



Te Kohanga
Primary School
Kia Kaha Kia Toa

Three Year Strategic Plan
2022-2024

Strategic Goal 1 – Enhancing quality teacher-led practices across the school	Strategic Goal 2 – The Te Ao and Te Reo Māori lens is strengthened through the school.	Strategic Goal 3 - A strengths-based reciprocal relationship exists between school, whānau and the wider community.
a) Adopt a school wide approach to Structured Literacy	a) Te Ao Māori is weaved through all school practices and documentation.	a) Communicate our school and community stories.
b) High quality whole school and individualised PLD options are available for core subjects	b) Te Ao Māori and Te Reo Māori is clear in our school environment	b) Develop a Te Kohanga whānau and community partnership.
c) All teaching staff gain Google Educator Level 2 status	c) Our Local, History and Health Curriculum have clear links to Te Ao Māori and our community	c) Create a reciprocal duty of care between local marae and the school.
d) Individual accelerated student progress is planned for and reflected on.	d) Our Te Reo language progressions are thorough and used throughout the school.	d) Utilise digital tools to share student learning with whānau.

Strategic Goal 1 – Enhancing quality teacher-led practices across the school

INITIATIVE	ACTIVITIES AND TIME FRAME						OUTCOME
	YEAR 1 - 2022		YEAR 2 - 2023		YEAR 3 - 2024		
a) Adopt a school wide approach to Structured Literacy	<i>Introduction to SL led by principal.</i>	<i>In house research and development of resources using Learning Matters framework</i>	<i>All staff attend a two day Liz Kane workshop. (Budget allocated)</i>	<i>Further decodable texts (non fiction) and class resources purchased (Budget allocated)</i>	<i>Further PLD in the CODE (Liz Kane) or Structured Literacy for new staff.</i>	<i>Programme of visiting other SL schools and invitations to see it in action at TK</i>	<i>SL is confidently taught by well trained teachers</i>
	<i>Initial Assessment of students and introduction of differentiated phonics activities</i> <i>Parent workshops on the new approach to literacy (ongoing when new students enrol)</i>	<i>Regular phonics assessment moves students regularly through phases.</i> <i>Review of new assessment and progress of students across the first year of SL</i>	<i>Initial assessment in week 2 of term 1 to assess summer slip back.</i>	<i>Implement RTLB and RTLit for students not making progress through SL approach</i>			<i>Robust and recommended assessments are used to regularly monitor individual progress</i> <i>Parents are kept well informed of the changes to literacy and how this will differ with take home readers.</i>
b) Professional Growth Cycle generates individualised PLD plans	<i>New PGC introduced with staff. Teachers as a collective work through the Quality Practices Template to discuss evidence.</i>						
	<i>Initial 1:1 goal setting with principal focuses on areas for personal growth as well as links to Strat plan</i>	<i>Feedback from teachers observations feeds into individualised PLD plants.</i>	<i>Reflection of 2022 cycle feeds into further PLD and options for higher learning for staff.</i>	<i>Board consideration of funding higher learning options for staff to complete in 2024</i>	<i>Staff encouraged to upskill with post grad qualifications or personal interest courses.</i>		<i>Staff demonstrate that they are lifelong learners (NZC) and have up to date pedagogy.</i>
c) All teaching staff gain Google Educator Level 2 status	<i>Staff are encouraged to use Google apps regularly with class</i>		<i>Teachers do online training to pass Level 1 Google Educator Exam (open book)</i>	<i>Teachers sit Google Educator Level 1 exams</i>	<i>Teachers do online training to pass Level 2 Google Educator Exam (open book)</i>	<i>Teachers sit Google Educator Level 2 exams</i>	<i>Teachers are highly competent users of the digital media they use with their students.</i>
c) Individual accelerated student progress is planned for and reflected on.	<i>Post summer initial assessments and observations carried out in week 2-3</i> <i>Teachers meet to discuss every child's attainment, successes and challenges and plan for them</i>	<i>Deliberate acts of teaching are included in all 'Progress Plans' and reflected on fortnightly in meetings</i>	<i>Term 2 initial assessment is collated and staff work to construct targets and support plans for every child within the progress plan.</i>	<i>Parent hui discuss progress and support for the student's continued accelerated progress.</i>		<i>Term 3 summative assessment completed and feed forward provided to student, whānau and next teacher.</i>	<i>Teachers and stakeholders feel confident in the individualised planning for student success.</i>

Strategic Goal 2 – The Te Āo and Te Reo Māori lens is strengthened throughout the school.

INITIATIVE	ACTIVITIES AND TIME FRAME						OUTCOME
	YEAR 1		YEAR 2		YEAR 3		
a) <i>Te Ao Māori is weaved through all school practices and documentation.</i>	<i>Ann Milne Audit completed for school procedures and documentation eg enrolment pack</i>	<i>Action plan developed from the audit findings and document list is worked through to update.</i>	<i>School board considers its use of policy and how Te Ao Māori is reflected.</i>	<i>Action plan developed from board review.</i>	<i>Engage with the Tainui Education Plan and review how this is represented at TK.</i>		<i>Te Tiriti o Waitangi is given presence and importance in all parts of Te Kohanga school.</i>
b) <i>Te Ao Māori and Te Reo Māori is clear in our school environment</i>	<i>Ann Milne Audit completed for the school environment.</i>	<i>Action plan developed from the audit findings MOE Creatives in Schools project applied for to access funding for a large scale student led art project eg a carving</i>	<i>Creatives in Schools Project carried out across the whole year.</i>		<i>Ann Milne environmental audit carried out again with a focus on new students, and finding specific visual links to iwi and hapu.</i>		<i>Students and visitors feel welcome and included in both the internal and external Te Kohanga School environment.</i>
c) <i>Our Local, History and Health Curriculum have clear links to Te Ao Maori and our community</i>	<i>Term 2 Review of the school Health Curriculum (already a Whare Tapa Wha focus) with community and board</i>	<i>Update and share findings of health curriculum review with stakeholders.</i>	<i>Engagement with MOE PLD on the NZ Histories curriculum.</i>	<i>Consider how the curriculum will relate to the TK local curriculum</i>	<i>Curriculum consultation on the school's local curriculum and how the NZ Histories curriculum will be taught.</i>		<i>All planning and lessons use comprehensive and inclusive curriculum documents for guidance.</i>
d) <i>Our Te Reo language progressions are thorough and used throughout the school.</i>	<i>Through the MAC programme learner progressions for te reo are researched and developed for use across the school.</i>	<i>An action plan for further resourcing and PLD for teachers is written for implementation in 2023</i>	<i>Board investment in strengthening te reo language for staff.</i>		<i>Engagement with the Tainui Education Plan and language revitalisation plan.</i>		<i>Our staff and students make accelerated progress towards strong te reo language success.</i>

Strategic Goal 3 – A strengths-based reciprocal relationship exists between school, whānau and the wider community.

INITIATIVE	ACTIVITIES AND TIME FRAME						OUTCOME
	YEAR 1		YEAR 2		YEAR 3		
A) Communicate our school and community stories.	<i>Begin process of digitally archiving school photos and stories to add to the website.</i>		<i>Edit school website to encourage visitors and new community members. Measure and track FB and Website visitors</i>	<i>Begin process of digitally archiving school photos and stories to add to the website.</i>	<i>Develop the sustainable use (by students) of local papers to regularly celebrate school success.</i>	<i>Student group review of articles submitted and next steps going forward.</i>	<i>Greater pride and encouragement in coming to our school. Number of enrolments and students/ whānau perceptions.</i>
B) Develop a Te Kohanga whānau and community partnership.	<i>Work with the PTA to establish -Who are the local community? - How do they find us? - How do we increase our visibility?</i>		<i>Develop a calendar of TK parent and community workshops in reading and maths. Consider adult literacy trust as well</i>	<i>Track the number of attendees and ask for reflections on the success of programmes.</i>	<i>External programmes to support whānau eg computers in homes, financial literacy.</i>	<i>Track the number of attendees and ask for reflections on the success of programmes.</i>	<i>Community is empowered and are a key influence in the school. Whānau participation and take up numbers.</i>
C) Create a reciprocal duty of care between local marae and the school.		<i>Staff to visit all four local marae for a tour. Consider how we can share our resources and vice versa with each one.</i>	<i>Overnight visits at each of the four marae planned over the year.</i>	<i>Student and iwi reflections on how successful the marae visits were</i>	<i>Communicate and develop a plan for the school to give back to the four local marae.</i>		<i>An open relationship exists between the school and four marae.</i>
D) Utilise digital tools to share student learning with whānau.		<i>Research various digital tools used by schools to report and share learning with whānau</i>	<i>Trial run of two different apps/tools with a select parent group Parent and student feedback on ease and efficiency of use</i>	<i>Share findings with the BOT and discuss the cost to the school of adopting a new app.</i>	<i>Implement a new app with whānau with a view to replace written reports.</i>	<i>6 months and 12 month review by all stakeholders about the effectiveness of the new app</i>	<i>Student learning is shared with whānau regularly by students and staff. Whānau feel included and valued in their child's education.</i>



Strategic initiatives 2021-2023



Learning Support

- 1.1 Identify and collect the data/information that will allow the Kaahui Ako to create a better support network
- 1.2 Ensure that staff responsible for Learning Support have the capacity and capabilities to source the support needed by any student
 - 1.2.a Identify all sources of support for the student and whānau that could impact the learning journey
 - 1.2.b Engage with the Ministry to ensure the Kaahui Ako has LCS resources
- 1.3 Create a consistent whānau engagement model

- Learning support from all necessary sources is available on request
- Students and whānau know what to expect and what is required
- Students receive the support that they need, when they need it, for as long as they need it



Transitions & pathways

- 2.1 Graduate Profile
 - 2.1.a Localised and authentic contexts are identified
 - 2.1.b Developing a continuum for learners' competencies (similar to Graduate Profile) across the Kaahui
- 2.2 Network
 - 2.2.a A Kaahui Network of school strengths is identified - so schools/programmes can be shared (Increased students' agency e.g. DT/MLE/PBL)
 - 2.2.b Staff/students and whānau have more opportunities to share insights and knowledge

- Schools understand student needs before they arrive
- Communication is open and transparent with ECE, external agencies and schools
- Support applications and information are shared with new schools
- Transition plans are encouraged between providers



Learner agency

- 3.1 Learner agency- definition is identified and a common understanding is developed across our Kaahui Ako
- 3.2 Identify, define and implement measurement dimensions that will ensure that the Kaahui Ako can monitor progress and successful achievement of milestones
- 3.3 Teachers are engaged in relevant PLD that enhance their capabilities to create the conditions and environment that develops Learner's agency

- Students are self driven and motivated
- Learner capability is increased and they are responsible for their own learning
- Students have strategies and tools to utilise and further their own learning

Strategic Goal 1 – Enhancing quality teacher-led practices across the school

ANNUAL PLAN

	Output / Activity	Who	Resources	Indicators / Metrics of Success	Review / AofV
A	<p><u>Adopt a school wide approach to Structured Literacy</u></p> <p><i>Introduction to SL led by principal.</i></p> <p><i>In house research and development of resources using Learning Matters framework</i></p>	Principal All Teachers	Subscription to Learning Matters \$150 per year for resources and guidance	<p><i>Greater use of SL resources in class</i></p> <p><i>Increased teacher knowledge of where to find resources/help</i></p>	
A	<p><u>Adopt a school wide approach to Structured Literacy</u></p> <p><i>Initial Assessment of students and introduction of differentiated phonics activities</i></p> <p><i>Regular phonics assessment moves students regularly through phases.</i></p> <p><i>Review of new assessment and progress of students across the first year of SL</i></p> <p><i>Parent workshops on the new approach to literacy (ongoing when new students enrol)</i></p>	Teachers Teacher Aide	<p>Liz Kane Assessment (free) and MOE phonics assessments</p> <p>Develop lesson plans for phonics.</p> <p>Phonics Resources \$300 Phonics PLD \$500</p>	<p><i>Accelerated progress through the Scope and Sequence. Individually tracked.</i></p>	
B	<p><u>Professional Growth Cycle generates individualised PLD plans</u></p> <p><i>New PGC introduced with staff. Teachers as a collective work through the Quality Practices Template to discuss evidence.</i></p> <p><i>Initial 1:1 goal setting with principal focuses on areas for personal growth as well as links to Strat plan</i></p> <p><i>Feedback from teachers' observations feeds into individualised PLD plants.</i></p>	Principal Teachers Non Teaching Staff	<p>Teacher Only Day time 5 x Staff Meetings 2 x Teacher Relief Days \$700</p>	<p><i>2nd teacher observation shows progress towards set goals</i></p> <p><i>Targets can be reflected on and discussed during termly meetings with appraiser.</i></p>	
C	<p><u>All teaching staff gain Google Educator Level 2 status</u></p>	All Teachers Office Administrator	Staff Meeting time to explore and share one new tool / learning.	<p><i>Increased teacher confidence and use in class to engage students</i></p>	

	<i>Staff are encouraged to use Google apps regularly with class</i>			<i>Observed use in class during observations/ walk throughs.</i>	
D	<p><u>Individual accelerated student progress is planned for and reflected on.</u></p> <p><i>Post summer initial assessments and observations carried out in week 2-3</i></p> <p><i>Teachers meet to discuss every child's attainment, successes and challenges and plan for them</i></p> <p><i>Deliberate acts of teaching are included in all 'Progress Plans' and reflected on fortnightly in meetings</i></p>	Principal Teachers	Teacher Only Day time Fortnightly Staff Meetings 2 x Relief Teachers days for testing \$700	<p><i>Individual students are tracked for progress.</i></p> <p><i>Individual students are referred to RTLB quickly when learning issues are identified.</i></p>	

Strategic Goal 2 – The Te Āo and Te Reo Māori lens is strengthened throughout the school.

ANNUAL PLAN

	Output / Activity	Who	Resources	Indicators / Metrics of Success	Review / AofV
A	<p>a) Te Ao Māori is weaved through all school practices and documentation.</p> <p><i>Ann Milne Audit completed for school procedures and documentation eg enrolment pack</i></p> <p><i>Action plan developed from the audit findings and document list is worked through to update.</i></p>	Principal	<p>Ann Milne Audit (free)</p> <p>2 days release to complete the audit and write up Action Plan (\$700)</p>	<p><i>Documents have clear Te Ao Māori provision from the beginning and throughout.</i></p>	
A	<p>b) Te Ao Māori and Te Reo Māori is clear in our school environment</p> <p><i>Ann Milne Audit completed for the school environment.</i></p> <p><i>Action plan developed from the audit findings</i></p> <p><i>MOE Creatives in Schools project applied for to access funding for a large scale student led art project eg a carving</i></p>	Principal Office Manager Teachers	<p>Ann Milne Audit (free)</p> <p>2 x Staff Meetings per term</p> <p>Creative Project</p> <p>2 days to write application</p>	<p><i>Principal walk throughs of classrooms identify Te Ao and Te Reo Māori provision.</i></p> <p><i>Students can identify their own culture throughout the school.</i></p>	
B	<p>c) Our Local, History and Health Curriculum have clear links to Te Ao Maori and our community</p> <p><i>Term 2 Review of the school Health Curriculum (already a Whare Tapa Wha focus) with community and board</i></p> <p><i>Update and share findings of health curriculum review with stakeholders.</i></p>	Principal Board Community Teachers	<p>Draft curriculum written by Principal and/or teachers.</p> <p>Surveys to consult on draft curriculum sent to Board and community</p>	<p><i>Curriculum are simple for teachers and students to use as part of their learning.</i></p> <p><i>Feedback is considered and used to make changes.</i></p>	
C	<p>d) Our Te Reo language progressions are thorough and used throughout the school.</p> <p><i>Through the MAC programme learner progressions for te reo are researched and developed for use across the school.</i></p> <p><i>An action plan for further resourcing and PLD for teachers is written for implementation in 2023</i></p>	Principal Teachers Non Teaching Staff	<p>4 x Days with MAC consultant to write progressions</p> <p>2 x staff meetings per term to discuss and resource progressions</p>	<p><i>Staff and students are more confident with daily te reo interactions.</i></p> <p><i>Students are making progression through the te reo levels</i></p>	

Strategic Goal 3 – A strengths-based reciprocal relationship exists between school, whānau and the wider community.

ANNUAL PLAN

	Output / Activity	Who	Resources (Could be a person)	Indicators / Metrics of Success	Review / AofV
A	<p>A) Communicate our school and community stories.</p> <p><i>Begin process of digitally archiving school photos and stories to add to the website.</i></p>	Teacher Aide	3 hours per week @ \$100 (approx \$2,000 over the year)	<p><i>Linked to the school website and facebook page for ease of access. Display on interactive screen in office. Feedback from new enrolments</i></p>	
B	<p>B) Develop a Te Kohanga whānau and community partnership.</p> <p><i>Work with the PTA to establish -Who are the local community? - How do they find us? - How do we increase our visibility?</i></p>	PTA BOT	PTA agenda item at each meeting. Newsletter/update from PTA and BOT termly to send to community online and in letterbox drop	<p><i>Community feedback on newsletter / facebook feed</i></p>	
C	<p>C) Create a reciprocal duty of care between local marae and the school.</p> <p><i>Staff to visit all four local marae for a tour. Consider how we can share our resources and vice versa with each one.</i></p>	Kaumatua Whānau Principal BOT Students	<ul style="list-style-type: none"> - Local kaumatua and parents with association to each marae help to create links - Weekly visit to the marae for staff - Plan developed with one event/concept per marae. 	<p><i>Staff feel more confident visiting the marae and have a personal connection to help access their resources.</i></p>	
D	<p>D) Utilise digital tools to share student learning with whānau.</p> <p><i>Research various digital tools used by schools to report and share learning with whānau</i></p>	Principal	<ul style="list-style-type: none"> - 10 hours (min) research across the term to look at examples from companies and gather feedback from other schools. - Report to BOT - Sharing of app with students at lunchtime to gain feedback. 	<p><i>Principal / Student / Board review (PMI) at the research stage.</i></p>	