



# KAHAROA SCHOOL STRATEGIC PLAN

## Learning, Values, Community

2024 - 2025

# Tā Mātou Pai Ake - Our Best Always

### C3 Curriculum



All learners experience a responsive & challenging curriculum using effective design for learning.

Learners will engage, respond and succeed across the NZ curriculum with particular emphasis on English(literacy), Mathematics, Science & Technology, and Health.

**Aligns with NELP Objective 2, priority 3 and 4**

#### Summary of Actions

- Structured approach to literacy implemented across the school
- Maths PLD focused on assessment for learning
- Enhance approaches to reading and writing
- Prepare for government changes to curriculum once confirmed
- Enhance use of assessment tools
- Health curriculum overview + community consultation
- Implementing effective teaching and learning using Signature Practices (based on MOE common practice model)

### C4 Positive Inclusion



All learners experience a positive and inclusive learning-focused culture.

This is experienced through the school learning dispositions and values in action. Students catch a spark and imagine what the world could be with their contribution.

**Aligns with NELP Objective 1, priority 1**

#### Summary of Actions

- Learner Agency
- Stewardship / Katiakitanga
- Focus on attendance, engagement and transitions
- Effective approach to behaviour management and discipline
- Enhance approaches to supporting neurodiverse students
- Enhance our approach to extending students that are achieving well

### C5 Identity and Culture



All learners will develop understanding & respect for Aotearoa New Zealand's diverse cultural heritage.

Te reo Māori and te āo Māori will be integrated into the everyday life of the school.

**Aligns with NELP Objective 3, priority 5**

#### Summary of Actions

- Implementation of NZ Aotearoa Histories Curriculum
- Sustain our culturally responsive and relational practices model
- Continue to explore Māori success as Māori
- Sustain school wide Te Reo Programme
- Enhance our Karakia, kapahaka, Mihi Whakatau, Haka, Waiata, Patere

### C6 Opportunities



All learners experience a range of opportunities.

We emphasise learning opportunities connected to the rural environment, creative pursuits, and being physically active.

**Aligns with NELP Objective 1 priority 2**

#### Summary of Actions

- Sustain and enhance science and environment education
- Sustain and enhance arts opportunities
- Enhance student leadership development across the school
- Major Events / Sport opportunities / Rural Experiences
- EOTC investment Y6-8
- Students in Y3-6 rotating through gardening, music, textiles, and art
- Electives - passion projects / interests

**Consultation:** Students and whānau were invited to contribute ideas through a Google Form, and class discussions. Input was included from local iwi education plans and discussion groups. Teaching staff conducted a thematic analysis of feedback received to identify key strengths and ideas for growth, including both qualitative and quantitative analysis. The Board and teaching staff reviewed this analysis and reflected on the four big ideas above along side the development of annual planning for 2024 and 2025. A new strategic plan had already been consulted on and in place for 2022-2023, and so this renewed strategic plan has been more of a refining process, rather than a new development from scratch.



2024	Overview
<p>Continue to <u>enhance</u> literacy (English)</p> <ul style="list-style-type: none"> <li>- Structured approach to literacy implemented across the school</li> <li>- Enhance approaches to reading and writing</li> <li>- Prepare for government changes to curriculum once confirmed</li> </ul>	<p>Continued PLD and supporting staff to integrate new learning into day-to-day teaching.                      Coaching the staff in best practice.                      Mid/End Year Summary: <b>Ryan and Tania</b></p>
<p><u>Revamp and enhance</u> the use of assessment information and data driven decision making.                      Prepare for government changes to curriculum once confirmed</p>	<p>Review year overview for assessment. Revamp maths assessment. Enhance use of Asttle, Dibles especially in the interpreting of data and planning for improved teaching and learning.</p> <p>Enhance our new reporting process (less written, more face-to-face interactions)                      Mid/End Year Summary: <b>Ryan and Tania</b></p>
<p><u>Continue revamp</u> of health as a key driver of curriculum alongside science.                      School wide curriculum plan for Y1-8</p>	<p>Continue to review school documents and resources. Seek out new resources and long term set up a school wide curriculum for this.                      Implement new sexuality guidelines and required learning content. Consult with community.                      Mid/End Year Summary: <b>Nicky</b></p>
<p><u>Revamp</u> of Mathematics</p> <ul style="list-style-type: none"> <li>- Develop strong formative assessment practice in mathematics leading to</li> <li>- Improved understanding of progressions of learning AND</li> <li>- Improved teaching and learning</li> </ul>	<p>Continued PLD and supporting staff to integrate new learning into day-to-day teaching.                      Coaching the staff.                      Action Plan+Mid/End Year Summary: <b>Ryan and Tania</b> (collaborate, and for each team)</p>
<p>Establishing Signature Practices (based on Common Practice Model and recent PLD)</p>	<p>Share initial research and framework with staff for feedback.                      Develop observation template including signature practices.                      Staff to connect this with PGC and goal setting                      Coaching the staff in best practice                      Learner agency as a major feature of this initially                      Mid/End Year Summary: <b>Ryan</b> (supported by Tania)</p>

## C4 Positive Inclusion

All learners experience a positive and inclusive learning-focused culture. This is experienced through the school learning dispositions and values in action. Students catch a spark and imagine what the world could be with their contribution. **Aligns with NELP Objective 1, priority 1**



2024	Overview
<p>Enhance approach to behaviour management and discipline. Build strong school culture. Review school values</p>	<p>Ensure revamped guidelines and approaches continue to be implemented across the school and bus. Enhance use of values awards, stepping up awards, house points. Revamp school Values – consult with community Mid/End Year Summary: <b>Ryan and Tania</b></p>
<p>Enhance approaches to supporting neurodiverse students.</p> <p><u>Revamp</u> our approach to extending students that are achieving well.</p>	<p>PLD shared with staff. Continue to review teaching practices. Continue to align resources to student needs and ensure additional resources are producing accelerated student progress</p> <p>Identify students that are achieving well and current strategies to extend. Suggest strategies and extension groups and support to implement.</p> <p>Action Plan + Mid/End Year Summary: <b>Astrid</b></p>
<p>Enhance attendance, engagement, and transitions</p>	<p>Review systems for following up attendance concerns and engaging students in regular attendance at school. Continue effective transitions between</p> <p>Action Plan + Mid/End Year Summary: <b>Astrid</b></p>
<p>Stewardship katiakitanga</p>	<p>Develop a shared language of stewardship – what does this look like in class, across school grounds. Action Plan + Mid/End Year Summary: <b>Lynden</b></p>
<p>Learner Agency</p>	<p>See C3 curriculum. Learner agency a major feature of initial implementation of signature practices.</p>

## C5 Identity and Culture

All learners will develop an understanding and respect for Aotearoa New Zealand's diverse cultural heritage. Te reo Māori and te āo Māori will be integrated into the everyday life of the school. **Aligns with NELP Objective 3, priority 5**



2024	Overview
Enhance our implementation of NZ Aotearoa Histories Curriculum	Ensure continue embedding of the new curriculum in learning throughout the school. Ensure that Level 2 and 3 concepts are being developed next. Mid/End Year Summary: <b>Ryan and Tania</b>
Sustain our culturally responsive and relational practices approach and reflective against continuum.	This links to our PGC. Continuum has been developed. Teachers selecting a goal(s). Further PLD as available through the Kahui Ako.
Sustain Kahui Ako Action Plan intentions and action points  Continue to explore Māori success as Māori  Sustain school wide Te Reo Programme	Continue to use and enhance resources developed, monitor teachers are developing their confidence with resources and delivery.  Keep up to date with PLD available, liaise between Kahui Ako and Kaharoa School.  Continue to explore this through PLD. Mid/End Year Summary: <b>Nicky</b>
Enhance our day-to-day cultural practices	Karakia, kapahaka, Mihi Whakataua, Haka, Waiata, Patere  Mid/End Year Summary: <b>Ryan</b>

## C6 Opportunities

All learners experience a range of opportunities as they grow and develop. We emphasise learning opportunities connected to the rural environment, creative pursuits, and being physically active. **Aligns with NELP Objective 1 priority 2**



2024	Overview
Sustain and Enhance science / enviroschool	Science kits, science opportunities Mid/End Year Summary: <b>Leanne</b>
Sustain and Enhance arts opportunities	Art supplies, art opportunities Mid/End Year Summary: <b>Maria</b>
Enhance leadership development across the school	Student leaders – prefects, house leaders, project leaders, student council. Mid/End Year Sum: <b>Ryan</b>
Major Events / Sport opportunities / Rural Experiences	Lead and enhance these with a focus on clear communications and prioritising. House events and staff vs student events each term. Mid/End Year Summary: <b>Shinade</b>
Y6-8 EOTC Investment	Planning years EOTC events for multiple EOTC opportunities linked to the curriculum.
Effective Use of Staffing -Middle School Curriculum Rotations -Electives	Students in Y3-6 rotating through gardening, music, textiles, and art Series of sessions with an adult – passion projects / interests Mid/End Year Sum: <b>Lynden</b>

Other Unit Holders Reports	Overview
ICT	Lisa
SENCO	Astrid
Kahui Ako – Transitions	Astrid
Kahui Ako – Health and Te Ao Maori	Nicky

### Key Terms:

SUSTAIN – continued mahi for things that are going well

ENHANCE – continued development and integration across the school of something recently revamped

REVAMP – major rethink and redevelopment – putting new actions and changes in place

EXPLORE – begin to develop ideas and pull together research for a future revamp

### Strategic Reporting to the Board

Action Plan – these are written for key areas of new or complex revamping that need clear goals and action steps.

Mid/End Year Summary – these are written where a strategy is already in place and progress has been made.

All aspects of the annual plan will have a mid/end of year summary, but only some will require an action plan written.



Tractor analogy of our local curriculum continues to be developed. The two big driving wheels of our curriculum are STEM and HEALTH. Literacy and Numeracy are the front wheels – these subjects set the path for where learning will follow. The engine parts are our key competencies, dispositions, and values. These are the things that provide power and energy to learning. Sitting in the driver's seat is a Year 8 graduate... a lifelong learner who brings all these things together and is steering their effort with guidance from teaching staff to get the best mileage in their learning.