Kutarere School Strategic Plan 2024

Ki te whakatuwhera rangatira o te tamaiti, Ki te tapuhipuhitanga o te matauranga Kia tu maia – kia tu motuhake – kia tu manawanui "Inspiring lifelong learning and leadership Exploring talents and aspiring to the highest peaks Celebrating achievements"

Where we are currently at:

Our academic progress for 2023 showed approximately 75% of our students are achieving and working at their expected curriculum level, demonstrating their dedication and commitment to learning. We commend our students for their efforts and the support they receive from home and school.

Initiatives for student success

1. **PB4L (Positive Behaviour for learning)**: Our school has successfully initiated the Positive Behaviour for learning (PB4L) program, which focuses on creating a positive and supportive environment for all students. The program aims to enhance students' social and emotional well-being, leading to improved engagement and academic performance.

2. **Rainbow Readers**: The Rainbow readers program has been implemented to foster a passion for reading among our students. By providing a wide range of engaging and levelled reading materials, we aim to enhance students' literacy skills and broaden their horizons through the world of literature

3. **Structured Literacy Program.** The Structured Literacy Program is designed to provide targeted support to students who may require additional assistance with their literacy development. This program focuses on building foundational reading and with writing skills, ensuring that every student has the opportunity to succeed.

Future focus: As we look ahead to 2024, our school-wide focus will shift towards mathematics. recognising the importance of a strong foundation in mathematics, we are excited to announce the implementation of the Prime maths program. This programme has been carefully chosen to enhance students' mathematical skills and problem solving abilities, aligning with our commitment to continuous improvement and academic excellence.

Analysis of Variance

How will our targets and actions give effect to Te Tiriti o Waitangi:

The Upokorehe curriculum at Kutarere School is a culturally rich and responsive approach that deeply respects the principles of te Tiriti o Waitangi. By engaging with local kaumatua, incorporating cultural activities, and fostering a strong sense of identity and pride, the school has already taken significant steps toward giving effect to Te Tiriti. How do our localised curriculum align with Te Tiriti o Waitangi principles and contribute to student achievement.

Partnerships and Participation: Collaborating with kaumatua from each marae demonstrates a commitment to the partnership principle of Te Tiriti. By involving local elders in curriculum development, the school is honouring the importance of Maori voices in shaping education. This partnership helps ensure that local Maori views, stories and histories are accurately represented in the curriculum.

Protection and Empowerment: Sharing rich histories and stories about local marae helps protect and preserve cultural heritage while also empowering students to understand and respect their own identity. This approach fosters a strong connection to ancestral lands and cultural traditions.

Cultural Identity and confidence: Through participation in kapa haka, manu korero, and daily Ringatu karakia, students are engaging in cultural practices that help them connect with heritage, build self-confidence and develop a sense of self belonging. This ensures that students' cultural identities are valued and nurtured.

Cultural Competence and Understanding: the incorporation of stories shared by local kaumatua and visits to significant landmarks helps students gain a deeper understanding

of Maori culture and history. This promotes cultural competence and empathy, and fostering meaningful relationships between Maori and non-Maori.

School Values and PB4L: the four values, Manaakitanga, Kaitiakitanga, Whanaungatanga and Matauranga reflect important principles of Te Tiriti. These values promote mutual respect, care for the environment, strong relationships, and knowledge acquisition. By embedding these values into the curriculum, the school is actively promoting the Treaty's principles in students' daily lives.

Te Whare Tapa Wha Framework: Incorporating Mason Durie's Te Tapa Wha model into the curriculum enhances student well being by focussing on four dimensions: taha wairua (spiritual well-being), taha hinengaro (mental well-being), taha tinana (physical well-being) and taha whanau (social well-being). This approach addresses the holistic needs of students.

Student Achievement: By fostering a strong cultural identity, promoting values, and incorporating the Te Whare Tapa Wha framework, the Upokorehe curriculum contributes to raising student achievement. When students feel connected, respected and supported in their cultural identities, they are more likely to engage in learning, leading to improved academic outcomes.

The Upokorehe curriculum at Kutarere School is a powerful embodiment of Te Tiriti o Waitangi's principles. By nurturing cultural identity, promoting values, and embracing the holistic well-being of students, the school is not only giving effect to Te Tiriti but also creating an environment where students can thrive academically, emotionally and culturally.

Teaching and learning strategies

At Kutarere school, our commitment to supporting student progress and achievement is deeply rooted in a holistic approach that addresses various facets of learning. Our strategies, with a particular emphasis on literacy and maths, encompass a range of measures:

Standardised Testing: We utilise standardised testing to evaluate student performance and identify areas for improvement. This data driven approach guides our instructional decisions and ensures tailored support for each student's learning journey.

Professional learning Support: Our immersion class benefits from the expertise of kia Ata Mai, which enhances our culturally responsive teaching practices. This partnership enriches the immersion experience for our students, nurturing a strong cultural identity.

House of science collaboration: Our collaboration with the House of Science ensures hands-on science learning, fostering curiosity and critical thinking. These experiences deepen students' scientific understanding and passion for exploration.

Literacy and Maths initiatives: the interaction of Rainbow readers, structured literacy and Prime Maths cultivates strong foundational skills. Rainbow Readers cater to diverse reading abilities, while structured literacy and Prime Maths provide comprehensive frameworks for skill development.

Tuaakana/Teina: Our Tuaakana/Teina philosophy fosters peer mentoring and collaboration, nurturing a sense of responsibility and leadership. This approach creates a positive and supportive learning environment for all students.

Whanau engagement: We actively involve whanau in our students' education, recognising their pivotal role in fostering success. Regular communication, whanau events and involvement in decision-making processes strengthen the school home partnership.

Teacher observations: Overall teacher judgement allows us to assess students progress comprehensively. Teachers insights guide instructional adjustments to meet individual needs effectively.

Resource Teacher and Learning Behaviour Support Services: The involvement of Resource Teachers and Learning Behaviours Support Services ensures that students with diverse needs receive targeted assistance, promoting inclusivity and equity.

Professional Dialogue: Collaborative discussions among colleagues facilitate the sharing of best practices and insights. This professional dialogue enhances teaching approaches and benefits student learning outcomes.

Opotiki Kahui Ako: Our participation in the Opotiki Kahui Ako promotes collaboration within our wider educational community. Sharing knowledge and resources with other

schools enhances our collective efforts for student success.

Data Moderation and analysis: Regular data moderation and analysis sessions allow us to identify trends and patterns in student performance. This data informed approach guides our decision making and instructional planning.

Student Absenteeism: We are committed to reducing student absenteeism, as consistent attendance is crucial for optimal learning. By addressing barriers and fostering a positive school environment, we ensure students are present and engaged. The Kahui Ako has taken a proactive approach by employing two dedicated truant officers. These officers are integral in monitoring and addressing student absenteeism within our school community. Their presence ensures that we are better equipped to identify patterns of absenteeism, address root causes and provide appropriate interventions to support students who may be struggling to attend school regularly.

Review Schedule and Board Assurances

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Strategic Goals

1. Develop an Upokorehetanga curriculum to accelerate student achievement

Upokorehetanga curriculum
2. To increase the number of students achieving at or above the expected curriculum level.
3. To have high levels of community engagement to enhance the quality of our learning environment
4. To have students who know who they are and are confident to engage in the wider world
5. To develop digital capability of students
6. Personnel - develop/implement a clearly defined performance management system

Goals	2024	2025	2026

1. Develop an Upokorehetanga curriculum to accelerate student achievement NELP's 1,2,3,4 Whanau consultation	Development of new Curriculum reflects the priorities of the Community Growing confidence amongst staff utilising the local curriculum for planning, teaching and learning.	School curriculum is fit for purpose and is understood and supported by whanau and community Growing confidence amongst staff utilising the local curriculum for planning, teaching and learning. Improved pedagogical practice enables acceleration of student achievement	Embedding of the new curriculum enables consistency of practice Student achievement data reflects an improvement across the year and curriculum levels
2. To increase the number of students achieving at or above the expected curriculum level.	10% or greater improvement in achievement in reading, writing and maths Review pedagogical practice	10% or greater improvement in achievement in reading, writing and maths Pedagogical practises embedded and effective for learners	10% or greater improvement in achievement in reading, writing and maths Pedagogical practises embedded and effective for learners
NELP's 1,2,3,4	Develop clear writing expectations e.g. clarity of WALTs and success criteria, student goal setting, Teachers are confident in using formative assessment practises OTJs are consistent across the school	Planning is needs based Teaching as inquiry is developed Writing expectations are embedded e.g. clarity of WALTs and success criteria, student goal setting,	Across school moderation further standardise OTJs Formative assessment practises are embedded

3. To have high levels of community engagement to improve the learning of our students NELP's 1,2,4	Whanau and the community support full attendance in the school. Whanau and the community actively contribute to the direction of the school.	Community have a reciprocal learning relationship with the school	Community have a reciprocal learning relationship with the school
4. To broaden students' understanding of and confidence in their ethnic identity NELP's 1,2,3, 4	Students will have an understanding of Upokorehe Te reo me ona tikanga, local stories and rich history	Students growing understanding of their identity influences their world view and attitude to learning Students will actively engage in their local and wider communities.	The students' strong sense of identity enables them to become responsible and contributing member of their community, iwi and society
5. To develop digital capability of students NELP's 1,2,4	Students, staff and community are growing in their digital confidence	Students, staff and community are growing in their digital confidence	Students, staff and community will be digitally fluent
6. Personnel - develop/implement a clearly defined performance management system NELP's 1,2,4	The principal joins fellow principals to establish a group dedicated to fostering their individual "Professional Growth Cycle" A clearly defined performance management system is implemented	Principal attends collaborative hui with the group to share experiences, learn about successful practices and participate in interactive discussions to address challenges. Share outcomes from their initiatives and seek feedback.	The community benefits from enhanced leadership, improved educational practises, and a culture of ongoing development

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Objectives	Actions	Who	Timeframe	Measures of success
1. Develop an Upokorehetanga curriculum to accelerate student achievement	Consult with staff and community about the big picture outcomes of our curriculum Consult on the draft curriculum Prepare resources for our Upokorehetanga curriculum.	Principal, staff, kaumatua, kuia and community	February 2024 December 2024 Term 1-4	Development of new Curriculum reflects the priorities of the community, including reiteration of their narratives. This is achieved through consultation with kaumatua representing each of the five marae.
2.1. Increase student achievement	Review practice and decide on a culturally and relational pedagogy Develop collaborative practises like tuakana/teina to help raise student achievement Develop teacher capability in formative assessment practises Engage in moderation across the school	Principal, staff, kaumatua, kuia community and outside agencies	February 2024 - December 2024 Term 1-4	A cultural and relational pedagogy has been designed and implemented Collaborative practises are embedded Formative assessment is in place and learners are progressing as a

				result

	Ensure that planning is based on the needs of students identified in assessment information . Ensure teachers are proactive around seeking the support of learning needs through outside agencies. Continue to foster an environment where Maori students can succeed as Maori			Consistent assessment processes and student data is robust as a result of effective moderation processes Collaboration of outside agencies is benefitting students Māori are succeeding as Māori 10% or more of student progress and achievement has been consistent each year across the school
2.2 Develop an assessment system that supports progress and achievement.	Review of current assessment practice Report to the Board of Trustees on student progress and achievement	Principal, staff, whanau, kaumatua, kuia and the community	Review in March	Valid and reliable student data. School-wide assessment practice.

2.3 Implement teaching as inquiry practises	Staff professional practice as teaching as Inquiry Implement practises to support target learner	Principal, staff and outside agencies	Term 1-2 2024 implement the practice in terms 1 & 2	All staff have a shared understanding of effective teaching and inquiry practice All target students show accelerated progress driven by these practises
3.1 The whanau and the community support full attendance in the school.	Actively monitor attendance and contact whanau of children whose attendance rates are low. Develop attendance procedures regular communication with whanau about the importance of regular attendance. Involve truancy officers to investigate cases of both chronic and regular absenteeism. Celebrate regular attendance for each term	Principal, staff, Whanau, kaumatua, kuia and community	Beginning Term 1 From Term 1 Communication will be ongoing.	Community have a reciprocal learning relationship with the school At least 90% attendance
3.2 Whanau actively engaged in the daily activities of the school	Inform community through a range of media platforms Parent volunteers for various school activities, organising events and helping in the classroom	Principal, Board of Trustees, staff, kaumatua, kuia, whanau and wider community	Term 1 Ongoing	Regular school and community posts on our FB page. Significant whanau and community attendance at school events

3.3 Whanau and the community actively contribute to the direction of the school.	Whanau help shape the curriculum to ensure it aligns with cultural values and aspirations of the students and their whanau Establish regular avenues for consultation with whanau and community members	Principal, staff, Board of Trustees, whanau and community	At least once a term	Whanau will share their aspirations for their tamariki mokopuna for the directions of the school.
4.1 Students will have an understanding of Upokorehe te reo me ona tikanga.	Students collaborate on creating a collective narrative that connects the history of each marae Engage kaumatua and other members who hold knowledge about the history of the hapu and its marae. Explore the concept of Kaitiakitanga by understanding how the hapu has historically cared for and managed their environment and resources	Principal, staff, Board of Trustees, whanau and community	Term 1 - 4 Ongoing	All students participate in activities. Students will be able to demonstrate Upokorehetanga tikanga in a range of authentic situations.
Students will actively engage in their local and wider communities.	Actively participate in the Opotiki Kahui Ako activities Participate in academic, sporting and cultural activities around the community.	Principal, staff, Board of Trustees, whanau and community	Term 1 - 4	All students participate in various activities in and outside of the school community
5.1 Students will be digitally fluent	Provide tools, resources, and infrastructure to support student digital fluency. Participate in Professional Learning Development to enhance your proficiency in digital skills	Principal, staff, Board of Trustees and outside agencies IT expert, Wiremu	Terms 1 and 4	Critically online information Locate valid and reliable information online

	A stocktake of digital tools	Berryman		Use digital technology tools to enhance their learning.
6.1 personnel - develop/implement a clearly defined performance management system	Principal to perform annual performance reviews for all staff to identify areas for professional development. Principal to attend Kahui Ako, and Eastern Bay of Plenty Principal Assn hui The Principal has joined a Professional Growth Cycle team	Principal, Board of Trustees, outside agencies	Terms 1 - 4	A clearly defined performance management system is in place and effective