



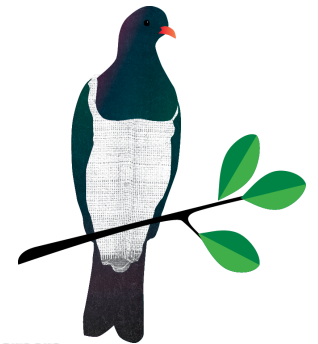
# Karaka School

EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

“Ka whangaia, ka tupu, ka puawai.”

## Strategic Plan 2019 – 2021 Annual Plan

2020  
(reviewed)



*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



## Karaka School

EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

"Ka whangaia, ka tupu, ka puawai"



### 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><b><u>Strategic Goal One:</u></b></p> <p><b>Engaging Learners - Raising Student Achievement</b></p>	<p><b><u>We are committed to:</u></b></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><b><u>We will:</u></b></p> <p>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><b><u>Strategic Goal Two:</u></b></p> <p><b>Hauora</b></p> <p><i>Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, Taha wairua - Spiritual well-being</i></p>	<p><b><u>We are committed to.....</u></b></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><b><u>We will:</u></b></p> <p>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 This will be evidenced by: Stakeholders who are committed to the culture and displaying the values of Karaka School</p>
<p><b><u>Strategic Goal Three:</u></b></p> <p><b>Innovative Learning Environments</b></p>	<p><b><u>We are committed to....</u></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><u>We will:</u></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 This will be evidenced by: Environments that are reflective of creativity, flexibility and collaboration with students as active learners</p>

# Our Strategic Plan

## 2019-2021

STRATEGIC PLAN	2019	2020	2021
<p><b>Strategic Goal One:</b></p> <p><b>Engaging Learners - Raising Student Achievement</b></p> <p><b>We are committed to:</b>                      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><b>We will:</b>                      By the end of 2021 our students will:                      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. Learner focussed relationships underpin all other domains. With the aid of progressions learners and teachers are confidently analysing information to inform next steps on an ongoing basis.                      PLD plan reflects priority development areas.</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. PLD plan is co-constructed and reflects ongoing learning needs based on review of previous year</p>
	<p>Spirals of inquiry remains the model used to inquire into teaching practice and is embedded into appraisal</p>	<p>Spirals of Inquiry along with GROWTH coaching used to inquire into practice to ensure ongoing effectiveness. Evidence in practice is collected.</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 the next step in their leadership practice. Senior management to work with leaders 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 and continue to be an agenda item at team meetings</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>



	Students are encouraged and supported to take an active lead role in student conferences	Learner led conferences are established throughout the school with teacher support	All student conferences are student led. Learning pathway folders/journals are
	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
<b>Strategic Goal Two:</b>			
<b>Hauora</b>			
<i>Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, Taha wairua - Spiritual well-being</i>	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 and are communicated widely	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.
<b>We are committed to.....</b>			
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	A review of how best to collect, and ensure retention of student wellbeing information is undertaken and next steps identified	Next steps arising from analysis of learner wellbeing 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.	Community Communication methods are reviewed. Learners will have opportunities to develop their oral language in order to become confident communicators .	Community are kept informed , on a regular basis, through a variety of avenues (online, written, verbal) and their voice is encouraged and acted upon. Learners are confident communicators and senior learners seek leadership opportunities,
<b>We will:</b>			

<p>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>			
	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.
	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 to ensure that all cultures are celebrated	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 reviewed school wide and steps are in place to progress towards sustainability	Enviroschools philosophy embedded into school culture..
<p><b>Strategic Goal Three:</b></p> <p><b>Innovative Learning Environments</b></p> <p><u>We are committed to....</u></p> <p>All class environments being reflective of innovative learning spaces</p> <p>Digital devices being used to enhance teaching and learning consistently school wide</p> <p>Karaka School being the school of choice</p> <p><b>We will:</b></p> <p>By the end of 2021 Karaka School will:</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 PLD for new Digital technologies curriculum scheduled into staff meetings	Digital devices are fully integrated into teacher practice to enhance teaching and learning. Ongoing support for Implementation of Digital Technologies curriculum provided
	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	Pre entry system established and relationships strengthened with ECE providers through ongoing connections.	Next steps from survey are implemented. Positive, ongoing connections established with local Early Childhood centres, as well as pre-entry systems embedded.

<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 with students as active learners</p>	and evaluate organisation for school visits.	New family survey undertaken and reviewed. Next steps decided.	
	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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## Our Annual Plan - 2020

STRATEGIC Goals	Our Commitment	Who	SMART Goal	Resourcing	Mid Year Review	End of Year Review
<p><b>Strategic Goal One:</b></p> <p><b>Engaging Learners - Raising Student Achievement</b></p> <p><b>We are committed to:</b> Providing authentic and engaging learning programmes</p>	<p>Implement systems for the use of math learning progressions alongside learners to enable them to develop their own agency and share with confidence their learning</p> <p>Develop and maintain learner focussed relationships</p>	<p>Whole Staff</p> <p>Whole Staff</p>	<p>By the end of 2020, systems for the use of math progressions alongside learners will have been trialled and refined so that learners have the tools to discuss their learning with others</p> <p>By the end of Term 1 2020 learning focussed relationships will have been formed so that learners are supported to engage with their learning. A</p>	<p>Stationery Budget Time allocation</p> <p>Time allocation</p>		



<p>Our students confidently speaking about their own learning Being leaders in A4L practices and pedagogy Ensuring student progress is measurable and celebrated</p> <p><b>We will:</b> By the end of 2021 our students will:</p> <ul style="list-style-type: none"> <li>Be active learners through engagement that leads to improved outcomes</li> </ul> <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>			class motto will have been co-constructed.			
	Implement tracking systems so that our learners are able to map their progress.	Whole Staff	By the end of 2020, tracking systems will have been trialled and refined so that learners are able to map their progress using tools for learning	Time allocation		
	Teachers will conference regularly with learners using the progressions, so that learners can share and celebrate with confidence where they are at and what their next steps are.	Whole Staff	By the end of Term 2 2020, conferencing with learners will be deliberately aligned to progressions so that learners have clarity of expectations.	Time allocation		
	Enviro/Cultural Inquiries are purposeful to the learners by allowing students the opportunity to take the learning in a direction of interest to them	Enviro/ Cult Leaders Whole Staff	By the end of Term 4, 2020, four inquiries will be have been undertaken which have been driven by learner voice	Inquiry Budget		
	Learner Inquiries will involve a purposeful action or outcome	Whole Staff	By the end of Term 4 2020, there will be visible evidence of the actions arising from inquiries	Inquiry Budget		
	Student voice is gathered and used to reflect on teaching and learning	Whole Staff	By the end of each term, learner voice will have been collected formally and informally on an ongoing basis so that teaching and learning can be adapted to meet learner needs.	Time allocation		
	Assessment for learning pedagogy and practice will be aligned to the professional learning plan	Snr Leaders Whole Staff	By the beginning of Term 1 2020 a PLD plan will have been developed that shows explicit links to AfL	Time allocation		

	Students will understand the purpose of assessment	Whole Staff	By the end of Term three 2020 learners will be using assessment with confidence to identify next learning steps	Assessment Budget		
	Karaka School will work with the Rosehill Pathways Kāhui Ako to measure learner progress and achievement based on approved achievement challenges	Sarah	<i>To review once finalised</i>	TBC		
<b>Strategic Goal Two:</b>  <b>Hauora</b>  <i>Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, Taha wairua - Spiritual well-being</i>  <b>We are committed to.....</b> The school LEARN values being the cornerstone of our school's culture Developing effective communicators Ensuring students feel safe and have	All stakeholders are committed to displaying our LEARN values all of the time	Whole Staff	By the end of Term one 2020, the LEARN Values will have been explicitly shared with and promoted to all stakeholders	Stationery Budget		
	Students are given opportunities to develop their oral language and present to a variety of audiences with growing confidence	Whole Staff	By the end of Term 4 2020, students will have been given opportunities within and outside of the classroom to develop their oral language so that they learn to become effective communicators	Literacy Budget		
	Students are able to apply the LEARN values in a range of different circumstances	Whole Staff	By the end of Term 1 2020, the LEARN values will have been a focus of explicit teaching so that learners have clarity of expectations. Student voice will be collected in term 2 to evaluate the effectiveness of the explicit teaching.	Time allocation		
	Students support and encourage each other in tuakana teina relationships	Whole Staff	By the end of Term 1 2020, a system for establishing tuakana	Time allocation		

<p>a sense of belonging</p> <p><b>We will:</b></p> <p>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:</p> <p>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>			teina relationships for all new learners to Karaka School using senior school learners			
	Students are confident in seeking support at times of need.	Whole Staff	By the end of Term 3 2020 learner voice will have been collected twice to a) ascertain initial confidence b)implement next steps and then review progress	Time allocation		
	Whanau and members of community are welcomed and feel confident to approach the school.	Snr Leaders	By the end of Term 1 the leadership team will have surveyed our parent community to determine their sense of belonging and set next steps	Time allocation		
	There is evidence of a sense of pride in ourselves, our school and our community.	Snr Leaders	By the end of Term 3 2020, stakeholder voice will be collected and analysed	Time allocation		
	Students are involved in, and organise community events	Tanya Whole Staff	By the end of Term 4 2020, there will be evidence of learner leadership and involvement in a minimum of 3 community events	Time allocation EOTC Budget		
	Students are encouraged to take opportunities to participate in cultural activities	Cultural Leader Whole staff	By the end of Term 1 students will be provided with the opportunity to join cultural groups such as Pasifika and Kapa Haka. Groups will have the opportunity to perform. Opportunities to be exposed to other	Kapa Haka Budget Time allocation EOTC Budget		

			cultures will be sought.			
	Teaching of NZ history and te reo Maori at all levels of the school will be evident	Whole staff	By the end of 2020 te reo māori and NZ history will have been deliberately planned for and taught schoolwide.	Literacy Budget		
<p><b>Strategic Goal Three:</b></p> <p><b>Innovative Learning Environments</b></p> <p><b>We are committed to....</b> 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>We will:</b> By the end of 2021 Karaka School will: Have environments that are evolving and adaptable Leading to: Future focussed learning</p>	To provide each Year 7/8 learners with a digital device for them to use in the classroom	Carla	By the End of Term 1 every Year 7/8 learner will have a digital device assigned to them for classroom learning The feasibility of having iPads introduced into the Year 7/8 learning environment will be undertaken.	Capital Budget allocation		
	To review the systems in place for storing devices used in the Year 0-6 classrooms	Carla Rachel Whole School	By the end of Term 3 2020, a revision of the systems implemented to safely store will be undertaken and next steps implemented	Time allocation ICT Budget		
	Karaka School will become familiar with and begin to implement the new Digital Technology curriculum with an integrated approach	Carla Kim Whole Staff	By the end of Term 4 2020, PLD will have been undertaken and a Karaka School Digital Technologies curriculum will have been developed	Time allocation ICT Budget Capital budget allocation		
	Karaka School will ensure that our Year 7/8 learners are provided with additional EOTC and leadership opportunities	Kim	By the end of Term 4 2020, our Year 7/8 learners will have participated in 2 camps, 2 educational trips and have been provided with at least 4 leadership opportunities	EOTC budget Time allocation		

This will be evidenced by: Environments that are reflective of creativity, flexibility and collaboration with students as active learners	Student voice will be used to develop environmental actions for our school and implemented where appropriate.	Whole School	By the end of Term 1, we will have administered an Enviro survey or similar to determine student ideas for the school environment	Inquiry Budget		
	Karaka School will investigate the possibility of providing Technology onsite in 2021	Kim Sarah Carla	By the end of Term 4 2020 we will have completed a SWOT analysis on technology at Karaka School and presented to the BoT for consideration.	Time allocation		
	Continue to build and maintain relationships with local ECE providers	Tanya	By the end of Term 4 we will have connected with the two local ECE providers each term to foster positive learning focussed relationships. Opportunities for ECE to visit and become involved in the school will be offered.	Time allocation		
	Continue to seek feedback from our local high school in regards to our students preparedness for transition	Kim	By the end of Term 4 2020 we will have made contact with our local high to seek feedback on our student's preparedness for High School	Time allocation		