



TE KURA O TAKE KĀRARA

Strategic and Annual Plan 2024



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

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**

2024 Outcomes	Actions - How will we achieve or make progress towards this strategic goal?	Who is responsible	How will we know we have made progress, what will we measure?
1.1 Review our localised curriculum and coherent pathways to ensure they lead to learning success.	<p><i>Further develop and embed UDL practices across all learning areas including enablers and extenders</i></p> <p><i>Students will be in charge of sharing their learning through use of celebrations posts</i></p> <p><i>Use our deep learning practices and the 4 inquiry quadrants to deepen and broaden all learning areas within our localised curriculum</i></p> <p><i>Use the 6 competencies in our localised curriculum to develop a student 'avatar' for each development stage of a learner at Take Kārara</i></p> <p><i>Continue to implement and monitor accelerated learning plans for targeted interventions</i></p> <p><i>Use available staffing to support learning across the school</i></p> <p><i>Build the Better Start Literacy team from Year 1 to 3</i></p>	<p>Teaching staff</p> <p>Support Staff</p> <p>Senior Leadership Team</p> <p>Curriculum Leads</p>	<p><i>Continue to gather student voice around agency, engagement and a sense of success in their learning</i></p> <p><i>Students will regularly upload celebration posts and start to include curriculum tags</i></p> <p><i>Students will use the avatar to articulate their learning success and journey through the school</i></p> <p><i>Monitor the effectiveness of the Professional Development Work Plans - Maths, Writing, BSLA and Learning Through Play</i></p> <p><i>Monitor assessment practices and results regularly through the Professional Development Work Plan</i></p> <p><i>By mid year, 9 teachers will be fully trained in the Better Start Literacy Approach</i></p>
1.2 Review our reporting and assessment practices to ensure they inform learning success	<p><i>Provide students with the tools to self assess and reflect on their learning progress</i></p> <p><i>Review and refine our assessment practices alongside our ongoing professional learning in the new mathematics curriculum, Better Start Literacy Approach and Learning Through Play pedagogy</i></p> <p><i>Ensure assessment data is analysed within and across teams to support teaching and learning programmes</i></p> <p><i>Ensure Overall Teacher Judgements are consistent and progressive within the curriculum refresh</i></p> <p><i>Use UDL practices to plan for students developmental needs across the curriculum</i></p>	<p>Teaching staff</p> <p>Senior Leadership Team</p> <p>Curriculum Leads</p>	<p><i>Have learning goals for students visual and for students to articulate their ability</i></p> <p><i>Monitor the effectiveness of the Professional Development Work Plans - Maths, Writing, BSLA and Learning Through Play</i></p> <p><i>Hero tags and unassisted assessment tasks will be in line with the Curriculum Refresh progression stages</i></p> <p><i>Collate observational data of students in play to identify where they are along the developmental continuum</i></p>
1.3 Review the effectiveness of collaborative inquiry processes to ensure teacher capability is enhanced	<p><i>Lead teams will develop action plans where targeted support for building teacher capabilities will be identified (Maths, Writing, Learning Through Play, BSLA) using the collaborative inquiry self review</i></p> <p><i>Learning Through Play facilitators will use the Practice Based coaching model within the school to support teacher capability</i></p>	<p>Senior Leadership Team</p> <p>Curriculum Leads</p>	<p><i>Teachers reflection on their practice through video analysis</i></p> <p><i>Use of Learning Through Play action plans</i></p> <p><i>Expert teachers modelling for others</i></p>

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

2024 Outcomes	Actions - How will we achieve or make progress towards this strategic goal?	Who is responsible	How will we know we have made progress, what will we measure?
2.1 Review how our partnerships are strengthened through our wellbeing practices	<p><i>Ensure that our wellbeing practices are embedded schoolwide through the use of our Wellbeing Road Map and Wellbeing Model</i></p> <p><i>Use the developmental stages of a learner at Taka karara when explicitly teaching social and emotional skills and when working in partnership with parents to support student wellbeing</i></p> <p><i>Review and refine 'Our Developing School Culture' elements to ensure partnerships are maintained and strengthened</i></p>	<p><i>Teaching staff</i></p> <p><i>Senior Leadership Team</i></p>	<p><i>Staff, whānau and student surveys (beginning and end of year), feedback from newly inducted staff and analysis of our road map</i></p> <p><i>Implementation of survey outcomes and findings into the teaching and learning programmes and our working culture norms</i></p>
2.2 Review the approaches used to ensure safe relationships for all	<p><i>Audit our school wide approaches designed to ensure safe relationships for all. This includes: tuakana teina buddy system, Keep In Ourselves Safe, Kids Online, and Road Safety, Health Curriculum, PB4L and Universal Design for our diverse learners</i></p>	<p><i>Teaching staff</i></p> <p><i>Senior Leadership Team</i></p> <p><i>Curriculum Leads - PB4L and Health and PE</i></p>	<p><i>Use a strength based tool to gather and analyse staff, student and whānau feedback, Hero posts and team planning</i></p>
2.3 Review and ensure effective communication approaches provide strong connection within and beyond our growing school community	<p><i>Embed new communication tools and strategies through the Hero platform to continue to strengthen connections with our growing school community</i></p> <p><i>Update our engagement plan to ensure we maintain our existing connections with our wider community whilst also looking for new partnerships</i></p>	<p><i>Senior Leadership Team</i></p> <p><i>Hero Team</i></p> <p><i>Board</i></p> <p><i>Friends of the School</i></p>	<p><i>Analyse Hero engagements from whānau via Hero tags</i></p> <p><i>Feedback from the parent working group from 2023 in relation to 2024 initiatives</i></p> <p><i>Analyse the number of existing and newly formed partnerships in our community that have been utilised this year</i></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**

2024 Outcomes	Actions - How will we achieve or make progress towards this strategic goal?	Who is responsible	How will we know we have made progress, what will we measure?
3.1 Review leadership capability and its impact on environmental and sustainable practices for our growing communities	<p>Audit our environmental and sustainable practices and projects within school and across the wider community (school nursery, enviroschools, Wai Wanaka, Te Kano, Wastebuster)</p> <p>Review and refine our garden to table programme across the school</p>	<p>Teaching staff</p> <p>Enviroschools and garden to table team</p>	<p>Use a strength based tool to gather and analyse staff, student and whānau feedback, implementation of practices and teachers' capabilities</p> <p>Active involvement in the local community contributing to local projects</p> <p>Teachers and students leading the garden to table initiatives</p>
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.	<p>Review our EOTC programmes to ensure they reflect and identity our cultural and community relationships and in particular our connection with Te Rau Aroha Marae in Bluff</p> <p>Develop a Welcoming Garden to reflect the diversity of culture within our school community and ensure we acknowledge and celebrate significant cultural events</p> <p>Continue to utilise our maori whanau hui to korero about priorities for our maori learners</p>	<p>Senior Leadership team</p> <p>Board</p>	<p>Carry out a self review of our EOTC programmes and our opportunities to engage with mana whenua and our diverse cultural community</p>
3.3 Review and refine connections with our key community stakeholders to ensure partnerships within our growing communities are effective	<p>Audit the feasibility of engaging with our wider community both in and outside of school (time scheduled in teachers planning, availability of staffing to support initiatives, resourcing to enable initiatives to be carried out, inviting community members in to be part of our programmes in school)</p>	<p>Senior Leadership team</p> <p>Board</p>	<p>Use a strength based tool to gather and analyse staff, student and whānau feedback, implementation of engagement initiatives and teachers' capacity</p>

Board Commitment

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

Giving effect to Te Tiriti o Waitangi, including strategies for:	<ul style="list-style-type: none">(i) working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and(ii) achieving equitable outcomes for Māori students; and(iii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori: <p>The board will consult with whānau through regular whānau hui, hosted by the board and principal/tumuaki.</p>
Student achievement	Overall continuous improvement in student engagement, progress, achievement and wellbeing.
Self review	Setting strategic direction for the school through consultation, 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.