Tītiro whakarunga ki ngā puke

Look upwards to the hills, aim high!

National Education and Learning Priorities

World Class Inclusive Public Education

New Zealand education is trusted and sustainable.

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only).

Future of learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

Quality Teaching and Leadership

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.

Barrier Free Access

Great education opportunities and outcomes are within the reach for every learner.

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Ensure every learner/ākonga gains sound foundation skills including language*, literacy and numeracy

*Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language.

Learners at the Centre

Learners with their whānau are at the centre of education.

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, language and cultures.

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Ka Hikitia Māori Education Strategy

Te Rangatiratanga	Te Tuakiritanga	Te Kanorautanga	Te Tangata	Te Whānau
Māori exercise their authority and agency in education. We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.	Identity, language and culture matter for Māori learners. Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system. We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.	Maori are diverse and need to be understood in the context of their diverse aspirations and lived experiences. Our education services will support the growth and development of the Māori language. Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.	Māori are free from racism, discrimination and stigma in education. Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate so that Māori learners and their whānau have a strong sense of belonging.	Education provision responds to learners within the context of their whānau. We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services. We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

Pasifika Education Plan				
Confront systemic racism and discrimination in education.		Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners. Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.	Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic.	Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met.

STRATEGIC PLAN

2024 - 2025

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Mission

To develop the resilience & skills needed to become productive & up-standing citizens

2025 STRATEGIC ANNUAL GOALS

Attendance	Achievement	Culturally Responsive Practice and Curriculum
Improve student attendance rates, with a focus on reducing chronic absenteeism.	*Enhance student achievement, focusing on increasing Literacy, numeracy and overall NCEA pass rates.*	Foster a culturally responsive teaching environment that values and incorporates students' identities, languages, and cultures

• Regularly review attendance data and track trends to identify at-risk students, ensuring timely support is provided. Implement a targeted approach for students with attendance concerns • Develop a clear protocol for tracking and addressing absenteeism that involves teachers, school leaders, and whanau. • Work closely with Awhi attendance and community organisations to provide support to students and families facing barriers to attendance (e.g. transport, health issues). • Promote positive attendance through PBL and student-led initiatives.	• Equip staff to be able to differentiate learning to meet the diverse needs of akonga at Taita College • Work towards identifying and addressing the numeracy and literacy gaps at Year 9 • Provide targeted academic support for students at risk of not achieving NCEA • Improve qualification outcomes for Pasifika and Maori akonga	• Embed Te Reo Māori and tikanga Māori into everyday school practices, encouraging staff and students to engage with Māori language and culture. • Provide professional development for all teachers on culturally responsive pedagogy, including the importance of equity, inclusion, and the role of culture in learning. • Strengthen partnerships with Māori and Pasifika communities, seeking input from iwi, hapū, and local whānau on how to improve cultural inclusion in the curriculum.