



# Karaka School

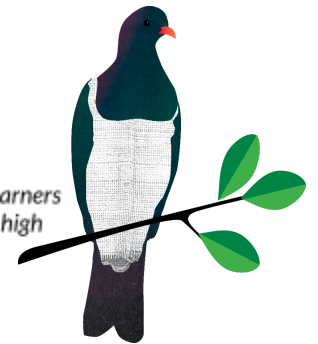
EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

“Ka whangaia, ka tupu, ka puawai.”

## Strategic Plan 2019 – 2021 Annual Plan 2019

*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 2018 – 2021



## VISION

**Embracing Learning. Building Resilience. Achieving Excellence.**

We are committed to engaging learners and raising achievement through embedding a culture of Hauora, and providing Innovative Learning Spaces that enable learners to meet their personal aspirations and achieve higher levels of personal excellence as they prepare for unknown futures.

A place to belong... Karaka!

## Our Core Values:

- \*Life-long learning
- \*Excellence
- \*Adaptability
- \*Respect
- \*Nurture

As a learning community 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:

**Engaging Learners / Raising Student Achievement**

**We are committed to...**

- \*Providing authentic and engaging learning programmes
- \*Our students confidently speaking about their own learning
- \*Being leaders in A4L practices and pedagogy
- \*Ensuring student progress is measurable and celebrated

## Strategic Goal 2:

**Hauora**

*Taba tinana* - Physical well-being, *Taba hinengaro* - Mental and emotional well-being, *Taba whanau* - Social well-being, *Taba wairua* - Spiritual well-being

**We are committed to...**

- \*The school LEARN values being the cornerstone of our school's culture
- \*Developing effective communicators
- \*Ensuring students feel safe and have a sense of belonging

## Strategic Goal 3:

**Innovative Learning Environments**

**We are committed to...**

- \*All class environments being reflective of innovative learning spaces
- \*Digital devices being used to enhance teaching and learning consistently school wide
- \*Karaka School being the school of choice

# 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.*

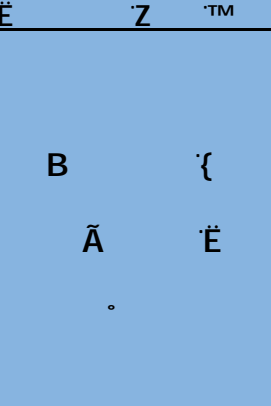
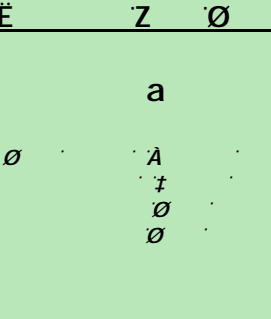
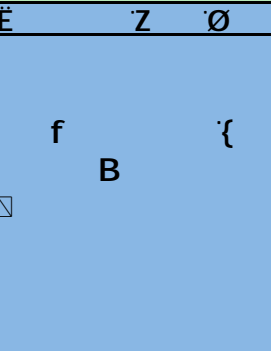
**NURTURE** POIPOI  
*We show nurturing for one another through kind actions and words.  
We help and encourage each other.*

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. At the end of 2017 the BoT undertook a review of our vision and values. Emerging from this were 3 new strategic goals that were sent to our school community for consultation and implemented in 2018. The goals will advance our learners towards embedding the values and achieving the vision.

# Our Strategic Goals

<p>  </p>	<p> <u>Goal 1</u>            Providing authentic and engaging learning programmes            Our students confidently speaking about their own learning            Being leaders in A4L practices and pedagogy            Ensuring student progress is measurable and celebrated         </p>	<p> <u>Outcome 1</u>            By the end of 2021 our students will:            Be better able to manage their own learning            Through Karaka School:            Providing authentic, engaging and diverse learning opportunities based on A4L learning pedagogy and practices,            This will be evidenced by:            Students ability to articulate and manage their learning         </p>
<p>  </p>	<p> <u>Goal 2</u>            The school LEARN values being the cornerstone of our school's culture            Developing effective communicators            Ensuring students feel safe and have a sense of belonging         </p>	<p> <u>Outcome 2</u>            By the end of 2021 Karaka School will:           <ul style="list-style-type: none"> <li>An embedded culture that values holistic well being</li> </ul>           Leading to:            All stakeholders feeling valued and proud to be a part of our school            This will be evidenced by:            Stakeholders who are committed to the culture and displaying the values of Karaka School         </p>
<p>  </p>	<p> <u>Goal 3</u>            All class environments being reflective of innovative learning spaces            Digital devices being used to enhance teaching and learning consistently school wide            Karaka School being the school of choice         </p>	<p> <u>Outcome 3</u>            By the end of 2021 Karaka School will:           <ul style="list-style-type: none"> <li>Have environments that are evolving and adaptable</li> </ul>           Leading to:            Future focussed learning            This will be evidenced by:            Environments that are reflective of creativity, flexibility and collaboration with students as active learners         </p>

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<p>È Z TM</p> <p>B { `Ã</p> <p>È ..</p> <p>Ø ..</p> <p>Providing authentic and engaging learning programmes Our students confidently speaking about their own learning Being leaders in A4L practices and pedagogy Ensuring student progress is measurable and celebrated</p> <p>Ø ..</p> <p>By the end of 2021 our students will:</p> <p>Be active learners through engagement that leads to improved outcomes</p> <p>Through Karaka School: Developing A4L practices and providing authentic learning opportunities</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> <li>Students ability to articulate and manage their learning</li> </ul>	<p>Key areas for further development are identified and provision for additional PLD to embed these are made leading to greater student confidence (agency) in managing own learning</p>	<p>A4L practice is embedded. Students and teachers are confidently analysing information to inform next steps on an ongoing basis</p>	<p>Students and teachers are competent in seeking and interpreting evidence allowing the learners to manage their own learning through being active in their learning.</p>
	<p>Spirals of inquiry remains the model used to inquire into teaching practice and is embedded into appraisal</p>	<p>Spirals of Inquiry reviewed as the tool to inquire into practice to ensure ongoing effectiveness</p>	<p>Teachers are confidently and continuously reflecting on their teaching practice through the use of an evidence based Inquiry model.</p>
	<p>Team leaders to attend APPA Senior Leadership Conference - Waipuna Lodge (or similar). Feedback and reflection with senior leadership team on return. Learning will be presented at a staff meeting if applicable.</p>	<p>Leaders to identify next step in their leadership practice. Senior management to work with leader to find suitable PLD.</p>	<p>Leaders are confident, capable and supported to help lead the school towards its strategic vision</p>
	<p>Learning Engagement &amp; Achievement discussions become part of regular team meetings</p>	<p>LEA reviewed and refined</p>	<p>LEA meetings are embedded into culture and impacting on student learning</p>
	<p>Inquiries are led by an authentic big question or provocative statement. Teachers scaffold students towards increasing independence using school model that leads to application of new learning.</p>	<p>Students have greater input and ownership of inquiries leading to improved engagement. Students are more familiar with the school model that leads to application of new learning. Students are beginning to think how learning can be applied locally as well as globally.</p>	<p>Student voice is used to guide authentic inquiries. Model is embedded and students are able to think about the contexts in which the new learning is able to be applied.</p>
	<p>Student voice is collected by teachers on an ongoing and formative basis as part of A4L pedagogy and practice. Student voice related to schoolwide practices will be collected and evaluation of school practices will be undertaken Information is used to evaluate teaching practice, class and school programmes</p>	<p>Student voice is collected at different levels (class, team, school). Discussions take place to determine what's working and what could be done differently. Actions decided and implemented</p>	<p>Student voice is collected as part of everyday practice and students are involved in decision making</p>
	<p>Students are encouraged and supported to take an active lead role in student conferences</p>	<p>Students led conferences are established throughout the school with teacher support</p>	<p>All student conferences are student led. Learning pathway folders/journals are</p>

	Information within Learning Pathway folders provides students, teachers and whanau with a clear understanding of progress, achievement and next steps	Learning pathway folders are available to students at all times and are regularly updated and used	embedded into everyday practice and students are using regularly to set next learning steps
	Student progress and achievement are celebrated at class, team and school level. Staff dialogue becomes more focussed on progress and achievement with an expectation that everyone is able to progress in learning	Celebration of progress and achievement becomes part of regular dialogue and a variety of ways to celebrate are in place at different levels. There is an expectation that everyone can progress in learning.	Dialogue focussed on student progress and achievement. All students acknowledged and celebrated through newsletters, assemblies, prize giving, praise postcards, Good News Call of the week, verbally and official reporting. There is an expectation that everyone can progress in learning.
	Students are taking ownership of assessment information, engaging in dialogue with their teachers about this information and using it to develop next steps.	Students are using assessment information to establish next steps and strengths ensuring these are measurable. Student teacher dialogue is centered on identification of strengths and next steps.	Assessment information is shared with students and their whanau in a timely, positive manner. Student teacher dialogue is centered on identification of strengths and next steps. Next steps are clear, measurable and reevaluated.
	Peer coaching maintained and integrated into staff meetings to support PLD	Peer coaching relationships are embedded into appraisal and aligned to PLD	Peer coaching relationships are a part of everyday business
<p><b>E Z Ø</b></p> <p><b>a</b></p> <p>Ø A ‡</p> <p>Ø E E</p> <p>Ø</p> <p>The school LEARN values being the cornerstone of our school's culture Developing effective communicators Ensuring students feel safe and have a sense of belonging</p> <p>Ø</p> <p>By the end of 2021 Karaka School will:</p>	Karaka School LEARN values are displayed in English and Maori throughout the school to ensure our whole community is aware of and committed to these. These are the cornerstone of our culture and are celebrated. The Principal's Award will include the LEARN Value in Maori on the certificates.	Karaka School's LEARN values are visible and referred to constantly. The LEARN Values will be referred to in both English and Maori orally by the teachers. These are the basis for maintaining our positive school culture - the cornerstone of our culture. They are consistently celebrated in a variety of ways	Community consultation to ensure our LEARN values continue to align with school vision and expectations. The LEARN Values will be written and spoken in both English and Maori by the teachers and students. The community will be familiar with the LEARN values in Maori and what they mean.
	A review of how best to collect, and ensure retention of student wellbeing information is undertaken and next steps identified	Next steps are implemented and review of effectiveness undertaken	Systems are developed that ensure holistic information is collected, acted upon and retained to ensure an ongoing narrative is maintained.
	New ways of communicating with the community are implemented and reflected upon.	Communication methods are reviewed.	Community are kept informed, on a regular basis, through a variety of avenues (online, written, verbal) and their voice is encouraged and acted upon.
	Next steps arising from wellbeing survey are implemented and reflected upon.	Wellbeing survey administered and evaluated for next steps.	Information gathered through wellbeing surveys used to improve conditions for learners and staff.

<ul style="list-style-type: none"> <li>An embedded culture that values holistic well being</li> </ul> <p>Leading to: All stakeholders feeling valued and proud to be a part of our school</p> <p>This will be evidenced by: Stakeholders who are committed to the culture and displaying the values of Karaka School</p>	Regular meetings between SENCO and teacher aides to determine effectiveness of support programmes are in place	Support systems discussed at team, staff, leadership level to ensure students are being catered for.	Regular feedback and communication sort to ensure support systems meet the needs of our learners.
	Diversity of activities are reviewed and school wide participation analysed alongside results of Health and PE community consultation.	Next steps are implemented and review of effectiveness undertaken	Commitment to providing all students with a wide range of physical activities. Utilise staff strengths and involve external programmes as required.
	Sparklers programme and/or authentic activities related to current need e.g. Buddy Bench, participation in Pink Shirt Day, Cool Schools, Peer Mediators, words above the Buddy Bench, Circle time	Review of programmes undertaken to ensure alignment with school values and culture. Continued participation in Pink Shirt Day	Established wellbeing programme/s are in place as part of school culture
	Review of programmes in place and next steps identified and planned for to enhance cultural connections and ensure our diverse communities are valued	Next steps are implemented and review of effectiveness undertaken	All cultures have a sense of belonging, are celebrated and valued here at Karaka School.
	Enviroschools philosophy and practices moves to a coordinated approach with the aim to achieve silver by the end of 2019	Enviroschools philosophy and practices are at a sustainable level school wide and steps are in place to move towards gold	Enviroschools philosophy embedded into school culture - achieved Gold status.
<p><b>E Z Ø</b></p> <p><b>f {</b></p> <p><b>B</b></p> <p><b>ø</b></p> <p>All class environments being reflective of innovative learning spaces Digital devices being used to enhance teaching and learning consistently school wide Karaka School being the school of choice</p> <p><b>ø</b></p> <p>By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> <li>Have environments that are evolving and adaptable</li> </ul> <p>Leading to: Future focussed learning</p>	Furniture provides students with greater choice in how their learning occurs	Flexibility of furniture supports collaboration and enables students to better manage how, when and with who they learn	Furniture is being utilised in such a way that is supports learning pedagogy
	Review of devices and how they are used undertaken. PLD in digital technologies	Next steps are identified and implemented from PLD and review of effectiveness undertaken	Digital devices are fully integrated into teacher practice to enhance teaching and learning.
	A4L pedagogy is schoolwide and embedded into practice. The systems, beliefs, practices and resources to support are formalised	Leadership in A4L pedagogy extends beyond our own learning community and Karaka School emerges as exemplar of its implementation	All teachers are committed to A4L pedagogy and able to lead by example. They 'know thy impact'. Karaka School is seen as leaders in sustainable A4L practices
	Regular visits to feeder ECE centres. Investigate a 'Welcome Pack - Karaka Kete' for all new families to our school and evaluate organisation for school visits.	Pre entry system established and relationships strengthened with ECE providers through ongoing connections. New family survey undertaken and reviewed. Next steps decided.	Next steps from survey are implemented. Positive, ongoing connections established with local Early Childhood centres, as well as pre-entry systems embedded.
	Next steps from Intermediate review are implemented and review of effectiveness undertaken.	Programme is refined and evolves to meet needs of students and community. Research findings from high school visits are implemented.	Intermediate education at Karaka School is valued by the community and the numbers retained grow. Review implementation of high school visits for transition to high school.

This will be evidenced by: Environments that are reflective of creativity, flexibility and collaboration with students as active learners	Visits to local high schools to research how we can prepare our students for the high school transition.		
	Device management and integration of tools reviewed and next steps established	Next steps are implemented and review of effectiveness undertaken	Digital devices will be maintained and upgraded as necessary to ensure students have access to these at all times.
	Next steps arising from review undertaken and reviewed for effectiveness in the integration of digital tools	New platforms for learning using digital tools are investigated	A variety of platforms are used to ensure community is well informed. Platforms are reviewed regularly.

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<p>È Z ° TM</p> <p>B {</p> <p>Å È</p> <p>ø</p> <p>Providing authentic and engaging learning programmes Our students confidently speaking about their own learning Being leaders in A4L practices and pedagogy Ensuring student progress is measurable and celebrated</p> <p>ø</p> <p>By the end of 2021 our students will: Be active learners through engagement</p>	Key areas for further development in A4L are identified and provision for additional PLD to embed these are made leading to greater student confidence in managing own learning (student agency)	A4L Leaders	By Term 4 2019, an evaluation of learning is undertaken and a plan for continued advancement is co-constructed.	PLD Budget	
	Spirals of inquiry remains the model used to inquire into teaching practice and is embedded into appraisal	Snr Leaders	From Term one 2019 Spirals of Inquiry will remain the reflective tool for teachers to inquire into their practice. This will continue to be embedded into appraisal and will scaffold practice analysis conversations.	Release budget	
	Team leaders to attend APPA Senior Leadership Conference - Waipuna Lodge (or similar). Feedback and reflection with leadership team on return.	Team Leaders	By the end of Term 3 2019, team leaders will have attended a PL conference targeted at developing leadership skills. Next steps arising from learning will be used to help develop goals	Conference & Travel Costs	
	LEA discussions become part of regular team meetings	Teachers	From Term 1 2019, LEA meetings will be embedded into team meetings fortnightly/3 times a term.		
	Inquiries are led by an authentic big question or provocative statement. Teachers scaffold students towards increasing independence using school model that leads to application of new learning.	Teachers	From Term 1 2019, the school wide inquiry template and model will help to refine the planning, leading to greater clarity regarding learning outcomes that will scaffold		



<p>that leads to improved outcomes</p> <p>Through Karaka School: Developing A4L practices and providing authentic learning opportunities</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> <li>Students ability to articulate and manage their learning</li> </ul>			towards increased learner independence		
	Student voice is collected by teachers on an ongoing and formative basis as part of A4L pedagogy and practice. Student voice related to schoolwide practices will be collected. Evaluation of school practices will be undertaken using student voice. Information is used to evaluate teaching practice, class and school programmes	Teachers	From Term 1 2019, active reflection will be a focus for A4L pedagogical development and both formal and informal practices will be initiated to ensure student voice is collected, analysed and used formatively.	PLD Relieving Budget	
	Students are encouraged and supported to take an active lead role in student conferences	Teachers	In Terms 2 and 4 of 2019, students will lead learning conversations with their parents/whānau		
	Information within Learning Pathway folders provides learners, teachers and whanau with a clear understanding of progress, achievement and next steps	Teachers	From Term 1 2019, LPF will be reviewed and steps taken to ensure that the all information supports dialogue regarding learners progress, achievement and next steps		
	Learner progress and achievement are celebrated at class, team and school level. Staff dialogue focuses the lens on progress and achievement with an expectation that everyone is able to progress in learning	Snr Leaders Teachers	From Term 1 2019, learner progress and achievement will be celebrated in various ways; newsletters, online communication, assemblies. Our everyday language will be the language of learning.		
	Students are taking ownership of assessment information, engaging in dialogue with their teachers about this information and using it to develop next steps.	Teachers Students	From Term 1 2019, the use of progressions and other assessment information is used formatively alongside learners from which next steps are co-constructed	Stationery Budget	
	Peer coaching maintained and integrated into staff meetings to support PLD	Snr Leaders Teachers	From Term 1 2019, peer coaching will be deliberately integrated into staff meetings to place value on and to refine the practice	PLD Budget	
	<p><u>    </u> <u>    </u> <u>    </u></p> <p>a</p>	Karaka School LEARN values are displayed throughout the school to ensure our whole community is aware of and committed to these. These are the cornerstone of our culture and are celebrated	All Staff	From Term 1 2019, our school values will be visible throughout the school and introduced to communications outside of school. Celebrations aligned to	Stationery Budget

<p>Ø A Ø ‡ Ø E E Ø</p> <hr/> <p>The school LEARN values being the cornerstone of our school's culture Developing effective communicators Ensuring students feel safe and have a sense of belonging</p> <p>Ø _____ By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> <li>An embedded culture that values holistic well being</li> </ul> <p>Leading to: All stakeholders feeling valued and proud to be a part of our school</p> <p>This will be evidenced by: Stakeholders who are committed to the culture and displaying the values of Karaka School</p>			the values will have commenced.		
	A review of how best to collect, and ensure retention of student wellbeing information is undertaken and next steps identified	Snr Leaders	By the end of Term 1 2019 a review of the current system is undertaken and the system refined to meet identified next steps from review		
	New ways of communicating are implemented and reflected upon	Snr Leaders	From Term 1 2019, next steps from the communication survey will be operating in practice with expectations for communication co-constructed.	E-Tap subscription	
	Next steps arising from wellbeing survey are implemented and reflected upon.	Snr Leaders Teachers	From Term 1 2019, the balanced curriculum plan will reflect a focus on two key areas identified from the survey - mental health and healthy eating.	Curriculum and team budgets	
	Regular meetings between SENCO and teacher aides to determine effectiveness of support programmes are in place	SENCO Support Staff	In 2019, termly SENCO/Tchr Aide meetings will be held to evaluate the effectiveness of tchr aide programmes and plan for following terms	Learning Support Budget	
	Diversity of activities are reviewed and school wide participation analysed alongside results of Health and PE community consultation	Snr Leaders Sport Co-ord	By the beginning of Term 1 2019 a schoolwide balanced Health and PE plan will have been co-constructed and be implemented consistently. Opportunities to participate in a wide range of activities will be sought and the expertise of external facilitation sought.	Curriculum and team budgets	
	Sparklers programme/and or authentic activities related to current need e.g. Buddy Bench, participation in Pink Shirt Day, Cool Schools, Peer Mediators, words above the Buddy Bench, Circle time	Snr Leaders Teachers	From Term 1 2019, a hauora focus will be deliberately integrated into classroom practice to support learner wellbeing. In May 2019 Karaka School will host a Pink Breakfast (or similar) in support of Pink Shirt Day - anti bullying	Curriculum and team budgets	

	Review of programmes in place and next steps identified and planned for to enhance cultural connections and ensure our diverse communities are valued	Snr Leaders Cultural Leader Teachers	By the end of Term 1 2019 a review will be undertaken and an action plan developed	Curriculum and team budgets	
	Enviroschools philosophy and practices moves to a coordinated approach with the aim to apply for the silver award by the end of 2019	Enviro Co-ord	By the end of Term 4 2019 Karaka School will have completed their silver Enviro reflection	Curriculum and team budgets	
<p><b>Environment</b></p> <p>All class environments being reflective of innovative learning spaces Digital devices being used to enhance teaching and learning consistently school wide Karaka School being the school of choice</p> <p>By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> <li>Have environments that are evolving and adaptable</li> </ul> <p>Leading to: Future focussed learning</p> <p>This will be evidenced by: Environments that are reflective of creativity, flexibility and collaboration</p>	Furniture provides students with greater choice in how their learning occurs	Teachers	From the beginning of Term 1 all classrooms will be equipped with furniture that gives students choice about where they will work to best suit their current learning.	Furniture budget	
	Review of devices and how they are used undertaken. PLD in digital technologies	E-Lrng Leader	By the end of Term 2 the e-learning leader will have reviewed the impact digital devices are having on student learning and achievement.	ICT budget	
	A4L pedagogy is schoolwide and embedded into practice. The systems, beliefs, practices and resources to support are formalised	A4L Leaders Teachers	By the end of Term 4, we will have implemented resources to ensure practical application of A4L strategies are embedded. The A4L leadership team will have developed clear systems and required supports at all levels of the school to ensure A4L practice is consistent and embedded schoolwide.	PLD budget & Release budget	
	Regular visits to feeder ECE centres. Implement a 'Welcome Pack - Karaka Kete' for all new families to our school and evaluate organisation for school visits.	Transition Co-ord	By the end of Term 1 2019 a 'Welcome to Karaka Kete' will be established and all new whānau will receive this. By the end of Term 3 2019 an evaluation of how school visits are undertaken and their effectiveness will have been undertaken and contributing ECEs will have been visited and information gathered reflected upon.	Release budget	

with students as active learners	Next steps from Intermediate review are implemented and review of effectiveness undertaken. Communicating how prepared our kids are for high school transition and reasons to back this up.	Snr Leaders Snr Team Leader	By the beginning of Term 4 2019 the Senior team leader and senior leadership will have collected student voice regarding the intermediate programme so that next steps can be developed.		
	Device management and integration of tools reviewed and next steps established	E-Lrng Leader	By the end of Term 3 the e-learning leader will have collected information through a variety of means (e.g. student voice, observations, discussions, PLD sessions) to develop a PLD plan for 2020. The e-learning leaders will have developed systems for device management and monitored the effectiveness of these. The e-learning leader will have modelled best practice in all classes to support the implementation of the digital curriculum.	PLD budget & Release budget	
	Next steps arising from review of 'information communication' is undertaken and reviewed for effectiveness	All Staff	By the end of Term 3 2019 a short follow up survey regarding communication methods will be undertaken with a particular focus on new ideas introduced.		