



Te Kura o Takaro Annual Plan 2024



Where are we currently at: [Statement of Variance](#)

Goals from the 2023 Statement of Variance still to action

- The Board of Trustees will complete internal evaluation of processes and procedures throughout the year.
- Working with Rangitāne as part of Te Oro Karaka Kāhui Ako we will be reviewing our Marautanga-a-kura (our localised curriculum) to make this more user friendly based on whānau feedback and ensure that it meets Rangitāne vision.

How will our targets and actions give effect to Te Tiriti o Waitangi?

- All goals and actions have Māori at the center
- Goals have been chosen based on feedback and whānau voice from our Māori community
- Our Marautanga - a - kura (localised curriculum) embedded with Tikanga & Te Ao Māori values & reviewed regularly with our community and iwi (Goal 1,2,3,4)
- Rumaki Reo unit for Year 0-6 students, valuing the importance of the revitalization of Te Reo Māori (Goal 2, 3)
- All staff are expected to be learning Te Reo Māori over the year and using this within their class and daily practice (Goal 2, 3)
- Strong emphasis on culturally responsive practices in all we do (Goal 2, 3)+
- Creating transparent communication with whānau and learners that is ongoing and reciprocal (Goal 2)
- Equitable representation of things Māori and non-Māori in the physical environment (Goal 4)
- Te Reo Māori used in newsletters and other school communications with whānau (Goal 2)
- Ongoing integration of tikanga Māori into classrooms and school (Goal 3)
- To accelerate learning progress of all students with a focus on Māori ākonga (Goal 3)

Strategic Goal 1:
All students will be attending school regularly.

Annual Target/ Goal
All students attending 88% of the time school is open.

What do we expect to see by the end of the year?

Actions	Who?	Resources	Timeframe	How will we measure success?
All attendance processes onto Facebook and emailed home to begin the year.	Josie		First 2 weeks of school	Whānau are clear on processes and the importance of making contact with the school. Intervention early when attendance is a concern. A support plan in place on entry.
Attendance discussed as part of each enrolment interview. If attendance was an issue at ECE/ previous school another hui is made - plan either engage or ROCK ON explained in detail.	Josie NE Teacher	ROCK ON process	Each interview throughout the year.	
Working with outside agencies to support whānau.	Josie	ENGAGE/ Truancy	Mid and End term check of class attendance	Reduction in absence for students on the monitoring list. Mid and End year review of systems.
Teachers ringing students as rates drop, to see barriers and how we can support them.	Senior Leaders Teachers			
Mid Year interviews to discuss learning goals and attendance.	Josie			

Strategic Goal 2

All whānau will engage with the school regularly. To strengthen the connection and engagement with whānau.

Annual Target/ Goal

At least 90% of whānau attend student conferences.

What do we expect to see by the end of the year?
Whānau engagement in learning conversations increases.

Actions	Who?	Resources	Timeframe	How will we measure success?
All schools events & information shared via email, Skool Loop app and Facebook as requested from whānau survey.	Josie		Term 1 Term 2 Term 3 Term 4	Wānau numbers increase to events, hui and information nights.
Attendance update shared in our newsletter each fortnight.	Admin		Fortnightly throughout the year.	The school will unite in getting our students to school and an increase in communication if they are absent.
Whānau are contacted through phone calls from classroom teachers when attendance starts to slip.	Teachers Senior Leaders		Fortnight monitoring at team meetings.	Attendance rates for students who receive phone calls will increase over time..
Students who come with low attendance from their previous kura or ECE will be asked to sign on to ENGAGE through the Highbury Whānau Centre. Once 5 places are full they will be placed on monitoring.	Senior Leaders	ENGAGE - Highbury Whānau Centre Truancy Service	Upon entry Twice a term.	Engage services will see an increase in attendance rates of 50% of children on their caseload.
Informal face to face conversations or phone calls with students who become truant to see how we can support them.	Teachers		Throughout the year. At least once a term for at risk students.	Whānau will contact us for absence using the method that works best for them. Attendance increases.

Attendance discussed with whānau at goal setting interviews to begin the year and mid year interviews.	Senior Leader	ROCK ON	Twice a year	Attendance will increase for 50% of those on monitoring.
ROCK ON meetings attended twice a term to discuss students with 65% or lower. Looking at supports whānau may need. 66% - 80% attendance is put on monitoring. Letters are sent out based on the ROCK ON process.	SENCO/ DP	ROCK ON	Twice a term	Attendance will increase for 50% of students on ROCK ON.
Review of processes across the school. Within teams, reminders and ROCK ON	Senior Leaders		Term 4	All processes would have been reviewed internally and with external providers and changes made for 2025.

Strategic Goal 3
To accelerate learning progress with a focus on Māori ākonga.

Annual Target/ Goal
Year 5 - 10% increase at/above for maths for Māori students

What do we expect to see by the end of the year?
Growth across the staff in math, data collection and analysis.

Actions	Who ?	Resources	Timeframe	How will we measure success?
Each staff member is in either the Literacy or the Maths Marau team. They meet once a month to discuss the acceleration plans.	All staff	MOE Curriculum Leads Leadership coaching	Monthly	All students at risk will begin to see small improvements through the year which can be aligned with intervention goals set.
Data entry will be once a term to ensure that staff have data to support their classroom programmes. This then allows them to alter what and how they deliver this based on acceleration across their students.	All staff Marau and team leads	MUSAC edge SMS system (data collection)	Termly	Cohort students will see movements. Students who have maximum growth, teacher practices will be shared among the staff to share best practices throughout the kura.
Mentor and Mentee induction and support programmes in place. These will be reviewed termly with provisionally registered teachers to ensure plans are catered to their needs.	Senior Leaders	Guidelines for Induction & mentoring Takaro matrix	PCT 1 - weekly PCT 2 - fortnightly Mentors - monthly	Mentees feel supported and have their needs met. They grow in their practice and are able to take on feedback. They feel supported and want to stay in our kura as a place to learn and grow.
Opportunities are given to staff which are open to all to apply for and criteria are shared. Staff undertake professional development to support goals and aspirations.	Josie	Principal Mentors - David Reardon/ Carol Lynch/ Dr Phil Ramsay	Throughout the year	Staff retention rates increase. Staff feel supported and heard and this is seen as a 'good' place to work. Staff begin to take up other opportunities that are offered and continue to grow their practice.

<p>Whānau are given the opportunity to meet with teachers twice a year to discuss learning goals. This is done face to face. However, throughout the year whānau can make time to come in at any point to discuss their tamaiti.</p>	<p>Teachers</p>		<p>Twice a year</p>	<p>Whānau will know what their children can do and what they are working on. They will know what is in place to support them as needed. Whānau will also have ideas of how to support tamariki at home and what further interventions can be looked into if need be.</p>
<p>Te Reo Pūtahi will receive PLD for Tuhituhi. This will create a review of current practise in line with data collection and analysis.</p>	<p>TRP Kaiako</p>	<p>PLD Provider</p>	<p>Term 2 -4</p>	<p>Rumaki Reo will have a renewed process and planning system for Tuhituhi inline with current research and data collection. TWAK will be used to analyse data across terms creating a clearer picture.</p>

Strategic Goal 4

Enhance the school environment to increase engagement and creative play and promote inclusion.

Annual Target/ Goal

By the end of 2024, the first project will be initiated and complete.

What do we expect to see by the end of the year?

Vision of what our school will look like with the first project completed.

Actions	Who?	Resources	Timeframe	How will we measure success?
Landscape plan will be sought with external support to allow our community to see the possibilities for our beautiful space over a 3-6 year period.	BOT	Landscape	In Term 2	Whānau, community and staff will have a clear plan of what will be done over the next few years. Projects will be completed in a timely manner.
Creating an inclusive outdoor area, to allow access for all our students. Catering for a variety of needs so everyone can enjoy this space at all times. Developing more sensory spaces and a core board for communication.	BOT Staff Whānau Community	External funding will be sought	One Projects complete in 2024	All students will be using all areas of the school including our students with high needs. The core board will be used by those who struggle with communication and then be used by all as a natural part of their day.
We will create outdoor learning spaces to connect our tamariki to the whenua and the awa. Spaces will allow students to connect with nature and learn about living sustainably off the land.	BOT Staff Whānau Community	PNCC Bunnings/ Mitre 10, local gardeners	Throughout the year	Our mara kai will be used throughout the school. It will be a source of kai for our whānau and at times of celebration eg Matariki