

Normanby School Annual Implementation Plan 2025



Our Mission

To provide an inclusive environment where positive relationships support lifelong learners.

Our Vision
For all our ākonga to become 'Normanby S.T.A.Rs'

Our Motto
"Titiro ki Runga"

At Normanby School we encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on our school S.T.A.R Values; *Self-Manage, Team, Achieve and Respect*, which bring our Vision and Mission to life.

Our Values



2025 Implementation Plan Summary

The 2024 school year was challenging due to a number of unexpected staffing changes, including the sudden loss of a valued colleague. These changes do not sway us from our mission and vision and despite everything, we achieved a great deal of progress towards implementing our strategic plan (refer to Annual Report 2024).

As our Government continues its mahi to refresh the New Zealand Curriculum, Te Mātaiaho, we are also keeping up with the mandated changes and are ready to implement both the new English and Mathematics curriculums in 2025. Ongoing and timely professional development has been and will continue to be provided to support our staff to ensure that they are clear about what students need to **understand, know** and **do** in each year, from Years 0 to 6. Our teachers will know what to teach, when, and how, based on the science of learning, which provides them with effective teaching strategies and practices. We will continue to align our own PLD priorities with MoE expectations for implementing Te Mātaiaho in our school. Our school-wide commitment to the Relationship-based Learning approach, which is *our* model of best practice, and therefore our *common* practice, also features strongly as we introduce and upskill all our teachers in this pedagogy to achieve **GOAL 2 - OUR STAFF**.

Achieving **GOAL 3 - OUR COMMUNITY** will require a commitment by students, staff and whānau to strive for continuous improvement in this area. Alongside our South Taranaki Kahui Ako, we want to understand who is in our community and strengthen our existing community relationships. We want to engage with our community as much as we can, in ways that work for our community. We will value the contributions of our community and will ask how we can give back. Developing and strengthening meaningful, educationally significant connections, communication and relationships with Māori whānau, hapū, iwi and parents, families and communities will enable us to achieve our mission, to provide an inclusive environment where positive relationships support lifelong learners. A key part of this mahi will be working together to raise student attendance rates at our kura.

As a learning community, we want to ensure that we can make the shift from acknowledgement to authentic understanding and valuing of Te Tiriti o Waitangi and its principles. We endeavour to ensure that our Māori learners are consistently well supported to achieve success with a strong, secure sense of their cultural identity. We will provide explicit instruction in Te Reo Māori for all our learners, and support our staff to improve their own capabilities in the learning of te reo Māori me ōna tikanga and mātauranga Māori.

Quality Teaching and Learning Strategies to support student progress in 2025

Science of Learning:

- build a shared understanding of how people learn - biologically, developmentally, cognitively, culturally, emotionally, and socially
- consider how that understanding can strengthen teaching and learning
- establish a common language for teaching and learning.
- Explore examples of explicit teaching strategies and how to implement these in classrooms, e.g the CPA (Concrete-Pictorial-Abstract) model in Maths No Problem, structured literacy and maths approaches.

Relationship-based Learning pedagogy:

- Rejecting deficit explanations for student learning - students' language, culture and heritage are seen as assets to learning.
- Caring for and nurturing the learner, including their language and culture
- Voicing and demonstrating high expectations
- Ensuring that all learners can learn in a well-managed environment
- Knowing what students need to learn and how you are going to teach it

- Draw on prior learning
- Provide feedback and feedforward - assessment for learning
- Employ co-construction and power-sharing strategies
- RbL Part 3 Voice Collection data informs focus areas for teachers to respond to student needs
- North-East Monitoring/Co-construction Meetings/Moderation Meetings

Supporting students with diverse learning needs:

- Funding secured for students with high needs, learning needs, language and communication needs, health and safety needs, and behavioural needs and targeted allocation of Learning Assistant support
- Individual Education Plans, Safety Plans and Behaviour Plans in place
- Incredible Years strategies (Teacher and Teacher Aide training)
- Positive Behaviour for Learning and Restorative Practice strategies (Staff training (PB4L School-Wide))
- Early identification and tracking of students not achieving expected progress steps
- Employment of a Structured Literacy Support Teacher to use structured literacy approaches to deliver accelerative literacy teaching for Year 0-2 students
- Implementation of other Tier 2 intervention programmes such as; *FivePlus*, *SevenPlus*, *Reading Rev*

<p>Goal 1</p> <p>Our Students</p> <p>To have access to a range of learning opportunities which develop key understandings, knowledge and skills needed to become lifelong learners.</p>	<p>Our Current Position</p> <p>We know that wellbeing is vital for student success and is strongly linked to learning. We want our learners to have a sense of belonging and connection to school, to whānau, friends and the community. We want them to experience achievement and success and to be resilient when facing change and challenge. As part of our ongoing commitment to supporting students to understand and develop knowledge about their own wellbeing, we are continuing to implement Wellbeing for Learning - Pivot - an evidence-based survey tool that focuses on ensuring students feel supported and ready to learn. We want to understand the wellbeing of our students and be able to identify those who are struggling with their wellbeing in order to teach them the skills necessary to be well in their own lives. Community consultation informs us that parents, whānau and ākonga want an opportunity to reflect on wellbeing and learn more about the things that affect how they feel each day. They want a safe way to communicate if they are in need of help.</p> <p>In collaboration with the Healthy Active Learning team at Sport Taranaki, significant work has been done to develop our local Healthy Active Learning curriculum. We continue to update and refresh this curriculum. Healthy Active Learning is about ensuring we are giving our students the best possible opportunities to engage in the Health and PE curriculum and to approach it from a holistic point of view rather than the traditional approach that we may be used to. This means modifying games and activities based on the students needs, to maximise participation and engagement and ultimately making sure that our students are learning what is laid out in the curriculum. At our school, Healthy Active Learning looks like structured lessons (2 per week) that make connections to our STAR values and/or Te Whare Tapa Wha. There is plenty of opportunity for social and emotional teaching and learning that can happen alongside physical activity. These are valuable life skills that we can gift to our ākonga..</p> <p>Staff understanding, knowledge and application of Restorative Practice, one of a range of initiatives within PB4L, requires ongoing focus after refreshing our whole staff of the practice in 2024. We know the RP model builds inclusive networks of positive, respectful relationships across the school community and has proven effectiveness in improving ākonga well-being, increasing educational achievement, and addressing problem behaviour. Our 'big five' of behaviour data assists us in our decision making around how we support target students for additional support, implementation of changes to duties and play breaks, etc. In 2025 we are re-establishing our PB4L team and ensuring that all staff are upskilled in the PB4L School-Wide approach, a flexible framework that we localise to ensure it is a culturally responsive approach to protect and promote student wellbeing and positive behaviour in our school.</p>		
<p>Goal 1 Targets</p>	<ul style="list-style-type: none"> • Data analysis and tracking across the year will indicate an improvement in student general wellbeing (Level 1), resilience, belonging and safety (Level 2), and the protective domains such as health, hobbies and sleep (Level 3). • Students/whānau surveys and voice collection will show an improvement in understanding of how positive behaviour for learning and restorative practice helps students to maintain positive, respectful relationships with each other and with staff at Normanby School. • Student achievement data in literacy and maths will illustrate that 75% (English) and 80% (Mathematics and Statistics) or more of our students are achieving within or above the expected curriculum phase which can, in part, be attributed to a strong sense of wellbeing at school. 		
<p>Goal 1 Initiatives and Intended Outcomes 2025</p>	<p>Key Actions</p>	<p>Responsibility, Resources and Time Frame</p>	<p>Key Outcomes and Success</p>
<p>1.1 Enhance wellbeing by developing our school culture so ākonga can</p>	<p>1.1a Collect baseline wellbeing data in the domains of safety, belonging, and resilience (15 questions).</p>	<p>Logins and explicit teaching on use of the Pivot tool (why, how). Year 4-6 teachers and students to be completed by mid-term.</p>	<ul style="list-style-type: none"> • To have robust baseline and over-time data which will contribute to set improvement targets • Ākonga have a sense of belonging and connection to school, to whānau, to friends and the

successfully participate in learning and contribute to the community.	1.1b Fortnightly wellbeing check-ins (5 questions) and requests for check-ins with wellbeing staff at Normanby School.	Year 4-6 teachers and students.	community. <ul style="list-style-type: none"> • Ākonga experience achievement and success (in their learning, in their relationships with others) • Ākonga are resilient and have the capacity to 'bounce back'. • Ākonga are socially and emotionally competent, are socially aware, have good relationship skills, are self-confident, are able to lead, self-manage and are responsible decision makers. • Ākonga understand their place in the world, are confident in their identity and are optimistic about the future. • Identified insights and trends will inform our decisions on future wellbeing target areas and foci, and to support wellbeing curriculum development. • Related policies and procedures are robust and have been communicated with the school community who have an opportunity to provide feedback about our policies through the School Docs portal. All staff are aware of their responsibilities towards student wellbeing. • UBRS Training
	1.1c Health & PE curriculum lead to unpack the data and work with the leadership team to: <ul style="list-style-type: none"> • Analyse strengths • Analyse developments over time • Identify disparities • Establish further actions • Reflect on common insights • Share practice 	Lead of Health & PE, senior leadership team. End of Term 1, then mid and end of Terms 2-4 Reports returned by Pivot admin team	
	1.1d Regular recognition across the school community of different opportunities to connect to students about their wellbeing including; For example in Term 1 there is opportunity through to connect through whakapapa and belonging, our school pepeha and the significance of our maunga, Pivot, Relationship-based Learning PGC observations and impact coaching, PB4L - STAR Values, restorative practices, Healthy Active Learning (Te Whare Tapa Wha, co-operative games and team building). Also, other attendance and engagement initiatives as they become available/open throughout the year such as Mau Rakau, Positive Vibe Tribe, Seasons for Growth.	All staff All ākonga Parents and whānau	
	1.1e Ensuring rigorous school policies and procedures are in place for student wellbeing, including detail about internal and external referral processes for students who may need support with their wellbeing. Whole staff understanding of mandatory reporting requirements. Targeted wellbeing training as it becomes available.	Senior leadership team Board Parents and whānau	
1.2 Strengthen our Restorative Practices to maintain positive, respectful relationships within our school; staff to staff, staff to student and student to student, by using best-practice tools and techniques.	1.2a Professional Learning and Development in Positive Behaviour for Learning (PB4L) and Restorative Practices, i.e. restorative circles	Term 1 All staff PB4L Lead	<ul style="list-style-type: none"> • Staff refresh of PB4L practices in our kura - staff will gain a sound knowledge of the foundational aspects of PB4L School-Wide. • Training of PB4L Lead in Restorative Circles to further develop skills for a relational approach to effective communication and restorative practices • Build a relational culture in our classrooms and in our school. • PB4L team established
	1.2b Re-establish the PB4L-School-Wide team and review and update our local curriculum, ensuring current PB4L and RP practices and processes are communicated clearly for staff.	Principal Senior Leadership Team PB4L Lead All staff	
Monitoring and Evaluation of Goal 1 Initiatives and Targets	2025 Jan - Trauma Informed Training: 'Classroom Supports for ADHD', 'Healing Developmental Trauma' (2 staff) T1-4 - HAL Lead workshops (1 staff member) Feb - PB4L School-Wide Refresher Course (whole staff) Feb - Restorative Practice PLD: Restorative Circles (1 staff member) T1-4 - Re-establishment of PB4L team T1 - Policy reviews: Child Protection, Abuse Recognition and Reporting, Concerns and Complaints Policy, Protected Disclosure T1 - Pivot baseline data collected and fortnightly check-ins		
Goal 2 Our Staff	Our Current Position We are self-sustaining our Relationship-Based Learning practices at Normanby School. We have one accredited Impact Coach on staff who leads RbL in our school, who also happens to be the Principal. We have several teachers on staff new to, or recently introduced to the RbL approach as our common practice model. All our teachers need		

<p>To develop professional capability, always aiming for equity, effectiveness and excellence.</p>	<p>to be consistently using effective, culturally responsive teaching strategies and practices in adaptive ways to promote equitable and excellent learner outcomes. Our processes, including collaboration, moderation and impact coaching, aim to improve the impacts of teaching on the learning and achievement of all our ākonga, and we are continuously on a cycle of professional learning and practice in this area.</p> <p>As our Government continues its mahi to refresh the New Zealand Curriculum, Te Mātaiaho, we are also keeping up with the mandated changes and are ready to implement both the new English and Mathematics curriculums in 2025. After targeted PLD in 2024, we are well prepared for these changes and our staff will be continuing to upskill through ongoing and timely professional development to support our staff to ensure that they are clear about what students need to understand, know and do in each year, from Years 0 to 6. Our teachers will know what to teach, when, and how, based on the science of learning, which provides them with effective teaching strategies and practices. We will continue to align our own PLD priorities with MoE expectations for implementing Te Mātaiaho in our school. Our school-wide commitment to the Relationship-based Learning approach, which is <i>our</i> model of best practice, and therefore our <i>common</i> practice, also features strongly as we introduce and upskill all our teachers in this pedagogy to achieve GOAL 2 - OUR STAFF.</p> <p>The team at Hero Linc-Ed, our student management system, are also in the process of updating their platform to better reflect and communicate student learning against the new curriculums' 'sequence steps' (previously referred to as 'goals'). We are hopeful that by the end of Term 1 we will be able to report against the new curriculum in these two learning areas.</p> <p>This year we have recruited a structured Literacy specialist support Teacher, funded by the MoE and the school board,</p>		
<p>Goal 2 Targets</p>	<ul style="list-style-type: none"> • Student achievement data in literacy and maths will illustrate that 75% (English) and 80% (Mathematics and Statistics) or more of our students are achieving within or above the expected curriculum phase which can, in part, be attributed to improved relationships and teacher capability through embedding the culturally responsive RbL pedagogy. • Teachers' PGC profile evidence collection will show growth over time, with movement towards the north-east becoming evident • Voice collection will illustrate improvement over time in how well ākonga UNDERSTAND what they are learning, KNOW how and why they are experiencing success in their own learning, and can demonstrate that learning through the relevant and cognitively challenging tasks designed for them (DO). • All staff to have engaged in professional learning and development opportunities relating to the new English and Maths and Statistics curriculum, including structured literacy training. 		
<p>Goal 2 Initiatives and Outcomes 2024</p>	<p>Key Actions</p>	<p>Responsibility, Resources and Time Frame</p>	<p>Key Outcomes and Success</p>
<p>2.1 Strengthen understanding of our common code of effective and culturally responsive teaching practice (Relationship-based Learning), including implementing change in how we engage in open, constructive conversations about the opportunities for sustained improvement.</p>	<p>2.1a Teacher observations with voice collection and Impact Coaching</p>	<p>RbL Impact Coaches All classroom teachers 1 full observation and termly snapshot observations</p>	<ul style="list-style-type: none"> • Impact coaching data will track change/improvement. We aim to see evidence of shift to the 'north-east'
	<p>2.1b North-East monitoring (co-construction) / Group Coaching / Moderation meetings</p>	<p>Termly Impact Coaches / Team Leaders / Principal All classroom teachers</p>	<ul style="list-style-type: none"> • Build teacher knowledge and understanding around being an effective 'North-East' teacher, and to engage in deliberate, systematic processes and reasoning, leading to improved outcomes for all learners.
<p>2.2 Continue to implement Te Mātaiaho, the refreshed New Zealand Curriculum in order to strengthen what we do so that all ākonga excel and experience success in their learning.</p>	<p>2.2a Embed and sustain the refreshed English, Mathematics and Statistics and Te Ao Tangata/Social Sciences learning areas.</p>	<p>Principal Team Leaders Classroom teachers</p>	<ul style="list-style-type: none"> • Teacher collaboration to design learning experiences that weave the three elements of <i>Understand, Know, and Do</i> together so that student learning is deep and meaningful. • Planning and formative assessment is reflective of student progress and achievement through sequence steps in the refreshed learning areas at Phase 1 and Phase 2. • Every teacher will engage in professional learning using the Standards or Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners
	<p>2.2b Update assessment practices to align with Ministry requirements as they emerge in 2025.</p>		

	2.2c Professional Development opportunities: <ul style="list-style-type: none"> Structured Literacy Curriculum Refresh 	Principal Classroom Teachers	<ul style="list-style-type: none"> Every teacher will engage in professional learning using the Standards or Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners
	2.2d Local Curriculum refresh to align with changes to NZC refresh.	Principal Classroom Teachers	<ul style="list-style-type: none"> Our refreshed Local Curriculum will reflect our use of the refreshed curriculum i.e. the Science of Learning, English (incl. Structured Literacy, Writer’s Toolbox, BSLA), Mathematics (Maths No Problem!) and assessment (2025) updates and changes.
Monitoring and Evaluation of Goal 2 Initiatives and Targets	2025 <u>Professional Development</u> T1-4 - Structured literacy: BSLA micro-credential training, Liz Kane ‘The Code’ PLD, SHARP Reading PLD, Writer’s Toolbox PLD T1 - Curriculum refresh: Maths and English, Maths No Problem T1 - Ministry allocated Maths curriculum		
Goal 3 Our Community To engage our community to be actively involved in the life of our school and continue to build positive and meaningful community partnerships.	Our Current Position Normanby School has been a central hub of the township of Normanby since the first school was built in 1876. Our hope is for a strong connection with our community always. We want our parents, our whānau, our hapū, our iwi, and our families, to be involved in the life of our school. We want to develop our existing knowledge about the place we stand upon, the people who live here and those who lived here in the past. Our South Taranaki Kāhui Ako are continuing to engage with local iwi to facilitate kāhui-wide professional learning opportunities. We want to continue learning the stories of our people and our area, and begin to learn and teach our school’s agreed pepeha. We want to establish meaningful, reciprocal, educationally relevant relationships with our communities, in ways that work for our communities. We continue our partnership with the Maori Achievement Collaborative (MAC), a professional learning and development pathway by principals for principals focused on changing education outcomes for Māori students. We aim to build our own capability to inquire into, recognise and delete barriers impeding improved educational and cultural outcomes for Māori in partnership with students, whānau, hapū and iwi. We aim to work with our parents and whānau to raise attendance rates this year. We know that there is a clear connection between going to school regularly and doing well in the classroom and we believe that parents have a huge role to play in ensuring their child(ren) are attending school regularly. Regular attendance means the student is present for more than 90% of the term. (To increase regular attendance rates, the Government has set a target: by 2030, 80% of students are present for more than 90% of the term). We will be working over the long term to meet this nationwide target.		
Goal 3 Targets	<ul style="list-style-type: none"> MAC Strategy: Building knowledge based on prioritised bodies of knowledge and needs identified through inquiry. MAC Strategy: Facilitating the understanding of key concepts, strategies and documents and developing tools and plans to confidently and competently implement them in school. Settle on our agreed school pepeha (after final consultation with local iwi) and begin teaching this to our students, our parents, and our whānau. Increase attendance rates using Every Day Matters term by term data as a comparison. 		
Goal 3 Initiatives and Outcomes 2024	Key Actions	Responsibility, Resources and Time Frame	Key Outcomes and Success
3.1 Connect with and work in partnership with whānau, hapu and iwi to foster reciprocal learning centred relationships, and to improve student attendance rates.	3.1a Engage with parents and whanau through school events, hui, and surveys: <ul style="list-style-type: none"> Term 1 Head Start Hui Term 3 Learning Conferences Parent Information Evenings Real-time reporting on SMS Hero Whanau days 	All staff All students Whanau and parents Wider school community	<ul style="list-style-type: none"> Strengthening meaningful, educationally significant connections, communications and relationships with Māori whānau, hapū, iwi and parents, families and communities. School processes and practices for consultation are improving with Māori whānau, hapū iwi and

	<ul style="list-style-type: none"> • Working Bees • PTA events • School Production and Prize Giving • Targeted surveys • Community Feed on SMS Hero • Caregiver Communication on SMS Hero • School Facebook page 		<p>parents, families and communities</p> <ul style="list-style-type: none"> • Community collaboration is strengthening to enrich opportunities for students to become confident, connected, actively involved learners. • Learner outcomes are well promoted
	<p>3.1b South Taranaki Kāhui Ako engagement and professional learning opportunities with local iwi</p>	<p>Principal All staff STKA ASTs and WSLs</p>	
	<p>3.1c Māori Achievement Collaborative engagement:</p> <ul style="list-style-type: none"> • A series of facilitated cluster hui per year • A specified number of 1:1 facilitated hui with each school • A one day facilitated regional Wānanga • A 3-day National Wānanga - Marae based: Living by Māori values. 	<p>Principal Classroom teachers</p>	
	<p>3.1d Implementing attendance action plan priorities and related actions to lift attendance. Initial initiatives include:</p> <ul style="list-style-type: none"> • Using the Attendance presentation supplied by the MoE at our Parent Information Evenings • Including the recommended content from the MoE for our school newsletter • Following the Stepped Attendance Response (STAR) as a guide For our actions for each level of attendance • Ensuring our board are fully aware of the attendance action plan and strengthen their accountability for raising attendance • Promoting the importance of regular attendance with our community • Report our attendance daily and track students who have less than regular attendance • Sharing MoE health guidance to support good decisions about school attendance. 	<p>Principal Classroom teachers</p>	<p>Improved student attendance in comparison to 2024:</p> <p>Term 1 2024 = 58% Term 2 2024 = 62% Term 3 2024 = 54% Term 4 2024 = 67%</p>
<p>3.2 Increase our understanding, expand our knowledge & use of te reo me ōna tikanga and mātauranga Māori.</p>	<p>3.2a School subscription to Te Puna Reo Māori online language learning tool, including staff workshops at weekly PLMs.</p>	<p>Whole staff</p>	<ul style="list-style-type: none"> • Staff personal/professional growth and commitment to meeting the Standards for the Teaching Profession: <i>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</i> by practising and developing the use of te reo and tikanga Māori.
	<p>3.2b Scheduled Te Reo Māori me ōna tikanga lessons in daily timetables, and provision of resourcing to enable teachers to provide language learning opportunities to all students.</p>	<p>Daily lessons in all classes Long term planning using Te Puna Reo Māori. All students All staff</p>	<ul style="list-style-type: none"> • Improved confidence to speak te reo Māori in both students and staff • Improved knowledge of te reo Māori kupu and everyday phrases • Giving effect to Te Tiriti of Waitangi
	<p>3.2c Engage with MAC, STKA and Resource Teacher of Māori for professional learning opportunities to support staff to experience deep learning in relation to te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.</p>	<p>Principal All staff Outside providers</p>	<ul style="list-style-type: none"> • Māori learners are well-supported to achieve success with a strong sense of their cultural identity. • Giving effect to Te Tiriti of Waitangi

Monitoring and Evaluation of Goal 3 Initiatives and Targets

2025

Te Puna Reo Maori - PLM sessions

How our 2025 Annual Implementation Plan will give effect to Te Tiriti o Waitangi

We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- Track achievement data to ensure equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Normanby School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Normanby School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Normanby School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia, Ka Hāpaitia

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Normanby School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).

Evaluation:

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