

Te Kura o Takawaenga o Ngāmotu

Strategic Plan 2026



Our Vision:

To inspire every student through meaningful opportunities, which empower them to discover and grow their strengths and passions. We are committed to supporting our learners to become confident, positive, and contributing members of society.

School Values			
Diligence	Integrity	Service	Respect
Achieve your personal best.	Be honest and trustworthy.	Help and be actively involved.	Be caring and considerate.

Giving Effect to Te Tiriti o Waitangi in Education - The Four Articles

Kāwanatanga - Honourable Governance

Learning communities understand their position as Crown agents and affirm Māori as tangata whenua. They are governed honourably - decisions are made with those who are impacted the most by them. A shared decision making process with whānau, hapū and iwi (partnerships) is embedded. Communication is meaningful, ongoing, reciprocal and transparent.

Rangatiratanga - Agency

Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated, where Māori are achieving success as Māori. Māori have agency, voice and choice, the power to act. Māori diversity is recognised and valued and self determination is enacted.

Ōritetanga - Equity

In the interest of all, Māori have the same rights and opportunities and inequalities are removed to ensure equitable outcomes. Education content and delivery reflects Aotearoa and our dual heritage (past, present, and future), Equitable representation of Mātauranga Māori, Re, tikanga and etc.

Wairuatanga

Wairuatanga can be described as the identity and spirituality of people and places and contributes to a sense of belonging. This article ensures that Māori and Pākeha alike have the freedom and protection to practise their religion, faith, and cultural customs.

Supporting Documents - Woven Together under Te Tiriti o Waitangi

	Kāwanatanga	Tino Rangatiratanga	Ōritetanga	Wairuatanga
National Educational and Learning Priorities <i>*under review by MoE</i>	Learners at the Centre Barrier Free Access Quality Teaching and Leadership	Learners at the Centre Barrier Free Access Quality Teaching and Leadership	Learners at the Centre Barrier Free Access Quality Teaching and Leadership	Learners at the Centre Barrier Free Access
Ka Hikitia	Te Whanāu Te Tangata Te Rangatiratanga	Te Whanāu Te Tangata Te Tuakiritanga Te Rangatiratanga	Te Tangata Te Kanorautanga Te Rangatiratanga	Te Whānau Te Kanorautanga Te Tuakiritanga
Te Hurihanganui	Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata Mana Ōrite Te Hāngaitanga	Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata	Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata Mana Ōrite Te Hāngaitanga	Te Ao Māori Te Ira Tangata Te Hāngaitanga

Supporting Documents - Woven Together under Te Tiriti o Waitangi

	Kāwanatanga	Tino Rangatiratanga	Ōritetanga	Wairuatanga
Tātaiako	Wānanga Whanaungatanga Manaakitanga Tangata Whenuatanga Ako	Wānanga Manaakitanga Tangata Whenuatanga Ako	Wānanga Whanaungatanga Tangata Whenuatanga Ako	Wānanga Manaakitanga Tangata Whenuatanga Ako

Our Purpose

We shape an education system that delivers equitable and excellent outcomes.

National Education and Learning Priorities in Schools and Kura

Learners at the Centre Learners with their whānau are at the centre of education		Barrier Free Access Great education opportunities and outcomes and within reach for every learner.		Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau	
1 -Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	2 - Have high aspirations for learners/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	3 - Reduce barriers to education for all, including Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs.	4 - Ensure every learner/ākongā gains foundation skills, including language, literacy and numeracy.	5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

KA HIKITIA - Māori are enjoying and achieving education success as Māori

As they develop the skills to participate in te ao Māori, Aotearoa and the wider world.

NGĀ WHETŪ HEI WHAI - Guiding Principles

Excellent Outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes.

Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across the education system.

Strengths-Based: We will recognise and build on the strengths of Māori learners and their whānau.

Productive Partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.

Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system.

Objectives for Education

Learners at the Centre: Learners with their whānau are at the centre of education.

Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner.

Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.

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

World Class Inclusive Public Education: New Zealand education is trusted and sustainable.

WHĀIA TE ITI KAHURANGI - Outcome Domains to support excellent outcomes for Māori learners and their whānau:

TE WHĀNAU - Education provision responds to learners with the context of their whānau.

TE TANGATA - Māori are free from racism, discrimination and stigma in education.

TE KANORAUTANGA - Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

TE TUAKIRITANGA - Identity, language and culture matter for Māori learners.

TE RANGATIRATANGA - Māori exercise their authority and agency in education.

Te Hurihanganui - A Blueprint for Transformative Shift

Te Ao Māori	Tino Rangatiratanga	Whanaungatanga	Te Ira Tangata	Mana Ōrite	Te Hāngaitanga
Rich and legitimate knowledge is located within a Māori worldview. Under Te Tiriti o Waitangi, the education system must create and hold safe spaces for this knowledge to reside, supporting Māori to live and succeed as Māori.	Māori exercise authority and agency over their mātauranga, tikanga and taonga. In order to access this knowledge, Māori leadership is essential. Through decolonisation of the education system, Māori potential will be realised.	Whānau relationships are an exemplar for authentic, meaningful and transformative relationships in education. These relationships are based on mutual trust and respect from which shared understandings and reciprocal benefits arise.	Everyone is born of greatness and imbued with inner potential and conscious awareness. This brings with it the responsibility to be critically aware of ourselves, our world, and each other.	Te Tiriti o Waitangi is the foundation for equal, reciprocal, respectful and interdependent relationships between Māori and non-Māori (Pākehā or tauīwi).	We must take collective responsibility for ensuring Māori can enjoy and achieve education success as Māori. This can be achieved if all within the education system (Māori, Pākehā and tauīwi) work in unison to understand and address these design principles.
Embedding these principles in education will require ...					
Strengthening Māori identity, language and culture.	Respecting genuine engagement, leadership and design by Māori.	Prioritising authentic connections in the spirit of whanaungatanga.	Developing critical consciousness about power and privilege.	Changing power dynamics and seeing reciprocal benefits of ako experienced by learners and teachers.	Ensuring coherence across the education system, including to different parts of the Education Work programme.

TĀTAIAKO COMPETENCIES - Māori Learners achieving educational success as Māori.

Wānanga	Whanaungatanga	Manaakitanga	Tangata Whenuatanga	Ako
Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.	Actively engages in respectful working relationships with Māori learners, parents and whānau, hāpu, iwi and the Māori community.	Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture.	Affirms Māori learners as Māori - provides contexts for learning where the identity, language and culture (culture locatedness) of Māori learners and their whānau is affirmed.	Takes responsibility for their own learning and that of Māori learners.
Communication, problem solving and innovation.	Relationships (students, school-wide community) with high expectations.	Values - integrity, trust, sincerity and equity.	Place-based, socio-cultural awareness and knowledge.	Practise in the classroom and beyond.

Strategic Goals

Strategic Goal 1: Connectedness – Strengthening Whanaungatanga and Community Partnerships.

To strengthen whanaungatanga by deepening meaningful connections between ākonga, whānau, staff, and our wider community, ensuring every learner feels known, valued, and supported through purposeful partnerships and culturally responsive practices.

Actions	Evidence
<p>Whānau, iwi and community are meaningfully engaged in the life of the school.</p> <ul style="list-style-type: none">• <i>Host two major whānau events annually.</i>• <i>100% of whānau contacted by teachers in Term 1 and each term thereafter for positive communication.</i>	<ul style="list-style-type: none">• Whānau attendance at community events.• Teacher reflections on how whānau relationships have strengthened over the year.• KAMAR communication logs.• Whānau survey post Term 1/Term 2 P&Ps measuring engagement in life of the school (whānau hui, events, P&Ps, etc).
<p>Teachers strengthen cultural and relational pedagogy to ensure all ākonga feel known, valued and connected.</p> <ul style="list-style-type: none">• <i>Gather and act on whānau and student voice regarding the student's sense of belonging and wellbeing.</i>• <i>Celebrate student achievements through MANA awards, Attitude for Excellence, and personalised recognition.</i>	<ul style="list-style-type: none">• A summary report of survey results twice a year.• A documented "You said / We did" response showing actions taken.• Staff reflections – showing cultural learning or shifts in practice.
<p>A school-wide culture of inclusion and belonging is embedded.</p> <ul style="list-style-type: none">• <i>Celebrate key cultural events such as Matariki, Te Wiki o te Reo Māori, and Pasifika Week with whānau and community involvement.</i>	<ul style="list-style-type: none">• Student work displays celebrating cultural events (posters, weaving, digital projects, etc).• Whānau feedback – surveys, informal feedback, or comments gathered.

Strategic Goals

Strategic Goal 2: Achievement – Raising Progress and Personal Bests.

To accelerate progress and lift achievement for all ākonga by embedding high-impact teaching practices, using data with purpose, and providing targeted support so every learner can reach their personal best in reading, writing, and mathematics.

Actions

Evidence

80% of students will make expected or accelerated progress in reading, writing, and maths.

- *Implement structured literacy and structured numeracy programmes school-wide.*
- *Use required assessment tools for start-of-year and end-of-year literacy and numeracy assessment.*
- *Track priority learners termly using progress templates - LSC.*

- Structured literacy professional learning records on Reflective Journals.
- School-wide planning documents showing consistent use of structured approaches.
- Comparisons of beginning-of-year and end-of-year reading, writing and maths data, showing progress over time.
- Target student tracking sheets showing shifts, or evidence of accelerated growth.

Teachers use data effectively to plan, assess, and adapt learning for all students.

- *Teachers use NZ curriculum documents and student achievement to identify next steps and adjust programmes.*
- *PLD provided on assessment for learning and effective feedback.*

- Teacher planning documents showing differentiation based on assessment data.
- Team meeting minutes showing discussion of data, priority learners, and adaptation strategies.

Students requiring learning support receive timely and targeted interventions.

- *SENCO manage Tier 2 and Tier 3 support across the kura as well as additional learning needs.*
- *LSC records and monitors interventions and progress of all students receiving learning support.*
- *Provide ongoing professional learning for staff in inclusive practice.*

- LSC progress monitoring for students receiving additional support.
- IEPs and intervention plans.
- Professional learning records on Reflective Journals.

Strategic Goals

Strategic Goal 3: Attendance – Engaging Every Learner

To increase regular attendance and engagement by partnering with whānau and community to remove barriers, strengthen belonging, and ensure every ākonga is present, participating, and thriving in their learning.

Actions	Evidence
80% of students achieve a minimum attendance rate of 80%. <ul style="list-style-type: none">• <i>Implement an Attendance Management Action Plan.</i>• <i>Celebrate improved attendance through class and school recognition.</i>	<ul style="list-style-type: none">• KAMAR attendance reports sent.• Home–school contact logs - KAMAR.• Termly analysis.• 100% Attendance letters sent.
Staff actively monitor attendance and engagement to support student wellbeing. <ul style="list-style-type: none">• <i>Fortnightly attendance data sent to whānau.</i>• <i>Pastoral Team meet fortnightly.</i>• <i>Attendance discussed at pastoral meetings.</i>• <i>School attendance procedures will identify students of concern.</i>	<ul style="list-style-type: none">• KAMAR records showing emails/texts sent.• Pastoral meeting minutes/notes documenting observations of student engagement.• Increase in school attendance rates.• The number of students with unjustified absences will decrease.
Attendance focus integrated into school culture and leadership. <ul style="list-style-type: none">• <i>Staff PD on attendance, engagement, and whānau relationships.</i>• <i>Evidence of school-wide systems.</i>	<ul style="list-style-type: none">• Staff Reflective Journals.• School data and STAR response shared with staff and community.• Attendance management plan followed.

Summary Statement

This Strategic Plan outlines Devon Intermediate School's commitment to inspiring every learner through meaningful opportunities that honour their strengths, passions, identity, and wellbeing. Grounded in Te Tiriti o Waitangi, the plan weaves together national priorities such as Ka Hikitia, Te Hurihanganui, Tātaiako, and the National Education and Learning Priorities to promote equity, excellence, and culturally responsive practice.

The strategic goals focus on strengthening connectedness, raising achievement, and improving attendance through purposeful partnerships with whānau, high-quality teaching, and barrier-free access to learning. This Strategic Plan affirms our dedication to fostering belonging, celebrating diversity, and ensuring Māori enjoy and achieve success as Māori. Developed collaboratively with students, staff, whānau, and the School Board, this plan guides our shared vision of supporting every ākonga to thrive academically, socially, culturally, and as confident contributors to their community.