



# TE KURA O TAKE KĀRARA

## Strategic and Annual Plan 2021



TE KURA O  
TAKE KĀRARA

# ‘You Matter’

## Caring Courageous Connected

Vision	Values	Strategic Focus	Guiding Principles
<p><b>Nurturing learners to navigate pathways for the future</b></p> <p><b>Whakatauki:</b> 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><b>Manaakitanga</b> Encompassing <b>equity, diversity, respect, care and support for others</b></p> <p><b>Kotahitanga</b> Encompassing <b>inclusion, community</b></p> <p><b>Hauora</b> Encompassing <b>physical, emotional and mental health, wairuatanga</b></p> <p><b>Kaitiakitanga</b> Encompassing <b>respect for the natural environment, guardianship</b></p> <p><b>Whanaungatanga</b> Building and maintaining <b>relationships</b> within and outside the school. <b>Identity, language and culture</b></p>	<p><b>Learning success</b> 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</p> <p><b>Relationships</b> All Take Kārara students will be encouraged to navigate their learning pathway through positive relationships and guidance in a safe and inclusive environment.</p> <p><b>Community</b> Our board, staff, whānau and community will be engaged in supporting Take Kārara students in knowing their identity, language and culture, from small beginnings to the wide world.</p>	<p><b>High Expectations</b></p> <p><b>Learning to learn</b></p> <p><b>Treaty of Waitangi</b></p> <p><b>Community engagement</b></p> <p><b>Cultural diversity</b></p> <p><b>Inclusion</b></p> <p><b>Coherence</b></p> <p><b>Future Focus</b></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 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
<p>1.1 Curriculum plans and associated programmes are developed.</p> <p>1.2 Teaching and learning resources are identified and procured.</p> <p>1.3 Reporting on student achievement to the board and community processes are identified and established.</p>	<p>1.1 Curriculum plans and associated programmes are introduced and monitored.</p> <p>1.2 Teaching and learning resources are reviewed for effectiveness and value to learning.</p> <p>1.3 Reporting on student progress and achievement to the board and community are introduced and monitored.</p>	<p>1.1 Curriculum plans and associated programmes are embedded and reviewed.</p> <p>1.2 Additional teaching and learning resources are reviewed for effectiveness.</p> <p>1.3 Reporting to the board and community on student progress and achievement is reviewed for effectiveness and accountability.</p>

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

**Strategic Goal 3****Our board, staff, whānau and community will be engaged in supporting Take Kārara students in 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 embedded and reviewed for effectiveness.</p>

# Annual Implementation Plan 2021

## 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><b>1.1 Curriculum plans and associated programmes are embedded and reviewed.</b></p>	<p>Foundation literacy and numeracy practices embedded through high quality professional development</p> <p>Expertise amongst teaching staff utilised</p> <p>Teaching expectation documented and shared</p> <p>Continue to develop, refine and utilise our localised curriculum</p> <p>Utilise the frameworks from our guiding principles, values and deep learning practices</p> <p>Ensure student agency and personalised learning pathways evident in planning and in the learning environment</p>	<p>Evidence of best practice will have an impact on student achievement</p> <p>Clarity of teaching practices articulated</p> <p>Collaborative planning and backward mapping across and inside teams</p> <p>Coherent curriculum coverage evident across teaching and learning programmes and in the information given to parents</p> <p>Contribution of teacher voice in reviews</p>
<p><b>1.2 Additional teaching and learning resources are reviewed for effectiveness.</b></p>	<p>From within our localised curriculum - do our resources support school wide practices? Where are the gaps, what is working well? How are they effectively used across the school?</p> <p>Personnel resources will cater for the passion and interest of our children as well as the learning needs</p> <p>Ensure assessment resources and practices are fit for purpose</p>	<p>Student led play, passions and interest of individuals evident</p> <p>Student voice gathered and guide decision making</p> <p>Students are engaged and can articulate what helps them learn best</p> <p>Learning environments will cater for all students learning</p>
<p><b>1.3 Reporting to the board and community on student</b></p>	<p>Review the effectiveness of reporting through the HERO</p>	<p>Evidence of learners making academic progress</p>

<p><b>progress and achievement are reviewed for effectiveness and accountability.</b></p>	<p>platform by surveying the board, community and teachers</p> <p>The use of HERO will be consistent across the school and information shared with parents will be coherent</p> <p>Assessment data will inform teaching</p> <p>Review our methods for reporting to parents on student progress and achievement to ensure there are no barriers for parents to engagement with these methods</p>	<p>Parent voice evident through HERO</p> <p>Parent voice supports information sharing</p> <p>Board regularly updated on student progress and achievement</p> <p>Surveys and feedback from the board and community will help inform future directions for reporting on student progress and achievement</p>
---	---	--

<p><b>Strategic Goal 2</b>  <b>All students will be encouraged to navigate their learning pathway through positive relationships and guidance in a safe and inclusive environment.</b></p>		
<p><b>Outcomes</b></p>	<p><b>How will we do this?</b></p>	<p><b>How do we know?</b></p>
<p><b>2.1 Management, teaching and support staff levels and positions reviewed for continued growth.</b></p>	<p>Assessment data will be used to make decisions about staff and resourcing</p> <p>Senior leadership team will support teachers in response to learning and pastoral needs of our students and provide additional learning support inline with available staffing resources</p> <p>SLT will work with predicted future growth needs and seek input to ensure we are currently staffed appropriately and in response to future growth of the school</p>	<p>Student needs and staff levels are well balanced and staff feel supported</p>
<p><b>2.2 Professional development and building leadership capacity opportunities will be developed and implemented for all staff.</b></p>	<p>Professional development plan will be developed for school wide priorities as well as individual opportunities for building leadership capacity</p> <p>Develop curriculum capacity by utilising expertise from within the staff and encourage staff to grow their curriculum knowledge in less familiar areas</p>	<p>Professional growth is evident in teacher practices</p> <p>Contributions to initiatives are seen amongst all staff</p> <p>Staff will have opportunities to share their expertise and their new learning through staff sessions and the sharing of practices in learning spaces</p>

	Build and maintain relationships with other schools through clusterwide professional development	Opportunities will be utilised for students to participate in extracurricular opportunities
<b>2.3 Inclusive practices and programmes reviewed for effectiveness for all students and the impact on their learning.</b>	<p>Principles of Universal Design for Learning will inform all teaching and learning</p> <p>Positive Behaviour 4 Learning practices school wide will be embedded</p> <p>Needs of our students reviewed to check their needs are being served</p> <p>Partnership with families prioritised to assist with meeting the needs of their children</p> <p>Expert advice sought from outside agencies</p> <p>Promotion of safe and caring relationships between school and home</p>	<p>Learning spaces will be resourced in a way that all students can access what they need</p> <p>School values will be evident in promoting positive behaviour for learning by students articulating the values and being recognised for using them</p> <p>Staff expertise is drawn on</p> <p>A shared partnership will be 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>
<b>2.4 Comprehensive staff wellbeing review by board of trustees.</b>	<p>Staff surveys</p> <p>Participation in wellbeing initiatives</p>	<p>Illness and absences are minimal</p> <p>Action at a board level are implemented as a result of the staff wellbeing survey</p>

<b>Strategic Goal 3</b>		
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		
<b>Outcomes</b>	<b>How will we do this?</b>	<b>How do we know?</b>
<b>3.1 Comprehensive review of cultural responsiveness across all learning areas and practices.</b>	Integration of te reo, tikanga maori and placed based learning across the school are reviewed for effectiveness	<p>Community consultation actioned and future growth identified</p> <p>See and hear culturally responsive practices school wide</p>

	<p>Professional Learning Development with CORE Education</p> <p>Inquiry planning will have evidence of culturally responsive practices and opportunities including evidence of our cultural narrative</p> <p>Staff will ensure they know the cultural diversity of their students and families and look for opportunities to celebrate different cultures within shared activities at school</p> <p>Gather parent voice around the school's cultural responsiveness to ensure their culture has an opportunity to be celebrated</p>	<p>Students can articulate who they are, where they have come from, and have an understanding of the cultural diversity in our school</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>Tua Kana Teina (buddy system) evident across the school</p>
<p><b>3.2 Comprehensive review of environmental and sustainable awareness across all learning areas and practices.</b></p>	<p>Ensure our localised curriculum will reflect environmental and sustainable practices</p> <p>Integrated inquiry will have an emphasis on the Enviro School's vision and values</p> <p>Utilise the school resources as teaching opportunities</p> <p>Continue to seek and utilise local expertise in our community</p> <p>Develop opportunities for student leadership in initiating new sustainable practices in our school</p> <p>Use the EnviroSchools matrix</p>	<p>A personalised vision map for EnviroSchools will be reviewed for effectiveness</p> <p>Enviro/sustainable practices embedded in our daily routines</p> <p>See our students out in the community having a positive impact on our place</p> <p>Continued work towards the bronze qualifications</p>
<p><b>3.3 Relationships are enhanced with whānau, hapu and iwi, particularly in relation to teaching and learning, and governance.</b></p>	<p>Maori consultation engagement plan enacted</p> <p>Continue to foster the relationship with Bubba Thompson and local Ngāi Tahu group</p> <p>Utilise expertise in our local community, Whaea Mary Ann from REAP and Gemma Stewart from CORE</p>	<p>Parent involvement in school is evident</p> <p>Utilise parent expertise</p> <p>Planned projects with Ngāi Tahu are evident and showcased</p>

<p><b>3.4 School community engagement plan embedded and reviewed for effectiveness.</b></p>	<p>Review community engagement plan to ensure it is effective</p> <p>Transition meetings held with families, pre-schools and college</p> <p>Information sharing in a variety of forms - HERO, Facebook, newsletters, class emails, local newspapers, whānau hui</p> <p>Students actively involved in the local community. Taking part in community opportunities that enable students to give back.</p>	<p>Planned excursions and visitors/experts evident on the school calendar and in inquiry planning</p> <p>Students involved in local projects, visit to preschools, retirement village, market day, local businesses</p> <p>School community actively participating in community events</p> <p>Community will be engaged with school wide opportunities</p>
---	---	--