



# Te Kura o Takaro

## ANNUAL PLAN 2025

Where are we currently at: Statement of Variance

Goals from the 2024 Statement of Variance still to action

- The Board of Trustees will continue with internal evaluation of processes and procedures throughout the year.
- The board will undertake professional development linked to their profile and finances.

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

- All goals and actions have Māori at the center
- Goals were 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 0-7 students, value the importance of the revitalization of Te Reo Māori (Goal 2, 3)
- Strong emphasis on culturally responsive practices in all we do (Goal 2, 3)
- 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 ākonga with a focus on Māori ākonga (Goal 3)
- Creating a safe space & inclusive space for all learners which includes our ākonga Māori ( Goal 4)

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?
<p>All attendance processes onto Facebook and emailed home to begin the year.</p> <p>Principal to ring whānau with attendance concerns to make a plan in Term 1.</p> <p>New families - information gathered before interviews and attendance is discussed in depth if this is a previous concern.</p>	Principal		First 2 weeks of school	<p>Whānau are clear on processes and the importance of making contact with the school.</p> <p>Support plans will be in place early and monitored closely. Improvements will be seen faster with Intervention early when attendance starts to fall.</p> <p>New families being clear on the school systems from enrolment.</p> <p>Letters sent home twice a term will see a marked increase in contact from whānau and attendance will increase.</p>
<p>Attendance discussed as part of each enrolment interview. If attendance was an issue at ECE/ previous school another hui is made - school supports are discussed, eg ROCK ON and Engage</p>	Principal NE Teacher	ROCK ON process	Each interview throughout the year.	
<p>Attendance update shared in our newsletter and Facebook each fortnight.</p>	Admin		Fortnightly throughout the year.	<p>The school will unite in getting our ākongā to school and an increase in communication if they are absent.</p>

Ākonga 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 ākonga on their caseload.
Working with outside agencies to support whānau.	Principal	ENGAGE/ Truancy	Mid and End term check of class attendance	Reduction in absence for ākonga on the monitoring list. Systems are updated and adjusted fluidly throughout the year.
Teachers ringing ākonga as rates drop, to see barriers and how we can support them.	Senior Leaders Teachers			Parents understand the impact and importance of attending school.
Mid year interviews to discuss learning goals and attendance.	Principal			
Principal/ Deputy Principal to ring home at the 5 week mark each term to discuss attendance with families we have had little to no contact with.	Principal/ Deputy Principal			
End Term 1 all teachers would have given whānau the opportunity to meet if their ākonga has attendance and academic concerns and put a plan in place.				Ākonga on monitorings attendance improves with increased communication and justified absences - percentages above 80%

## 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 school events & information shared via email, Skool Loop app and Facebook as requested from whānau survey.	Josie		Term 1 Term 2 Term 3 Term 4	Whānau numbers increase to events, hui and information nights.
Kaiako to email/ phone or meet parents who have not met or engaged in a term. To share class achievements and goals. Focussing on whānau Māori and new families to our kura.	Kaiako		Termly	All whānau will know who their child's teacher is, what class and team they are in. They will begin to build positive relationships with school and have positive conversations about learning.
Whānau feedback is sought throughout the year and recorded informally and informally. <ul style="list-style-type: none"> <li>- Interviews</li> <li>- Whānau events</li> <li>- At sports games</li> <li>- Before and after school</li> <li>- 1-1 conversations</li> </ul> Use email more regularly to see if this supports information sharing.	Kaiako Leadership Board members	Timetabling in formal feedback	Twice a year	Feedback will be used to inform our Strategic and Annual Plan for 2026.
Face to face meetings will be had with whānau with students to discuss learning and behaviour concerns early, plans made in partnership.	SENCO Leadership	RTL Speech Language Therapists Paediatrician	Throughout the year	Whānau will be informed of the plan and work in partnership with kura. Nothing will be a surprise, due to open and honest conversations throughout the year.

		Education Psychologists MOE		
Student leadership groups will plan how to inform whānau about upcoming events, as well as encouraging personalised invitations for team hui and events to share learning. This creates authentic contexts for learning and increases whānau engagement.	Kaiako Student Leadership		Termly	Whānau will have see more student involvement in the planning and advertisements of events, which increases conversations at home. In turn we hope to see more attendance at all school events.
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.
School page announcements and reminders will stay the same. Using ākonga to share school events, learning, and growing leaders. Engaging with our younger community. Investigating if a private parents only page would support engagement. Link to instagram				More whānau commenting and engaging with posts about their children. Feedback received more honestly due to using the various platforms more widely.

### 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?
All staff meet fortnightly to discuss focus areas of teaching and learning for maths and literacy. As well as anything that arises to support student achievement. This ensures all are involved in discussions through all phases and tau.	All staff	MOE Curriculum Leads Leadership coaching	Fortnightly	All kaiako will be clear about the school goals and their part in achieving these. Targeted students can be discussed with possible solutions to support learning gaps. This not only supports beginning teachers but also experienced kaiako. Sharing of good practice increases across the kura.
Data entry will be once a term, this will then be analysed by the team to find the areas of need across the school and within year groups. As well as identify students working below.	All staff Marau and team leads	MUSAC edge SMS system (data collection)	Termly	Cohort students will see movements through phases/ tau.. Students who have maximum growth, teacher practices will be shared among the staff to share best practice throughout the kura. Assessments which are clear and implemented with fidelity will produce data that directly lifts academic achievement.
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	<a href="#">Guidelines for Induction &amp; mentoring</a>  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. Staff take initiative and implement interventions to support areas of need or get the support from colleagues to do this effectively.

<p>Opportunities are given to staff in areas of passion or interest. Clear expectations and outcomes are discussed and monitored throughout to ensure success for all. Professional development directly relates to annual goals and the implementation of the science of learning.</p>	Josie	Principal Mentors	Throughout the year	<p>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>
<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>	Teachers		Twice a year	<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>A new portal called Skool Talk will be trialled to allow for live reporting and tracking of all students for all areas. This will include work samples, evidence and the ability to plan using the gap analysis.</p>	Staff Leadership		Throughout the year	<p>All whānau would have the opportunity to learn how this new system can be viewed. How to read it and keep up with their child's academic progress throughout the year. This will enable more focussed teaching through data analysis, evidence and transparency between home and school.</p>
<p>Staff will receive professional support on the use of Skool Talk and our school data system as well as data analysis. This will allow them to get the most out of data input for academic acceleration.</p>	Staff Leadership		Throughout the year	<p>All staff are confident to analyse school and class data. As well as plan effective programmes to accelerate learning with more accuracy and confidence. Evidence gathered through formative assessment will be used confidently to identify areas of growth and next steps.</p>
<p>Te Reo Pūtahi will receive professional learning and development (PLD) for Te Reo Rangatira, which will lead to a review of current practices based on data collection and analysis.</p>	TRP Kaiako	PLD Provider- Kia Ata Mai	Term 2 - 4	<p>Rumaki Reo will implement a refreshed process and planning system for Te Reo Rangatira, aligned with current research and data collection. TWAK will be used to analyse data across terms, providing a clearer overview.</p>

## Strategic Goal 4

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

### Annual Target/ Goal

By the end of 2025, 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?
To create a plan to develop a new playground space over 2 projects. To utilise space, independence and exploratory play.	BOT	Landscaper	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. One project to be completed by the end of 2025.
Creating an inclusive outdoor area, to allow success 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 2025	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 e.g. Matariki.