The logo for Te Kura o Tākaro is a circular emblem. It features a stylized, multi-colored design with curved, flowing lines in shades of yellow, teal, green, and red. The design is reminiscent of a traditional Māori haka or a stylized floral motif. The text is centered over the logo.

Te Kura o Tākaro
School Charter
Strategic and Annual Plan
2023



Our Learning Characteristics are:

Whakamana Tangata - Respect, support and honouring of others

Ringa Ueke - Application and endeavour for learning

Ihu Nui - Curiosity and the desire to learn

Whakauka - Sustainability and preservation of our environment

Our Positive Behaviour characteristics are:

Care

Actively Participate

Problem-Solve

All endeavours are pervaded by Te Tiriti o Waitangi

Location and Context

School Organisation and Structures

Te Kura o Tākaro has a roll of 240 - 270 students and operates 13 classes in four teams; each led by a team leader.

Te Reo Pūtahi our Rumaki Reo team has been expanded to 3 classes with the Junior/Middle classes operating as a flexible learning space. (Years 1 - 4) The senior class works as a independent work space, however regular whanau time with the whole unit are planned for to encourage tuakana/teina relationships. Our Junior team Te Pūtahitanga, consists of four classes Year 0-3 and operates as a flexible learning environment with the four teachers working in collaboration. The Senior Team, Te Kōwhitinga operates a collaborative learning environment as well as independent learning spaces for the Year 4, 5 and 6 students. Our newest team Māhuri Tōtara has two classes operating collaboratively for our Year 7 and 8s.

Our leadership team consists of the Principal, Co - Principal and Deputy Principal, Team Leaders and Marau leaders(Curriculum Leaders). Our staff also has two Special Education Needs Coordinator, Across School Leader .6 and Kahui Ako Leader .4, Resource Teacher of Maori, several teacher aides, an Office manager, Finances and Personnel Bursar, a Caretaker and Cleaners.

Our school buildings and grounds are well maintained and include a bike track funded by the PNCC.

Te Kura o Tākaro will follow the National Education Learning, New Zealand Curriculum, Te Marautanga o Aotearoa and our own localised curriculum Marautanga- ā -Kura. We are also a PB4L school and this is incorporated into our Marautanga- ā -Kura.

Review of Charter and Consultation

2023 is a transition year for planning and reporting - moving from the current annually updated charter to a new 3-year strategic plan.

As part of this transition, your charter that was in place for 2022 can remain in place in 2023. Your board will need to:

- Update the annually updated sections of your most recent charter for 2023 by 31 March 2023.
- Publish the updated charter on your school's website and submit it to the Ministry.
- Develop an annual report (including a statement of variance against the goals set in your 2022 charter) and submit this to the Ministry by 31 May 2023.

Further information about the planning and reporting requirements for 2023 is available from here: [Schools planning and reporting-Ministry of Education](#)

Student Engagement

Te Kura o Tākaro student attendance exceeds 90% across the year. Any absences are promptly followed up by office staff each morning and teachers. In 2020 we joined Rock On to deal with the habitual non attendance of some of our students.

At the core of learning is the development of relationships with tamariki and their whanau. We actively seek student and whanau voice and work at bringing what is important to students and their whanau into programmes for learning and behaviour. At school entry we conduct ecological interviews with whanau to aid with transition and to ensure high expectations of attendance, learning and behaviour are clearly communicated. This also allows us to personalise teaching and support.

Formal meet the teacher and conference times happen throughout the year at conferences start, mid and end of year. Teachers also ring, text and email whanau regularly and walk out to meet whanau at the end of each day.

How we Learn

Our Marautanga-a-kura currently captures 4 main areas or awa that encapsulate both our learning and the desired learning characteristics we need to develop. The learning characteristics of each awa are:

Manawatu - Whakamana tangata

We maintain and uphold all that is good in one another. We value and honour each other, showing respect.

Manaakitanga and Whakawhānaungātanga keep us interconnected as people. We constantly strive to maintain relationships that exist between people, groups and the physical and spiritual environment.

Rangitikei - Ringa ueke

We are motivated and demonstrate an application to our learning. We endeavour to show courage and determination to learn new things. We are prepared to pull up our sleeves and get our hands dirty.

Tukituki – Ihu nui

We show passion and a deep desire for our learning. We are curious and interested in the world around us.

Ngaruroro- Whakauka

We take responsibility for our environment and ensure we are resourceful and act as kaitiaki for future generations.

What we Learn

Our learning areas relate to our awa.

Manawatu - Aranga - Whakamana Tangata

Importance of identity, culture and relationships, connections, communication and citizenship.

Rangitikei - Ringa ueke

Technology & Innovation.

Tukituki - Ihu nui

Noticing, Thinking & Wondering.

Ngaruroro - Whakauka

Care and protection of the Environment & Sustainability.

Digital Technologies

From Year 5 - 8 all students have their own devices (provided by the school) and coding, robotics and the design of digital outcomes is incorporated into their programmes. All students have opportunities to develop self-management skills as they progress through our school.

Te Oro Karaka Kāhui Ako

We are one of 23 schools in the Te Oro Karaka Kāhui Ako which was approved as a Community of Learning in 2017. Our achievement challenge was approved in late 2018. We have worked with Vision Education in 2018 and 2019. In 2020 we are working with Te Āwheonui as the PLD provider. Visit www.karaka.org.nz Since 2021 we have been focusing on Cultural Responsiveness and relational pedagogy and intend to continue with this for 2023..



Strategic Goals

Goal One: To develop the Board's stewardship to raise student achievement

Goal Two: To encourage leadership for excellence and equity

Goal Three: Evaluation, inquiry and knowledge building leading to innovation

Goal Four: Responsive curriculum, effective teaching and opportunity to learn



Strategic Plan 2020 - 2023

Strategic Goals	Strategic Direction	Key strategies for achieving goals for 2021 - 2023		
		2021	2022	2023
<p>Domain One: Stewardship</p> <p>To develop the Board's stewardship to raise student achievement.</p>	<p>Scrutinising and interrogating reports to understand their implications for decision making</p>	<p>The board will;</p> <ul style="list-style-type: none"> • Set the internal evaluation schedule for the year aligned to school priorities • The board will scrutinise set targets for specific cohorts of students in literacy and mathematics, PB4L ESOL, Korero -a-waha, Pangarau. • School-Wide priorities to our culturally responsive plan as supported by our Kahui Ako goal 	<p>The board will continue to work towards our Strategic Plan based on internal evaluations and range of consultation hui to refresh school vision and direction 2022</p>	<p>The board will have developed a new Strategic Plan based on internal evaluations and a range of consultation hui to refresh school vision and direction 2023</p>



Strategic Plan 2020 - 2022

Strategic Goals	Strategic Direction	Key strategies for achieving goals for 2020 - 2022		
Domain One: Stewardship The school provides a physically and emotionally safe environment for all students.	21st century learning environment focus Upgrade and Maintenance to school buildings Modern learning environment	2021	2022	2023
		The Board will <ul style="list-style-type: none"> • Complete and sign SN upgrade -Toilet, quiet space. • 5YP priorities -Heating and light upgrades • Firewall upgrade • Complete SIP refurbishment by June 2021 Planning for; <ul style="list-style-type: none"> • Heating \$45 000 • Reroofing \$127 000 	The board intends to; <ul style="list-style-type: none"> • Continue with 5 YP priorities • Electrical upgrade • Roofing project • Heating Planning for; <ul style="list-style-type: none"> • ILE upgrade 	ILE -junior block



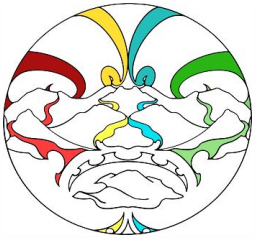
Strategic Plan 2020 - 2022

Strategic Goals	Strategic Direction	Key strategies for achieving goals for 2020 - 2022		
<p>Domain One: Stewardship</p> <p>The school provides a physically and emotionally safe environment for all students.</p>	Emotional safety	2023		
		<p>The Board will</p> <ul style="list-style-type: none"> Initiate a student, community and staff wellbeing survey to inform future directions for our new school strategic plan <p>June 2023 NELPS - Strategic Plan</p>		



Strategic Plan 2021 - 2023

Strategic Goals	Strategic Direction	Key strategies for achieving goals for 2021 - 2023		
		2021	2022	2023
Domain Two: Leadership for excellence and equity	<p>The Leadership team and Board will continue to be involved in building their knowledge and understanding of being a Culturally Responsive Board. They will use the Treaty of Waitangi to structure and support our entire school community to be reflective and practice cultural responsiveness and relational pedagogy</p> <p>This goal is aligned with Te Oro Karaka Kahui Ako goals for CR and RP</p>	<p>The board will: Develop their knowledge of CR and RP and understand how these practices improve Maori student achievement</p> <p>Teachers will; Deepen their understanding of “WHY” CR and RP is important(vision/ aspirations). Understand “HOW” it makes a difference and “WHAT” changes are needed to teacher practice.</p>	<p>Both the Board and Teachers will continue to strengthen CR and RP practices</p> <p>Teaching staff will link these practices to our localised Curriculum and begin embedding these in to our Marautanga a kura</p>	<p>The Board will encourage all teaching staff to participate in Manaaki te tangata and understand how this links to Professional Learning Cycles for teaching staff.</p> <p>Term 1 PLD through Ka hui ako 20 hours</p>



Strategic Plan 2021 - 2023

Strategic Goals	Strategic Direction	Key strategies for achieving goals for 2021-2023		
		2021	2022	2023
Goal Three: Evaluation, inquiry and knowledge building leading to innovation	A coherent and connected approach to school evaluation We know - and have the evidence of improvement	<p>The board will;</p> <ul style="list-style-type: none"> Develop systematic and manageable evaluations aligned to school priorities and targets for student learning <p>Teachers will;</p> <ul style="list-style-type: none"> Use the Team structures to actively engage in analysing data and using it to inform teaching inquiries that have impact on planning, teaching and student achievement 	<p>The board will continue to;</p> <ul style="list-style-type: none"> Monitor school priorities regularly at each board meeting. Look out for changes and improvements and evaluate the impact of changes Continue to embed this practise 	<p>The board wil</p> <p>Spend first 6 months of 2023 setting new school priorities for the first 3 NELPS</p> <p>Setting up our systems to gather evidence for priorities</p>



Strategic Plan 2021 - 2022

Strategic Goals	Strategic Direction	2021	2022	2023
<p>Goal Four: Responsive Curriculum, effective teaching and opportunity to learn.</p>	<p>Deliberate acts of teaching</p> <p>A focus on effective teaching strategies and providing opportunities for all students to learn</p>	<p>School (Staff, Students and Board) will;</p> <p>Use our Marautanga-a-kura to ensure it is embedded and continues to meet the learning and teaching needs of our students</p> <p>Continue to strengthen Literacy and Mathematics practices through the implementation of The Code and Write that Essay and with ALIM year 1</p>	<p>Continue to build a cycle of review and evaluate effectiveness of all curriculum areas</p> <p>Continue to embed Literacy practices ALIM year 2</p>	<p>Embed our current Marau-ā kura to enhance teaching practices</p> <p>Ako Manawa School wide</p> <p>Marau teams will strengthen and monitor effective teaching and learning opportunities for</p> <p>Literacy Mathematics</p>



Annual Plan 2023

Domain One -Stewardship				
Goal: To develop the Boards stewardship to raise student achievement				
Priority	Expected outcome	Steps to meet the Expected Outcome	Person/s Responsible and timeframe, Budget	Monitor and Evaluate
Scrutinise and interrogate school reports to understand their implications for decision making	The school will provide a range of quality learning and teaching programmes that foster student achievement.	<p>-Set and follow an internal evaluation schedule for the year that is aligned to targets for improvement and other school priorities</p> <p>-Board meetings are to include regular internal evaluations so Board can be more responsive to what is working and why it might be workin</p> <p>Follow our culturally responsive plan alongside Te Oro Karaka -Kahui Ako</p>	<p>Principal, Senior Leaders and Board Chair. End of March 2023</p> <p>Internal evaluation schedule introduced to BoT in April 2023</p> <p>Board Chair and Principal to monitor and reassess after each board meeting and when setting agenda for next board meeting.</p> <p>Work closely with Within school teacher understand and support Manaaki te tangata</p> <p>Administer well being survey</p> <p>Begin to shape plan new strategic plans for 2023 -2025</p>	



Annual Plan 2023

Domain Two		Goal: Leadership for excellence and equity		
Priority	Expected outcome	Steps to meet the Expected Outcome	Person/s Responsible and timeframe, Budget	Monitor and Evaluate
The Leadership team emphasis will be on engaging staff in deep conversation and using appraisal connector as a structured process that supports teacher reflections and making changes to teacher practices. Especially in the areas of CR and RP	To further strengthen our school's cultural responsive curriculum and localised curriculum	<p>Implementation of our reshaped Marautanga-a-kura.</p> <p>Understanding and using our Marau:</p> <p>Staff will use the marau for planning, goal setting and assessment from Term 1</p> <p>Ako Manawa will be planned for the year and reviewed at the end of each term.</p> <p>Teaching Staff to set individual goals for PGC relating to CR and RP set and reflected on at least twice during each term and have feedback WST, team Leader, peers and the principal</p>	<p>Hine Waitere-Ang, Eke Panuku to work with school - Kāhui Ako days and within school support 4 days Term 1 2023</p> <p>Pare/ Helena will finalise school action plan</p>	



Annual Plan 2023

Domain Three		Goal: Evaluation, inquiry and knowledge building leading to innovation		
Priority	Expected outcome	Steps to meet the Expected Outcome	Person/s Responsible and timeframe, Budget	Monitor and Evaluate
To ensure we have a coherent and connected approach to school evaluation that is informative to all stakeholders	<p>The board will base school priorities and targets for student learning on evidence based data and analysis</p> <p>The staff will systematically use data and analysis to improve learning and teaching</p>	<p>Transition and development year for changes to Strategic planning based on NELPS</p> <p>Ensuring board member attend ongoing PD that builds understandings so that they can actively participate when developing our new plan.</p> <p>Ensure all regular meetings are informed by evaluative practices. WE KNOW and HAVE THE EVIDENCE</p> <p>Data analysis occurs at all levels-class, team, school wide Happens at least term by term for priority/targeted areas</p> <p>School wide Marau teams are set up to collect and interrogate data as well as monitoring change management. Every three weeks on our set meeting days.</p>	<p>All of the Board</p> <p>teachers, Team Leaders, Curriculum Team Leaders</p> <p>Leaders of school wide teams Literacy - Josie Te Reo Matatini - Stacey</p> <p>Mathematics - Alana /Jacob Pangarau - Alana/ Stacey</p> <p>Review of Ako Manawa and it's effectiveness to learning</p>	



Annual Plan 2023

Domain Four		Goal: Responsive Curriculum, effective teaching and opportunity to learn.		
Priority	Expected outcome	Steps to meet the Expected Outcome	Person/s Responsible and timeframe	Monitor and Evaluate
Deliberate acts of teaching is to be a focus for building teacher capability and providing opportunities to improve student learning	Teacher capability with improve and Student achievement will be enhanced	<p>All stakeholders will be involved in; Embedding our Marautanga a- kura</p> <p>Teaching staff will develop a teaching matrix based on the Marautanga -a-kura changes</p> <p>Staff and students will align PB4L to the Marautanga-a-kura learning characteristics</p> <p>Learning and teaching programmes will incorporate PB4L on a daily basis and Te Marautanga -a- kura will be used as the basis for teaching the curriculum</p>	<p>School (Staff, Students and Board) Whanau will also be involved By end of Term 1.</p> <p>All teaching staff Term 1 - Embedding Term 2 - Branding and Launching Term 3 - Refine Term 4 - Celebrate</p> <p>All teaching Staff and Students (on going)</p>	

