

STRATEGIC PLAN – INĀ TE MAHI HE RANGATIRA

VISION STATEMENT

Te Kura Māori o Ngā Tapuwae is in the Mangere suburb of Auckland City. The caregiver community has a rich multi-ethnic diversity; however, the Kura students are predominantly Māori or of dual heritage. Our community has been loyal to this school for nearly 50 years and we now are privileged enough to teach ākonga that have a four-generation relationship with us. We are a proud community who wish only the best for ourselves and to honour our mokopuna/uri with the service they deserve, as their **Kaiako, Kaiwhakarite, Kaiarataki, Kaimahi, Kanohi Mataara, Kaikōtuitui, & Kaitiaki**.

Te Kura Māori o Ngā Tapuwae community and its affiliated membership to Ngā Kura-ā-Iwi is a committed and passionate body comprising of humble, highly educated and successful people. As a Kura and a whānau we are positive about and supportive of all Kura activities. We fully comprehend and value the importance of educational achievement for their children. The Kura whānau demand high educational standards and achievement to enhance their children's citizenship. Utilising the core principles of Iwitanga outlined above with our local hapū & Iwi – Waikato, Te Waiōhua, Te Ahiwaru and Te Akitai. A presiding whānau support system has enabled our Kura to commit to great outcomes for our Uri and we seek to ensure that our Uri are well rounded Tangata Whenua who understand their significant place in Aotearoa NZ. We are forever grateful to our founding elders Te Kepa & Pani Stirling and their daughter Arihia who heads their legacy of Education.

Our vision is to develop individual and whānau excellence and creativity in a vibrant, respectful and purposeful learning community to ultimately improve our ability to participate as Māori citizens of the world. We embrace the Tū Rangatira strands of leadership in order to prepare our students for the future with strength in our mokopuna/uri knowing that they can live and learn as Māori and that is an advantage to be Māori. The roles and focus areas of practice in leadership from a Māori standpoint is achievable at any age and for of all stakeholders of our Whānau, Hapū, Iwi and community. Our school is only as good as the community that we serve, and by valuing the leadership focus areas of NKAI **Manu Kātua & Tū Rangatira** they will help our students to realise 'who they are' and how they can live prosperous lives.

Our students benefit from a staff that are dedicated to continuous professional learning and inspired to deliver high standards of professional practice and inquire and critique their own programmes. They also benefit from highly qualified & passionate senior curriculum practitioners along with an excellent Health & Wellbeing programme (Te Waiora o Rona), pastoral care, numerous support mechanisms and partnerships between the relationships of the local Iwi and their own Iwi, school, whānau and wider community. Resources are continually in development to support learning programmes and ensure the delivery of the best possible student outcomes.

We place central importance on offering a learning experience that values academic achievement, Personal Purpose, Ngā Tikanga o te Iwi o Waikato and the Pou of NKAI as defined below:

- He Uri Whai Tukuihotanga Champions of Cultural Identity
- He Uri Whai Mātauranga Seekers of Knowledge
- He Uri Whai Oranga
 - Oranga Wairua = A flourishing Spirit
 - Oranga Hinengaro = A Settled Mind
 - Oranga Tinana = Uri live healthy lifestyles that lead to a fit for purpose body
 - Oranga Whānau = Positive and Sustainable Relationships with others

We celebrate the mana of each person and seek to develop each other and all our talents. We want our students to experience the joy of being successful as Māori within their own community and globally, so they are prepared to navigate the next phase of their lives with the skills to be resilient, purposeful and strong enough to rise to the challenges that life brings in order to experience positive living and personal fulfilment. We endeavour to provide activities that spark joy for our students in sports - summer & winter, being creative to trigger innovation, activities and excursions with other NKAI kura to acknowledge our city dwelling Uri, reconnecting them with their whakapapa and cultural experiences to lift the Māori Spirit.

It is the important to the Board of Trustees that we look after the well-being of all staff, find ways to ensure they feel valued and promote Kotahitanga as professionals and as a significant member of our school ethos. We endeavour to support staff to work smarter not hard, assist them to review and evaluate each term how we can support staff to do their best work. Encourage our staff to find ways to give more time back to their own whānau by clear systems that keep communication strong at every level, health & wellbeing at the centre of our intention and meaningful relationships that give all staff a sense of belonging and satisfaction.

SUMMARY OF THE INFORMATION USED TO DEVELOP THIS PLAN/HOW DID YOU CREATE THIS PLAN

Our plan was co-designed by all senior managers of learning, Administration representatives, Health & Wellbeing Navigators within our Kura, Kaumatua, Parents, Community supporters, the Board of Trustees including Mana Whenua, Te Huarahi Hou (alumni Incorporated Society) and Ex pupils of the Kura. It was presented to staff, at a full hui a whānau and validated by the Board of Trustees.

We have chosen **four** Key areas to focus on: **Te Ao Māori, Te Waiora o Rona, Literacy & Numeracy**.

Te Ao Māori - As a Māori Medium Level 1 Kura, will we deliver Te Ao Māori foci across all areas of our kura, Learning Programmes, Health & Wellbeing, Numeracy & Literacy. **Te Ao Māori is the central Pou for everything we do.**

Te Waiora o Rona – Health & Wellbeing Strategy for the whole school whānau including Kaumatua & Staff.

Literacy & Numeracy - these two strategies are important for positive outcomes for our Uri and is seen in different ways:

For Year 7 – 10 our Literacy programme, begins with Te Reo Matatini and these skills are transferable across all subject areas offered in our kura be they delivered in Te Reo Māori or Te Reo Pākeha. Our Numeracy & Literacy Programmes are skill based in the Y1 - 8 so that content implementation can begin in Year 9 & 10. This strategy will strengthen the outcomes for NCEA Level 1, 2 & 3 - we believe these 4 strategies are the foundation of our students' learning experience.

STRATEGIC GOAL 1: TE AO MĀORI – CULTURALCY

Board Primary Objective:

Te Kura Māori o Ngā Tapuwae ensures that every student at the school is able to attain their highest possible standard in educational achievement and gives effect to Te Tiriti o Waitangi, including by -

1. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
2. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
3. achieving equitable outcomes for Māori students.

Links to Education requirements:

1. Te Marautanga o Aotearoa
2. Tū Rangatira Māori Medium Educational Leadership
3. Whare Tapa Whā
4. Te Pae Mahutonga (by Sir Mason Durie)
5. Te Wheke (by Rose Pere)
6. Te Hoe Nuku Roa (Aim: To standardise the use of a single factor, measure of cultural identity based on the cultural indicators)
7. Ngā Whanonga Pono o Te Ao Māori (understanding Te Ao Māori principles)

Manaakitanga

- ✓ ahurutanga/haumarutanga – a strong duty of care and safety for our people

Rangatiratanga

- ✓ mana motuhake – self determination
- ✓ tikanga – best practice
- ✓ tāuutuutu reciprocity

Kaitiakitanga

- ✓ stewardship of the natural environment

Whanaungatanga

- ✓ relationships and network support systems

Wairuatanga

- ✓ Mana Atua & whakapono - a well-grounded belief system that supports instinct and intuition in line with whāia te tika – the pursuit of the right way forward.

Tūmanako

- ✓ the objectives and aspirations of the community whai rawa/ōhanga – financial sustainability, economic health and business strategy

Te Reo Māori

- ✓ active commitment to protect and promote this taonga, the Māori language, for future generations of all New Zealanders

What do you expect to see?

- ✓ Te reo me ona tikanga
- ✓ Te Ao Haka
 - All Whare Ako teachers are responsible for this under the guidance of the Deputy Principal.
 - The anticipated result of successful completion is a full school knowledge of at least 3 Kura songs with actions, at least 3 mōteatea and 2 haka.
 - Participation in Competitive School Kapahaka groups.
 - Confident participation in school Pōwhiri and hui.
 - Self-directed practice of songs and haka around school.
 - Confidence in participating in tikanga focussed sessions such as - Wā waiata, Whare Ako practices, Pōwhiri, Hui both in the Kura and on their own marae.

How will we achieve or make progress towards our strategic goals?

- ✓ Whare Ako – Daily reciting, daily performance, daily learning of school waiata and haka.
- ✓ Bulletin – The HoL of Te Ao Māori decides on a focus item for the week that is published in our weekly staff bulletin.
- ✓ Waiata Channel – Our Kura has developed a video/audio library of school waiata, haka and waiata tawhito over the past 7 years. This channel is available to ALL students at any time through their school server login and to teachers for the purpose of WA learning, breakout sessions and personal development.
- ✓ Kura Tuarua – There are 2 important haka campaigns that we participate in. Biannually there is the National Secondary Schools Kapahaka Competition and annually we attend our Tāmaki Regional Competition – Te Ahurea Tino Rangatiratanga.
- ✓ Mana Kuratahi – Our school participates in the regional kapa haka competition annually and plan towards the national competition biannually if we are fortunate to qualify

How will you measure success?

- ✓ Qualification to competitive groups
- ✓ Participation in 'ngahau' groups
- ✓ Participation in pōwhiri
- ✓ Confident participation in WA practices
- ✓ Confident participation in Whānau Hui

- ✓ Confident participation in full school performances.

STRATEGIC GOAL 2: TE WAIORA O RONA

Board Primary Objective:

Te Kura Māori o Ngā Tapuwae is inclusive of, and caters for, students with differing needs and

- (i) is a physically and emotionally safe place for all students and staff; and
- (ii) 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
- (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.

Furthermore, our kura plans and designs all programmes against the Maramataka Māori. Ensuring that teachers are cognizant of the energy levels of ourselves and our students and plans different learning and events around these energies. eg; assessments and evidence of learning outcomes are done during the high energy level times and when energy levels are low are in our week we plan to take advantage of low energy activities to compliment the Maramataka.

Links to Education requirements:

1. Te Marautanga o Aotearoa
2. NZ Curriculum
3. Te Ao Māori
4. Tū Rangatira Māori Medium Educational Leadership
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Manaakitanga

- ✓ ahurutanga/haumarutanga – a strong duty of care and safety for our people

Rangatiratanga

- ✓ mana motuhake – self determination
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Kaitiakitanga

- ✓ stewardship of the natural environment

Whanaungatanga

- ✓ relationships and network support systems

Wairuatanga

- ✓ Mana Atua & whakapono - a well-grounded belief system that supports instinct and intuition in line with whāia te tika – the pursuit of the right way forward.

Tūmanako

- ✓ the objectives and aspirations of the community whai rawa/ōhanga – financial sustainability, economic health and business strategy

Te Reo Māori

- ✓ active commitment to protect and promote this taonga, the Māori language, for future generations of all New Zealanders

What do you expect to see?

- ✓ Education through Health & Wellbeing
- ✓ Children feeling the joy of education here at TKM
- ✓ Valuing the mana & dignity of the child, parent & Kaiako
- ✓ Ensuring professional support for teachers to have a sustainable work life balance
- ✓ Parents, Caregivers, Grandparents raising children
- ✓ Parents experience success and joy for their children at Ngā Tapuwae through holistic wellbeing and active participation
- ✓ Providing a social setting for our pakeke, ruruhi via social support, medical support through our doctor
- ✓ Students & Staff Social support systems
- ✓ MoE support funding
- ✓ Relationship with Hau Kainga
- ✓ Relationship with whanau

- ✓ Hākinakina
- ✓ Provision of Winter & Summer sports for all year groups to lead to flourishing spirits, quiet minds and bodies fit for purpose
- ✓ Helping parents balance life and childrens education
- ✓ Health & wellbeing of staff. Promoting healthy work/life balance

How will we achieve or make progress towards our strategic goals?

1. PE integrating Te Ao Haka through Mason Durie Hauora Model.

Taha tīnana:

- ✓ Physical aspects of regular group and individual workout sessions before, during and after school for all staff, students and whanau. Practical sessions designed by trained professionals to target our taha tīnana, look good, feel good.
- ✓ Students participating in general Hākinakina opportunities and trying new things

Taha Whānau:

- ✓ Social opportunity for staff, students and whanau to be actively involved together and allowing all whānau members to be physically active within their own whānau capacity.
- ✓ Students also being able to participate in a variety of team and individual sports competitions regionally, nationally and internationally.

Taha Hinengaro:

- ✓ Staff, students and whanau willing to participate in all Kura sports that contribute to the overall wellbeing of themselves and whanau. This includes all aspects such as coaching, managing and officiating if required.
- ✓ Linking all learning objectives and assessments to Kapa haka allowing students to be comfortable and confident to understand the context of their learning and ensuring things are relevant, giving them a sense of achievement.
- ✓ Staff and students understanding our Kura values and demonstrating these daily.
- ✓ Manaakitanga, Tiakitanga & Whanaungatanga

Taha Wairua:

- ✓ Staff, students and whānau are well spiritually through daily karakia and incorporating tiaki Taiao.
- ✓ Celebrating who we are as individuals through culture, religion and beliefs.
- ✓ Linking Maramataka to cater to student's energy levels on a daily basis

How will you measure success?

- ✓ All students eligible for NCEA having the opportunity to be assessed and contextualised learning through Te Ao Haka and Physical Education with Kapa Haka as the focus.
- ✓ Improving NCEA levels 1, 2 & 3 utilising students work that they are currently participating in and creating assessment tasks linking to Te Ao Haka.
- ✓ Taha tīnana – Physically understanding what our taura are capable and challenging them to express themselves through Kapa Haka. Identifying the relevant links to Te Ao Haka and Hākinakina through daily exercises.
- ✓ Taha whānau – Whānau participating and catering to their child's needs through attending regular sports events, volunteering their time to support our ongoing Hākinakina goals and objectives and understanding the most successful students are the ones who participate in everything.
- ✓ Taha Hinengaro – Demonstrating our Kura values daily practically and theoretically “on and off the field” using Hākinakina and Te Ao Haka as the vehicle to allow students to express their feelings and emotions.
- ✓ Taha Wairua – Students leaving spiritually well and demonstrating resilience through all aspects of Te Ao Haka and Hauora.

STRATEGIC GOAL 3: LITERACY

Board Primary Objective:

Te Kura Māori o Ngā Tapuwae ensures that every student at the school is able to attain their highest possible standard in educational achievement.

Links to Education requirements:

1. Te Marautanga o Aotearoa
2. NZC
3. Pānui
 - ✓ Pūkete Pānui Hāere
 - ✓ e-asTTle
 - ✓ Running Records
4. Tuhituhi
 - ✓ Manu Tuhituhi
 - ✓ Samples of Work

What do you expect to see?

Kura Tuatahi:

Years 0-3:

- ✓ Strong focus on teaching and reinforcing foundation literacy skills for emergent and beginning learners using structured literacy programmes that fits our students' needs in a total immersion setting.

Years 4-6:

- ✓ Extending foundation literacy skills to further develop and gain fluency across all subject areas.
- ✓ Utilising our tri-partite agreement with whānau for regular feedback on student learning and progress via weekly mahi kāinga either in print form (Year 1-3) or online (Year 4-6)
- ✓ *Online learning includes modelling by kaiako, examples of student work or forum to ask questions or share experiences from home via Storypark (Papa Paki) and/or email.

Year 7 - 13

- ✓ Te Reo Māori is a priority for our taura
- ✓ Ensure all taura needs are met at all levels
- ✓ Expectation that taura will continue to progress
- ✓ Our Kura will plan with the intention and understanding that every cohort matters.
- ✓ This will be measured through thoughtful school wide planning, professional conversations linking senior subject specific leaders giving clear indications of what they expect for outcomes in NCEA and Kura Tuatahi, Kura Takawaenga, Kura Tuarua planning with Kura wide intention in mind.
- ✓ Success is measured via regular assessment, observations, reporting to parents, whānau conferencing, exhibitions, student-led conferencing.
- ✓ Professional development maintained to ensure kaiako have the most up to date skills to ensure success for our taura
- ✓ Reporting to parents will reflect these 3 times per year with March being the report on the readiness of students to learn, reminder of where they stood from their last report and how they progress to a positive outcome. Midyear reports at the beginning of Term 3. End of Year report sent home with students at prize giving with parents having the opportunity to meet with teachers if required.

How will we achieve or make progress towards our strategic goals?

Te Reo Matatini ~ Years 0 – 6:

KŌRERO Ā-WAHA:

1. Reo ōkawa (Formal language) includes:
 - ✓ Mihi maioha, tauparapara taught are age-appropriate, school karakia, pepeha & whakataukī are learnt at all year levels and students are encouraged to research and learn their individual pepeha.
 - ✓ School karakia and iwi karakia are also taught where students are encouraged to lead and take part at all levels.
 - ✓ Tautohetohe (debate) techniques are explored to explain reasons for and against topical issues.
2. Year 3-6 Reo classes with Tā Stirling include:
 - ✓ Kōrero mō Te Whare Wānanga Pupuri Kōrero o Ngā Tapuwāe / Ngā Tapuwāe o Mataoho
 - ✓ Kōrero mō ngā Atua Māori / Kaitiaki o te Ao Māori
 - ✓ Pepeha
 - ✓ Whakapapa
 - ✓ Rerenga kōrero tika (correct sentence structures)
 - ✓ Whakatikatika hapa reo
3. Reo ōpaki (informal language) includes:
 - ✓ Reo whakamihi (expressing gratitude or giving praise), kōrero paki (storytelling) or recount, reo whakaari (theatrical language), rotarota, pao.
 - ✓ Students recite and re-enact *Te Arapū Māori* each morning and afternoon to encourage retention.

PĀNUI

1. Year 0-3 Reading programme involves daily use of Ngā Kete Kōrero book range in full class or smaller group settings. Students have access to variety of texts to help them master foundation reading skills.
2. Starting with learning *te oro o te pū* (phonemes), to *te ingoa o te pū* (name of the letter), *tōna hanga*, (letter formation) to *kūoro* (syllables) and then *kupu* (words). Some reading strategies have been adopted from the *Mahi By Mahi* programme, while others have been adapted as a progression from *kōhanga reo* teachings – *Te Arapū Māori me ngā mahi ā-ringā*.
3. Year 4-6 Reading programme involves daily use of a variety of texts in print and digital form. The *Te Huinga Raukura* book range is utilised, as well as school journals like *Te Wharekura*, language books like *Te Reo Rangatahi*, and graphic novels like *Manawatū*, that has AR (Augmented Reality) elements. Students are expected to read text daily with links provided to whānau via *Papa Paki* (Story Park) to encourage reading at home.

TUHITUHI:

1. Year 0-6 follow our *Poutama Ako* system to develop proficient writing skills.
2. Planning also involves the *Ngā Manu Tuhituhi* framework where focus areas are implemented for each term. Strong focus on modelling and peer/self-checking to ensure good writing practice at all levels.

WHAKAPAKARI TUHI:

1. A key focus on improving and maintaining tidy handwriting throughout all year levels but specifically from Years 2-6. Daily practise in class as well as handwriting tasks in mahi kāinga each week has been normalised across Kura Tuatahi.

Summary of all learning areas ~ Years 7 - 13

- ✓ Reading - exposure/comprehension/context/cross
 - Exposure to varied texts
 - Reading comprehension / summary/reviews/reports
 - Reliability of sources

- ✓ Writing – reports, essays, reviews, self-reflection, script writing
 - Hamburger model
 - Subject integration/Cross-curricular
 - Balance between bookwork and technology
 - Delving into the “why” for writing

Overall, HOW:

1. Critical thinking
2. Structure writing
3. Comprehension

ENGLISH

1. Links to other learning areas identified
2. Integration of other subjects where possible
3. Reading
 - ✓ exposing students to varied literature.
 - ✓ encouraging reading for enjoyment
 - ✓ comprehension skills enhanced
4. Writing
 - ✓ ensuring all styles of writing are taught

CONSTRUCTION

1. Demonstrate the teaching and learning of literacy in the workshop.
2. Integrated teaching and learning. Different contexts
3. Learning opportunities provided within the workshop but gaining expert knowledge from language teachers.
4. Multiple opportunities to be assessed

SCIENCE

1. Practice skills around reading comprehension, e.g. highlighting key words, reading, and explaining to another.
2. Scaffolding report writing using suggested paragraphs, hamburger structure.

SCI/PE

1. Report writing.
2. Structured writing

MEDIA/IT

1. Script writing and self-reflections.
2. Develop critical thinkers

ART

1. Artist and their artwork analysis.
2. Evaluations carried out on completed mahi.

Flexibility in timetables and allowances for staff to integrate.

How will you measure success?

Te Reo Matatini ~ Years 0 – 6:

KŌRERO Ā-WAHA:

1. Reo ōkawa
 - ✓ progress is observed daily through karakia ngātahi, mihi ki te Kai Karakia, mihi ki ngā manuhiri. Wā kōrero gives opportunity to each student to share what they've learnt. Mahi kāinga is set to promote oral language use to be reinforced in the home.
 - ✓ Mihi whakatau, pōhiri, wā whakanui and other special occasions give measure to whether students have understood reo ōkawa and the tikanga surrounding that.
 - ✓ Tautohetohe assessment comes in form of immediate verbal feedback to each student and a summary provided in student reports.
 - ✓ Ko Tā Stirling, he whakatikatika hapa reo te mahi mō ngā tauira me ngā kaiako hei ngā wā ka tū ki te kōrero ki mua i a ia.
2. Reo ōpaki
 - ✓ progress is gauged again during wā kōrero each morning, as well as during wā pānui.
 - ✓ Kaiako observe whether students are confident and understand informal language (at their level) and quizzes frequently.
 - ✓ Kaiako observe whether students have retained *Te Arapū Māori* through their expressions and actions, as well as whether this transfers into Tuhituhi practise and letter/word identification during Pānui.

- ✓ Comprehension across Te Reo Matatini areas is also noted.
- 3. Pānui
 - ✓ Students are formally assessed at least twice a year using *Pūkete Pānui Hāere*, and information is shared with parents via reports or available upon request.
 - ✓ Kaiako and students also use *Poutama Ako* assessments to gauge where fluency has been gained and what areas need work on.
- 4. Tuhituhi
 - ✓ Kaiako assess students using *Poutama Ako* system which identifies where fluency is gained.
 - ✓ Student 'best work' examples are evident across classroom environments and are topics of discussion during report evening and student-led conferences.
 - ✓ Student work is also shared to *Papa Paki* (Story Park) by kaiako and/or whānau to acknowledge some completed writing tasks either at school or home.
- 5. Whakapakari Tuhi
 - ✓ Kaiako mark books frequently with feedback for students. Dictation assessments help identify where students need improvement.
 - ✓ Peer checks especially encourage good habits to identify *tohu tō* (macrons) punctuation marks and self-correction.

Summary of all learning areas ~ Years 7 - 13

- ✓ Student conferences and students providing samples of work.
- ✓ Year by year reflections
- ✓ Formal assessments and OTJ
- ✓ Compile pieces of evidence
- ✓ Own subject rubrics
- ✓ Practical thinker's vs theoretical thinkers
- ✓ NCEA achievement grades
- ✓ Achieved, Merit, Excellence
- ✓ Structured writing – writing a report on an investigation that has a clear structure with separate sections for each main idea

ENGLISH

- ✓ e-asTTle reading
- ✓ writing samples for specific style

MATHEMATICS

- ✓ Student can follow through with a cohesive thought process, outlining the thinking process each step prior to obtaining the final answer.
- ✓ Student can generalise their thinking and construct a structured discussion about the context at hand.
- ✓ Student can craft a mathematical statement from a given context.

MATHEMATICS AND STATISTICS

- ✓ Student can analyse data at hand and reach appropriate conclusions or make further predictions.

IT/MEDIA - CRITICAL THINKING

- ✓ Analysis of digital media outcomes, describing the outcome that was developed and explaining decisions made in the development process.
 - Measured through assessments rubrics at appropriate levels
 - Evidence can be seen in student digital booklets and assessments

ART

- ✓ Analysis of art works to show in-depth understanding of art works and terminology.

STRATEGIC GOAL 4: NUMERACY

Board Primary Objective:

Te Kura Māori o Ngā Tapuwae ensures that every student at the school is able to attain their highest possible standard in educational achievement.

Links to Education requirements:

1. Te Marautanga o Aotearoa
2. NZ Curriculum
3. Poutama Tau
4. Poutama Ako
5. Jam 1 -4
6. IKAN

7. GLOSS
8. e-asTTle

What do you expect to see?

KURA TUATAHI

1. Years 0-3:
 - ✓ Strong focus on teaching and reinforcing foundation numeracy skills for emergent and beginning learners using *Poutama Tau & Poutama Ako* that fits our students' needs in a total immersion setting.
2. Years 4-6:
 - ✓ Extending foundation numeracy skills to further develop and gain fluency across all subject areas.
 - ✓ Utilising our tri-partite agreement with whānau for regular feedback on student learning and progress via weekly mahi kāinga either in print form (Year 1-3) or online (Year 4-6)
 - ✓ Online learning includes modelling by kaiako, examples of student work or forum to ask questions or share experiences from home via Storypark (Papa Paki) and/or email.

KURA TUARUA

- ✓ Te Reo Māori is a priority for our taura
- ✓ Ensure all taura needs are met at all levels
- ✓ Expectation that taura will continue to progress
- ✓ Our Kura will plan with the intention and understanding that every cohort matters.
- ✓ This will be measured through thoughtful school wide planning, professional conversations linking senior subject specific leaders giving clear indications of what they expect for outcomes in NCEA and Kura Tuatahi, Kura Takawaenga, Kura Tuarua planning with Kura wide intention in mind.
- ✓ Success is measured via regular assessment, observations, reporting to parents, whānau conferencing, exhibitions, student-led conferencing.
- ✓ Professional development maintained to ensure kaiako have the most up to date skills to ensure success for our taura
- ✓ Reporting to parents will reflect these 3 times per year with March being the report on the readiness of students to learn, reminder of where they stood
- ✓ from their last report and how they progress to a positive outcome. Midyear reports at the beginning of Term 3. End of Year report sent home with students at prize giving with parents having the opportunity to meet with teachers if required.

How will we achieve or make progress towards our strategic goals?

KURA TUATAHI

Years 0-3:

Numeracy skills between Kaupae 1-4 taught and revised daily using a variety of materials; number identification, te uara tau (number value), ngā hononga tau (number bonds), kaute whakamua / whakamuri (counting on), tatau māwhitiwhiti (skip counting), tāpiri, tango, whakarōpū – huinga tau rānei i mua i te ako whakarea + whakawehe (grouping before multiplication + division), whakaraupapa tau (sequencing), āhuahanga (geometry) and taurangi (algebra). Introduction to pakitau to encourage whakaoti rapanga (problem solving), long addition and long subtraction, hautanga (fractions), moni (money), ine (measurement), te wā (time).

Years 4-6:

Numeracy skills are further developed and challenged from Kaupae 4-6. Problem solving strategies are taught and revised daily using a variety of materials. The focus in this space is fluency which is evident in the speed and various ways of which problems or equations are solved rather than relying on just having the correct answer.

Revision of pakitau to encourage whakaoti rapanga (problem solving), long addition and long subtraction, full multiplication and division, hautanga (fractions), moni (money), ine (measurement), te wā (time), tūhuratanga tauanga (data analysis) + tūponotanga (estimation).

E-Ako Pāngarau is used from Year 3-6 to encourage self-directed learning and revision (at home) and to reinforce math concepts learnt in class.

KURA TUARUA

Problem solving

- ✓ Through activities/Logic
- ✓ Construction, understanding measurements
- ✓ Financial literacy

Collecting data and measurements.

- ✓ Collect / interpret / display data
- ✓ Pattern seeking
- ✓ Word problems – basic number skills.
- ✓ Students ability to measure and calculate
- ✓ Drawing and understanding graphs

Communicating processes

- ✓ Showing/communicating the process of working out answers.
- ✓ Strategies for response
- ✓ Plans and diagrams

How will you measure success?

KURA TUATAHI

- ✓ Kaiako assess students using a number of assessments (where applicable).
- ✓ Poutama Ako assessments are used for Years 1-6 in Term 1 and 3, or at the six-month mark for new entrants.
- ✓ Other assessments like Jam, IKAN, e-asTTle are also used.
- ✓ E-Ako Pāngarau provides data on individual knowledge and encourages fluency through repetition in equation and problem solving.

KURA TUARUA

1. Mathematics
 - ✓ Students can produce an appropriate answer relevant to the context at hand and generalise problems to apply it to a wide range of mathematics problems.
 - ✓ Students can conduct a statistics investigation where they plan, collect data, analyse data and reach appropriate conclusions or make future predictions.
2. Science
 - ✓ Collecting, interpreting and displaying data – students carry out practical investigations where they collect measurements, use them to draw graphs, and then interpret the graphs
3. Art
 - ✓ Drawing up and measuring on wood to enable accurate and precise cutting with machine tools - seniors.
4. IT/Media - Communicating Processes
 - ✓ Conducting inquiry-based research to develop a digital media outcome. Effective planning, meeting key milestones and producing timeline to meet project deadlines.
 - Measured against assessment rubric at appropriate levels
 - Evidence through the execution of planning reflected in final digital media outcome
5. English
 - ✓ Supporting students with presentations in other curriculum areas i.e. Statistical Inquiry, Science or PE reports ...etc. Ensuring the language is grammatically correct and vocabulary is subject specific.