; task design to support assessment practices Student guidelines on best practice use Opt out process for whānau - for students under 18y. List in central location for teachers. Approved AI tools for use in our school	Clear pathways for knowing how to use it and what to use and when not to use. Collect voice and behaviour incidences and whether AI features in this.