



Mairehau High School
Strategic Plan 2024- 2026



DRAFT STRATEGIC PLAN 2024 - 2026

VISION

To Provide Responsive Education That Transforms Lives 7. (1)(a)

STRATEGIC FOCUS

2024 - 2026

1. LEARNERS AT THE CENTRE 7(1)(d)(i)

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/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.

2. BARRIER-FREE ACCESS 7(1)(d)(i)

Priority 3: Reduce barriers to education for all, including Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs.

Priority 4: Ensure every ākongā gains sound foundation skills, including language, literacy and numeracy.

3. QUALITY TEACHING AND LEADERSHIP 7(1)(d)(i)

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

4. FUTURE OF LEARNING AND WORK 7(1)(d)(i)

Priority 7: Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work.



DRAFT STRATEGIC PLAN 2024 - 2026

VISION

To Provide Responsive Education That Transforms Lives 7. (1)(a)

Education & Training Act 2020 Section 127

Objectives of boards in governing schools

- (1) A board's primary objectives in governing a school are to ensure that—
- (a) every student at the school is able to attain the highest possible standard of educational achievement and
 - (b) the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - (c) the school is inclusive of and caters for students with differing needs and
 - (d) the school gives effect to [Te Tiriti o Waitangi](#), including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
- (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#) and
 - (b) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
 - (c) perform its functions and exercise its powers in a way that is financially responsible and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, complies with its obligations under the agreement, and
 - (e) comply with all of its other obligations under this or any other Act.




STRATEGIC GOALS




2024 - 2026

7(1)(d)(iii), 7(1)(f)(i).

The following strategic goals will ensure **Mairehau High School** gives effect to te Tiriti o Waitangi.




[Giving effect to the Treaty of Waitangi](#)

7(1)(c) Information relating to how the board has prioritised its strategic goals Summary of the information used to develop this plan/How we created this plan Relevant Data, Key Themes for community engagement. Community engagement Strategies. Goals that reflect the aspirations of our community. The board prioritise the strategic goals.								
<p>Strategic Goals <i>These are our priorities for improvement, which have been identified through our community consultation, data and/or ERO evaluations. We may have as many strategic goals as we need.</i> 7(1)(b)</p> <p>Attendance Engagement Achievement</p>	<p>Which Board's Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements. 7(d)</i></p>		<p>What does Mairehau High School expect to see? <i>What is the anticipated result of the successful completion of our Objectives - at the end of 3 years?</i></p> <p><i>What evidence will we see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices and learner outcomes would we expect to see due to the goals set and actions we will take? 7(g)</i></p>		<p>How will we achieve or progress towards our strategic goals? <i>What high-level tangible steps Mairehau High School will take to achieve our strategic goals will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on our school community's identities, needs and aspirations.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs still need to be met. 7(e),7(f)</i></p>		<p>How will Mairehau High School measure success?</p> <p><i>We might want to consider: How will we know how well we have achieved our goals? How will we evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will we use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will we gather to support our evaluation? Who will be involved in gathering and making sense of the evidence? 7(g)</i></p>

<p>LEARNERS AT THE CENTRE 7(1)(d)(i)</p> <p>Attendance Achievement</p> <p>Implementing our school CARE values</p>	<p>Section 127(1)(a)</p>	<p>2024. a) Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations b) Help staff to build their awareness of bias and low expectations and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>2025. Build relationships with Māori, involve them in decision-making, and partner with them to support rangatiratanga and Māori</p>		<p>How will we measure success?</p> <p>Expectations.</p> <p>Indicative Data.</p> <p>Shifts & Changes.</p>				
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		<p>educational success as Māori 2026.</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māorimedium learning</p>					
<p>BARRIER-FREE ACCESS 7(1)(d)(i)</p>	<p>Section 127 (1)(d)(i)(ii)(iii)</p>	<p>2024. Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem-solving, critical thinking and interpersonal skills.</p> <p>2025. Identify learners/ākonga who are not progressing in key foundation skills and adjust learning opportunities, teaching approaches and</p>	<p>→</p>	<p>Measuring Success</p> <p>Expectations.</p> <p>Evidence.</p> <p>Shifts & Changes.</p>	<p>→</p>	<p>→</p>	

		<p>supports, including seeking additional support from specialists.</p> <p>2026. Value the heritage languages spoken by Pacific learners/ ākongā, and provide opportunities to use and build on them.</p>					
<p>QUALITY TEACHING AND LEADERSHIP 7(1)(d)(i)</p>	<p>Section 127 (2)(b)(i)(ii)(iii)</p>	<p>2024. Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.</p> <p>2025. Develop teacher/kaiako confidence and competence to teach diverse learners/ākongā with varying needs and to appropriately</p>	<p>→</p>	<p>Measuring Success.</p> <p>Expectations.</p> <p>Evidence.</p> <p>Shifts & Changes.</p>	<p>→</p>	<p>→</p>	

		<p>modify teaching approaches.</p> <p>2026. Expect and support teachers/ kaiako to build their understanding of learners’/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.</p>						
<p>FUTURE OF LEARNING AND WORK 7(1)(d)(i)</p> <p>Careers & Pathways</p>	Section 127 (2)(a)	<p>2024 Support learners/ākonga to see the connection between what they’re learning and the world of work.</p> <p>2025 Break Breakdown ethnic, gender and socioeconomic stereotypes around education and career pathways,</p>		<p>Measuring Success.</p> <p>Expectations.</p> <p>Evidence.</p> <p>Shifts & Changes.</p>				

		<p>Including girls and young women. 2026. Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākongā</p>						
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ANNUAL IMPLEMENTATION PLAN

7(1)(c) Priorities

2024

A board's annual implementation plan must include —

- (a) annual targets for each of the board's strategic goals:
- (b) the actions the board intends to take to meet the annual targets (intended actions):
- (c) information addressing how the board intends to allocate resources to meet the annual targets:
- (d) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets:
- (e) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved:
- (f) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and including information on how the teaching and learning strategies and programmes will address the needs of students whose needs have not yet been well met:
- (g) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.

Summary of the plan

(This a summary of what Mairehau High School are working on this year.)

Achievement

- Numeracy and Literacy Achievement

A review of the current numeracy and literacy programs identified areas for improvement. The school will ensure to provide professional development for teachers to implement effective strategies for numeracy and literacy improvement. Literacy will focus on the Te Ara Cluster (contributing schools) 'Reading Goal'. The school will establish regular assessments to track student progress and work towards meeting individual student needs.

- NCEA

Learning Teams will set realistic yet challenging NCEA achievement targets, considering students' unique needs and abilities. The school will implement a support system, such as additional tutoring or mentoring, for students facing challenges in meeting NCEA requirements. Mairehau High School will regularly review the curriculum to ensure alignment with NCEA standards and explore opportunities for enrichment.

Engagement

Mairehau High School will foster a positive and inclusive school culture that encourages active participation in academic and extracurricular activities. The school will implement proactive attendance monitoring systems, intervening promptly to address and improve student attendance. The school will implement open communication channels between teachers, students, and parents to create a collaborative support network.

Attendance

Summary Overview

Addressing these key issues requires a strategic and collaborative approach. Mairehau High School will engage stakeholders in the decision-making process, ensuring that the goals and strategies align with the shared values of the school community. Regular reviews and adjustments based on progress are crucial to the success of these initiatives. The focus should be on achieving academic goals and nurturing a holistic educational environment fostering students' personal growth and well-being. The Board's commitment to transparency and accountability will play a vital role in building trust and understanding throughout 2024.

Where are we currently?

(This is a high-level overview of where our starting place is. Include what has already been done in the previous year to meet the targets and what will need to be done to address any targets not met last year. It could also be a link to our statement of variance or videos/comms on progress)

Regulation 9(1)(e)

[2018- 2022 NCEA Results](#)

[2023 NCEA Results](#)

[20231122, Numeracy Presentation, Board Proposal](#)

[20231122 Literacy Presentation, Board Proposal](#)

[20231016, Literacy Proposal Summary by the Principal](#)

How will Mairehau High School targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

[**Giving effect to the Treaty of Waitangi**](#)

Our plan needs to include how the teaching and learning strategies and programmes of our school support students to progress and achieve with a particular emphasis on literacy and mathematics, and [SAC1] [KR2] te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

We may like to include this in one or more of our Annual Targets/Goals or Actions, or we could write a summary to sit on this page.

Content of annual implementation plans

**ANNUAL IMPLEMENTATION PLAN 7(1)(c) Priorities
2024**

Strategic Goal 1 LEARNERS AT THE CENTRE 7(1)(d)(i) Local Curriculum Ākonga engagement and success				
Annual Target/Goal: (This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) Regulation 9(1)(a)				
What expectations does Mairehau High School have for this target for this year? What evidence will we see? It can flow on from the expectations in our strategic plan for the full 3 years.) Regulation 9(1)(d)				
Actions <i>Detail the key actions we will take this year to reach our annual target listed above.</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional; however, it is helpful to help with our planning.</i>	How will Mairehau High School measure success? <i>Consider what Mairehau High School expects to see at the end of the year and detail the measurements we'll use to check our progress. We would want to reference the success measures from our strategic plan template.</i> Regulation 9(1)(d)
Strategic Goal 2 BARRIER-FREE ACCESS 7(1)(d)(i)				
Annual Target/Goal: (This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) Regulation 9(1)(a)				
What expectations does Mairehau High School have for this target for this year? What evidence will we see? This can flow from the expectations in our strategic plan for the full 3 years.) Regulation 9(1)(d)				
Actions <i>Detail the key actions we will take this year to reach our</i>	Who is Responsible	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional; however is helpful to</i>	How will Mairehau High School measure success? <i>Think about what we expect to see at the end</i>

<i>annual target listed above.</i>	Regulation 9(1)(c)		<i>helps with our planning</i>	<i>of the year and details the measurements we will use to check on progress. We would want to reference the success measures from our strategic plan template.</i>
Regulation 9(1)(b)				Regulation 9(1)(d)

Strategic Goal 3.
QUALITY TEACHING AND LEADERSHIP 7(1)(d)(i)

Annual Target/Goal:
 (This is our target/goal for this year, working towards one of the high-level tangible steps laid out in the strategic plan)
 Regulation 9(1)(a)

What expectations do Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations in our strategic plan for the full 3-years.)
 Regulation 9(1)(d)

Actions <i>Detail the key actions we would take this year to reach our annual target listed above.</i>	Who is Responsible	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional; however is helpful to help with our planning</i>	How will Mairehau High School measure success? <i>Think about what we would expect to see at the end of the year and detail the measurements we'll use to check on our progress. We would want to reference the success measures from our strategic plan template.</i>
Regulation 9(1)(b)	Regulation 9(1)(c)			Regulation 9(1)(d)

Strategic Goal 4.
FUTURE OF LEARNING AND WORK 7(1)(d)(i)

Annual Target/Goal:
 (This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)
 Regulation 9(1)(a)

What expectations does Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.)
 Regulation 9(1)(d)

Actions <i>Detail the key actions will we take this year to reach our annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with our planning</i>	How will Mairehau High School measure success? <i>Think about what we expect to see at the end of the year and detail the measurements we will use to check on our progress. We would want to reference the success measures from our strategic plan template.</i> Regulation 9(1)(d)

ANNUAL IMPLEMENTATION PLAN

7(1)(c) Priorities

2025

A board's annual implementation plan must include —

- (h) annual targets for each of the board's strategic goals:
- (i) the actions the board intends to take to meet the annual targets (intended actions):
- (j) information addressing how the board intends to allocate resources to meet the annual targets:
- (k) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets:
- (l) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved:
- (m) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and including information on how the teaching and learning strategies and programmes will address the needs of students whose needs have not yet been well met:
- (n) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.

Summary of the plan

(This is optional but would be useful for communicating to our community a brief summary of what Mairehau High School are working on this year)

Where we are currently at:

(This is a high-level overview of where our starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to our statement of variance or videos/comms on progress)

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:
Regulation 9(1)(g)

Your plan needs to include how the teaching and learning strategies and programmes of our school support students to progress and achieve with a particular emphasis on literacy and mathematics, and [SAC1] [KR2] te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

We may like to include this in one or more of our Annual Targets/Goals or our Actions or we could write a summary to sit on this page.

Content of annual implementation plans

ANNUAL IMPLEMENTATION PLAN
7(1)(c) Priorities
2025

Strategic Goal 1 LEARNERS AT THE CENTRE 7(1)(d)(i) Local Curriculum Ākonga engagement and success				
Annual Target/Goal: (This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) Regulation 9(1)(a)				
What expectations does Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.) Regulation 9(1)(d)				
Actions <i>Detail the key actions we will take this year to reach our annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with our planning</i>	How will Mairehau High School measure success? <i>Think about what we expect to see at the end of the year and detail the measurements we will use to check on our progress. We would want to reference the success measures from our strategic plan template.</i> Regulation 9(1)(d)
Strategic Goal 2 BARRIER-FREE ACCESS 7(1)(d)(i)				
Annual Target/Goal: (This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) Regulation 9(1)(a)				
What expectations does Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.) Regulation 9(1)(d)				
Actions <i>Detail the key actions we will take this year to</i>	Who is Responsible	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is</i>	How will we measure success? <i>Think about what we expect to see at the end</i>

<i>reach our annual target listed above</i>	Regulation 9(1)(c)		<i>useful to help with our planning</i>	<i>of the year and detail the measurements will we use to check on our progress. We would want to reference the success measures from our strategic plan template.</i>
<i>Regulation 9(1)(b)</i>				Regulation 9(1)(d)

Strategic Goal 3.

QUALITY TEACHING AND LEADERSHIP 7(1)(d)(i)

Annual Target/Goal:

(This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

Regulation 9(1)(a)

What expectations do Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.)

Regulation 9(1)(d)

Actions	Who is Responsible	Resources Required	Timeframe	How will Mairehau High School measure success?
<i>Detail the key actions will we take this year to reach our annual target listed above</i>		Regulation 9(1)(c)	<i>This is optional however is useful to help with our planning</i>	<i>Think about what we expect to see at the end of the year and detail the measurements will we use to check on our progress. We would want to reference the success measures from our strategic plan template.</i>
<i>Regulation 9(1)(b)</i>	Regulation 9(1)(c)			Regulation 9(1)(d)

Strategic Goal 4.

FUTURE OF LEARNING AND WORK 7(1)(d)(i)

Annual Target/Goal:

(This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

Regulation 9(1)(a)

What expectations do Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.)

Regulation 9(1)(d)				
Actions <i>Detail the key actions will we take this year to reach our annual target listed above</i>	Who is Responsible	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with our planning</i>	How will Mairehau High School measure success? <i>Think about what we expect to see at the end of the year and detail the measurements Mairehau High School'll use to check on our progress. We would want to reference the success measures from our strategic plan template.</i>
Regulation 9(1)(b)	Regulation 9(1)(c)			Regulation 9(1)(d)

ANNUAL IMPLEMENTATION PLAN

7(1)(c) Priorities

2026

A board's annual implementation plan must include —

- (o) annual targets for each of the board's strategic goals:
- (p) the actions the board intends to take to meet the annual targets (intended actions):
- (q) information addressing how the board intends to allocate resources to meet the annual targets:
- (r) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets:
- (s) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved:
- (t) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and including information on how the teaching and learning strategies and programmes will address the needs of students whose needs have not yet been well met:
- (u) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.

Summary of the plan

(This is optional but would be useful for communicating to our community a brief summary of what Mairehau High School are working on this year)

Where we are currently at:

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Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:
Regulation 9(1)(g)

Your plan needs to include how the teaching and learning strategies and programmes of our school support students to progress and achieve with a particular emphasis on literacy and mathematics, and [SAC1] [KR2] te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

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Content of annual implementation plans

ANNUAL IMPLEMENTATION PLAN

7(1)(c) Priorities

2026

Strategic Goal 1
LEARNERS AT THE CENTRE 7(1)(d)(i)
 Local Curriculum
 Ākonga engagement and success

Annual Target/Goal:
 (This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)
 Regulation 9(1)(a)

What expectations do Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.)
 Regulation 9(1)(d)

Actions <i>Detail the key actions Mairehau High School'll take this year to reach our annual target listed above</i>	Who is Responsible	Resources Required	Timeframe	How will Mairehau High School measure success?
<i>Regulation 9(1)(b)</i>	Regulation 9(1)(c)	Regulation 9(1)(c)	<i>This is optional however is useful to help with our planning</i>	<i>Think about what we would expect to see at the end of the year and detail the measurements we will use to check on our progress. We would want to reference the success measures from our strategic plan template.</i> Regulation 9(1)(d)

Strategic Goal 2
BARRIER-FREE ACCESS 7(1)(d)(i)

Annual Target/Goal:
 (This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)
 Regulation 9(1)(a)

What expectations do Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.)
 Regulation 9(1)(d)

Actions <i>Detail the key actions Mairehau High School'll take</i>	Who is Responsible	Resources Required	Timeframe	How will Mairehau High School measure success?
<i>Regulation 9(1)(b)</i>	Regulation 9(1)(c)	Regulation 9(1)(c)	<i>This is optional however is useful to</i>	<i>Think about what we expect to see at the end</i>

<i>this year to reach our annual target listed above</i>			<i>help with our planning</i>	<i>of the year and detail the measurements we will use to check on our progress. We would want to reference the success measures from our strategic plan template.</i>
Regulation 9(1)(b)				Regulation 9(1)(d)

Strategic Goal 3.

QUALITY TEACHING AND LEADERSHIP 7(1)(d)(i)

Annual Target/Goal:

(This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

Regulation 9(1)(a)

What expectations do Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.)

Regulation 9(1)(d)

Actions <i>Detail the key actions we will take this year to reach our annual target listed above</i>	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with our planning</i>	How will Mairehau High School measure success? <i>Think about what would we expect to see at the end of the year and detail the measurements we will use to check on our progress. We would want to reference the success measures from our strategic plan template.</i>
Regulation 9(1)(b)				Regulation 9(1)(d)

Strategic Goal 4.

FUTURE OF LEARNING AND WORK 7(1)(d)(i)

Annual Target/Goal:

(This is our target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

Regulation 9(1)(a)

What expectations do Mairehau High School have for this target for this year? What evidence will we see? This can flow on from the expectations listed in our strategic plan for the full 3-years.)

Regulation 9(1)(d)

Actions <i>Detail the key actions we take this year to reach our annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with our planning</i>	How will Mairehau High School measure success? <i>Think about what we would expect to see at the end of the year and detail the measurements will we use to check on our progress. We would want to reference the success measures from our strategic plan template.</i> Regulation 9(1)(d)