

# Taihape Area School

*Strategic and Annual Plan*

2024-2025



## *VISION - Our What*

**Step Forward Together To Nurture Our Potential**

## *MISSION STATEMENT - Our Why*

**Te Ahi kā o Mōkai Patea - MAURI ORA**

Te Ahi Kā o Mōkai Patea, Mauri Ora. Simply translated this means 'The burning fire of our region, thrive!'. Our role is to step forward together, learning from our yesterdays to fan the divine spark our tamariki and rangatahi carry into our tomorrows. They are our burning fire.

## *VALUES - Our How*

**Rangatiratanga**

**Manaakitanga**

**Whanaungatanga**

**Wairuatanga**

## *Engagement*

This Strategic plan was completed in consultation with the Board, kaiako, ākonga, whānau and iwi of Taihape Area School. The Board and Senior Leadership consulted with staff, students, whānau seeking feedback on existing goals, next steps and the future direction of our school. The Board and Senior Leadership used assessment data to develop specific foci in Curriculum and Learning and Te Tiriti o Waitangi goals.

*Step Forward Together to Nurture Our Potential*

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*Te Ahikā o Mokai Patea. Mauri Ora!*

Strategic Goal	<ul style="list-style-type: none"> <li>● <b>To build knowledge of and strengthen delivery of Te Mātaiaho.</b></li> </ul>
<u>NELPs</u>	<p><b>Objective 1: Learners with their whānau are at the centre.</b></p> <p><i>Priority 1:</i> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p><i>Priority 2:</i> Have high aspirations for every learner/ākonga, 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.</p> <p><b>Objective 2: Barrier free access, ensure sound foundation skills.</b></p> <p><i>Priority 3:</i> Reduce barriers to education for all, including for Māori and Pacific ākonga, disabled ākonga and those with learning support needs.</p> <p><i>Priority 4:</i> Ensure every ākonga gains sound foundation skills, including language*, literacy and numeracy.</p> <p><b>Objective 3: Quality teaching and leadership.</b></p> <p><i>Priority 5:</i> Incorporate Te Reo Māori and Tikanga Māori.</p> <p><i>Priority 6:</i> Develop leadership and staff capability.</p> <p><b>Objective 4: Future of learning and work</b></p> <p>Collaborate with industries and employers to ensure ākonga have the skills, knowledge and pathways to succeed in work.</p>
<u>Board</u> <u>Primary</u> <u>Objective</u> <u>Links</u>	<ul style="list-style-type: none"> <li>● Every student is able to attain their highest possible standard in educational achievement.</li> <li>● The school: <ul style="list-style-type: none"> <li>a. is a physically and emotionally safe place for all students and staff; and</li> <li>b. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the</li> </ul> </li> <li>● Human Rights Act 1993; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</li> <li>● The school is inclusive and caters for students with differing needs.</li> <li>● The school gives effect to Te Tiriti o Waitangi</li> <li>● Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.</li> <li>● Achieving equitable outcomes for Māori students</li> <li>● Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</li> </ul>

Expected Outcomes	<ul style="list-style-type: none"> <li>● Development of an authentic and inclusive local curriculum that gives effect to Te Tiriti o Waitangi and reflects the aspirations of; Mana Whenua-Ngāti Tamakopiri, whānau, ākongā, iwi, kaiako and community.</li> <li>● Effective implementation of our local curriculum.</li> <li>● Evidence based and culturally responsive teaching and learning practices.</li> <li>● A robust professional growth cycle in place to monitor kaiako efficacy and progress.</li> <li>● Our local curriculum is coherent to Achievement challenge 1 of our Kāhui ako: <i>Localised Curriculum - with a Culturally Responsive Practice Focus</i></li> <li>● We have a co-constructed broad view of success and have defined what high expectations look like at our kura.</li> <li>● Effective Implementation of Level 1 NCEA.</li> </ul>
What steps will we take to progress towards our goals	<ul style="list-style-type: none"> <li>● Board training to ensure a shared understanding of giving effect to Tiriti o Waitangi and the 2020 Education act.</li> <li>● To review and build consistency around the implementation of He Pūnga and extend this through the curriculum areas.</li> <li>● Unpack the whakapapa of Te Mātaiaho with Kaiako and identify the links between He Pūnga and Niho Taniwha and Te Tiriti o Waitangi.</li> <li>● The development of an integrated local curriculum that reflects our people and place and the ahikā o Mōkai Pātea (Matauranga previously referred to the graduate profile).</li> <li>● Develop teacher knowledge of local whakatauki, waiata, moteatea and karakia. Unpacking the knowledge handed down through these.</li> <li>● Apply for appropriate PLD funding to support us in our goals as needed.</li> <li>● Access the personnel that are already in place to support (Mokai Patea Services, Kāhui Ako Leads, RTlit, RTIb, Ministry leads, REAP)</li> <li>● Engage with an external agency to support the implementation of <b>RONGOHIA TE HAU</b></li> <li>● Survey staff to ascertain the effectiveness of Interlead PLD in 2022, using this information to structure further support in building teacher efficacy and teacher confidence in using this platform for our professional growth cycle</li> </ul>
How will we measure success	<ul style="list-style-type: none"> <li>● Professional development priority - cultural capabilities.</li> <li>● A living local curriculum document - evidence in teacher planning and observations</li> <li>● Achievement data</li> <li>● Consultation, staff and student voice</li> <li>● Professional growth cycle reflects teacher inquiry, our strategic goals and legislative requirements.</li> <li>● BOT training has been undertaken</li> </ul>

Strategic Goal	<ul style="list-style-type: none"> <li>● To build powerful education partnerships with ākonga, Whānau and Mana whenua.</li> </ul>
<u>NELPs</u>	<p><b>Objective 1: Learners with their whānau are at the centre.</b></p> <p><b>Priority 2:</b> Have high aspirations for every learner/ākonga, 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</p> <p><b>Objective 3: Quality teaching and leadership.</b></p> <p><b>Priority 5:</b> Incorporate Te Reo Māori and Tikanga Māori</p> <p><b>Priority 6:</b> Develop leadership and staff capability.</p> <p><b>Objective 4: Future of learning and work</b></p> <p><b>Priority 7:</b> Collaborate with industries and employers to ensure ākonga have the skills, knowledge and pathways to succeed in work</p>
<u>Board Primary Objective Links</u>	<ul style="list-style-type: none"> <li>● Every student is able to attain their highest possible standard in educational achievement.</li> <li>● The school: <ul style="list-style-type: none"> <li>a. is a physically and emotionally safe place for all students and staff; and</li> <li>b. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and</li> <li>c. The Human Rights Act 1993; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</li> </ul> </li> <li>● The school is inclusive and caters for students with differing needs.</li> <li>● The school gives effect to Te Tiriti o Waitangi</li> <li>● Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.</li> <li>● Achieving equitable outcomes for Māori students</li> <li>● Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</li> </ul>

Expected Outcomes	<ul style="list-style-type: none"> <li>● Collaborative partnerships with our ākonga whānau, mana whenua-Ngāti Tamakopiri and Mōkai Pātea</li> <li>● We have clear transition pathways within and beyond our kura.</li> <li>● We have a strong communication and consultation process (based on Te Whare Tapa Wha) to ensure that whānau are well informed, their aspirations are known and upheld and ākonga are supported.</li> <li>● Whānau are present, welcomed and their contribution is valued</li> <li>● Whānau will understand the learning progress and pathways available to their tamariki</li> <li>● Kahui ako: Achievement challenge 3 Creating positive transitions</li> </ul>
What steps will we take to progress towards our goals	<ul style="list-style-type: none"> <li>● Gather baseline consultation information and identify the barriers to whānau contribution and attendance at learning conferences.</li> <li>● Establish a whānau group that is consulted regularly to support providing barrier free access to learning.</li> <li>● Develop staff knowledge of Te Whare Tapa Wha and Te Kura Tapa Wha and identify authentic opportunities to use this to consult with whānau.</li> <li>● Review our reporting ākonga progress procedures <ul style="list-style-type: none"> <li>○ Ensure learning conferences take place in a culturally capable way twice a year</li> <li>○ Report in written form twice a year ākonga progress</li> <li>○ Report each term via a digital platform on student attitude</li> </ul> </li> <li>● Strengthening our SENCO network capabilities</li> <li>● Plan whānau and community events in line with the Maramataka - Matariki and other gatherings that are valued by our community.</li> </ul>
How will we measure success	<ul style="list-style-type: none"> <li>● Student, staff and community voice</li> <li>● Feedback/consultation from our whānau</li> <li>● Attendance at and contribution to learning conferences</li> <li>● Improved ākonga attendance</li> <li>● High levels of attendance at events</li> </ul>

Strategic Goal	<ul style="list-style-type: none"> <li><b>To strengthen engagement in learning by building ākonga and staff capabilities in their use of assessment for learning strategies on digital platforms.</b></li> </ul>
<u>NELPs</u>	<p><b>Objective 1: Learners with their whānau are at the centre.</b></p> <p><i>Priority 1:</i> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p><i>Priority 2:</i> Have high aspirations for every learner/ākonga, 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.</p> <p><b>Objective 2: Barrier free access, ensure sound foundation skills.</b></p> <p><i>Priority 6:</i> Ensure every Ākonga gains sound foundation skills.</p> <p><b>Objective 3: Quality teaching and leadership.</b></p> <p><i>Priority 5:</i> Incorporate Te Reo Māori and Tikanga Māori.</p> <p><i>Priority 6:</i> Develop leadership and staff capability to strengthen teaching.</p> <p><b>Objective 4: Future of learning and work.</b></p> <p><i>Priority 7:</i> Collaborate with industries and employers to ensure ākonga have the skills, knowledge and pathways to succeed in work.</p>
<u>Board Primary Objective Links</u>	<ol style="list-style-type: none"> <li>Every student is able to attain their highest possible standard in educational achievement.</li> <li>The school: <ul style="list-style-type: none"> <li>is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</li> <li>takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</li> </ul> </li> <li>The school is inclusive and caters for students with differing needs.</li> <li>The school gives effect to Te Tiriti o Waitangi <ul style="list-style-type: none"> <li>Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.</li> <li>Achieving equitable outcomes for Māori students</li> <li>Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</li> </ul> </li> </ol>

Expected Outcomes	<ul style="list-style-type: none"> <li>● Ākonga and staff will have the knowledge and confidence to navigate digital platforms.</li> <li>● Ākonga and staff will know how to protect their identity online and contribute positively as a digital citizen.</li> <li>● Digital platforms will be used appropriately to enhance learning engagement. Ākonga and staff will use these tools to complete mahi at a higher standard in less time.</li> <li>● Digital platforms will be used to support staff to differentiate and scaffold learning whilst giving feedback to Ākonga that is timely, prompts action and promotes metacognitive processes.</li> <li>● Accessibility to subject content for ākonga and ākonga mahi for staff will improve.</li> <li>● Digital devices will be used more effectively in learning spaces.</li> <li>● Digital fatigue for ākonga will be a thing of the past.</li> </ul>
What steps will we take to progress towards our goals	<ul style="list-style-type: none"> <li>● Build staff knowledge on how to use Google platforms to differentiate and scaffold learning and give feedback that is timely, actioned and promotes metacognitive processes through whole staff PLD <ul style="list-style-type: none"> <li>○ reviewing what the current status quo is through in class observations and one to one staff hui</li> <li>○ overview hui to ensure the foundation our why, what and how are clearly outlined</li> <li>○ One to one staff PLD sessions to build staff capabilities in their use of Google platforms</li> <li>○ Make direct links to Te Mātaiaho essential pedagogies</li> </ul> </li> <li>● Ensure the school infrastructure is set up to maximise digital functions. This includes moving from a server based infrastructure to the cloud</li> </ul>
How will we measure success	<ul style="list-style-type: none"> <li>● Student and staff feedback gathered twice a year via online survey</li> <li>● Devices are used to complete learning tasks faster, at a higher standard</li> <li>● Achievement data</li> <li>● A reduction of behaviours indicative of digital device fatigue is evident</li> <li>● Professional growth cycle reflections of teachers</li> <li>● Infrastructure is cloud based and devices are managed effectively by nominated staff</li> </ul>

## Annual Plan 2024

Strategic Goal	<ul style="list-style-type: none"> <li>● <b>To build knowledge of and strengthen delivery of Te Mātaiaho.</b></li> </ul>
Expected Outcomes	<ul style="list-style-type: none"> <li>● Development of an authentic and inclusive local curriculum that gives effect to Te Tiriti o Waitangi and reflects the aspirations of; Mana Whenua-Ngāti Tamakopiri, whānau, ākonga, iwi, kaiako and community..</li> <li>● Evidence based and culturally responsive teaching and learning practices.</li> <li>● Our local curriculum is coherent to Achievement challenge 1 of our Kāhui ako: <i>Localised Curriculum - with a Culturally Responsive Practice Focus</i></li> <li>● We have a co-constructed broad view of success and have defined what high expectations look like at our kura.</li> <li>● Effective Implementation of Level 1 NCEA.</li> <li>● Effective implementation of our local curriculum.</li> </ul>
Our current situation:	<p>Board has knowledge of Te Tiriti o Waitangi. Some have extensive knowledge of the Waitangi Tribunal Claims process due to their involvement in the current Wai Claim Mana Whenua have. Staff attended a Te Tiriti o Waitangi workshop at the beginning of 2024.</p> <p>Knowledge of He Pūnga and implementation is varied amongst teachers. Some students have had the opportunity to unpack the indicators at each stage of He Pūnga but this is reliant on teacher knowledge and confidence. The link between Te Mātaiaho and He Pūnga is not understood.</p> <p>Teachers are at the emergent stages in their understanding of Te Mātaiaho whakapapa, the key shifts and how it is structured. Knowledge of the NCEA changes is subject based. The link between these changes, Te Mātaiaho and teacher pedagogy are yet to be made.</p> <p>Knowledge of iwi purakau, town history and kura whakapapa is known and shared by individuals.</p>

## Key actions we will take

Action	Who is responsible	Resources required	Timeframe	Measure of Success
Board training to ensure a shared understanding of giving effect to Tiriti o Waitangi and the 2020 Education act.	Residing Member and Principal to ascertain which course will be appropriate.	PLD course costs	By end of Term 4, 2024	Board members have engaged in hui and Kura taking steps to give effect to Te Tiriti o Waitangi. This will be evidenced by <ul style="list-style-type: none"> <li>● Ensuring plans, policies and local curriculum reflect tikanga of Mana Whenua, mātauranga Māori and te ao Māori</li> <li>● Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>● Achieving equitable outcomes for Māori students</li> </ul>
To review and build consistency around the implementation of He Pūnga and extend this through the curriculum areas.	Senior Leadership Team in consultation with teaching staff to review current implementation.  With the support of Donna Davies PLD provider SLT to refine He Pūnga.  SLT to monitor implementation.	PLD hours provided via Kāhui āko.  Time - <ul style="list-style-type: none"> <li>● Copies of He Pūnga to be distributed by SLT for teachers to review and provide feedback.</li> <li>● Release time to collate feedback and refine He Pūnga.</li> <li>● Staff hui to share revised version, unpack and to implement.</li> </ul>	By end of Term 1, 2024  By end of Term 2  By end of Term 3  Monitoring Ongoing	Staff knowledge of He Pūnga is shared and consistent.  Local curriculum documents are evidenced in planning, teaching practice and assessment.  Students understand success can take different forms and what it looks like, sounds like and feels like. Staff are supported in their development. Regular in class observations are scheduled, conducted and discussed.
Unpack the whakapapa of Te Mātaiaho with	Principal Donna Davies	PLD hours provided via Kāhui āko	By end of Term 4	Hui meetings taken during PLD sessions.

<p>Kaiako and identify the links between assessment for learning He Pūnga and Niho Taniwha and Te Tiriti o Waitangi.</p>				<p>Knowledge and understanding of Te Mātaiaho, He Pūnga and Niho Taniwha will be evident in teacher reflections and planning.</p>
<p>Develop teacher knowledge of local whakatauaki, waiata, moteatea and karakia. Unpacking the knowledge handed down through these.</p>	<p>Principal Within School Leadership Team</p>	<p>18 PLD hours</p>	<p>By end of Term 3 and ongoing</p>	<p>A shared understanding of local purākau through te ao haka.</p> <p>Staff understanding of te ao haka performance skill and preparation deepen.</p> <p>Staff performance of selected items.</p> <p>Staff confidence to lead in this space is evident through their delivery in Te Whare Hāpai and Class sessions.</p> <p>Shared understanding of how to support Kaiako in te ao haka spaces developed.</p>
<p>Engage with an external agency to support the implementation of <b>RONGOHIA TE HAU</b></p>	<p>Principal to connect with Poutama Pounamu (PP) Waikato University</p> <p>SLT to plan Rongohia te Hau implementation strategy with PP.</p>	<p>64 PLD hours</p>	<p>By end of Term 2</p>	<p>A shared understanding of classroom practice across the school will be known.</p> <p>Gathered evidence through classroom walkthroughs and observations and student, staff and 'whānau surveys used to strengthen pedagogy.</p>

*Rangatiratanga*

*Manaakitanga*

*Whanaungatanga*

*Wairuatanga*

Engage with Poutama Pounamu Blending Learning to build staff culturally responsive pedagogy	Principal Poutama Pounamu Team 5 Kaiwhakaako from Kura	21 PLD hours for each of the 5 Kaiwhakaako to engage in the Blended Learning	By end of Term 4 2025	<p>Kaiwhakaako knowledge and confidence of cultural responsive practice strengthen.</p> <p>Kaiwhakaako leadership and coaching of staff evident through Blending Learning reflections.</p> <p>Staff understanding of culturally responsive practice evident through reflections and classroom practice.</p>
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## Annual Plan 2024

Strategic Goal	<ul style="list-style-type: none"> <li>● <b>To build powerful education partnerships with ākonga, Whānau and Mana whenua.</b></li> </ul>
Expected Outcome	<ul style="list-style-type: none"> <li>● Collaborative partnerships with our ākonga whānau, mana whenua-Ngāti Tamakopiri, Mōkai Pātea</li> <li>● We have clear transition pathways within and beyond our kura.</li> <li>● We have a strong communication and consultation process (based on Te Whare Tapa Wha) to ensure that whānau are well informed, their aspirations are known and upheld and ākonga are supported.</li> <li>● Whānau are present, welcomed and their contribution is valued</li> <li>● Whānau will understand the learning progress and pathways available to their tamariki</li> <li>● Kahui ako: Achievement challenge 3 Creating positive transitions</li> </ul>
Our current situation:	<p>Reporting to whānau on a monthly basis student attitude to learning via ‘Live reporting’ through Student Management System - Edge. Low uptake from whānau. Learning Conferences held - attendance from whānau low. Year 11-13 whānau attendance low. Structure of conferences varied across the school.</p> <p>Relationship with Mokai Patea iwi and neighbouring schools through the Mokai Patea Kāhui ako are established. SENCO relationship with external rōpu established. Communication between home and school and external rōpu varied.</p>

## Key actions we will take

Action	Who is responsible	Resources required	Timeframe	Measure of Success
Gather baseline consultation information and identify the barriers to whānau contribution and attendance at learning conferences.	Principal	Time - to gather staff, student and whānau voice	By week 4 Term 1	<p>Staff, Student and Whānau perceptions of learning conferences known.</p> <p>Attendance and contribution barriers known and mitigate. Attendance at conferences increased.</p>
Review our reporting ākonga progress procedures	Senior Leadership Team (SLT)	<p>Time - to review current processes</p> <p>Cost to Edge report formatting</p>	By end of Term 1	<p>Teaching staff know when key dates are to report ākonga progress to whānau.</p> <p>Teacher consistency in reporting procedures evident through the structure of Learning Conferences.</p> <p>Ākonga and whānau know where their child is at and their next learning steps.</p>
Strengthening our SENCO network capabilities	<p>Senior Leadership Team (SLT)</p> <p>With input from</p> <ul style="list-style-type: none"> <li>● Whānau</li> <li>● Mōkai Patea Services</li> <li>● Ministry of Education Special Educational Needs Advisors</li> <li>● Resource Teacher in Behaviour and</li> </ul>	Time	By end of Term 4 (ongoing)	<p>External network relationships are strong. Key personnel from each rūpu are known by ākonga, staff and whānau.</p> <p>Ākonga, staff and whānau receive the information and support needed to thrive in learning.</p>

	<p>Learning</p> <ul style="list-style-type: none"><li>• Resource Teacher of Literacy</li></ul>			<p>Communication channels between home and school, school and external rōpu are open, clear and strong.</p>
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## Annual Plan 2024

<b>Strategic Goal</b>	<ul style="list-style-type: none"> <li>To strengthen engagement in learning by building ākonga and staff capabilities in their use of digital platforms.</li> </ul>
<b>Expected Outcome</b>	<ul style="list-style-type: none"> <li>Ākonga and staff will have the knowledge and confidence to navigate digital platforms.</li> <li>Ākonga and staff will know how to protect their identity online and contribute positively as a digital citizen.</li> <li>Digital platforms will be used appropriately to enhance learning engagement. Ākonga and staff will use these tools to complete mahi at a higher standard in less time.</li> <li>Digital platforms will be used to support staff to differentiate and scaffold learning whilst giving feedback to Ākonga that is timely, prompts action and promotes metacognitive processes.</li> <li>Accessibility to subject content for ākonga and ākonga mahi for staff will improve.</li> <li>Digital devices will be used more effectively in learning spaces.</li> <li>Digital fatigue for ākonga will be a thing of the past.</li> </ul>
<b>Our current situation:</b>	<p>Little evidence of student digital citizenship knowledge or voice in this area.</p> <p>Varied capabilities within staff in utilising digital platforms to differentiate, scaffold learning and give feedback to learners that is timely, actioned and promotes metacognition.</p> <p>Infrastructure is cumbersome.</p>

### Key actions we will take

Action	Who is responsible	Resources required	Timeframe	Measure of Success
Ensure the school infrastructure is set up to maximise digital functions. This includes moving from a server based infrastructure to the cloud	Principal in consultation with the Board of Trustees	Time	By the end of Term 1	<p>Azure uninstalled before the end of term - ideally by 8th April.</p> <p>Google Drive App installed on every device. Task completed by 9th April</p> <p>All staff resources moved from OneDrive (and any server drive) into</p>

				<p>their Google Drive.</p> <p>Delete Onedrive App once the content has been migrated for each device.</p> <p>Shared drives from the server moved to identically named Google Shared Drives. Task completed by 8th April.</p> <p>Staff will find all docs from the server drives on Google Shared drives.</p> <p>Access to the server for all staff (except SLT) removed.</p>
<p>Build staff knowledge on how to use Google platforms to differentiate and scaffold learning and give feedback that is timely, actioned and promotes metacognitive processes through whole staff PLD</p>	<p>Senior Leadership Team (SLT)</p>	<p>50 PLD hours</p>	<p>By the end of Term 1, 2025</p>	<p>Use of Google platforms to enhance teaching and learning will be evident.</p> <p>Gathered student and staff voice will show an increase in confidence and ability to navigate Google platforms..</p> <p>Differentiation, scaffolding and feedback strategies will be evident in planning and through in class observations</p>