Te Kura o Te Awahou

Strategic Plan 2026–2028

Background & Context

This Strategic Plan sets the direction for Te Kura o Te Awahou over the three-year period from 2026 to 2028. It outlines the priorities that will guide the kura and provides a clear line of sight from long-term aspiration through to annual planning, implementation and evaluation.

The Board affirms its responsibility to ensure all students are supported to achieve strong educational outcomes. The Board will give effect to Te Tiriti o Waitangi in both principle and practice through a deliberate focus on Raukawatanga, localised learning and educational success as Māori.

This strategy has been informed by multiple sources of evidence, including community consultation, Education Review Office findings, statutory intervention priorities, student achievement information, and engagement with whānau, iwi and hapū. Together, these sources provide a shared understanding of both the immediate improvement priorities facing the kura and the longer-term aspirations held.

The strategic priorities that follow provide the framework through which these aspirations will be pursued and measured over the period 2026–2028.

PRIORITY ONE

Implement a place based curriculum, strengthening te reo Māori me ōna tikanga, Raukawatanga, literacy and maths

Whole school focus

ERO ALIGNMENT

Assessment methods & tools · Assessment schedule · Teaching & learning · PLD alignment

COMMUNITY PRIORITIES

Literacy & maths · Te reo Māori · Raukawatanga · Localised curriculum

WHAT WE WILL DO

- Develop and implement a kura-wide assessment schedule that includes assessment tools, moderation processes, reporting cycles, data analysis and intervention review.
- Conduct termly analysis of student achievement, progress and attendance data to inform teaching practice and Board decision-making.
- Formally monitor and developing teaching, knowledge, skills and learning
- Establish a curriculum working group in partnership with Ngati Raukawa to provide guidance on our bench marking and curriculum.
- Develop a benchmark for Te Reo Maori me ona Tikanga Maori and Raukawatanga,.
- Identify the resources and programmes available to support Rumaki & Bilingual Learning and develop a plan to embed.
- Engage with whānau, iwi and education partners to explore future learning pathways and long-term educational opportunities for tamariki.

WHAT WE WILL SEE

- A clear operating rhythm for assessment,reporting, and intervention between kaiako, tumuaki, Board, and whanau
- The Tumaki and Board working collaboratively within whānau to improve achievement and attendance of students
- Continuous improvement of teaching practice, skills, and student learning
- Development of a curriculum from Years 0-8 to grounded in Raukawatanga with clear learning intentions and success measures
- Kura-wide progression in te reo Māori, Raukawatanga, literacy and maths
- Consistent assessment, moderation and reporting providing reliable evidence of learner progress and equity
- Clear benchmark for te reo, tikanga, and Raukawatanga
- MOE resources utilised for both Rumaki and Bilingual programmes
- Achievement data regularly analysed and used to inform teaching, intervention and governance decisions

INITIATIVES

- PLD for te reo Māori me ōna tikanga and Raukawatanga
- Teachers apply recommended pedagogical approaches — inquiry-based, learner-centred
- Learners have access to updated resources for Rumaki and Bilingual
- Kura-wide assessment schedule with moderation, reporting and data review cycles
- Professional meetings for moderation, at-risk learners and peer observations
- All learners have agency over their learning journey

PRIORITY TWO

Create learning environments where all ākonga thrive, including tākiwatanga and accelerated learners

Whole school focus

ERO ALIGNMENT

Learner engagement · Attendance · Evaluate interventions · Learner success

COMMUNITY PRIORITIES

Tamariki safety · Diverse learning needs · Belonging · Engagement

WHAT WE WILL DO

- Integrate te reo me ōna tikanga Māori into daily teaching, routines, and interactions.
- Develop, implement and evaluate responsive approaches that support the learning, wellbeing and success of neurodiverse learners.
- Use Raukawatanga and localised learning to make learning meaningful to akonga.
- Ensure a positive, inclusive and restorative approach to behaviour, engagement and relationships is embedded across the kura through PB4L.
- The Kura Attendance Management Plan is delivered consistently to ensure learners are present, supported, and thriving.
- Attendance data is actively monitored and informs early intervention and support for learners and whānau.

WHAT WE WILL SEE

- All ākonga (incl tākiwatanga/accelerated) learn in environments suited to their needs subject to the capacity of the kura.
- Ākonga discover individual talents through stimulating and meaningful learning
- Te reo Māori is used naturally, beyond in the classroom, in all settings
- Raukawa tīkanga is demonstrated normally throughout day to day
- Tamariki visit their marae, know their places of belonging and tupuna by name, and the purakau and whakapapa surrounding them
- Kura values are known, visible, modelled and celebrated
- Programmes provide opportunity for students to achieve educational success as Māori
- Ākonga attend kura regularly, are engaged in learning, demonstrate progress, and actively want to be at school.
- Whānau feedback reflects a kura where tamariki feel a strong sense of belonging, are engaged in their learning, and return home demonstrating progress, confidence and success.

INITIATIVES

- PLD around PB4L, restorative practices, and positive inclusion
- Annual calendar of events and learning opportunities that include EOTC to marae, places of significance, and learning delivered by iwi/hapū members
- Strong, trust-based student–teacher relationships nurtured through consistent routines and restorative practices
- Class resources reflect diverse identities; multilingual learners and students with needs receive appropriate support
- Safe, predictable environment with co-constructed and consistently reinforced behaviour expectations
- All ākonga have agency over their learning journey, including accelerated and tākiwatanga learners

PRIORITY THREE

Grow confident, capable teachers and leaders through professional responsibilities, shared strengths and continuous development

All staff focus

ERO ALIGNMENT

Teaching quality · Governance PLD · Leadership stability · Monitor teaching skills

COMMUNITY PRIORITIES

Capable leadership · High-quality teaching · Continuous improvement

WHAT WE WILL DO

- Strengthen assessment methodology, mechanisms, tools and practices
- Monitoring of teaching knowledge, skills and alignment with learning experiences
- Align professional learning and development priorities with strategic goals, learner needs, ERO recommendations and improvement actions.
- Monitor and evaluate the impact of professional learning and development on teaching practice and learner outcomes.
- Ensure a consistent kura-wide approach to teaching, learning, assessment, behaviour and learner success is embedded across the kura, with the primary distinction being the language through which learning is delivered.
- Evaluate governance progress and PLD for board members
- Develop leadership capability, succession planning and distributed leadership across the kura.
- Implement a programme of internal evaluation to measure the impact of teaching practice, interventions, professional learning and strategic initiatives.

WHAT WE WILL SEE

- A clear operating rhythm for assessment,reporting, and intervention between kaiako, tumuaki, Board, and whanau
- Continuous improvement of teaching practice, skills, and student learning
- Staff are supported to thrive in their roles, continuously develop their practice, and have their contributions and successes recognised and celebrated.
- The kura speaks with one voice, providing a clear, consistent and connected learning journey for all tamariki across both rumaki and bilingual settings.
- The Board demonstrates the capability, confidence and collective leadership required to lead the kura's ongoing improvement journey independently.
- Staff are innovative, creative and engage fully in ongoing personal growth cycles
- Leadership is stable, visible and supported by clear roles, responsibilities and succession planning.
- Decisions are informed by evidence and evaluation, with interventions regularly reviewed for effectiveness.

INITIATIVES

- Implement a kura-wide assessment schedule, moderation framework and reporting cycle
- Establish a teaching observation, coaching and feedback programme aligned to agreed expectations for effective practice.
- Develop and implement a unified kura-wide approach to teaching, learning, curriculum, assessment, behaviour and reporting.
- Align all professional learning and development to strategic priorities, learner needs and improvement actions.
- Undertake an annual governance capability review and Board development programme.
- Strategies to support staff retention and consistent recognition of contributions

PRIORITY FOUR

Build a kura culture where all ākonga, staff and whānau are valued, are respected and are included.

Whole school community focus

ERO ALIGNMENT

Whānau learning partnerships · Communication plan · Whānau engagement & participation

COMMUNITY PRIORITIES

Strengthening communication · Genuine whānau partnership · Iwi & hapū engagement

WHAT WE WILL DO

- Develop and implement a whānau partnership model that strengthens learning-focused relationships between home and kura.
- Establish regular mechanisms for gathering and responding to student, whānau, iwi and hapū voice.
- create and nurture a customer focused communication plan and engagement
- Create and annual calendar of school initiatives that support connections, partnerships and learning including:
    - Assemblies
    - Sports
    - Whanau Hui
    - Community Events
- Enhance the enrolment and onboarding process to reflect our kura values and strategies.
- Embed Raukawatanga across all kura practices, ensuring it is visible in daily routines, decisions, and relationships
- Establish and embed shared expectations that promote pride, consistency and excellence across all aspects of kura life, including learning environments, presentation, branding, uniforms and student experience.

WHAT WE WILL SEE

- Whānau understand how their tamariki are progressing and feel confident in learning.
- Early engagement when attendance or achievement concerns arise.
- Opportunities for whānau voice in curriculum and kura development.
- Clear expectations about communication between kura and home.
- A clear calendar organised in advance to support appropriate planning, engagement, and delivery of events and engagements for whānau to participate
- A more streamlined nurturing onboarding process for new enrolments and class progressions
- Our kura has a strong sense of community, participation and togetherness
- Communication to all stakeholders is well-planned, regular, timely and effective
- Whānau trust our teachers and school leaders
- Whānau, visitors and tamariki experience a kura that is welcoming, well-presented, consistent and reflective of its values and aspirations.

INITIATIVES

- Develop and implement a Communication and Engagement Plan.
- Publish an annual calendar of events and engagement opportunities.
- Establish clear communication standards and expectations.
- Review and redesign enrollment and onboarding processes.
- Develop transition pathways between learning environments and year levels.
- Develop a kura presentation and pride framework.
- Review branding, signage, uniform expectations and environmental presentation.
- Conduct annual whānau, student, staff and stakeholder engagement surveys.
- Establish regular opportunities for iwi and hapū engagement.