



TE KURA O TAKE KĀRARA

Strategic and Annual Plan 2025



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 - 2024/25

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 | 2025 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. | 1.1 Review of Te Mātaiaho refreshed Curriculum English and Mathematics alongside our local curriculum to ensure coherent pathways for our learners |
| 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 | 1.2 Tailor our reporting and assessment practices to ensure they inform learning success inline with the curriculum refresh |
| 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 | 1.3 Innovate on current collaborative inquiry processes to ensure teacher capability and leadership capacity are enhanced |

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 | 2025 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 | 2.1 Continue to strengthen relationships 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 | 2.2 Tailor teaching approaches 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 | 2.3 Review and ensure effective communication approaches with our growing school community provide clear information about attendance |

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 | 2025 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 | 3.1 Innovate on current leadership practices to increase ākongā initiatives and activities |
| 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. | 3.2 Celebrate our diverse school community including mana whenua 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 | 3.3 Plan to deepen our connections with key community stakeholders to develop reciprocal partnerships within our growing communities |

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**

| 2025 Outcomes | Actions - How will we make progress towards this strategic goal? | Success measures | Responsibilities and resources | Measurement Tools |
|---|--|--|---|---|
| <p>1.1 Review of Te Mātaiaho refreshed Curriculum English and Mathematics alongside our local curriculum to ensure coherent pathways for our learners</p> | <p><i>Implement 2nd year of in-school accelerated programmes to increase ākonga efficacy, progress and agency in writing</i></p> <p><i>Implement the Tier 2 BSLA programme supported by a BSLA Work Plan that includes planned outcomes, timeframes, resources and areas of responsibility</i></p> <p><i>Implement 4th year of The Learner First (TLF) Mathematics PLD to increase Kaiako maths teaching capability; to increase ākonga agency and efficacy; to distribute maths leadership to support team collaboration; to align new assessment tools with the Learner First and Take Kāraa Maths framework</i></p> | <p><i>Fidelity of teacher practice and student progress</i></p> <p><i>Expected progress for all children identified as needing accelerated progress or tier 2 support</i></p> <p><i>An alignment between our local curriculum and national priorities for structured literacy and mathematics</i></p> <p><i>Fidelity to implementation of TLF Diagnostic Assessment Project and the BSLA Tier 2 programme, including MoE strategies (rich tasks; knowledge building; procedural fluency); Termly PLD days and PLD online workshops</i></p> <p><i>Application of Understand Know Do (UKD) and Progressions in English and Maths in team planning; development of each Teams' Curriculum back-mapping of literacy and maths programmes inclusive of all ākonga; School wide planning, teaching, assessment, evaluation and reporting</i></p> | <p>Teaching staff</p> <p>Support Staff</p> <p>Senior Leadership Team</p> <p>Curriculum Leads</p> <p>Update the library collection with new books</p> <p>BSLA resources</p> <p>Additional literacy resources</p> <p>Analysis of Variance report 2024</p> | <p><i>Kaiako professional Curriculum judgments; PATs reading, vocab, maths e-asTTle writing, Running Records; BSLA assessment, Rapid Routine tasks</i></p> <p><i>Collaborative planning and co-teaching; PLD feedback; Kaiako Professional Growth Cycle (PGC) and their Teaching As Inquiry evaluative practice; increased use of Kaiako noticing & responding; Instructional mentoring and coaching; Peer observations, Peer practice analysis conversations</i></p> <p><i>Literacy and maths accelerated plans and Tier 2 data tracking</i></p> |
| <p>1.2 Tailor our reporting and assessment practices to ensure they inform learning success inline with the curriculum refresh</p> | <p><i>Implement targeted, flexible Learning Support (LS) intervention programmes for culturally and linguistically diverse learners</i></p> <p><i>Teachers continue to develop a robust learner profile in literacy and mathematics that identifies key skills and next steps so teachers can respond in a timely way to maximise student progress</i></p> <p><i>Leaders and teachers continue to provide opportunities to develop parent and whānau understandings which support learner progress in literacy and mathematics</i></p> | <p><i>Increased ākonga voice/choice in personalised learning design and articulation of learning against rich and relevant goals; flexible and inclusive ākonga grouping; Increased collaborative practice and culture of inquiry; transfer of PLD, and accelerative practices in daily literacy and maths lessons; learning-focussed data conversations focused on accelerative practice for ākonga.</i></p> <p><i>Assessment tools are culturally relevant, timely, purposeful; progress measured at key points to inform learning conversations and regular reporting</i></p> <p><i>A learner profile that is well understood by parents and whānau, resulting in learning partnerships that support progress and achievement</i></p> | <p>Teaching staff</p> <p>Support Staff</p> <p>Learning support team</p> <p>Senior Leadership Team</p> <p>Analysis of Variance report 2024</p> | <p><i>Kaiako professional Curriculum judgments; Ākonga exemplars; moderation process; Formative Assessment; PATs reading, vocab, maths e-asTTle writing Reading Running Records Phonics scope and sequence, Rapid Routine tasks; Review of Assessment tools; Common Practice Model, PGC goals</i></p> |
| <p>1.3 Innovate on current collaborative inquiry processes to ensure teacher capability and leadership capacity are enhanced</p> | <p><i>Implement the 2025 Professional Development Plan supported by individual work plans for Maths, BSLA, Writing, Learning Through Play, Garden to Table and Enviro Ed, PB4L</i></p> | <p><i>Increase use of staff expertise to build capacity across the school and leadership capabilities; reflections and reviews of PGC goals where leadership is the focus; reviews of initiatives and professional growth practices and opportunities</i></p> | <p>Teachers, Leadership team</p> <p>Mentors - Sarah Aiono, Gail Loane, Rob Proffitt-White</p> <p>International Journal subscription</p> | <p><i>Coaching and modelling; PGC goals, questionnaires and surveys,</i></p> |

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

| 2025 Outcomes | Actions - How will we make progress towards this strategic goal? | Success measures | Responsibilities and resources | Measurement Tools |
|---|---|--|--|--|
| 2.1 Continue to strengthen relationships through our wellbeing practices | <p><i>Tailor wellbeing practices to meet the needs of neuro-diverse learners through adaptive and responsive timetabling of activities and tasks</i></p> <p><i>Support staff wellbeing through planned actions within our working culture framework 2025</i></p> <p><i>Continue with lunchtime clubs that aim to build a sense of belonging and connectedness across the school and meet different needs and interest</i></p> <p><i>Implement responsive and tailored Gifted and Talented opportunities for akonga across Year 4 to 6; Continuing differentiated planning by key teachers</i></p> | <p><i>Fidelity to implementation of wellbeing sessions support ākonga development and utilisation of self-regulation strategies</i></p> <p><i>Lunchtime clubs well supported by various students across the school and teachers seen building new connections with children in other learning spaces</i></p> <p><i>Social events such as inter-school competitions well attended, active adults clubs, structure of staff meetings to ensure cross grouping</i></p> <p><i>Fidelity of UDL Principles in teacher planning and teaching; in the learning space environments; akonga voice and feedback</i></p> | <p>Teaching staff</p> <p>Senior Leadership Team</p> <p>OT Specialist</p> <p>Duty timetables</p> <p>Inventionator; Online programme called Mind Plus</p> | <p><i>Ākonga voice/goals and parents'/ whānau voice, Hui</i></p> <p><i>PLD feedback; Kaiako Professional Growth Cycle (PGC); Peer observations, Peer practice analysis conversations</i></p> <p><i>Observations and tracking of neuro diverse learners through LTP</i></p> |
| 2.2 Tailor teaching approaches to ensure safe relationships for all | <p><i>Implement the findings from the PB4L and wellbeing survey into our classroom practices and schoolwide programmes supported by the Work Plan where resources, teachers support and actions for the lead teachers are identified for the year</i></p> | <p><i>Fidelity of programmes that is already in place</i></p> <p><i>Parent engagement in surveys so there is a good spread of points of view and feedback</i></p> | <p>Teaching staff</p> <p>Senior Leadership Team</p> <p>Curriculum Leads - PB4L and Health and PE</p> | <p><i>'Cold' outreach to whānau</i></p> <p><i>PLD feedback from staff; akonga voice from surveys and HERO data</i></p> |
| 2.3 Review and ensure effective communication approaches with our growing school community provide clear information about attendance | <p><i>Share termly data with the community and with Board.</i></p> <p><i>Provide expectations and support for parents in newsletters and emails</i></p> <p><i>Implement the Stepped Attendance Response – STAR when responding to all absences</i></p> | <p><i>Daily fidelity to attendance monitoring, tracking and responding; and reduced unjustified absences</i></p> | <p>Senior Leadership Team, Admin team, Board</p> <p>Hero Team</p> <p>Ministry of Education Website</p> | <p><i>The Stepped Attendance Response (STAR); Hero Intervention Tab; Termly Everyday Matters report; PB4L Data; Pastoral notes; Achievement Reports and Faces on Data analysis</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

| 2025 Outcomes | Actions - How will we make progress towards this strategic goal? | Success measures | Responsibilities and resources | Measurement Tools |
|--|---|---|---|---|
| 3.1 Innovate on current leadership practices to increase ākonga initiatives and activities | <p><i>Implement the Garden to Table Work plan</i></p> <p><i>Establish the Nursery Work plan to enable tuakana teina opportunities</i></p> <p><i>Engage with relevant parties to set up a shared Nature Space in the Cardrona Valley</i></p> | <p><i>Teaching and leadership strengths utilised supporting ākonga interests, aspirations and engagement in implementation of the initiatives within the work plans</i></p> <p><i>Curricular activities that link with ākonga inquiry learning; strong promotion and embedding of our school values in the life of the School; Fidelity to school wide waste reduction practice; inclusive Garden to Table initiatives with community members</i></p> <p><i>The regular use of the Nature Space by small groups of ākonga and whole teams</i></p> | <p>Teaching staff</p> <p>Enviroschools and garden to table team</p> <p>Community contacts</p> | <p><i>Assessment and review of the work programme for the year for garden to table and enviro ed</i></p> <p><i>Teacher planning and whole school 'going further' stage of the Inquiry Plan</i></p> <p><i>Ākonga, parent and community feedback on new initiatives set up this year</i></p> |
| 3.2 Celebrate our diverse school community including mana whenua through language, culture and identity | <p><i>Strengthened staff cultural competence and promotion of student cultural diversity and their cultural capital through the planned School Production and through calendar events for cultural celebrations</i></p> <p><i>Te Ao Māori tikanga Te Reo Māori continues to be reflected and normalised in the life of the School i.e., Karakia, mihi, pepeha</i></p> <p><i>Increased presence of ākonga voice in goal setting, decision making and personalised activities</i></p> | <p><i>Whānau Hui informs self-review, including Local Curriculum review; Ākonga and whānau aspirations reflected in Local Curriculum. Ākonga progress and achievement reporting is clear, correct and culturally relevant for ākonga and whānau; visible affirmation of ākonga strengths and aspirations</i></p> <p><i>Cultural narrative is visual and articulated; te reo is used by staff and ākonga, meetings use tikanga maori practices</i></p> <p><i>Utilisation of social sciences curriculum alongside the arts curriculum to maximises opportunities for all ākonga to promote and sustain their personal histories/cultural narratives</i></p> | <p>Senior Leadership team</p> <p>Board</p> <p>Costing for production</p> <p>Mana whenua for the road trip</p> | <p><i>Whanau and community involvement</i></p> <p><i>Māori Whānau Hui feedback</i></p> <p><i>Māori Strategic Plan</i></p> <p><i>Cultural narrative evident in staff inductions, whanau connections, teaching planning and teaching, physical spaces around the school, relationship with Te Rau Aroha. PGC goals, board practices, inquiry planning, Hero posts community posts</i></p> |
| 3.3 Plan to deepen our connections with key community stakeholders to develop reciprocal partnerships within our growing communities | <p><i>Set up a 'grandparents in school' programme where they engage with children across the school (reading in library, sharing and teaching their hobbies etc)</i></p> <p><i>Engage with the ELC and Wai in shared community projects</i></p> <p><i>Engage with Wastebuster's wearable art project</i></p> | <p><i>The reciprocal partnerships inform how our curriculum, ākonga experiences and staff connections are utilised and broadened</i></p> <p><i>Whanau experts are utilised to run LTP workshops</i></p> | <p>Senior Leadership team</p> <p>Board</p> <p>Loose parts; Kiln; school vans</p> | <p><i>Integrated Inquiry Planning; LTP Planning; Newsletter and Hero; Open classrooms at end of term</i></p> <p><i>Directory of parent skills</i></p> |

Board Commitment

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

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|--|---|
| Giving effect to Te Tiriti o Waitangi, including strategies for: | <p>(i) working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) achieving equitable outcomes for Māori students; and</p> <p>(iii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori:</p> <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, attendance 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. |