



# Strategic Plan

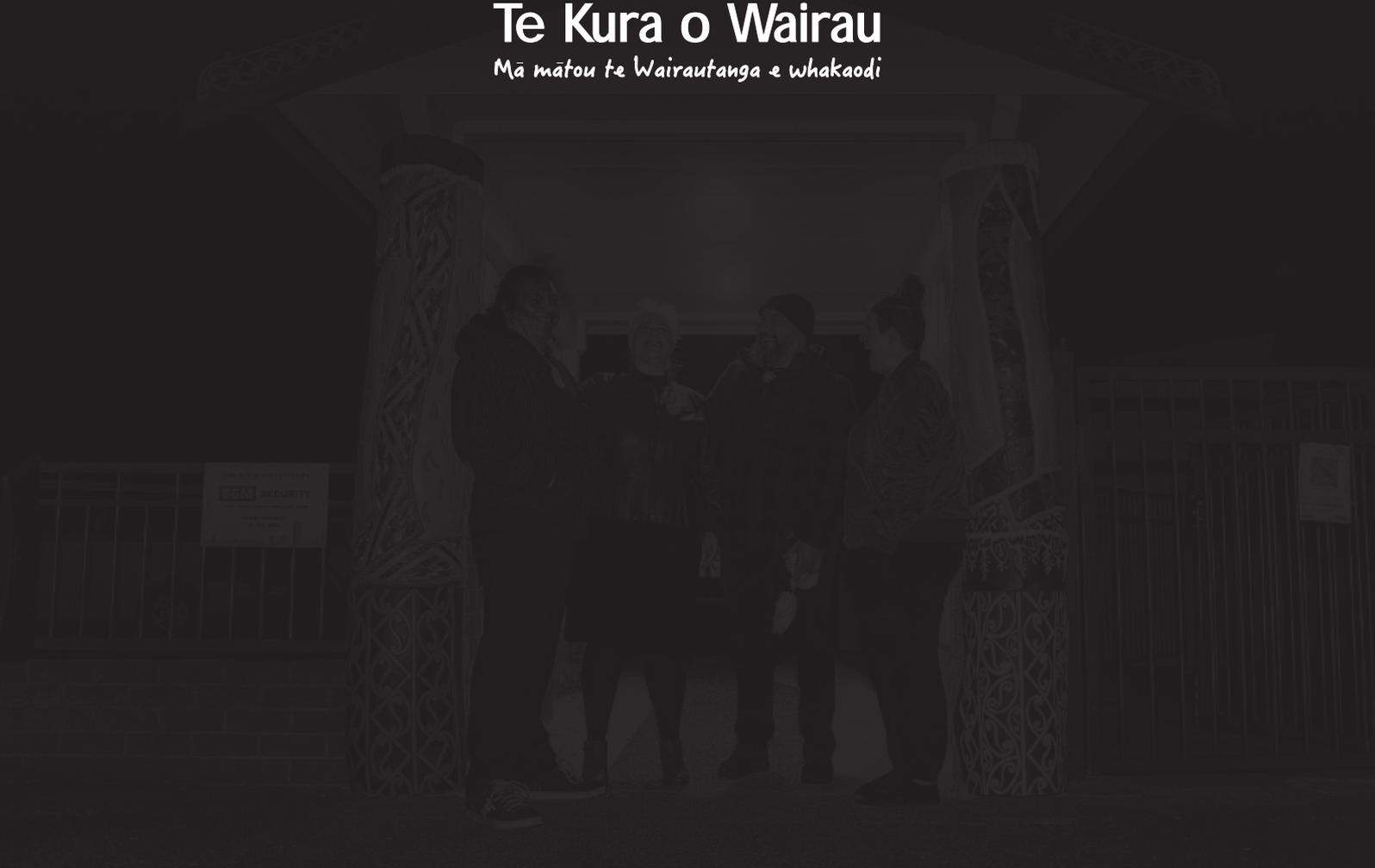
## 2024 - 2026

---



**Te Kura o Wairau**

*Mā mātou te Wairautanga e whakaodi*



## OUR WHAKATAUAKI (МОТТО)

Mā mātou te Wairautanga e whakaoti  
1884 Te Awe Awe.T

On the Te Peeti Te Awe Awe chief statue in the Square (Palmerston North/ Papaoia) are left some parting words which were, "Kua Kaupapa i a au te aroha, mā koutou e whakaoti - I have laid the foundations of friendships for you to build upon." This came about after a peace settlement was negotiated between Rangitāne and the neighbouring tribes.

In consultation with our Rangitāne Iwi, together we formulated the whakatauki above for all of us to build upon and pursue at Te Kura o Wairau. We use Wairautanga to represent our identity, values, and principles of our kura.

## MISSION/VISION

At Te Kura o Wairau....

- We value and celebrate the identities and aspirations that our Whānau have.
- We nurture the well-being, confidence and creativity of our tamariki.
- We enhance understanding of being excellent kaitiaki for our learning and our environment.

## OUR VALUES

### Manaakitanga

at Te Kura o Wairau, we show manaakitanga by being respectful, kind and supportive. We will demonstrate manaakitanga to develop trust, equity and sincerity with others.

### Whānaungatanga

At Te Kura o Wairau, we show Whānaungatanga by building strong and positive relationships with each other. We will maintain high expectations with honesty, empathy and commitment so that we can support each other in our shared learning experiences.

### Kaitiakitanga

At Te Kura o Wairau, we show kaitiakitanga by guarding, caring and protecting all aspects of our kura, te reo Māori and tikanga Māori. Learners will now their whakapapa, their tūranga waewae and their connection to Te Kura o Wairau.

## GUIDING PRINCIPALS

- We all belong to Te Kura o Wairau
- We know our whakapapa and tūranga waewae
- We are kind, positive and include others
- We are proud of our successes and the success of others
- We value and take responsibility for our environment and community
- We learn by working together with others
- We take ownership of our learning, teaching and our behaviour
- We will respect and protect each others mana
- We strive to be the best that we can be
- We support and give compliments to others - *manaakitia nga tangata katoa*



## Goal 1

# Authentically Understand, Value and Give Effect to Te Tiriti o Waitangi and its Principles

OUTCOMES	ACTIONS	MEASURES	NELPS
<p>Matauranga Māori (Māori knowledge around traditions, values, concepts and understanding from a Māori World View - Tikanga) is embedded in our curriculum, in our kura.</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection TTOW</p>	<p>WhakaWhānaungatanga - Building strong, authentic relationships between..... Kaiako &amp; Ākonga Ākonga &amp; Ākonga Kaiako &amp; Whānau</p> <p>Ngā Uara/Values and the Guiding Principles are taught every day Whānaungatanga, Manaakitanga, Kaitiakitanga</p> <p>Māori are enjoying and achieving education success as Māori (Ka Hikitia)</p> <p>Students know where they come from (their identities and cultural backgrounds)</p> <p><b>E kore au e ngaro; he kākano i ruia mai i Rangiatea.</b> <i>We know who we are and where we come from; therefore we can move forward with confidence.™</i></p> <p>Students and Whānau have a real sense of belonging at our kura.</p> <p>Kaiako know that achievement and wellbeing are inter-linked and the importance of fostering both through their design and planning of the learning programmes.</p> <p><i>We care for our 'Students Well being' as much as we care for 'Their Learning'. TKOW</i></p> <p>Kaiako hold high expectations for all ākonga, promoting excellence, inclusion and equity through the learning programmes</p> <p>Tangata Whenua voice is included and recognised in our kura through our curriculum and decision making.</p> <p>Our Whānau and community are thriving within an inclusive and caring society.</p> <p><b>Mātaitipu/Vision for Young People</b> <b>Mātaitipu hei papa whenuakura.</b> <i>Grow and nourish a thriving community.™</i></p>	<p>Kaiako &amp; Ākonga knowledge about one another.</p> <p>TFI (Tiered Fidelity Inventory) PB4L</p> <p>Māori are engaged in their learning and achieving excellent outcomes</p> <p>Māori whānau, hapū and iwi are active partners in their tamarik education at Te Kura o Wairau.</p> <p>Ākonga who are strong in their identities, languages, cultures, beliefs and values and can carry these wherever they go.</p> <p>Ākonga who are courageous, confident, compassionate and curious.</p> <p>Ākonga who can build and navigate knowledge using their heads and hearts to make decisions.</p> <p>Ākonga who positively contribute to their communities.</p> <p>Ākonga confident in Tikanga Māori.</p> <p>Pepeha Whānau Walls Graduate Profiles Wellbeing Surveys</p> <p>Whānau Surveys</p> <p>Raised student attendance</p>	<p>Objectives 1 2 3 4</p>



OUTCOMES	ACTIONS	MEASURES	NELPS
----------	---------	----------	-------

<p>Rangitane Iwi Partnership is flourishing</p> <p>Article 2 Provision - Tino Rangitiratanga (Independence) Principle - Self Determination TOW</p>	<p>Regular Rangitane Iwi Hui</p> <p>Rangitane Iwi Education Plan recognised and included in our Localised Curriculum</p> <p>Iwi are part of our kura and community and frequently visit, support and accompany us through our educational journeys.</p>	<p>Ākonga knowing Rangitane narratives, waiata, history, future goals and aspiration for the iwi and those from the iwi</p> <p>Attendance at our mihi whakatau and powhiri.</p> <p>Judges at our Language Festivals.</p> <p>Carving of our Tomokanga and future works with carver 'Craig Kawana'.</p> <p>Involvement in tours by mana whenua about the region and significant historical areas.</p>	
--	---	---	--

<p>Te Mātaiaho is embedded in our Localised Curriculum</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection &amp; Development TOW</p>	<p><b>Mātairangi/The Guiding Kaupapa</b> <b>Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora.</b> <i>Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future. TM</i></p> <p>Kaiako understand the whakapapa of Te Mātaiaho. Kaiako understand the 5 Curriculum Phases of Learning in the Progression Model.</p> <p><b>Mātairea/Supporting Progress</b> <b>Mātai ka rea, ka pihi hei māhui.</b> <i>Build and support progress. TM</i></p> <p>Kaiako understand the 8 Progress Outcomes of each phase (Learning Languages, Te Ao Tangata/Social Sciences, Science, Technology, The Arts, Health &amp; Physical Education, English, Mathematics &amp; Statistics).</p> <p>Kaiako plan and teach through the 8 Learning Areas.</p> <p>Kaiako learn, understand and use the 3 elements - 'Understand, Know, Do' in their planning and teaching.</p> <p>Understand - Big Ideas Know - Contexts Do - Practices</p> <p><b>Mātaiaho/Weaving Learning Within and across Learning Areas</b> <b>Mātai rangaranga te iho tū, te aho pae.</b> <i>Weave the learning strands together. TM</i></p> <p>Kaiako weave the Key Competencies (Thinking; Relating to Others; Using Language, Symbols, and Texts; Managing Self &amp; Participating and Contributing) into their planning and teaching typically found in the statements for 'Do'</p> <p>Kaiako notice, recognise and respond to ākonga learning, seeking with and from colleagues and from research evidence what they can do differently, in the moment and over time to support ākonga to progress.</p> <p>Kaiako continuously monitoring the impact their programmes are having on their ākonga learning and use the teaching foci and progress outcomes to support conversations about progress The Essential Pedagogies 'Responsive Practices' are evident in kaiako teaching practice and reflected on in their inquiries.</p>	<p>Te Mātaiaho whakapapa evident in kaiako planning</p> <p>Kaiako report ākonga achievements to Whānau in a way that is clear and shows the ākonga progress in their learning.</p> <p>Kaiako planning and assessment for learning.</p> <p>Kaiako/Senior Leadership Team observations and conversations about teaching practice.</p> <p>Timely, clear, mana-enhancing feedback that notices and recognises what has been achieved and responds to what needs to be done next.</p> <p>Kaiako Inquiries</p> <p>Professional Growth Cycle</p> <p>Evidence</p>	<p>Objectives 1 2 3 4</p>
--	---	---	---



OUTCOMES	ACTIONS	MEASURES	NELPS
<p>Our Rich Localised Curriculum is in place at Te Kura o Wairau</p> <p>Article 2 Provision - Tino Rangitiratanga (Independence) Principle - Whanau Authority TTOW</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection TTOW</p>	<p>Rangitane Iwi narratives are included in our Localised Curriculum (e.g Okatia, Whātonga, Tāutu)</p> <p><b>Mātaiahikā/Connecting to Place and Community</b> <b>Mātai kōrero ahiahi.</b> <i>Keep the hearth occupied, maintain the stories by the firelight. TM</i></p> <p>Use of the 3 Elements - Understand, Know, Do within these school wide ideas will bring them to life..... Wairautanga Term 1 = Turangawaewae, Term 2 = Matariki Term 3 = Whakapapa Term 4 = Kaitiakitanga</p> <p>Knowledge will be learnt through the visual representations and narratives on our Tomokanga about our Māori and Pacifica 'Migration stories', Rangitane Iwi, Te Kura o Wairau and our 2 past Māori Leaders Shane Ruwhiu and Marama Plumridge</p> <p>Purposeful Professional Development Plan in Place</p> <p>Attendance at Te Oro Karaka Kahui Ako hui</p> <p>Participating in Tai Huki Ltd Professional Development.</p> <p>Kaiako plan and facilitate learning at a meaningful pace supported by their pedagogy (their teaching method &amp; practices/how they deliver the curriculum).</p> <p>Kaiako designing, planning and providing Ākonga access to knowledge, understandings, and practices that are relevant to them promoting achievement, excellence, inclusion and equity.</p> <p>Ākonga progresses through the phases of learning in a cumulative, strengths based way.</p> <p>Ākonga succeeding in their achievement across the curriculum.</p> <p>Use of approaches like DMIC (developing Mathematical Inquiry Communities) and Structured Literacy in action across the kura.</p> <p><b>Mātaioho/School Curriculum Design and Review</b> <b>Mātai oho, mātai ara, whīiki, whakatika.</b> <i>Awaken, arise, and prepare for action. TM</i></p> <p>Use and draw knowledge from 'The Action Plan for Pacific Education 2030 Vision' and 'Tapasā' to support teaching.</p> <p><b>Whakamaua te pae tata kia tina.</b> <i>Take hold of your potential so it becomes your reality. APFPE</i></p>	<p>Culturally rich and coherent pathways evident in our Localised Curriculum</p> <p>Planning &amp; Teaching Reviews</p> <p>Staff Professional Development Plans in place (term by term) for the year</p> <p>Online Professional Growth Cycle Sites evidence learning and actions</p> <p>Reflection &amp; review of kaiako planning and teaching is evident.</p> <p>Progress in ākonga achievement.</p> <p>Planning and teaching of DMIC and Structured Literacy evident.</p> <p>Involvement in ICS (In Class Support) and LS (Lesson Studies).</p> <p>Participation in professional conversations led by DMIC Facilitator Jason Downes.</p> <p>Participation in Structured Literacy professional development.</p>	<p>Objectives 1 2 3 4</p>



OUTCOMES	ACTIONS	MEASURES	NELPS
----------	---------	----------	-------

<p>Te Whare Tapu o te Ngākau Māori framework &amp; Ahuatanga o te ākonga/Graduate Profile is embedded in our practice (Localised Curriculum)</p> <p>Article 4 Provision - Te Ritenga Maori (Maori Spirit Practices) Principle - Honouring of Maori Spiritual Practices TTOW</p>	<p>Kaiako learning about and understanding the pukapuka 'Te Whare Tapu o te Ngākau Māori' - the Framework and Ahuatanga o te ākonga/Graduate Profile</p> <p>Including the Framework and Ahuatanga o te ākonga/Graduate Profile in our Localised Curriculum.</p> <p>Kaiako teaching the ākonga about the seven ngākau Māori through participation in learning experiences that are steeped in Mātauranga Māori (Māori knowledge and ways of understanding) and infused with te reo.</p> <p><b>E kore au e ngaro.</b> <i>I will never be lost, for I am the seed sown in Rangiatea</i> TWTOTNM</p> <p>Tumuaki continuing as a MAC (Māori Achievement Collaborative) Facilitator.</p> <p>Tumuaki leading the Manawatu MAC Cluster 2024/2025</p> <p>Regular correspondence and professional development alongside MAC Facilitators</p> <p>Hui with Anaru Morgan (MAC Facilitator).</p> <p><b>Poipoia te kākano kia puāwai.</b> <i>Nurture the seed and it will blossom</i> TWTOTNM</p> <p>Whānau Hui sharing knowledge about Te Whare Tapu o te Ngākau Māori framework &amp; Ahuatanga o te ākonga/Graduate Profile</p>	<p>Professional Development plan including Te Whare Tapu o te Ngākau Māori</p> <p>Kaiako including the Ahuatanga o te ākonga/Graduate Profile progressions in their planning and assessment.</p> <p>Ākonga understanding the 7 ngākau and where they are in the Ahuatanga o te ākonga/Graduate Profile progressions.</p> <p>Ākonga Ahuatanga o te ākonga/Graduate Profile visuals in place for every ākonga across the kura.</p> <p>Ākonga graduating from our kura having experienced educational and cultural success as Māori and with strong and confident ngākau.</p> <p>Non-Māori ākonga (non-Māori learners) graduating from our kura as responsible and respectful Tiriti partners who value, respect, and where appropriate, share indigenous knowledge and advocate courageously and respectfully for social justice and equity.</p> <p>Involvement in MAC hui throughout the year.</p> <p>Feedback/forward on Tumuaiki's progress as a facilitator based on self review and reflection, Tumuaiki surveys and voice and Professional Growth Cycle conversations and hui with MAC Pītau Mātauranga (National Coordinator) Hoana Pearson.</p> <p>Whānau hui</p>	<p>Objectives 1 2 3 4</p>
---	---	---	---

<p>Te Reo Māori is a treasure and valued at our kura. We are creating the conditions for Te Reo Māori to be learned, seen and spoken.</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection TTOW</p>	<p>Te Reo Māori Bilingual Education is offered at Te Kura o Wairau Bilingual class in place in kura at Level 2 (51 - 80% Te Reo Māori).</p> <p>Full Time kaiako employed to teach the tamariki.</p> <p>.2 kaiako employed to support the fulltime kaiako.</p> <p>Kaiawhina employed to support the kaiako and tamariki.</p> <p>Te Reo Māori and English taught in this classroom.</p> <p>Waiting List for this classroom in place.</p> <p>Use of both <b>Te Aho Arataki Marau mō te Ako i Te Reo Māori</b> - Kura Auraki 'Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13 &amp; Te Mātaiaho (The Refreshed New Zealand Curriculum)</p> <p>Use and draw the knowledge from '<b>Tau Mai Te Reo 30 Year Education Vision</b>' to support teaching.</p> <p><b>Whāia te pae tawhiti kia tata.</b> <i>Explore beyond the distant horizon and draw it near</i> TMTR</p> <p>Use and draw knowledge from '<b>Ka Hikitia 30 Year Education Vision</b>' to support teaching.</p> <p>Use the framework Poutama Reo to support us develop our te reo Māori improvement plan.</p>	<p>Kaiako teaching Te Reo Māori in the classroom with the tamariki.</p> <p>Ākonga become confident in Te Reo Māori.</p> <p>Assessment of ākonga's Te Reo Māori showing progress.</p> <p>Attendance in this classroom.</p> <p>Poutama Reo framework</p>	<p>Objectives 1 2 3 4</p>
--	--	--	---



OUTCOMES	ACTIONS	MEASURES	NELPS
<p>All kaiako have an increased level of Te Reo Māori</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection &amp; Development TTOW</p>	<p>Kaiako participate in 'Normalising Te Reo Māori in the Classroom' professional development during the year alongside Cloverlea School kaiako.</p> <p>Kaiako explicitly planning Te Reo Māori lessons, units for their Ākonga in Levels 1 &amp; 2 from Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki 'Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13'</p> <p>Kaiako effectively teaching Te Reo Māori in their classrooms using Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki 'Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13'.</p> <p>Kaiako effectively assessing Te Reo Māori in their classrooms using Te Aho Arataki Marau mō te Ako i Te Reo Māori -</p> <p>Kura Auraki 'Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13'.</p> <p>Ākonga participating in Cultural Opportunities highlighting and celebrating their Te Reo Māori.</p>	<p>Kaiako's planning outlines Te Reo Māori being focused on.</p> <p>Kaiako's assessment measures the Ākonga's knowledge, and reflects the effectiveness of the kaiako's practice.</p> <p>Observation of Te Reo Māori use in classrooms by colleagues and the Senior Leadership Team.</p> <p>Te Reo Māori is pronounced correctly.</p> <p>Reflection of practice narratives included in planning.</p> <p>Feedback &amp; Feedforward provided</p> <p>Participation in the Language Festival</p> <p>Participation in He Haupihi ki Hine (Kapa Haka).</p>	<p>Objectives 1 2 3 4</p>
<p>All ākonga have an increased level of Te Reo Māori</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection &amp; Development TTOW</p>	<p>Ākonga use and develop their Te Reo Māori alongside their peers in class in Levels 1 &amp; 2 from <b>Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki</b> 'Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13'.</p> <p>Ākonga speak in Te Reo Māori outside of their classrooms.</p> <p>Ākonga korero Māori at home with their Whānau and friends.</p>	<p>Kaiako planning and ākonga assessment shows progress against the Te Aho Arataki Marau.</p>	<p>Objectives 1 2 3 4</p>
<p>Māori and Pasifika Kaiako are employed at Te Kura o Wairau</p> <p>Article 3 Provision - Nga Tikanga Katoa Rite Tahī (All The Rights) Principle - Participation TTOW</p>	<p>Māori and Pasifika kaiako and kaiawhina teach at Te Kura o Wairau.</p>	<p>Māori and Pasifika role models present in our kura contributing to our Māori and Pasifika ākonga seeing, hearing and feeling their culture through these staff members presence.</p>	<p>Objectives 1 2 3 4</p>
<p>Māori and Pasifika representation on the Board of Trustees</p> <p>Article 1 Provision - Kawanatanga (Governance) Principle - Good Governance TTOW</p>	<p>Māori and Pasifika community members are on the Te Kura o Wairau Board of Trustees.</p>	<p>Māori and Pasifika board members present at monthly Board of Trustees meeting contributing to the governance of our kura.</p>	<p>Objectives 1 2 3 4</p>



**Goal 2**

**Ākonga have strong Literacy, Communication, and Numeracy skills**

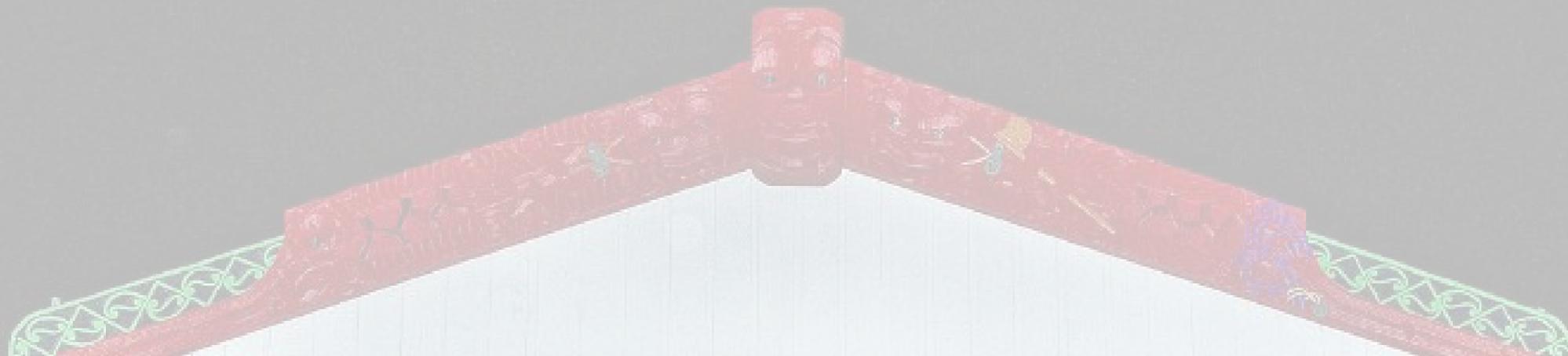
OUTCOMES	ACTIONS	MEASURES	NELPS
<p>Ākonga to successfully achieve and progress in their literacy and numeracy.</p>	<p>Our kura's learning environments are rich in literacy and numeracy.</p> <p>Kaiako effectively plan and teach literacy</p> <p>Kaiako effectively plan and teach numeracy</p> <p>Kaiako notice, recognise and respond to ākonga progress early and in a timely fashion.</p> <p>Kaiako reflect and review their teaching based on their ākonga's achievement through assessment for learning.</p> <p>Kaiako support (ESOL) English Language Learners to access the curriculum at the same pace as their peers through language-rich experiences that draw from the home languages of these learners.</p>	<p>Ākonga's achievement progress.</p> <p>Kaiako and Kaiawhina observations.</p> <p>Kaiako and Kaiawhena feedback and feedforward.</p>	<p>Objectives</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>

Strategic Road Map

# Authentically Understand, Value and Give Effect to Te Tiriti o Waitangi and its Principles

Goal 1

YEAR	2024				2025				2026			
TERM	1	2	3	4	1	2	3	4	1	2	3	4
Matauranga Māori is embedded in our curriculum.	█				█				█			
Rangitane Iwi Partnership	█				█				█			
Te Mātaiaho is embedded in our Localised Curriculum				█	█				█			
Our Rich Localised Curriculum is in place				█	█				█			
Te Whare Tapu o te Ngākau Māori & Ahuatanga o te ākonga embedded in our practice				█	█				█			
Te Reo Māori Bilingual Education is offered at Te Kura o Wairau	█				█				█			
All kaiako have an increased level of Te Reo Māori	█				█				█			



Strategic Road Map

# Authentically Understand, Value and Give Effect to Te Tiriti o Waitangi and its Principles

Goal 1

YEAR	2024				2025				2026			
TERM	1	2	3	4	1	2	3	4	1	2	3	4
All ākonga have an increased level of Te Reo Māori				█	█	█	█	█	█	█	█	█
Māori and Pasifika Kaiako are employed	█	█	█	█	█	█	█	█	█	█	█	█
Māori and Pasifika representation on the Board of Trustees	█	█	█	█	█	█	█	█	█	█	█	█

# Ākonga have strong Literacy, Communication, and Numeracy skills

Goal 2

YEAR	2024				2025				2026			
TERM	1	2	3	4	1	2	3	4	1	2	3	4
Ākonga to successfully achieve and progress through each phase of learning.	█	█	█	█	█	█	█	█	█	█	█	█

TE KURA O WAIRAU  
Mā mātou te Wairautanga e whakaoti



# Annual Plan

## 2024 - 2026



## Goal 1

# Authentically Understand, Value and Give Effect to Te Tiriti o Waitangi and its Principles

STRATEGIC INTENTIONS	ACTIONS	WHO	MEASURES	WHEN	RESOURCING
<p>Matauranga Māori (Māori knowledge around traditions, values, concepts and understanding from a Māori World View - Tikanga) is embedded in our curriculum, in our kura.</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection TTOW</p>	<p>Planning and Teaching Matauranga Māori</p> <p>Planning and Teaching Whakapapa</p> <p>Planning and Teaching of Manakitanga, Whānaungatanga and Kaitiakitanga (Uara/Values)</p> <p>Planning and Teaching Positive Behaviour 4 Learning through the Uara/Values and Zones of Regulation.</p>	<p>Leadership Team Kaiako</p>	<p>Participation in powhiri/ mihi whakatau process Knowledge about tikanga in the Manawatu Region</p> <p>All students have and know their own pepeha</p> <p>Uara/PB4L system (25 points per term, equating to 100 points for the year) to achieve the Papatuanuku, Tane Mahuta, Tangaroa &amp; Ranginui awards</p>	<p>During the year</p> <p>By the end of each year</p> <p>Term 1</p>	<p>Curriculum budget,</p> <p>Meals Budget,</p> <p>Te Ao Māori Budget</p> <p>PB4L Budget</p>
<p>Rangitane Iwi Partnership is flourishing</p> <p>Article 2 Provision - Tino Rangitiratanga (Independence) Principle - Self Determination TTOW</p>	<p>Attending hui that is led or involves Rangitane</p> <p>Rangitane narratives and history include in our Localised Curriculum</p> <p>Planning and Teaching Rangitane Narratives, History &amp; Waiata</p>	<p>Leadership Team Kaiako</p>	<p>Tumuaki and WST (Within School Teacher) attendance at Te Oro Karaka Kahui Ako hui Attendance at Manawatu Meander (Virgina &amp; Warren Warbrick)</p> <p>Staff representative attending Saturday hui at Te Rangimarie Marae</p> <p>Tumuaki attending iwi hui</p> <p>Localised Curriculum</p> <p>Kaiako &amp; Ākonga retelling Rangitane narratives and history through the learning areas</p> <p>Attendance at our mihi whakatau and powhiri</p>	<p>Throughout the year</p> <p>Teacher Only Days at the beginning of the year</p> <p>Saturdays</p> <p>When invitations sent out</p> <p>End of 2024 Into 2025 and 2026 when Te Mataiaho is complete</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Te Oro Karaka Kahui Ako resourcing (AST, WST, funds)</p> <p>Curriculum budget</p> <p>Meals budget</p>



STRATEGIC INTENTIONS	ACTIONS	WHO	MEASURES	WHEN	RESOURCING
<p>Te Mātaiaho is embedded in our Localised Curriculum</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection &amp; Development TOW</p>	<p>Including information from Te Mataiaho in our Localised Curriculum</p> <p>Kaiako planning and teaching using information from our Localised Curriculum and Te Mataiaho</p>	<p>Leadership Team Kaiako</p>	<p>Information from Te Mataiaho is in our Localised Curriculum.</p> <p>Planning and Teaching from Te Mātaiaho (Understand, Know, Do) is included in kaiako planning and Ākonga learning</p>	<p>Throughout the year</p>	<p>Curriculum Budget</p>
<p>Our Rich Localised Curriculum is in place at Te Kura o Wairau</p> <p>Article 2 Provision - Tino Rangitiratanga (Independence) Principle - Whanau Authority TOW</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection TOW</p>	<p>Current Curriculum is reviewed.</p> <p>Curriculum Teams in place.</p> <p>Localised Curriculum is in place.</p>	<p>Leadership Team Kaiako</p>	<p>Updated Curriculum Planning and teaching aligning with Localised Curriculum</p>	<p>Throughout the year 2025, 2026</p>	<p>Curriculum Budget</p>
<p>Te Whare Tapu o te Ngākau Māori framework &amp; Ahuatanga o te ākonga/ Graduate Profile is embedded in our practice (Localised Curriculum)</p> <p>Article 4 Provision - Te Ritenga Maori (Maori Spirit Practices) Principle - Honouring of Maori Spiritual Practices TOW</p>	<p>Read the pukapuka and learn about TWTOTN Māori</p> <p>Attend Professional Development (kanohi ki te kanohi/zoom) around TWTOTNMāori</p> <p>Attend MAC Cluster/Regional/National Hui observing MAC Facilitators delivering professional development around TWTOTNMāori</p> <p>MAC Facilitators providing professional development to our kaiako and Whānau</p> <p>Include the graduate profile in our Localised Curriculum</p>	<p>Tumuaki</p> <p>MAC Facilitators</p> <p>Leadership Team Kaiako</p>	<p>TWTOTNMāori included in our Localised Curriculum Ākonga progressing and graduating based on the Graduate Profile ngākau</p>	<p>End of 2024, 2025, 2026</p>	<p>Professional Development Budget</p>
<p>Te Reo Māori is a treasure and valued at our kura. We are creating the conditions for Te Reo Māori to be learned, seen and spoken.</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection TOW</p>	<p>Te Reo Māori professional development for kaiako provided/supported</p> <p>'Normalising Te Reo Māori in the Classroom' professional development for kaiako in place alongside Cloverlea School</p> <p>Bilingual Education offered at Te Kura o Wairau</p> <p>Use of Poutama Reo</p> <p>Framework to support our te reo Māori improvement plan.</p>	<p>Tumuaki Leadership Team Kaiako</p>	<p>Kaiako speaking in te reo Māori when teaching</p> <p>Ākonga speaking in te reo Māori when learning</p> <p>Kaiako assessing ākonga in their te reo Māori</p> <p>Ākonga and kaiako increasing in their level of te reo Māori</p> <p>Poutama Reo indicators on the continuums improve</p>	<p>Throughout the year 2025, 2026</p>	<p>Kaiako</p> <p>Te Reo Māori budget</p> <p>Curriculum Budget</p> <p>Professional Development Budget</p> <p>Poutama Reo</p>



STRATEGIC INTENTIONS	ACTIONS	WHO	MEASURES	WHEN	RESOURCING
<p>All kaiako have an increased level of Te Reo Māori</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection &amp; Development TTOW</p>	<p>Kaiako planning their use of te reo Māori</p> <p>Kaiako using their te reo Māori with their ākonga</p> <p>Kaiako progressing in their level of te reo Māori</p>	Kaiako	<p>Use of te reo Māori while teaching</p> <p>Progression through the levels</p> <p>Obsevation of te reo Māori being used while teaching</p>	Throughout the year 2025, 2026	Professional Development budget
<p>All ākonga have an increased level of Te Reo Māori</p> <p>Article 2 Provision - Taonga (Treasures) Principle - Active Protection &amp; Development TTOW</p>	<p>Kaiako plan and teach te reo Māori lessons for their ākonga</p> <p>Ākonga practice te reo Māori in class</p> <p>Ākonga speak in te reo Māori in their class alongside their peers</p> <p>Ākonga korero Māori at home with their Whānau</p>	Kaiako Ākonga Whānau	Progress in their te reo Māori levels	Throughout the year, 2025, 2026	<p>Te reo Māori budget</p> <p>Literacy Budget</p> <p>Professional development budget</p>
<p>Māori and Pasifika Kaiako are employed at Te Kura o Wairau</p> <p>Article 3 Provision - Nga Tikanga Katoa Rite Tahī (All The Rights) Principle - Participation TTOW</p>	Recruiting process specifically outlines our intentions	Tumuaki Board of Trustees Leadership Team	Employment of Māori and Pasifika kaiako	When staffing allows	MoE Ops Grant
<p>Māori and Pasifika representation on the Board of Trustees</p> <p>Article 1 Provision - Kawanatanga (Governance) Principle - Good Governance TTOW</p>	Recruiting process specifically outlines our intentions	Board of Trustees Board of Trustees Secretary	Māori and Pasifika Board members employed on the Te Kura O Wairau Board of Trustees	When the Board of Trustees elections occur	Board of Trustees elections budget

## Goal 2

# Ākonga have strong Literacy and Numeracy skills

STRATEGIC INTENTIONS	ACTIONS	WHO	MEASURES	WHEN	RESOURCING
Ākonga to successfully achieve and progress in their literacy and numeracy.	<p>Our kura's learning environments are rich in literacy and numeracy.</p> <p>Kaiako effectively plan and teach literacy</p> <p>Kaiako effectively plan and teach numeracy</p> <p>Kaiako notice, recognise and respond to ākonga progress early and in a timely fashion.</p> <p>Kaiako reflect and review their teaching based on their ākonga's achievement through assessment for learning.</p> <p>Kaiako support (ESOL) English Language Learners to access the curriculum at the same pace as their peers through language-rich experiences that draw from the home languages of these learners.</p>	Kaiako Ākonga	<p>Ākonga's achievement progress.</p> <p>Kaiako and Kaiawhina observations.</p> <p>Kaiako and Kaiawhina feedback and feedforward.</p>	Throughout the year 2025, 2026	<p>Literacy Budget</p> <p>Numeracy budget</p> <p>Curriculum Budget</p>

## TARGET GROUPS

Based upon the data the following groups of ākonga will be tracked over the year/s.

We expect progress to be made.

## ATTENDANCE DATA

The 2024 MoE attendance target is 70%.

Our aim is to achieve this target of 70% for 80% of our tamariki.

### Reading

We are tracking 1 cohort Year 4's as there were 24/27 who were below at the end of 2023

### Writing

We are tracking 1 cohort Boys across the school as there were 43/60 who were below at the end of 2023

### Mathematics

We are tracking 1 cohort Māori students as there were 32/46 who were below at the end of 2023



# Te Kura o Wairau

*Mā mātou te Wairautanga e whakaoti*

45 Somerset Cres, Highbury, Palmerston North 4412

Phone: 06 354 3274 [www.tekuraowairau.nz](http://www.tekuraowairau.nz)