

Te Kura o Takaro Strategic Plan

2024 - 2025



Location and Context

Te Kura o Takaro has a roll of 220 – 270 students and operates 12 classes in four teams; each led by a team leader.

Te Reo Pūtahi our Rumaki Reo team has 2 classes with a Year 0–3 and a Year 4–6 class. They also have a full time kaiawhina to support language acquisition.

Te Pūtahitanga, our Junior team, consists of four classes Year 0–3 and operates as single cell classes.

Te Kōwhitinga, the Senior Team operates a collaborative learning environment as well as independent learning spaces for the Year 4, 5 and 6 students.

Māhuri Tōtara, our Intermediate team has 2 classes which run as single cell for our Year 7 and 8's.

Key Supports

Our leadership team consists of the Principal, Deputy Principal, Assistant Principal, Team Leaders and Marau leaders (Curriculum Leaders). Our staff also has two Special Education Needs Coordinators, 2 x Within School Teacher positions with Te Oro Karaka Kāhui Ako, Resource Teacher of Māori, numerous 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.

Newly built basketball hoops and a court which will be resurfaced mid 2024.

Te Kura o Takaro will follow the National Education Learning Plan, 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.

Student Engagement

Te Kura o Takaro student attendance averages 86% across the year. Any absences are promptly followed up by office staff each morning and teachers. We now have an automated text system which is increasing whānau contact. We are part of the community ROCK ON programme which supports schools working with all agencies to break down attendance issues.

Each child and whānau are interviewed on entry and the kura attendance processes are discussed and we also use the services of The Highbury Whānau Centre & Truancy to support individual families.

These interviews allow us to begin building strong relationships from the beginning as this is essential for success at school. We have formal interviews twice a year but whānau are welcome to book time with their teachers or the management team as the need arises. Teachers also text, ring, email and use Facebook to connect in individual ways that meet whānau needs.

Key Supports

Digital Technologies

From Year 3 – 8 all students have their own chromebook (provided by the school). In 2022/ 2023 coding has been implemented by a pilot group. In 2024, robotics and the design of digital outcomes will be incorporated into programmes. Ipads have been used in the Junior School, in 2024 new ipads will be bought and used in this space for coding, animation and to share and annotate play based learning experiences.

Te Oro Karaka Kāhui Ako

We are one of 23 schools in the Te Oro Karaka Kāhui Ako. In 2022 – 2023 we were working with Te Āwheonui as the PLD provider support on Cultural Responsiveness and Relational Pedagogy.

Visit www.karaka.org.nz

At the end of 2023 Rangitāne Tu, Rangitāne Ora was started, this upskills 23 educators (one from each school) working exclusively with Rangitāne to help disseminate knowledge back to each kura.

In 2024 working with Te Tai Hoki as the PLD provider they will be working with Principals, individual schools as well as running a conference over 3 days.

Whānau were consulted when our Marautanga-a-kura was originally designed over 15 years ago, this was redesigned in 2020 again with input from whānau via community nights, newsletters and informal conversations.

Consultation

As a new Principal to Te Kura o Takaro I will be looking to ensure our community has a strong understanding of our Marautanga – a – kura. Based on feedback this will include further consultation, workshops and hui with whānau and iwi to refine and strengthen the meaning to ensure it is relevant to our present ākonga and understood by all. We have gone back out to whānau at the beginning of 2024 to gather more feedback to support these meetings.

The board of trustees ensures all conversations are focussed on giving effect to Te Tiriti o Waitangi and ensuring the best possible outcomes for ākonga Māori. A huge part of this is strengthening Te Reo Pūtahi, our Rūmaki reo unit and resourcing them to enable not only language acquisition but enhancing academic success through the vehicle of Te Reo Māori me ona tikanga.

In 2023 we put out a student survey about well-being at school as well as curriculum. Whānau were surveyed around whānau hui, best ways to communicate and what they would like to know more about for 2024 planning. We have used all this information for this strategic plan and also shared results back to whānau via email. Our refugee community have had meetings during Term 3 & 4 of 2023, ensuring they know the processes and systems within our kura. This was also to check we are meeting their needs without the language barrier being a concern.

In 2024 we will be planning on capturing our Māori and Pacific community and those students who are underheard and underserved such as whānau with students with diverse needs.

Our Vision

Our Marautanga-a-kura begins with the HAU (wind) and all the skills & aroha (love) that encapsulates all the tamariki and whānau and what they bring to our kura from home and their Early Childhood journey.



Then they move down the maunga through the awa as tuna learning how to be (key competencies) and we do this through connecting to the whenua and local stories before moving out into the world. All curriculum areas are covered through the journey down the maunga.



Lastly they head out to the pacific which includes our Pasifika tamariki and our tamariki leave us with all the skills and dispositions they need to survive in their journey to Kura Tuarua. The essence of all our learning and values flow through our awa and into a rich estuary where they converge and come together.

The mingling of these waters become the rich feeding ground that provides sustenance for the knowledge and values that stay with us for life.



Our Postive for Behaviour Kaitiaki

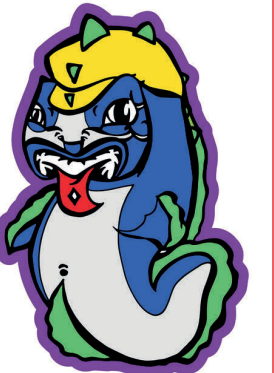


Tātāriki

**The care and protection of our school environment.
Tamariki are learning to be guardians of the future.**

Manaaki (Care)

Manaaki helps remind us of the importance of caring for ourselves and others.



Tārongo (Actively Participates)

Tārongo helps us to remember that if we want to improve our learning, we have to actively participate in all aspects of school life.

Aranga (Problem Solve)

Aranga is a problem solver and is able to work through a variety of challenges.



Learning Characteristics

TāTāriki

Ngaruroro Whakaute

- Care
- Protection of environment
- Sustainability
- Resourceful
- Kaitiaki of our whenua

Manaaki

Manawatū Aranga Whakamana Tangata

- Identity
- Culture
- Connections
- Communication
- Citizenship
- Show respect
- Manaakitanga
- Whakawhanaunga tanga
- Relationships
- Physical environment
- Spiritual Environment

Aranga

Rangitikei Ringa Ueke

- Technology
- Innovation
- Motivation
- Courage
- Determination
- Learn new things
- Get our hands dirty

Tarongo

Tutituki Ihu Nui

- Noticing
- Thinking
- Wondering
- Passion for learning
- Curious
- Interest in the world

Strategic Goal 1

Strategic Goals	What do we expect to see?	How will we make progress?	How will we measure success?
All students will be attending school regularly.	A transparent attendance framework that is easy to understand by all stakeholders (board, staff, whānau).	Attendance procedures will be clearly communicated upon entry, accessible online, and reinforced with regular reminders throughout the year. Adjustments will be implemented based on feedback received. Review of ALL school systems, policies and procedures.	All students attending 90% of the time school is open. Drop in the number of students that need to be followed up or end up on ROCK ON. Have all written guidelines in the school been updated in the last year?
NELP – 1, 2, 3, 5, Attendance & Engagement Strategy Education Act The NZ Child & Well-being Act	Fostering whānau comprehension of the crucial link between regular attendance and learning progress.	Enhancing communication channels between the school and whānau to alleviate obstacles hindering attendance, specifically asking about barriers to attending and what the school can do to support this.	Feedback from external services. Are we having an impact?
Board Primary Objective 127 (1 & 2)	Students eager and motivated to participate in school activities.	Harnessing the power of social media to enhance learning experiences. Implementing dynamic classroom programs and fostering responsive staff engagement.	Informal conversations with groups of students. Do you want to come to school? What do you like about school? (also added to the yearly student survey).

Strategic Goal 1

What do we expect to see?	How will we make progress?	How will we measuer success?
All students attending 90% of the time school is open.	<p>Set ambitious goals and socialise them.</p> <p>Annually pinpointing and prioritizing a specific target group.</p> <p>Establishing an attendance team dedicated to championing this initiative.</p> <p>Providing regular reports to the board on a termly basis.</p> <p>Connect and promote partnership with all other stakeholders (outside of the school).</p>	
Implementing streamlined monitoring systems that optimise efficiency, with active participation from all stakeholders.	<p>Implement and monitor systems.</p> <p>Ensuring close collaboration with external services such as Truancy and RTLB for comprehensive engagement.</p>	

Strategic Goal 2

Strategic Goals	What do we expect to see?	How will we make progress?	How will we measure success?
All whānau will engage with the school regularly. To strengthen the connection and engagement with whānau.	Transparent communication is two ways to ensure clarity and accessibility for all stakeholders.	Emphasising face-to-face communication as the preferred method among all staff members. This approach aims to celebrate achievements, disseminate information, provide updates, and inquire about areas where support may be needed.	At least 95% of whānau attend student conferences. Contacts will be updated in real-time. Whānau of priority students attending events. E.g. class assembly, IEPs.
NELP – 1, 2, 3, 5, Attendance & Engagement Strategy Education Act The NZ Child & Wel-being Ac Ka Hikitia Tau Mai te Reo	Twice a year, whānau voice will be actively sought through face-to-face gatherings to gather insights for initiatives and feedback, driving continuous improvement efforts.	Incorporating whānau suggestions into our annual plan. Promptly sharing whānau feedback upon compilation, recognising and appreciating their valuable input.	Survey (annually) to check on our communication channels and their effectiveness.
Board Primary Objective 127 (1 & 2)	Additionally, exploring methods to routinely collect feedback across all levels of the school will be pursued to ensure comprehensive engagement and enhancement opportunities.	Disseminating feedback in an accessible format for everyone to access and engage with the information.	

Strategic Goal 3

Strategic Goals	What do we expect to see?	How will we make progress?	How will we measure success?
To accelerate learning progress with a focus on Maori ākonga.	Acceleration learning goals tailored to an individual's learning journey.	<p>Set goals that extend students. Set ambitious goals for the whole school in curriculum areas.</p> <p>Comprehensive tracking of student data will be conducted to identify areas of concern, enabling the implementation of targeted programs and interventions. This includes a specific focus on supporting the needs of Māori and Pasifika students.</p>	<p>A shift in our student data profile for reading, writing and math, characterised by:</p> <p>At least 10% of students shifting to the 'at' or 'above' category.</p> <p>Benchmark for Y6 students – (2026) (20% of them will have moved to at or above).</p>
<p>NELP – 1, 2, 3, 5, Ka Hikitia Tau Mai Te Reo Te Mataiaho The Literacy and Communication and Maths Strategy. The Common Practise Model</p>	We will attract, support, and retain a team of highly capable staff members, fostering a culture of excellence and sustained performance.	<p>Establishing mentorship programs tailored for provisionally registered teachers.</p> <p>Providing high-quality, targeted professional development opportunities for all staff members.</p>	<p>Student voice will be gathered informally, termly and formally twice a year. (as per goal 1)</p> <p>Staff retention will increase over a 3 year period, with staff voice gathered yearly.</p>
Board Primary Objective 127 (1 & 2)			

Strategic Goal 3

What do we expect to see?	How will we make progress?	How will we measuer success?
Families are provided with regular opportunities to gain insight into their child's academic progress and achievements.	As a component of our whānau engagement strategy, we will host regular open days and workshops, providing opportunities for families to actively participate in their child's learning journey.	

Strategic Goal 4

Strategic Goals	What do we expect to see?	How will we make progress?	How will we measure success?
Enhance the school environment to increase engagement & creative play and promote inclusion.	An inclusive outdoor environment designed to accommodate students with diverse needs, fostering a sense of belonging and engagement for all.	Involve our students, whānau & community in the design & creation of our space. Identify funding sources. Create a sub-committee/steering group (think tank).	Was the environmental plan created with input from iwi and our local community? Does the plan space out projects realistically over 3 years? Funding sources identified.
NELP – 1, 2, 3, 5, Ka Hikitia Tau Mai Te Reo Te Mataiaho The Action Plan for Pacific Education 2020 – 20230 Wellbeing in Education Strategy	Establishing sensory spaces to enrich learning experiences and provide tailored support for diverse needs.	Developing a three-year plan for the evolution of our dynamic spaces. Collaborating with Rangitāne to incorporate their cultural insights and values into our localised curricula, respecting their connection to the whenua.	By the end of 2024, first projected initiated and complete. By the end of 2025, over half of the projects will be completed.
Board Primary Objective 127 (1 & 2)	Outdoor learning spaces accessible to all year levels, fostering the creation of outdoor classrooms within Te Taio.		