



TE KURA O TAKE KĀRARĀ

Strategic and Annual Plan 2022



TE KURA O
TAKE KĀRARĀ



Nurturing learners to navigate pathways for the future

'You Matter'

Caring Courageous Connected

Values

Manaakitanga
Encompassing **equity, diversity, respect, care and support** for others

Kotahitanga
Encompassing **inclusion, community**

Hauora
Encompassing **physical, emotional and mental health, wairuatanga**

Kaitiakitanga
Encompassing **respect** for the **natural environment, guardianship**

Whanaungatanga
Building and maintaining **relationships** within and outside the school. **Identity, language and culture**

Strategic Themes

Ako - Manaakitanga:
'We nurture learning for all'

Whanaungatanga - Hauora:
'Partnerships strengthen wellbeing'

Kotahitanga - Kaitiakitanga:
'Using inclusion and guardianship'

Strategic Initiatives

Localised curriculum
Reporting and Assessment
Teacher Capability

Wellbeing
Safe Relationships
Effective Communication

Environmental and Sustainable practices
Culture and Identity
Key stakeholders

Guiding Principles

High Expectations
Community engagement

Learning to learn
Cultural diversity

Treaty of Waitangi
Inclusion

Future Focus
Coherence

Strategic Goals and Outcomes 2022 - 2024

Goal 1: Ako - Manaakitanga: we nurture learning for all

Our local curriculum will provide responsive and engaging learning experiences for children that nurtures personal pathways leading to learning success

2022 OUTCOMES	2023 OUTCOMES	2024 OUTCOMES
1.1 Ensure our localised curriculum provides coherent learning pathways with rich learning opportunities	1.1 Extend rich learning opportunities within our localised curriculum and provide coherent learning pathways	1.1 Review our localised curriculum and coherent pathways to ensure they lead to learning success.
1.2 Ensure reporting and assessment practices enable personal pathways for our learners	1.2 Monitoring reporting and assessment practices that enable personal pathways for our learners	1.2 Review our reporting and assessment practices to ensure they inform learning success
1.3 Continue to grow and review teacher capability through collaborative inquiry processes	1.3 Review and extend teacher capability through collaborative inquiry processes	1.3 Review the effectiveness of collaborative inquiry processes to ensure teacher capability is enhance

Goal 2: Whanaungatanga - Hauora: Partnerships strengthen wellbeing

A sense of belonging will be strengthened through relationship and wellbeing practices

2022 OUTCOMES	2023 OUTCOMES	2024 OUTCOMES
2.1 Ensure wellbeing is prioritised through continued development of existing wellbeing practices for all.	2.1 Continue to monitor, prioritise and develop wellbeing practices	2.1 Review how our partnerships are strengthened through our wellbeing practices
2.2 Ensure safe relationships are prioritised through respect, care and support for all	2.2 Ensure safe relationships for all are prioritised and maintained through effective approaches	2.2 Review the approaches used to ensure safe relationships for all
2.3 Strengthen and maintain approaches for effective communication promoting strong connection within and beyond our growing school community.	2.3 Maintain and manage approaches for effective communication promoting strong connection within and beyond our growing school community	2.3 Review and ensure effective communication approaches provide strong connection within and beyond our growing school community

Goal 3: Kotahitanga - Kaitiakitanga: Using inclusion and guardianship

Empowering all who have a stake in our place, to be contributors and responsible members of our growing community

2022 OUTCOMES	2023 OUTCOMES	2024 OUTCOMES
3.1 Embed leadership capability within environmental and sustainable practices that show an appreciation of our place and the impact our decisions have locally and globally	3.1 Maintain and manage environmental and sustainable practices as our leadership capability evolves and our community grows	3.1 Review leadership capability and its impact on environmental and sustainable practices for our growing communities
3.2 Celebrate our diversity by providing our school community including mana whenua with a place where they are empowered through language, culture and identity.	3.2 Continue to celebrate our diversity by providing our school community including mana whenua with a place where they are empowered through language, culture and identity.	3.2 Review with our diverse school community including mana whenua how we have provided a place that empowers all through language, culture and identity.
3.3 Continue to build and maintain strong partnerships with our key community stakeholders	3.3 Maintain and manage strong partnerships with our key community stakeholders	3.3 Review and refine connections with our key community stakeholders to ensure partnerships within our growing communities are effective

Annual Implementation Plan 2022

Goal 1: Ako - Manaakitanga: we nurture learning for all

Our local curriculum will provide responsive and engaging learning experiences for children that nurtures personal pathways leading to learning success

Outcomes	How will we do this?	How do we know?
<p>1.1 Ensure our localised curriculum provides coherent learning pathways with rich learning opportunities</p>	<p>Plan and deliver whole inquiry learning which is project based and linked to our place</p> <p>Use and reflect on our deep learning practices (personalised learning, universal design for learning, foundational literacy and numeracy)</p> <p>Develop a graduate profile that is coherent across the learning spaces</p> <p>Use experts and make links with our community to enhance a connected curriculum</p> <p>Ensure we have a responsive environment for play</p>	<p>Teacher self assessment matrix (NPD)</p> <p>Gather student voice around agency and engagement</p> <p>Collaborative planning and backward mapping</p> <p>Students showing ownership of learning environment</p>
<p>1.2 Ensure reporting and assessment practices enable personal pathways for our learners</p>	<p>Use 'Universal Design for Learning' framework to ensure assessment is accessible and responsive to the students needs</p> <p>Review current assessment for purpose and effectiveness</p> <p>Provide students with the tools to self assess and reflect on their learning progress</p> <p>Provide education and support for whānau about how reporting on progress and achievement works at Take Kārara and how it aligns with current practices in education</p>	<p>Communication with whānau is consistent and regular and that different opportunities are provided for engagement</p> <p>Feedback from parents will indicate clear understanding around how we assess and report on student achievement</p> <p>Through students articulating their learning and sharing their progress and achievements with their whānau</p> <p>Analysis of student progress and achievement</p>
<p>1.3 Continue to grow and review teacher capability through collaborative inquiry processes</p>	<p>Participate in professional development and build a teaching and learning framework for maths school-wide</p> <p>Implement a professional development plan schoolwide as well as individual priorities for staff</p> <p>Develop curriculum capacity by utilising expertise from within the staff to support growth and knowledge in all curriculum areas</p>	<p>Localised curriculum documentation has clear teaching and learning expectations</p> <p>Self-review - gather teacher and student voice around mathematical engagement and success on student outcome</p> <p>Professional growth and confidence is evident in teacher practice</p> <p>Action Plans from outside facilitators provide feedback and feed forward (Maths and Learning through Play PLD facilitators)</p>

Goal 2: Whanaungatanga - Hauora: Partnerships strengthen wellbeing
A sense of belonging will be strengthened through relationship and wellbeing practices

Outcomes	How will we do this?	How do we know?
<p>2.1 Ensure wellbeing is prioritised through continued development of existing wellbeing practices for all.</p>	<p>Create and implement an action plan from the 'Implementing & Sustaining Wellbeing - a roadmap for our school'</p> <p>Use the wellbeing model to check and connect with staff and students to ensure 'you matter' values are upheld</p> <p>Maintain wellbeing staff sessions</p> <p>Leadership supports teachers in response to pastoral needs of students</p> <p>Development of a Health Education long term plan including social and emotional programmes (Play is the way, circle time, team hui)</p>	<p>Review the ' Roadmap' rubric indicators within the action plan</p> <p>Staff and student surveys indicate wellbeing practices are prioritised</p> <p>Staff and students have knowledge of and use their strengths</p> <p>Staff will provide necessary support for their students (personnel, resources, outside agencies)</p> <p>Explicit teaching of pro-social skills - students using strategies learned in the playground and in social situations</p>
<p>2.2 Ensure safe relationships are prioritised through respect, care and support for all</p>	<p>PB4L Teams re established annually and reviewed for effectiveness</p> <p>PB4L school initiatives shared with the parent community to develop collaborative approaches in building positive and safe relationship and connections</p> <p>PB4L Team use data to inform schoolwide decisions and to develop support for individuals</p> <p>Tuakana Teina buddy system active</p> <p>Processes and structures to support inclusive, collaborative and safe relationships</p>	<p>School values will be evident in promoting positive behavior for learning through students articulating these and being recognised for them</p> <p>PB4L action plan effectively meets the goals identified</p> <p>Hero being utilised for awhai/high five posts and community posts</p> <p>Buddy system for children starting school</p> <p>Using team and class charters with clear rules established for working together</p>
<p>2.3 Strengthen and maintain approaches for effective communication promoting strong connection within and beyond our growing school community.</p>	<p>Virtual connections during covid times to connect whānau and students</p> <p>Develop and enact our community engagement plan involving parent education workshops, school-wide events, school initiatives</p>	<p>Whānau connected to their student and the school through Hero engagement</p> <p>Experts working in our school</p> <p>Connections with our locally community, iwi</p>

Goal 3: Kotahitanga - Kaitiakitanga: Using inclusion and guardianship
Empowering all who have a stake in our place, to be contributors and responsible members of our growing community

Outcomes	How will we do this?	How do we know?
<p>3.1 Embed leadership capability within environmental and sustainable practices that show an appreciation of our place and the impact our decisions have locally and globally</p>	<p>Explore the local environment to get to know our place and learn about practices that encourage our students to be guardians of this place</p> <p>Student Leadership initiatives</p> <p>Plan our own environmental and sustainable projects (eg mirco forest, plant corridor, hangi, Year 6 kowhai tree) utilising the personalised vision map for our school</p> <p>Grow the garden to table programme to include the whole school</p>	<p>Projects are visibly underway in our school community</p> <p>Students actively involved in the local community contributing to local projects</p> <p>See our students volunteering in the community</p> <p>Teaching and learning programmes reflect environmental and sustainable projects</p>
<p>3.2 Celebrate our diversity by providing our school community including mana whenua with a place where they are empowered through language, culture and identity.</p>	<p>Continue to develop an awareness of cultural diversity within our school community</p> <p>Invite figureheads from mana whenua to share knowledge and culture perspective</p> <p>Continue to use and build on the use of te reo in the classroom</p> <p>Professional Learning with Core Education</p> <p>Maori Consultation engagement plan enacted</p>	<p>Staff and children have a developing knowledge of the stories, cultural, and heritage of our place</p> <p>Staff and students know karakia, waiata, pepeha, mihi whakatau</p> <p>Holding school wide events that celebrate our cultural diversity of who we are, where we have come from</p> <p>Active Kapa Haka group</p> <p>Engagement in māori whānau hui</p>
<p>3.3 Continue to build and maintain strong partnerships with our key community stakeholders</p>	<p>Target 1 to 2 new partnerships annually to develop new relationships</p> <p>Utilize the parent connections to community initiatives (Eg, Wai Wanaka)</p> <p>Continue to strengthen relationships with community groups (Te Kakano, DOC, Mitre 10)</p> <p>Connect with our elderly</p>	<p>Time scheduled for relationship development and connections</p> <p>Inviting people into our school wide events like Kapa Haka performances, kai, grans gardening group</p> <p>School excursions out in local community (environment, elderly, Early Learning Centres)</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.