TE KOPURU SCHOOL

Strategic plan 2024 – 2026

Signed:

Presiding member: _____

Principal: _____

Te Kopuru School

Vision Statement: Proud and engaged learners empowered through a culture of care

Ma te whakaatu, ka mohio

Ma te mohio, ka marama

Ma te marama, ka matua

Me te matua, ka ora

By discussion comes understanding

By understanding comes light

By light comes wisdom

By wisdom comes wellbeing

Strategic Plan

Mission Statement:

At Te Kopuru we look to create a culture of learning and care that involves promoting positive self-esteem, perseverance, cooperation and communication. Our focus around learning is to promote excellence in learner achievement through the learning process of a school wide inquiry model. We acknowledge that a strong level of care involves parents, grandparents, whanau and friends including the community working together on our learning journey. Our school values are Tika (truth), Aroha (love), Pono (honesty) - these are interwoven through our school to promote respect.

- To inform this plan the information collected from community engagement, staff and learner voice showed the themes of wanting a clearer path around learner behavioural management, review of reporting processes for parents, improved learner outcomes and progress in numeracy and literacy.
    - O Te Kopuru School's strategic priorities for improving outcomes for learners are:
        - -focusing on culturally responsive and relational practices and developing learner ownership of their learning
        - -applying deliberate teaching strategies to support authentic and meaningful learning through localised curriculum
        - -fostering a culture of care, respect for self, others, and the environment
        - -building educationally powerful connections and relationships locally, nationally and globally with teachers and learners
    - O Moving forward, the school will prioritise:
        - -continuing to strengthen a localised and culturally responsive curriculum that provides authentic and purposeful learning
        - -continuing to build a culture of reflective practice, ongoing collective capacity, and professional capability across the staff
        - -responding to community need by strengthening Te Reo Māori within the school.
- Professional development in ALIM and BSLA. Our goal is to raise achievement levels in Maths and Reading through more consistent approaches
    - O Develop authentic working relationships with local Iwi and Hapu
    - O Strengthening Educational Pathways or transitions between centres and schools. Here we will look at ensuring we provide multiple opportunities for our learners and staff across the Kaipara to connect, learn, grow and have fun together. Please talk to your school principal if you have any questions or suggestions. We are excited to see where 2025 takes us.

- **Achievement Data End of Year 2024**

Writing		Reading		Mathematics	
Well above	0	Well above	2	Well above	0
Above	1	Above	1	Above	3
At	16	At	10	At	24
Towards	13	Towards	11	Towards	29
Towards (With support)	12	Towards (With support)	18	Towards (With support)	7
Total At or above	17 out of 42	Total At or above	13 out of 42	Total At or above	27 out of 63
Percentage At or above	40%	Percentage At or above	31%	Percentage At or above	43%

Academic Goals 2025

Writing: At the end of year survey, we will achieve 50% at or above
Reading: At the end of year survey, we will achieve 60% at or above
Mathematics: At the end of year survey, we will achieve 60% at or above

NATIONAL EDUCATION LEARNING PRIORITIES

2024-2026

LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		QUALITY TEACHING AND LEADERSHIP PRIORITIES Quality teaching and leadership make the difference for learners and their whānau	
Objective 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	**Objective 2** Have high aspirations for every learner/akonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	**Objective 3** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	**Objective 4** Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	**Objective 5** Meaningfully incorporate te reo Māori and tikanga Māori into the language, literacy and everyday life of the numeracy place of learning	**Objective 6** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

	2024	**2025**	**2026**
<u>Strategic goal 1</u>	• Effective pedagogy in the form of using the PGC (Professional Growth Cycle)	• Professional development to implement effective practice will be held in ALL (through Tui Tuia - 3 staff),	• AFL matrices will be used to show improvement in teacher confidence around the aspects of A4L

Develop teaching and learning practices that support improving learner outcomes particularly for Māori and other priority learners.	to improve practice for learner outcomes ● Shift in learner achievement for ALL learners ● Teachers supporting learners to be confident, engaged and leading their learning ● Collaborative teacher practice that uses effective strategies to promote engagement and learning ● Teachers demonstrating a high level of relationship building capability and a high level of teaching skill	AFL (through evaluative associates - whole school), BSLA for Junior Teacher and ALIM ● Whole school moderation practices to be reviewed ● Assessment practices to be reviewed and improved to have focus from assessment to teaching and learning ● Implement through collaboration with staff the PGC with a teaching as inquiry model ● One hour per day Reading, Writing and Mathematics.	● With facilitator leadership team to observe and collect teacher voice creating termly goals for staff and school as PD develops. Reflecting and reviewing termly with staff ● Collect target learner data and work out model for monitoring progress - Reading: PAT, STAR, PMs with OTJ related to NZC ● Writing: Using writer's toolkit assessment with moderation. Numeracy: PAT, JAM with OTJ related to curriculum ● PGC documentation and reflection with target learner information, inquiry based on AFL and plan
Strategic goal 2 Ensure the culture of Te Kopuru School reflects the identity and needs of the learners and wider	● Focusing on culturally responsive and relational practices and developing learner ownership of their learning ● Culturally responsive practices used. Environments and contexts for learning are provided where the language, identity and culture of all learners and their families is affirmed. ● Culturally responsive practices consistently used across the school with high expectations for Māori, actively building relationships with whānau and valuing te ao Māori ● Learner, teacher and whānau voice indicates a sense of deeply knowing our Māori learners seen in PGC ● Wellbeing for all is enhanced through actions which improve wellbeing. ● Behaviour strategies are being consistently applied through the introduction of restorative practice. ● Positive interpersonal relationships formed and maintained within the school.	● Professional development and set up for PB4L (through MOE whole school) implement with Mana potential and Huakina mai lens ● Through PGC looking at learner profiles around meeting the needs of Māori ● Incorporating pedagogical practices from 'Teaching to the North East' in PGC ● Engaging Māori through twice a year whanau hui, surveys and 'in the moment' discussions - Continuing to build whakawhanauatanga - Collecting voice and gathering aspirations - Sharing journey ● Continuing to build whakawhanaungatanga ● Collecting voice and gathering aspirations ● Sharing journey ● Through deliberate teaching of school values and interactions that support the mana of all.	● Use of PB4L tools to track improvement of PB4L practices through the school ● Increase of teacher input of pastoral care notes in SMS- Hero. ● Minutes and reports with lens on Māori achievement and progress ● Te Reo programme and use increased through school and observed in classrooms ● PGC documentation shows relational and cultural responsiveness in action plans and reflections ● Learners to be able to use AFL practices with teacher support to explain levels in literacy, numeracy and Te Reo ● Feedback from staff and whanau around what they wish to see in a report and then followup after new

	• Staff increase use of meaningful te reo into everyday school life seen in planning and teaching • Understand and use Māori pedagogy (tuakana/teina, peer mentoring, whānau inclusion) in practice as seen through professional growth cycle • Continue the support and development of the bilingual class • Improve the attendance at Te Kopuru to be closer to national expectation	• Implementation of a teaching model with Te Reo that will be set up and taught across the school. • School karakia and waiata to become embedded in daily culture making sure it is known by ALL • Use MOE money and work with cluster to improve attendance for students • Reporting to parents with clearer indicators of learner progress and outcomes. Work with group to review current model and utilise strength of new SMS - HERO	report introduced showing cultural resposiveness • Relational and cultural responsive practices observed by leaders and PB4L team in classrooms and playground. Observations will indicate that the learning community is one of mutual respect and inclusion.
Strategic goal 3 Ensure that Te Kopuru has learner learning, achieving and progressing with a localised curriculum related to breadth and depth of Te Mätaiaho	• Common language of learning that is used and understood by staff, learners and whanau • Grow productive and reciprocal partnerships for learning between our school, whanau, hapu and iwi • Consistent use of effective inquiry model utilising learner voice and choice with goals and understandings • Applying deliberate teaching strategies to support authentic and meaningful learning through localised curriculum • Exciting, vibrant and innovative learning opportunities and experiences for learners. • Clear and open communication between school and whanau.	• Professional development AFL (through evaluative associates - whole school) to develop practices around goal setting with learners, shared language for goals, assessment and teaching to the needs of the learner • Collaborative planning with a focus on relating inquiry to learner needs and interests • Focus on teaching mathematics, reading and writing for an hour each a day • Engaging Māori through whanau hui, surveys and 'in the moment' discussions - Continuing to build whakawhanauatanga - Collecting voice and gathering aspirations - Sharing journey • Introduction of Hero (student management system) to whanau and use for most communication and reporting.	• AFL matrices will be used to show improvement in teacher confidence around the aspects of A4L • Class and team planning • PGC documentation • Yearly school-wide survey, whanau minutes and questionnaire data to feed into school planning

Other 2024 Key Improvement Strategies to Achieve Strategic Vision	
Property Annual Goals (summarised from property plan)	**Property Objectives**
Buildings and grounds will be maintained to provide the best and safest physical environment for our learners, staff and the school community. ● Create works from the updated 10YA plan a breakdown of requirements and costs associated	Te Kopuru School will have buildings and site facilities that are appropriate to the programme needs of the school are conducive to teaching and learning and which comply with relevant health and safety requirements. ● Remedial work to submain cable main block to dental and pool ● Sinking floor investigation/repair in room 4 ● Roof and spouting repair/replace to the hall
Finance Annual Goals	**Finance Objectives**
Allocate funds to meet the school's priorities so that learner achievement is enhanced ● The school will monitor working capital levels to ensure a sufficient financial contingency buffer is in place of approximately 15% of the Operations Grant. ● Make sure that a clear cyclic maintenance budget is created and monitored ● Investigate moving invested money in a more productive way	Te Kopuru School will allocate funds to reflect the priorities of the school as stated in the school charter ● Monitor and review expenditure against the budget using ASK services. ● Set an agreed operating budget for the following year by December of the previous year ● Ensure appropriate documents are ready on time for auditors and they meet legal requirements. ● Ensure capital expense items are purchased and reported on as per the 2024 budget.