

CHRISTCHURCH NORTH COLLEGE

Strategic plan 2025-26

Our mission is to support young people in building resilience, gaining practical skills, and embracing their potential in a nurturing environment.

Strategic goals	Link to Board primary objectives	Link to education requirements	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>Strategic goal; Teaching and Learning</p> <p>Literacy Provide a robust and effective literacy program that enables progress and participation from all ākonga.</p>	<p>Section 127 (1) of the Education and Training Act 2020</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho - English</p> <p>The Common Practice Model</p> <p>The Te Mātaiaho Implementation supports pack</p> <p>The Literacy and Communication and Maths Strategy</p> <p>NZ disability strategy</p>	<p>Staff confidently using Te Mātaiaho - English.</p> <p>Kaiako planning and implementing a robust literacy program.</p>	<p>Implementing Te Mātaiaho to inform change in their planning and practice.</p> <p>Staff PLD to grow an understanding of Te Mātaiaho - English.</p> <p>Staff planning collaboratively using Te Mātaiaho. Reading resources to support a literacy approach to reading.</p>	<p>Teacher's planning shows evidence of a robust literacy approach.</p> <p>Teacher voice survey.</p> <p>Peer appraisals</p> <p>Kaiako reflect on their practice.</p>

			<p>All ākonga are participating and progressing in our literacy program.</p>	<p>Providing supports, accommodations, and modifications to meet the needs of all ākonga.</p> <p>Using texts that reflect the identities and cultures of students.</p>	<p>Teacher planning shows evidence of explicit teaching of literacy to meet student needs.</p> <p>Teacher's classroom practice shows competent implementation of a robust literacy program.</p> <p>Student-voice survey.</p>
			<p>Strengthened connections with mana whenua, community, and whānau.</p>	<p><u>In our reading program, we will:</u> Use texts from Aotearoa New Zealand and Te-Moana-nui-a-Kiwa</p> <p>Provide opportunities for community connections.</p> <p>Involve whānau in their child's learning, school events, and celebrations relating to reading and literature.</p>	<p>Text used in classrooms include texts from Aotearoa New Zealand and</p> <p>Text used reflected the identities and cultures of students.</p> <p>Student voice survey.</p> <p>Whānau is actively involved in school reading and literature events.</p> <p>Whānau voice survey/discussion.</p>

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<p>Strategic goal</p> <p>Cultural Enrichment</p> <p>To provide a Te reo and Te ao Māori environment founded on Te Tiriti o Waitangi where ākonga are achieving and progressing with a focus on language acquisition, cultural inclusion and Hauora</p>	<p>Section 127 (1) of the Education and Training Act 2020</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Ka Hikitia - Ka Hāpaitia</p>	<p>Te reo Māori-we are committed to growing te reo Māori amongst akonga, staff, parents</p>	<p>Utilise resources available</p>	<p>Ākonga and their whānau will experience quality education that values, sustains and connects to ākonga identity and language</p>
		<p>Te Mātaiaho and the Common Practice Model</p> <p>Te aho Arataki Marau mō te ako</p>	<p>Our curriculum will be local and supported by Mana Whenua</p>	<p>Utilising the local curriculum to enhance Te ao Māori</p>	<p>We will have strong relationships with ākonga, whānau, Ngāi Tūāhuriri</p>
		<p>Tau Mai te Reo strategy</p> <p>Hei Raukura Mō te Mokopuna strategy</p>	<p>All ākonga feel a strong sense of belonging and their hauora is supported</p>	<p>An understanding of Tikinga and mātauranga Māori</p>	<p>Meaningfully incorporate te reo Māori and Te ao Māori into the everyday life of our Kura</p>
		<p>Aromatawai Strategy and Action Plan</p> <p>NZSBA's guidance for giving effect to Te Tiriti o Waitangi</p>	<p>We will give practical effect to Te Tiriti o Waitangi in our Kura</p>	<p>Incorporating mana whenua and community links</p>	<p>Increase our use of Te reo</p>
		<p>Apply 17 habits of a Valued treaty partner</p>	<p>We will build on the strengths of Māori learners</p>		<p>Wānanga held to affirm their identity as young Māori in today's society</p>

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<p>Strategic goal Hauora</p> <p>CNC will embrace Te whare tapa wha/mauri ora as a tool for uplifting and upholding Mana and supporting the wellbeing of kaiako, akonga and whānau and create an environment for all to flourish</p>	<p>Section 127 (1) of the Education and Training Act 2020</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Attendance and Engagement Strategy</p> <p>Child and Youth Wellbeing Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p>	<p>Staff understand the Te whare tapa wha/mauri ora model</p>	<p>Staff PLD that builds capacity and sustainability of staff</p>	<p>Staff are competent in Te whare tapa wha/mauri ora</p>
			<p>Students positively respond to their hauora</p>	<p>Self reflect on areas that need improvement and address accordingly</p>	<p>We are inclusive and culturally competent so ākonga are attending regularly.</p>
			<p>Mana is enhanced through the Te whare tapa wha/mauri ora model</p>	<p>Develop the CNC version of Te whare tapa wha/mauri ora</p>	<p>Reduce barriers for all ākonga. Students are belonging, participating and achieving, underpinned by educationally powerful relationships.</p>
			<p>Attendance of all students including Māori ākonga improves year upon year</p>	<p>Resourcing around attendance is working effectively</p>	<p>Attendance data of all students has increased from their previous school. Data improves year on year.</p>