



# TE KURA O TAKE KĀRARA

## Strategic and Annual Plan 2023



TE KURA O  
TAKE KĀRARA



*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 2023

## 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 Extend rich learning opportunities within our localised curriculum and provide coherent learning pathways</p>	<p>Further develop and embed UDL practices across all learning areas</p> <p>Continue to provide learning opportunities that deepen and broaden all learning areas within our localised curriculum while making the best use of our learning environment</p> <p>Continue to develop and implement accelerated learning plans for targeted intervention</p> <p>Using available staffing to support learning across the school</p> <p>Better Start Literacy implementation in the Junior School</p> <p>Utilizing the 6 C's through self assessment so that learning how to learn is amplified and explicit to learners</p>	<p>Teacher Self Assessment Matrix - NPDL</p> <p>Continue to gather student voice around agency and engagement</p> <p>Using our graduate profile to see the impact of our localised curriculum</p> <p>The targeted interventions are making a difference to learner progress</p> <p>Regular review of timetables to maximise learning opportunities</p> <p>Ongoing monitoring of assessment practices and results</p> <p>Student self assessment practices</p>
<p>1.2 Monitoring reporting and assessment practices that enable personal pathways for our learners</p>	<p>Continue to ensure assessment practices are supported through the UDL model</p> <p>Provide students with the tools to self assess and reflect on their learning progress</p> <p>Continue to development assessment practices alongside our ongoing professional learning in the new mathematics curriculum, Better Start Literacy Approach and Learning Through Play pedagogy</p> <p>Regular review and update of assessment milestones to ensure students' needs are best met through carefully planned teaching and learning programmes</p> <p>Targeted action plans identified in our Student Achievement Plan for 2023</p> <p>Continue to ensure Overall Teacher Judgements are consistent and progressive through the school</p>	<p>Broader picture of the whole learner and their strengths and needs</p> <p>Hero posts where students are interacting with their learning posts and progress and achievement</p> <p>Faces on Data - termly reviews</p> <p>SLT monitoring Hero High Impact tools and learner progress</p> <p>Whole staff moderation sessions</p> <p>Gather parent voice about our Hero Real Time reporting</p>
<p>1.3 Review and extend teacher capability through collaborative inquiry processes</p>	<p>Math Leadership team to continue to develop and embed our schoolwide mathematical framework</p> <p>Utilizing the collaborative inquiry process, review writing and mathematical practices within and across teams</p> <p>Implementing a Practice Based coaching model within the school to support teacher capability as Learning Through Play facilitators</p> <p>Teachers participate in the BSLA micro credentials</p>	<p>Self review - gather teacher and student voice around mathematic engagement and success on student outcome</p> <p>Teachers reflection on their practice through video analysis</p> <p>Ongoing self review of Learning Through Play action plans</p> <p>Teacher confidence in delivery a rich maths diet within their teaching and learning programme</p> <p>Trained BSLA teachers and Learning Assistants in the junior school</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?
2.1 Continue to monitor, prioritise and develop wellbeing practices	<p>Continue to utilise and implement our Wellbeing Road Map</p> <p>Continue to use our Wellbeing Model right across the school</p> <p>Continue explicit teaching of social and emotional skills</p> <p>Ensure our 'Our Developing School Culture' elements are enabled through wellbeing practices</p>	<p>Self reviews and staff and student surveys</p> <p>Implementation of survey outcome and findings into the teaching and learning programmes</p> <p>Staff are engaged regularly with the wellbeing model at check in and connect sessions</p> <p>Activating our PB4L data</p> <p>Our identified norms support our working culture</p>
2.2 Ensure safe relationships for all are prioritised and maintained through effective approaches	<p>Maintain our successful tuakana teina buddy system</p> <p>Schoolwide initiative implemented including Keep In Ourselves Safe, Kids Online, and Road Safety</p> <p>Ongoing professional support using our Universal Design for our diverse learners</p> <p>Continue to strengthening our Positive Behaviour for Learning schoolwide practices</p>	<p>Student and whānau feedback</p> <p>Staff, students and whanau use strategies to support diverse needs so they feel safe physically and emotionally</p>
2.3 Maintain and manage approaches for effective communication promoting strong connection within and beyond our growing school community	<p>Review our engagement plan and look for further opportunities to engage with our wider community (connecting with the elderly, having parent as part of specific programmes, enviro projects etc.)</p> <p>Continue to use the Hero platform to build strong relationships with our whānau</p> <p>Upper Clutha Cluster Attendance and Engagement plan</p>	<p>The Friends of the School are enabled to enact their community engagement initiatives</p> <p>Ongoing engagement with community organisations and initiatives</p> <p>Analysis of data (attendance figures, parent engagement on Hero/ in person/ at school-wide events)</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?
3.1 Maintain and manage environmental and sustainable practices as our leadership capability evolves and our community grows	<p>Continue with our environmental and sustainable project within school and across the wider community as part of our Deep Learning practices (school nursery, enviro initiatives, Chris Arbuckle, wai wanaka...)</p> <p>Strengthen our garden to table programme across the school</p>	<p>Projects are visibly underway in our school community</p> <p>Actively involved in the local community contributing to local projects</p> <p>Teachers and student leading the garden to table initiatives</p>
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.	<p>Continue to engage with Ngai Tahu to share knowledge about our culture narrative</p> <p>Continue to upskill staff te reo</p> <p>Develop a Welcoming Garden to reflect the diversity of culture within our school community</p> <p>Continue utilising our maori whanau hui to korero about priorities for our maori learners</p>	<p>Teaching and learning programmes integrate aspects of our cultural narrative and tikanga maori</p> <p>Participation and involvement of all our families</p>
3.3 Maintain and manage strong partnerships with our key community stakeholders	<p>Target 1 to 2 new partnerships annually to develop new relationships</p> <p>Utilise the parent connection to community initiatives (Eg, Wai Wanaka) so we can give back to these vital organisations</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 etc</p> <p>School excursions out in the 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.