



Karaka School

EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

"Ka whangaia, ka tupu, ka puawai."

School Charter

2015 – 17

Strategic and Annual Plan

2016

Learners at Karaka school will be empowered with the mindset, competencies, tools and resilience required to become enthusiastic self managing learners who are able to confidently and creatively contribute to local and global communities. Learners will be nurtured, inspired and challenged through high expectations and the provision of progressive learning pathways and effective feedback within supportive learning environments.

At Karaka School, excellence will be pursued and inquiry embraced.



Charter 2015 – 2017 review 2016



Our Vision:

Embracing Learning. Building Resilience. Achieving Excellence.

Our Core Values:

- *Life-long Learning
- *Excellence
- *Adaptability
- *Respect
- *Nurture

As a community of learners we commit to fostering a culture that values and actively supports all learners in our community to meet their aspirations

We Believe:

"Ka whangaia ka tupu, ka puawai"

That which is nurtured, blossoms and grows

Strategic Goal 1:

Learning to Learn:

Learners will have the competencies (knowledge, attitudes and skills) to become lifelong learners

We are committed to.....

- Ako – being a community of learners
- Achieving personal excellence through high expectations and building resilience
- Providing engaging and holistic quality teaching and learning experiences

We will:

By the end of 2017 our students will:

Be better able to manage their own learning

Through Karaka School:

Providing authentic, engaging and diverse learning opportunities based on visible learning pedagogy and practices

This will be evidenced by:

100% of our students leading learning conversations at 3 way conferences.

Strategic Goal 2:

Respectful Relationships:

Learners will value the importance of their own identity and that of others and understand their role as a citizen.

We are committed to.....

- Whanaungatanga (belonging) -
- Wananga (communication)
- Tangata Whenuatanga (citizenship/social responsibility)

We will:

By the end of 2017 Karaka School will:

Have established connections and enhanced relationships with whanau, the community and other educational providers

Leading to:

Learning that is more relevant for students and expertise within the community being utilised.

This will be evidenced by:

10 community led, authentic learning experiences within the LEO and Discovery programmes.

Strategic Goal 3:

Learning Environments:

21st century learning environments that are reflective of our heritage and location will facilitate new learning opportunities and experiences

We are committed to.....

- Providing a future focused curriculum that encourages learners to explore local and global issues
- Improving access to technologies in order to engage learners and enable connections to be made
- Creating learning spaces and developing teacher practices that are reflective of best evidence approaches

We will:

By the end of 2017 Karaka School will:

Have embedded a personalised (localised) curriculum that is based on visible learning pedagogy, which will be reflected in physical environments and practices and includes a blended e-learning approach

Leading to:

Students developing the skills and competencies to contribute to local and global communities.

This will be evidenced by:

100% of teachers consistently incorporating e-tools into core learning areas and demonstrating practices from planning through to evaluation that are based on visible learning pedagogy.

Our Core Values



Kia Ora, Welcome to
Karaka School
EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

"Ka whangaia, ka tupu, ka puawai."

LEARNING AKORANGA
We take pride in being open to learning new things.

EXCELLENCE HIRANGA
We always strive to do our very best.

ADAPTABILITY URUTAU
We are adaptable and can think flexibly.

RESPECT WHAKAUTE
*We show respect for others, ourselves and the environment at all times.
We follow safety and game rules.
We demonstrate fair play.*

NURTURE POIPOI
*We show nurturing for one another through kind actions and words.
We help and encourage each other.*

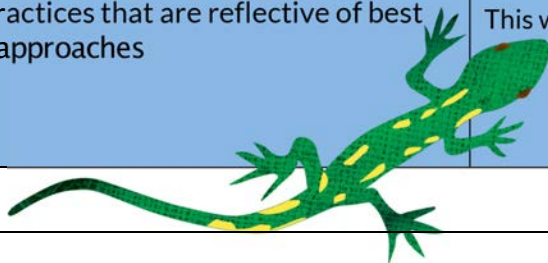
We like to have **FUN**
– PAREKAREKA.

LEARN

In 2014 the Karaka School Community undertook a collaborative consultation process to develop a new school vision that was representative of our context and that captured the aspirations of all its' stakeholders. Emerging from our vision is the whakatauki that underpins our approach towards achieving our vision. Sitting behind our vision are our five core values that emerged during the consultation process. The development of these values is supported by our virtues programme.

Our Strategic Goals

<p>Strategic Goal One:</p> <p>Learning to Learn</p> <p>Learners will have the competencies (knowledge, attitudes and skills) to become lifelong learners</p>	<p>We are committed to:</p> <ul style="list-style-type: none"> • Ako – being a community of learners • Achieving personal excellence through high expectations and building resilience • Providing engaging and holistic quality teaching and learning experiences 	<p>We will:</p> <p>By the end of 2017 our students will:</p> <ul style="list-style-type: none"> • Be better able to manage their own learning <p>Through Karaka School:</p> <ul style="list-style-type: none"> • Providing authentic, engaging and diverse learning opportunities based on visible learning pedagogy and practices, <p>This will be evidenced by:</p> <ul style="list-style-type: none"> • 100% of our students leading learning conversations at 3 way conferences.
<p>Strategic Goal Two:</p> <p>Respectful Relationships</p> <p>Learners will value the importance of their own identity and that of others and understand their role as a citizen</p>	<p>We are committed to....</p> <ul style="list-style-type: none"> • Whanaungatanga (belonging) • Wananga (communication) • Tangata Whenuatanga (citizenship/social responsibility) 	<p>We will:</p> <p>By the end of 2017 Karaka School will:</p> <ul style="list-style-type: none"> • Have established connections and enhanced relationships with whanau, the community and other educational providers <p>Leading to:</p> <ul style="list-style-type: none"> • Learning that is more relevant for students and expertise within the community being utilised. <p>This will be evidenced by:</p> <ul style="list-style-type: none"> • 10 community led, authentic learning experiences within the LEO and Discovery programmes.
<p>Strategic Goal Three:</p> <p>Learning Environments</p> <p>21st century learning environments that are reflective of our heritage and location will facilitate new learning opportunities and experiences</p>	<p>We are committed to....</p> <ul style="list-style-type: none"> • Providing a future focused curriculum that encourages learners to explore local and global issues • Improving access to technologies in order to engage learners and enable connections to be made • Creating learning spaces and developing teacher practices that are reflective of best evidence approaches 	<p>We will:</p> <p>By the end of 2017 Karaka School will:</p> <ul style="list-style-type: none"> • Have embedded a personalised (localised) curriculum that is based on visible learning pedagogy, which will be reflected in physical environments and practices and includes a blended e-learning approach <p>Leading to:</p> <ul style="list-style-type: none"> • Students developing the skills and competencies to contribute to local and global communities. <p>This will be evidenced by:</p> <ul style="list-style-type: none"> • 100% of teachers consistently incorporating e-tools into core learning areas and demonstrating practices from planning through to evaluation that are based on visible learning pedagogy.



Our Strategic Plan 2015-2017



review: 2016

STRATEGIC PLAN	2015 - 2017	2016 Initiatives	2017 Initiatives
<p>Strategic Goal One:</p> <p>Learning to Learn Learners will have the competencies (knowledge, attitudes and skills) to become lifelong learners.</p> <p>We are committed to:</p> <ul style="list-style-type: none"> Ako – being a community of learners Achieving personal excellence through high expectations and building resilience Providing engaging and holistic quality teaching and learning experiences <p>We will: By the end of 2017 our students will:</p> <ul style="list-style-type: none"> Be better able to manage their own learning <p>Through Karaka School:</p> <ul style="list-style-type: none"> Providing authentic, 	<ol style="list-style-type: none"> Assessment for learning is unpacked and PL for staff provided. Learning becomes more visible and students develop the abilities to co-construct next learning steps. Staff develop Inquiry learning linked to localised curriculum around authentic learning in our unique setting. Tools for thinking and learning introduced into practice to help development of critical thinking. PL in Mathematics begins in 2015. Delivery of an effective mathematics programme underpinned by best evidence practices and A4L ethos. PL in effective Writing Moderation using e-asttle. Assessment tools reviewed and data analysis at school, syndicate, class and individual level introduced to promote teaching as inquiry and the meeting of student learning needs. E-Tap database used to better track longitudinal student achievement. Professional learning culture deepened to be proactive in meeting student needs. Teaching as Inquiry and AFL underpins the ethos behind on-going self-review. 	<ol style="list-style-type: none"> Build upon AFL by embarking on VL across all core learning areas with a focus on writing. Hats and blooms DATs evident throughout school. Develop personalised curriculum and aim for 3 inquiries per year with process evident. Continued development of effective mathematic practice, further develop knowledge of e-asttle writing assessment through moderation Framework for analysis of data introduced in order to be used more formatively underpinned by teaching as inquiry framework. Continue to use e-tap and track progress over time Personal inquiries based on T as I framework and evidenced based introduced through appraisal. 	<ol style="list-style-type: none"> VL practice embedded within all core areas Hats and Blooms embedded and can be evidenced in planning, personalised curriculum reviewed and adapted, inquiries contextualised and action based Consolidate use of e-asttle writing tool, mathematics sustainable Explore tri-angulation of data, use e-tap to carry out comparative analysis T as I embedded in culture and open to learn conversations are the norm

STRATEGIC PLAN	2015 - 2017	2016 Initiatives	2017 Initiatives
<p>engaging and diverse learning opportunities based on visible learning pedagogy and practices,</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> 100% of our students leading learning conversations at 3 way conferences. 	<p>6. Teachers regularly observing each other to help develop teaching as inquiry practices. In class observations with feed-forward the norm. 'Reflective practitioners' becomes the culture. On-going self review identifies goals and next steps.</p>	<p>6. Establish peer coaching and a framework for this, using growth model</p>	<p>6. Peer coaching embedded</p>
	<p>7. 3 way conferences supporting student's developing ownership of student learning and supported by PL for staff.</p>	<p>7. Refine practice and further develop the practice. Better educate the parent community.</p>	<p>7.</p>
	<p>8. Learning Enrichment Option developed to offer diverse opportunities for learning.</p>	<p>8. Review 2015 pilot and develop action plan, encourage more community support</p>	<p>8. Embed into curriculum</p>
	<p>9. Review of SENCO programme is evidenced based and responsive to changing needs. GATE register established and programmes developed to meet learner needs. This includes community engagement, systems, reporting frameworks, transitioning, pedagogy and teaching and learning programmes.</p>	<p>9. SENCO and GATE register aligned. Programmes reviewed and developed to meet student need.</p>	<p>9. Registers reviewed Review registers. Programmes reviewed and developed to meet student need.</p>
	<p>10. Current Student and Staff Leadership opportunities reviewed and new initiatives introduced to optimise potential and increase student and teacher voice.</p>	<p>10. Seek student voice regularly and deliberately</p>	<p>10. Review leadership opportunities</p>
	<p>11. Learning Change Network action plan implemented to raise achievement of priority learners and provide opportunities for professional networking and collaboration.</p>	<p>11. Participate in a community of practice that is adaptive and responsive to the changing educational landscape and which develops professional networks of learners</p>	<p>11. Participate in a community of practice that is adaptive and responsive to the changing educational landscape and which develops professional networks of learners</p>
	<p>12. Student achievement measured against NS and School targets set against NS data.</p>	<p>12. Continue to collect, analyse and report on NS data</p>	<p>12. Continue to collect, analyse and report on NS data</p>
<p>Strategic Goal Two:</p> <p>Respectful Relationships</p> <p>Learners will value the importance of their own identity and that of others and understand their role as a citizen</p>	<p>1. Plan Hui to establish, promote and support the development of a Whanau group.</p>	<p>1. Hold 2nd hui, initiate a whanau group that is parent led.</p>	<p>1. Whanau group established and driven by whanau</p>
<p>2. Establish connections between local Iwi and School</p>	<p>2. Whanau group in liaison with Cultural Diversity leader will investigate how connection can be made</p>	<p>2. Connection established</p>	

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<p>We are committed to.....</p> <ul style="list-style-type: none"> Whanaungatanga (belonging) Wananga (communication) Tangata Whenuatanga (citizenship/social responsibility) <p>We will: By the end of 2017 Karaka School will:</p> <ul style="list-style-type: none"> Have established connections and enhanced relationships with whanau, the community and other educational providers <p>Leading to:</p> <ul style="list-style-type: none"> Learning that is more relevant for students and expertise within the community being utilised. <p>This will be evidenced by:</p> <ul style="list-style-type: none"> 10 community led, authentic learning experiences within the LEO and Discovery programmes. 	<p>3. Deploy community assistance to enhance and develop capacity within and across our school in te reo and tikanga.</p>	<p>3. Unit held position established – Cultural Diversity leader. Initiate alignment of performing arts alongside parallel maori curriculum. Celebrate significant event in maori calendar – matariki</p>	<p>3. Review parallel maori curriculum and establish next steps Celebrate significant event in maori calendar – matariki</p>
	<p>4. Develop a school Kapa Haka group and a school waiata.</p>	<p>4. Embed school waiata into assemblies and other significant events Develop kapa haka group so that powhiri is student led.</p>	<p>4. School waiata and kapa haka group part of culture</p>
	<p>5. Reflect cultural diversity in our curriculum and offer all students the opportunity to acquire knowledge of Maori tikanga and te reo.</p>	<p>5. Unit held position established – Cultural Diversity leader Initiate alignment of performing arts alongside parallel maori curriculum. Celebrate significant event in maori calendar – matariki . LEARN values taught in te reo</p>	<p>5. Review parallel maori curriculum and establish next steps Celebrate significant event in cultural calendar Learn values in te reo embedded and evidenced through inclusion on certificates</p>
	<p>6. Ensuring that all reasonable steps are taken to provide instruction in tikanga Maori and te re Maori for full-time students whose parents ask for it. Plan an ethnic celebration event where we can celebrate all the different cultures of our school. Invite culture groups to perform at our school</p>	<p>6. Ensuring that all reasonable steps are taken to provide instruction in tikanga Maori and te re Maori for full-time students whose parents ask for it. Celebrate Matariki. Organise for performance group to visit.</p>	<p>6. Ensuring that all reasonable steps are taken to provide instruction in tikanga Maori and te re Maori for full-time students whose parents ask for it. Cultural festival planned Investigate participation in inter-school cultural event.</p>
	<p>7. School-wide acknowledgement of the ethnicities of all our students is evident in our teaching and learning programmes, classroom and school environments.</p>	<p>7. Signs in te reo Greetings in different languages Celebrate language weeks.</p>	<p>7. Cultural festival planned as part of inquiry</p>
	<p>8. Review, report and celebrate our progress towards Maori students achieving as Maori.</p>	<p>8. Regular reporting to BOT on maori achievement and tataiako linked to PTC personal inquiries. Ka hikita used alongside ta tiako</p>	<p>8. Regular reporting to BOT on maori achievement. Tatiako and Kahikita used confidently to progress maori achievement</p>

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	9. Seek opportunities to use community assistance to enhance and develop learning programmes within our environment.	9. LEO and discovery programmes along with kapa haka is increasingly community participation. Student Leadership programmes are supported by whanau.	9. Tem community led LEO and discovery programmes. Student Leadership programmes continue to be supported by whanau
	10. Explore participation in the Education for Sustainability (Enviro Schools) programme with a view to embed principles within curriculum.	10. EFS unit held position. Secure bronze award. Enviro inquiry as part of balanced curriculum	10. Secure silver award and EFS part of culture. Enviro inquiry as part of balanced curriculum
	11. Foster a sense of belonging through upholding school traditions and encouraging students to make a contribution to their community and using our community as a resource for learning.	11. Continue with community leaders group. Choir to re- establish a connection with Lakeside. Continue with AG day.	11. Continue with AG day. Community leaders group initiates whole school action
	12. Review Virtues programme and introduce restorative practices.	12. Align virtues to values. Develop new awards to show coherence between virtues and values. Update behaviour expectations to align to values	12. New behaviour programme embedded and fully operational.
	13. Embed the principles from Tataiako through appraisal process.	13. Aligned to PTC in appraisal documents	13. Teachers fully confident with the alignment of PTC and tatiako through the teaching as inquiry process
	14. Explore use of Parent Portal within E-tap to improve communication.	14. PLD for teachers in use of portal	14. Review use of portal for our context with a view to establishing an online parent access supported by education for parents in use.
	15. Develop a 'Transitioning to School' programme and establish connections with ECE's	15. Establish connections with local pre-schools. Te Whariki unpacked with junior school. Welcome to school pack operational. Explore transitioning to high school	15. Scheduled visits to local ECE's – explored alignment to Te Whariki for successful transitions. Open morning/evening investigated to support transitioning. Transitioning to high school programme reviewed and next steps implemented and embed into careers curriculum.

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<p>Strategic Goal Three:</p> <p>Learning Environments</p> <p>21st century learning environments that are reflective of our heritage and location will facilitate new learning opportunities and experiences</p> <p>We are committed to....</p> <ul style="list-style-type: none"> • Providing a future focused curriculum that encourages learners to explore local and global issues • Improving access to technologies in order to engage learners and enable connections to be • Creating learning spaces and developing teacher practices that are reflective of best evidence approaches 	<p>1. Work with consultants to develop 10YPP that is reflective of our vision and is future focussed. Ensure 5YA projects are undertaken and a maintenance programme developed to ensure buildings are well maintained on a scheduled basis</p>	<p>1. 5YA projects underway</p>	<p>1. Undertake 5YA review</p>
	<p>2. Explore approaches to working within modern-learning environments.</p>	<p>2. Visit ILE's and develop environments reflective of visible learning pedagogy</p>	<p>2. ILE's established and teachers implementing ILE pedagogy – reflecting and reviewing</p>
	<p>3. Develop a plan to enable the teaching of year 7/8 'manual' to be undertaken onsite.</p>	<p>3. As provision onsite is not possible- Year 7/8 teachers to explore programmes offered by providers. Review our provider.</p>	<p>3. Based on review outcomes take appropriate actions</p>
	<p>4. Inquiry learning opportunities guided by the principles from the NZC</p>	<p>4. Explicit links to principles made when developing balanced curriculum overview</p>	<p>4. Continue to make explicit links to principles when reviewing and developing new balanced curriculum overview</p>
	<p>5. Develop an e-learning plan, review annually and adapt to meet changing technologies.</p>	<p>5. Review of 2015 action plan complete and actions for 2016 developed. Technologies used to support learning in core areas</p>	<p>5. Review of 2016 action plan complete and actions for 2017 developed. Blended e-learning approach embedded</p>
	<p>6. Improve access to technologies school-wide</p>	<p>6. Lease additional devices to improve access</p>	<p>6. Review use of devices and update lease based on outcomes</p>

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