

# Central Tākaka School Strategic Plan 2024-2025

CENTRAL TĀKAKA

SCHOOL STRATEGIC & ANNUAL

PLAN

2024-2025

KO WAI MĀTOU?

Ko Pīkīrunga pae maunga te maunga  
Ko Rameka te puke  
Ko Tākaka te awa  
Ko Te Tai Tapu te moana  
Ko Onetahua te Marae  
Ko Te Ātiawa, Ko Ngāti Tama, rātou  
Ko Ngāti Rārua ngā mana whenua iwi o te rohe nei Ānei  
te Kura o te Pito o Tākaka

HE TŪRUAPŌ | VISION

*Where everyone can shine*

NGĀ UARA | VALUES

Show Respect

Have Responsibility

Imagine

Never Give Up (Perseverance)

Educate Together

# KUPU WHAKATAKI | INTRODUCTION

## **Te Pito | The Centre**

Education is central in shaping our social, cultural, and economic well-being. At Central Tākaka School, we know that navigating future challenges will require us to be community-minded, globally-conscious creative thinkers and doers with secure skills in language, literacy and numeracy.

## **Ara Titiwai | Many unique lights shine our pathway forward**

We recognise and celebrate the uniqueness of our learners and the diversity of our whānau, and acknowledge that our school characteristics enable learning to take place meaningfully across relevant contexts, supporting personalisation and localised approaches. Our learning community is a place where each learner, along with our connected whānau are actively engaged in learning so that everyone can shine.

In 2022-2023, in consultation with learners, whānau, and staff, we developed Te Ara Titiwai - our values and skills oriented learning pathway. Our growth profile is a coherent pathway that ensures our learners develop life-long competencies and skills for learning.

## **Ko Onetāhua te Marae | Grounded in our sense of place in Mohua**

Our local curriculum coalesces on our cultural narrative, developed through our Kāhui Ako wide curriculum - Te Marautanga o Mohua - that has been developed by Manawhenua ki Mohua. Our curriculum mapping is being developed to ensure responsive coverage of learning areas through relevant learning experiences that reflect our sense of place and belonging.

## **Ngā Awa o Tākaka | The waters that keep us all connected**

Throughout 2022-2023, we worked alongside our school community to understand what makes us unique, what our strengths are, and how we can ensure we continuously improve. In addition to whānau, staff, and learner voice, we evaluated school practices and curriculum using Ngā Kawataū me Ngā Tūmanakotanga o Te Taihū - “The aspirations and expectations of Te Taihū” - guidance for all schools in Te Taihū, the School Improvement Framework developed by the Education Review Office, and Poutama Reo Quality Indicators for Te Reo Māori in Schools.

## **He Waharoa Pitomata | The entranceway to potential**

This draft Strategic Priorities document acknowledges our commitment to prominence to Te Tiriti o Waitangi, Manawhenua ki Mohua and our community here in Golden Bay. These strategic priorities are aligned with the National Education Learning Priorities (NELPs) and the New Zealand Curriculum Refresh, and give emphasis to inclusion, equity, quality, and evaluation. These priorities collectively contribute to enhancing outcomes for every learner and ensuring our school is a place where everyone can shine.

# POU RAUTAKI | STRATEGIC FRAMEWORK

Pikikirunga Pae Maunga | Tākaka Hill

## STRATEGIC OUTCOMES

- Our strategic outcomes are inclusive of whānau and community aspirations, Te Tiriti o Waitangi, Ministry of Education expectations, and the NELPs.

## PRIORITY AREAS

- Our priority areas are linked to the strategic outcomes.
- Annual planning specifies resourcing, approaches, and drivers to ensure strategic outcomes are met

## STRATEGIC OUTCOMES

### LOCALISED, INCLUSIVE LEARNING FOR ALL

Our local curriculum ensures that all learners have access to learning and a curriculum that responds to their cultures and identities, and strongly reflects our place in Mohua, Te Taihu, Aotearoa New Zealand.

### EFFECTIVE TEACHING PRACTICE

Effective teaching practice ensures all learners are engaged and progressing in a positive, culturally sustaining environment underpinned by strong whānau partnerships.

### CAPABILITIES FOR SUSTAINABILITY

Our learning culture is enhanced and promoted through coherent systems, practices, and leadership.

## PRIORITY AREAS

TE AO MĀORI

LOCALISED LEARNING

CURRICULUM REFRESH

## POU RAUTAKI | STRATEGIC FRAMEWORK 2024-2025

<b>OUTCOMES</b>	<b>LOCALISED, INCLUSIVE LEARNING FOR ALL</b>  Our local curriculum ensures that all learners have access to learning and a curriculum that responds to their cultures and identities, and strongly reflects our place in Mohua, Te Taihū, Aotearoa New Zealand.	<b>EFFECTIVE TEACHING PRACTICE</b>  Effective teaching practice ensures all learners are engaged and progressing in a positive, culturally sustaining environment underpinned by strong whānau partnerships.	<b>CAPABILITIES FOR SUSTAINABILITY</b>  Our learning culture is enhanced and promoted through coherent systems, practices, and leadership.
<b>PRIORITY AREAS</b>			
<b>Te Ao Māori</b>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>Te Marautanga a Mohua is well utilised and integrated into curriculum planning and delivery to enhance the mana of Te Ao Māori</li> </ul>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>Teachers have confidence, agency and collective efficacy with Te Ao Māori, lifted through purposeful Professional Learning Development PLD.</li> </ul>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>Te reo me ōna Tikanga and kaupapa Māori action plan is implemented and resourced with support of PLD</li> <li>BOT evaluate strategies, policies, processes and practices to ensure alignment with Ngā Kawatau o Te Tūmanakotanga</li> </ul>
<b>Localised Learning</b>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>Foundation areas of the curriculum are given even coverage through localised integration to ensure progress of all learners</li> <li>Te Ara Titiwai is embedded in the local curriculum (growth profile)</li> </ul>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>Learning outcomes are promoted through whānau partnerships and collaboration</li> </ul>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>BOT review and renewal of 5YP ensures sustainable and low-emission solutions</li> <li>Cultural narrative is expressed visually and creatively across the grounds</li> </ul>

<b>Curriculum Refresh</b>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>• Effective assessment for learning practices are embedded within the local curriculum</li> <li>• Common Practice Models for Literacy and Mathematics are implemented</li> </ul>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>• The essential pedagogies of Te Mātaiaho are integrated in the school Effective Teacher Profile</li> <li>• Teacher professional growth cycles are linked to essential pedagogies</li> </ul>	<b>INDICATORS</b> <ul style="list-style-type: none"> <li>• Whānau consultation effectively guides the refinement of CTS Local Curriculum and implementation of Te Mātaiaho</li> </ul>
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## RAUTAKI-Ā-TAU 2024 | ANNUAL PLAN 2024

### STRATEGIC AIM #1

<b>LOCALISED, INCLUSIVE LEARNING FOR ALL</b>			<b>Our local curriculum ensures that all learners have access to learning and a curriculum that responds to their cultures and identities, and strongly reflects our place in Mohua, Te Taihū, Aotearoa New Zealand.</b>		
<i>The work of the School to ensure quality:</i>			<i>The work of the School, Leaders and School Board to evaluate effectiveness:</i>		
Priority Area	Inputs	Activities	2024 Outcome	Indicators:	What do we use to measure?
<b>Te Ao Māori</b>	CTS Cultural Narrative & School Values PLD  Te Reo me ngā Tikanga PLD for Kaiako  Development of a schoolwide Te Ao Māori implementation plan	Develop visual representations of school values and cultural narrative  Use of Te Reo me ngā Tikanga is coherent and appropriately understood, valued, shared, and celebrated	Socialise the growth profile visually, in school assemblies and communication  Our learners and whānau are positively engaged and have a sense of belonging in our school culture.	Te Marautanga a Mohua is well utilised and integrated into curriculum planning and delivery to enhance the mana of Te Ao Māori	Curriculum maps Curriculum delivery eg, work samples Learner and Teacher voice

<p><b>Localised Learning</b></p>	<p>School wide planning with staff utilises Te Ara Titiwai, values, curriculum map</p> <p>Staff commitment to consistent programmes</p> <p>High Quality Kāhui Ako &amp; School PLD</p> <p>Relationships with learners and whānau</p>	<p>Teacher PLD and staff collaboration to:</p> <p>Strengthen responsive approaches</p> <p>Ensure individualised, targeted learning and; Coherent planning</p>	<p>Better Start to Literacy programmes are embedded across Year 1-3 and Code Phonics is embedded schoolwide</p> <p>Te Ara Titiwai is central to planning and goal setting</p> <p>Action plan processes for priority learners are strengthened and whānau voice for all learners reflects effective relationships</p>	<p>Foundation areas of the curriculum are given even coverage through localised integration to ensure progress of all learners</p> <p>Te Ara Titiwai is embedded in the local curriculum (growth profile)</p>	<p>Learner progress data</p> <p>Learner, whānau and kaiako voice</p> <p>Reporting reflects Te Ara Titiwai</p> <p>Progress of priority learners</p> <p>School timetables, planning documents, and curriculum maps</p>
<p><b>Curriculum Refresh</b></p>	<p>MOE guidance</p> <p>Curriculum Leads (MOE)</p> <p>Common Practice Models for Literacy and Mathematics</p>	<p>Review current assessment practices and evaluate effectiveness (T1-T2)</p> <p>Engage in PLD for Common Practice Models</p>	<p>Refreshed assessment map is integrated into CTS local curriculum and aligned with expectations of Curriculum Refresh.</p>	<p>Effective assessment for learning practices embedded within the local curriculum</p> <p>Common Practice Models for Literacy and Mathematics are implemented</p>	<p>Assessment plans</p> <p>School reporting to whānau Curriculum maps</p>

**STRATEGIC AIM #2**

<p><b>EFFECTIVE TEACHING PRACTICE</b></p>			<p><b>Effective teaching practice ensures all learners are engaged and progressing in a positive, culturally sustaining environment underpinned by strong whānau partnerships.</b></p>		
<p><i>The work of the School to ensure quality:</i></p>			<p><i>The work of the School, Leaders and School Board to evaluate effectiveness:</i></p>		
<p><b>Priority Area</b></p>	<p><b>Inputs</b></p>	<p><b>Activities</b></p>	<p><b>2024 Outcome</b></p>	<p><b>Indicators:</b></p>	<p><b>What do we use to measure?</b></p>

<p><b>Te Ao Māori</b></p>	<p>Weekly PLD for teachers</p> <p>Whakatipu principal mentoring and support programme</p> <p>Kāhui ako te reo Māori pathways and resources</p> <p>Timetabled te reo Māori to ensure delivery</p>	<p>Weekly te reo me ngā tikanga sessions for staff inclusive of classroom sessions and resource development</p> <p>Collaborative activities and games across classes through tuakana teina, sharing, assemblies and games</p>	<p>Te reo me ngā tikanga ā kura action plan is developed and staff are delivering this with PLD support</p> <p>All learners have equitable access to te reo Māori learning</p>	<p>Teachers have confidence, agency and collective efficacy with Te Ao Māori, lifted through purposeful PLD</p>	<p>Learner voice</p> <p>Timetables</p> <p>Outcomes from PLD</p> <p>Clear action plan for delivery</p> <p>Quality resources</p> <p>Teacher voice</p>
<p><b>Localised Learning</b></p>	<p>Structured literacy and phonics (Better Start and the Code)</p> <p>School values</p> <p>Whānau relationships</p>	<p>Staff PLD inclusive of informal peer observations (literacy focus)</p> <p>Staff professional sharing eg, Staff with curriculum capabilities to lead PLD and provide support guidance for whānau (science, maths, literacy)</p>	<p>BSL and The Code Literacy practices are delivered consistently across the school</p> <p>All staff and whānau have opportunities to learn from staff with curriculum expertise to build knowledge and understanding</p>	<p>Learning outcomes are promoted through whānau partnerships and collaboration</p>	<p>Learner progress data</p> <p>Learner, whānau, and teacher voice</p> <p>PLD and staff professional sharing</p> <p>Whānau accessibility to understand foundation curriculum are and how to support learners</p>
<p><b>Curriculum Refresh</b></p>	<p>Teacher Profile</p> <p>Te Mātaiaho &amp; MOE support (Curriculum Leads)</p> <p>Professional Growth profiles/Standards for Teaching Profession</p>	<p>PLD to unpack Essential Pedagogies of Te Mātaiaho</p> <p>Link essential pedagogies to current practice, values, growth profile, PGC</p> <p>Co-construct Teacher profile</p>	<p>Staff have co-constructed a robust Teacher Profile for CTS that is aligned to the school cultural narrative, local curriculum, values and Te Ara Titiwai</p>	<p>The essential pedagogies of Te Mātaiaho are integrated in the school Effective Teacher Profile</p> <p>Teacher professional growth cycles are linked to essential pedagogies</p>	<p>Professional Growth Profiles</p> <p>Teacher reflections and evaluations</p> <p>Teacher Profile</p>

### STRATEGIC AIM #3

CAPABILITIES FOR SUSTAINABILITY			Our learning culture is enhanced and promoted through coherent systems, practices, and leadership.		
<i>The work of the School to ensure quality:</i>			<i>The work of the School, Leaders and School Board to evaluate effectiveness:</i>		
Priority Area	Inputs	Activities	2024 Outcome	Indicators:	What do we use to measure?
<b>Te Ao Māori</b>	<p>Staff PLD for te reo Māori</p> <p>Kāhui Ako wide PLD and support from the Across School Lead Teacher (AST)</p> <p>Principal Whakatipu Mentoring programme</p> <p>Resourcing for BOT PLD - Ngā Kawatau o Te Tūmanakotanga and Te Tiriti o Waitangi</p> <p>Te Reo Māori Pathways</p>	<p>Weekly staff PLD to develop staff capability and develop action plan with resources</p> <p>With support from AST, develop tikanga-ā-kura based on tikanga of Onetahua Marae (inclusive of BOT)</p> <p>BOT workshop/PLD Te Tiriti o Waitangi and Ngā Iwi aspirations</p>	<p>Staff and governance have a consistent understanding about Te Tiriti o Waitangi obligations, evidenced through a well resourced action plan:</p> <ul style="list-style-type: none"> <li>- Tikanga a kura (inclusive of BOT)</li> <li>- Te reo Māori</li> <li>- Te Ao Māori values (Kāhui Ako values)</li> </ul>	<p>Te reo me ōna Tikanga and kaupapa Māori action plan is implemented and resourced with support of PLD</p> <p>BOT evaluate strategies, policies, processes and practices to ensure alignment with Ngā Kawatau o Te Tūmanakotanga</p>	<p>Action plan</p> <p>Governance voice - cultural confidence</p> <p>Staff engagement and agency with action plan development</p> <p>2024 Annual plan review and 2025 Annual plan</p> <p>BOT policy review cycle reflects ngā iwi lens</p>
<b>Localised Learning</b>	<p>Cultural narrative</p> <p>Te Marautanga a Mohua Property</p> <p>5YA/10YPP</p> <p>Resourcing for visual expression of cultural narrative</p>	<p>BOT review of 5YA and development of plan for school-funded capital improvements</p> <p>BOT and Staff collaboration to resource and plan for creative expression of cultural narrative across the school</p>	<p>Our new 5YA is under development.</p> <p>Visual narrative plan has been developed and implementation has started, inclusive of professional signage and mahi toi (with learners)</p>	<p>BOT review and renewal of 5YA ensures sustainable and low-emission solutions</p> <p>Cultural narrative is expressed visually and creatively across the grounds</p>	<p>5YA plan and outcomes</p> <p>Visual narrative implementation plan</p> <p>2025 budget</p> <p>Visible outcomes eg, signage, artworks</p>



<b>Curriculum Refresh</b>	2023 data on learner progress & performance Analysis of Variance evaluation Common practice models/Te	Outcomes from staff PLD for Common Practice Models is regularly communicated with whānau Regular hui with whānau to ensure understanding about	CTS whānau understand the core elements of the curriculum refresh Whānau and learner feedback supports effective localisation of curriculum	Whānau consultation effectively guides the refinement of CTS Local Curriculum and implementation of Te Mātaiaho	CTS curriculum plan Whānau voice School communications re. Refresh
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	Mātaiaaho & MOE support	refresh and seek feedback			
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## GLOSSARY OF TERMS:

<b>NELPs</b>	National Education and Learning Priorities
<b>Te Marautanga a Mohua</b>	A local history curriculum resource developed by Manawhenua ki Mohua
<b>PLD</b>	Professional Learning Development
<b>Ngā Kawatau o Te Tūmanakotanga</b>	This is a guiding document that supports the aspirations of the 8 iwi of Te Taihūi.
<b>Te Mātaiaho</b>	The framework for the refreshed New Zealand Curriculum
<b>Kaiako</b>	Teacher
<b>BSL</b>	Better start to Literacy. A structured literacy approach used in the junior class
<b>Mahi toi</b>	Artwork

