



TE KURA O TAKE KĀRARA

Strategic and Annual Plan 2020



TE KURA O
TAKE KĀRARA

‘You Matter’

Caring Courageous Connected

Vision	Values	Strategic Focus	Guiding Principles
<p>Nurturing learners to navigate pathways for the future</p> <p>Whakatauki: Hāpaitia te ara tika pūmau ai te rangitiratanga mō ngā uri whakatipu. Foster the pathway of knowledge to strength, independence and growth for the future.</p>	<p>Manaakitanga Encompassing equity, diversity, respect, care and support for others</p> <p>Kotahitanga Encompassing inclusion, community</p> <p>Hauora Encompassing physical, emotional and mental health, wairuatanga</p> <p>Kaitiakitanga Encompassing respect for the natural environment, guardianship</p> <p>Whanaungatanga Building and maintaining relationships within and outside the school. Identity, language and culture</p>	<p>Learning success</p> <p>Relationships</p> <p>Community</p>	<p>High Expectations</p> <p>Learning to learn</p> <p>Treaty of Waitangi</p> <p>Community engagement</p> <p>Cultural diversity</p> <p>Inclusion</p> <p>Coherence</p> <p>Future Focus</p>

Cultural Perspective

Our school recognises the unique position of Māori within New Zealand society. We value the significance of our relationships with whānau, hapū and iwi. The school encourages staff and students to understand and respect the similarities and differences between all cultures. All staff and students will become familiar with Māori greetings, social phrases and instructions, through Te Reo Māori. This will include regular opportunities for learning with our whānau, hapū and iwi and learning about tikanga and taha Māori such as mihi, waiata, powhiri and poroporoaki, with opportunities to share skills and strengths.

The board will respond to any request for instruction in Te Reo Māori by:

- Advising parents of the current level of Te Reo and Taha Māori available at the school,
- Advising parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Māori.

The board will consult with whānau through regular whānau hui, hosted by the board and principal/tumuaki.

Board Commitment

To ensure our strategic goals and outcomes achieved, the board of trustees is committed to providing:

Student achievement	Overall continuous improvement in student engagement, progress, achievement and wellbeing.
Strategic planning and review	Setting strategic direction for the school through the strategic plan, policies and self-review processes.
Personnel	A positive, supportive environment for staff, incorporating quality recruitment, performance management and continuous development.
Property and assets	A vibrant, versatile and well-equipped modern learning environment.
Finance	Budget that focuses on student achievement, curriculum, personnel, property and administrative priorities.
Health and safety	A safe and healthy physical and emotional environment for all.
Community partnership	Opportunity for communication, consultation and engagement with the wider community.

This plan should be read in conjunction with the Te Kura O Take Kārara :

- Annual Implementation Plan,
- Governance policies and procedures,
- Self-review plan,
- Budget,
- Curriculum plans.

Strategic Goals 2019 - 2021

Strategic Goal 1	All Take Kārara students will be nurtured toward learning success through high quality education, recognising individual needs and reflecting the school's vision and values.
Strategic Goal 2	All Take Kārara students will be encouraged to navigate their learning pathway through positive relationships and guidance in a safe and inclusive environment.
Strategic Goal 3	Our board, staff, whānau and community will be engaged in supporting Take Kārara students in their knowing their identity, language and culture, from small beginnings to the wide world.

Strategic Goal 1

All Take Kārara students will be nurtured toward learning success through high quality education, recognising individual needs and reflecting the school's vision and values.

2019 OUTCOMES	2020 OUTCOMES	2021 OUTCOMES
1.1 Curriculum plans and associated programmes are developed. 1.2 Teaching and learning resources are identified and procured. 1.3 Reporting on student achievement to the board and community processes are identified and established.	1.1 Curriculum plans and associated programmes are introduced and monitored. 1.2 Teaching and learning resources are reviewed for effectiveness and value to learning. 1.3 Reporting on student progress and achievement to the board and community are introduced and monitored.	1.1 Curriculum plans and associated programmes are imbedded and reviewed. 1.2 Additional teaching and learning resources are reviewed for effectiveness 1.3 Reporting to the board and community are reviewed for effectiveness and accountability.

Strategic Goal 2

All Take Kārara students will be encouraged to navigate their learning pathway through positive relationships and guidance in a safe and inclusive environment.

2019 OUTCOMES	2020 OUTCOMES	2021 OUTCOMES
2.1 Management, teaching and support staff recruitment programme developed and actioned. 2.2 Inclusive practices and programmes developed and established for opening. 2.3 A robust structure for the wellbeing of the principal and all staff is developed and enacted.	2.1 Review of staffing levels and positions for effectiveness for learning. 2.2 Inclusive practices and programmes introduced and monitored for effectiveness. 2.3 Staff wellbeing monitored and reviewed through staff survey and consultation.	2.1 Management, teaching and support staff levels and positions reviewed for continued growth recruitment. 2.2 Inclusive practices and programmes reviewed for effectiveness for all students and for learning. 2.3 Comprehensive staff wellbeing review by board of trustees.

Strategic Goal 3

Our board, staff, whānau and community will be engaged in supporting Take Kārara students in their knowing their identity, language and culture, from small beginnings to the wide world.

2019 OUTCOMES	2020 OUTCOMES	2021 OUTCOMES
<p>3.1 Culturally responsive practices and programmes are developed and established for opening.</p> <p>3.2 Environmentally and sustainability practices and programmes are developed and established.</p> <p>3.3 Relationships are established and fostered with whānau, hapu and iwi, particularly in relation to cultural narrative reflection at and in the school.</p> <p>3.4 School community identified and a community engagement plan development commenced.</p>	<p>3.1 All programmes and practices are monitored for their cultural responsiveness and effectiveness for all students.</p> <p>3.2 All programmes and practices are monitored for their environmental and sustainable awareness and effectiveness for all students.</p> <p>3.3 Relationships are established and fostered with whānau, hapu and iwi, particularly in relation to teaching and learning, and governance.</p> <p>3.4 School community reviewed and community engagement plan introduced and enacted.</p>	<p>3.1 Comprehensive review of cultural responsiveness across all learning areas and practices.</p> <p>3.3 Comprehensive review of environmental and sustainable awareness across all learning areas and practices.</p> <p>3.3 Relationships are enhanced with whānau, hapu and iwi, particularly in relation to teaching and learning, and governance.</p> <p>3.4 School community engagement plan imbedded and reviewed for effectiveness.</p>

Annual Implementation Plan 2020

Strategic Goal 1

All students will be nurtured toward learning success through high quality education, recognising individual needs and reflecting the school's vision and values

Outcomes	How will we do this?	How do we know?
<p>1.1 Curriculum plans and associated programmes are introduced and monitored</p>	<p>Foundation literacy and numeracy practices are developed through high quality PD</p> <p>Expertise amongst teaching staff is utilised</p> <p>Using our localised curriculum that has the student at the centre</p> <p>Planning and backward mapping</p> <p>Using the frameworks from our guiding principles, values and practices</p> <p>Collaborative planning and teaching</p> <p>NPDL are incorporated</p>	<p>Evidence of best practice will have an impact on student achievement</p> <p>Teacher expectations are articulated</p> <p>Student agency and personalised learning pathways will be evident in planning and in the learning environment</p> <p>Good curriculum coverage is evident in the teaching and learning programmes and the information given to parents</p> <p>Teacher voice - evidence of school practices are visible in teaching and learning programmes, observations carried out, self reflections, team meeting minutes</p>
<p>1.2 Teaching and learning resources are reviewed for effectiveness and value to learning</p>	<p>Student led play, passions and interest of individuals</p> <p>Student voice is gathered and guides decision making</p> <p>Localised curriculum - do our resources support school wide practices? Where are the gaps, what is working well?</p> <p>Personnel resources used to cater for the passion and interest of our children</p>	<p>The 4 quadrants of NPDL are evident</p> <ul style="list-style-type: none"> -Students are engaged and can articulate what helps them learn best -Learning environments will cater for students learning in different ways -Leveraging digitally -Learning partnerships will encourage and promote parent feedback, peer feedback, children working collaboratively -Pedagogical practices that build teacher capability and student agency

	Ensure assessment resources and practices are fit for purpose	Students making progress Strengths of learners celebrated and built on
1.3 Reporting on student progress and achievement to the board and community are introduced and monitored	<p>Assessment data will inform teaching</p> <p>Introduce HERO -Teachers uploading data as learning happens -Use of the guidelines for teachers reporting and assessing</p> <p>Parent voice through HERO</p> <p>Learning conferences</p> <p>Celebrating learning in a variety of ways</p>	<p>Evidence of learners making academic progress</p> <p>Teacher posts on HERO are consistent across the school and there is coherence with what information parents are receiving</p> <p>Parent voice guides information sharing</p> <p>Board is regularly updated on student progress and achievement</p>

Strategic Goal 2

All students will be encouraged to navigate their learning pathway through positive relationships and guidance in a safe and inclusive environment.

Outcomes	How will we do this?	How do we know?
2.1 Review of staffing levels and positions for effectiveness for learning	<p>Use data to fund staff and resourcing</p> <p>SLT team to support teachers in response to learning and pastoral care of our students</p> <p>Staff to self review and look at what is working well and what areas might need more support</p>	<p>Use of strong evaluative practices which our values and vision are reflected on - self review process</p> <p>Student voice and staff availability are matched</p>
2.2 (new) Professional development and building leadership capacity opportunities will be developed and implemented for all staff.	<p>Professional development plan is developed which indicates school wide professional development focuses as well as individual opportunities for building leadership capacity</p>	<p>Professional growth is evident in teacher practices</p> <p>Contributions to initiatives are seen amongst all staff</p>

	<p>Utilise expertise from within the staff</p> <p>Opportunities for any staff member to join meetings that are held for particular curriculum areas</p> <p>Build and maintain relationships with other schools through clusterwide professional development</p>	<p>Staff will have opportunities to share their expertise and their new learning through staff sessions and the sharing of practices in classes</p> <p>Opportunities for student to participate in music, choir, science, coding/robotics, EnviroSchools, kapa haka</p>
<p>2.3 Inclusive practices and programmes introduced and monitored</p>	<p>Principles of UDL inform all teaching and learning</p> <p>Implement PB4L practices school wide</p> <p>Find out what our students need and plan accordingly to their needs</p> <p>Develop a partnership with families to assist with meeting the needs of their children</p> <p>Involve wider community groups</p> <p>Seek expert advice from outside agencies</p> <p>Safe and caring relationships are developed with families through teachers being available in their learning spaces from 8.30am</p>	<p>Learning spaces will be set up and resourced in a way that all can access what they need</p> <p>School values are evident in promoting positive behaviour for learning by students articulating the values and being recognised for using them at our hui on Mondays</p> <p>Staff expertise is drawn on</p> <p>A shared partnership is evident between the school and the wider community through regular contact and connections planned throughout the year</p> <p>All members of the school community feel included and a sense of belonging - the feeling of 'you matter'</p>
<p>2.4 Staff wellbeing monitored and reviewed through staff survey and consultation.</p>	<p>Use the wellbeing framework that has been developed with staff as a lens over school-wide decisions that could impact staff wellbeing</p> <p>Use team charters</p> <p>Structure staff and team meetings that reflect the wellbeing framework</p>	<p>Staff surveys</p> <p>Participation in wellbeing days or focuses</p> <p>Visibility of staff out and about and in the shared spaces</p> <p>Illness and absences are minimal</p> <p>Open dialogue - trust and transparency</p>

Strategic Goal 3

Our board, staff, whānau and community will be engaged in supporting students in their knowing their identity, language and culture, from small beginnings to the wide world

Outcomes	How will we do this?	How do we know?
3.1 All programmes and practices are monitored for their culturally responsiveness and effectiveness for all students	<p>Cultural narrative reflected in school</p> <p>Provide opportunities for sharing and celebrating culture</p> <p>Whānau welcomed into the school and encouraged to participate. Whānau hui set up weekly</p> <p>Integration of te reo, tikanga maori and placed based learning across the school. Rituals at whānui time on a Monday and Friday reflect tikanga practices</p> <p>Using expertise in our local community and Whaea Mary Ann from REAP working with us fortnightly</p> <p>Inquiry planning has evidence of culturally responsive practices and opportunities</p> <p>Staff ensure they know the cultural diversity of their students and families</p> <p>Projects developed to further engage with Ngai Tahu eg; pou carving, cultural narrative</p>	<p>See and hear culturally responsive practices school wide</p> <p>Staff and children will know our school karakia and have knowledge of their own mihi and the school pepeha</p> <p>An active school kapa haka group</p> <p>Family, whānau and wider community are visible in our school</p> <p>Community consultation actioned and future growth identified</p>
3.2 All programmes and practices are monitored for their environmental and sustainable awareness and effectiveness for all students.	<p>Implementing our localised curriculum that will reflect environmental and sustainable practices</p> <p>Inquiry for the first half of the year focuses on 'our place' with a significant emphasis on the Enviro schools vision and values</p>	<p>Vision map developed through EnviroSchools - edible gardens, project based learning within the school and the wider community</p> <p>Embedded in our everyday practices</p> <p>Students understand the significance of the solar</p>

	<p>Utilizing the school resources as teaching opportunities</p> <p>Develop opportunities for student leadership in initiating new sustainable practices in our school</p>	<p>panels, the rain water, the recycling system within our school</p> <p>Using the EnviroSchools matrix - work towards the bronze qualifications</p>
<p>3.3 Relationships are established and fostered with whānau, hapu and iwi, particularly in relation to teaching and learning, and governance.</p>	<p>Drop in sessions for parents - whānau hui where partnerships for learning are developed</p> <p>Continual to foster the relationship with Bubba Thompson</p> <p>Engaging with local Ngāi Tahu group</p>	<p>Parent involvement in school is evident</p> <p>Utilising parent expertise</p> <p>Planned sessions, visits and meetings are evident throughout the year</p> <p>Planned projects with Ngāi Tahu are evident and showcased</p>
<p>3.4 School community reviewed and community engagement plan introduced and enacted.</p>	<p>Transition to and from our school - establishing relationships with local pre-schools and the College</p> <p>Being actively involved in the local community - students giving back</p> <p>Experts in school</p> <p>Sharing who we are as a school with the wider community</p> <p>Community connection sessions</p>	<p>Regular transition meetings held with families and with pre-schools and college</p> <p>Planned excursions and visitors evident on the school calendar and in inquiry planning</p> <p>Information sharing in a variety of forms - HERO, Facebook, newsletters, class emails, local newspapers, whānau hui</p> <p>Students involved in local projects, visit to preschools, retirement village, market day, local businesses</p> <p>Staff actively participating in community events</p>