

Statement on how Karaka School has given effect to te Tiriti o Waitangi 2023



At Karaka School we proudly uphold the principles of te Tiriti o Waitangi by fostering a culturally inclusive environment where all students, regardless of background, feel valued and respected. We integrate Māori perspectives, language, and culture throughout our curriculum, ensuring that our students gain a deep understanding and appreciation of Aotearoa's rich heritage. Our commitment to partnership, participation, and protection underpins our school ethos, promoting unity and celebrating diversity among our students, staff, and wider community.

All our students have learnt Te Reo Māori as part of their classroom programmes. All classes include karakia at the start and end of the day and we also have a school haka written for us in collaboration with Ngāti Tamaoho. Waiata is a part of our learning, as is the pepeha of the local area and individual students.

School leaders have been collectively and systematically reading Niho Taniwha in order to challenge our own bias and improve the learning experiences and achievement of ākonga Māori. School wide inquiry has been on how teacher practice needs to be changed and modified in order to help raise Māori student achievement.

We have held hui with our Māori whānau as partners, and run an online survey as part of the strategic planning consultation process. Data from this is used to make changes and improvement at school.

In January this year, our iwi ran a staff PLD session and presented the Ngāti Tamaoho Education Plan. Our future strategic goals have also been aligned to the three poutama in this Education Plan. Our Kāhui Ako is looking at ways we can further connect with our iwi, without putting too much time pressure on them as individual schools.



Karaka School's Strategic Implementation Plan 2024 - 2025

'Ka whangaia, ka tupu, ka puawai'

That which is nurtured, grows and blossoms.



Learning Akoranga



Excellence Hiranga



Adaptability Urutau



Respect Whakaute



Nurture Poipoi

Our Values

Our Goals

WHAKAWHANAUNGATANGA

To connect
NELP 1, 2, 3

WHAKAMANA

To empower
NELP 1, 2, 3

AKO

To learn
NELP 1, 2, 3, 4

Our Initiatives

Strengthen connections and partnerships in learning

Develop the leadership capabilities of middle leaders

Develop a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations

Strengthen practice and pedagogy of all kaiako

Our Indicators of Success

Collaborative partnerships and effective communication between school and home

Strong professional leadership schoolwide

Quality teaching and Learning is evident and reflects the kaupapa of Te Mātaiaho and the curriculum refresh

Cultures in the school are empowered and celebrated

Coherent and consistent delivery of teaching and learning

Well documented local curriculum

Induction programmes in place for new students and whānau

Quality induction programmes are in place for new staff

Strong tikanga and Te Reo Māori evident in all learning spaces

Our Vision

**Embracing Learning
Building Resilience
Achieving Excellence**



<p style="text-align: center;">Strategic Goals</p> <p><i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p style="text-align: center;">Which Board Primary Objective does this strategic goal work towards meeting?</p> <p><i>These are set out in Section 127 of the Education and Training Act 2020.</i></p>	<p style="text-align: center;">Links to Education Requirements</p> <p><i>Includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>	<p style="text-align: center;">What do you expect to see?</p> <p><i>What is the anticipated result of successful completion of your Objectives - at the end of 2 years.</i></p> <p>What evidence will you see of this?</p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and the actions you will take?</i></p>	<p style="text-align: center;">How will you measure success?</p> <p><i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in \practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p>
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<p>Whakawhānaungata nga</p> <p>To connect</p> <ul style="list-style-type: none"> ● Strengthen connections and partnerships in learning 	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>The school is a physically and emotionally safe place for all students and staff</p> <p>The school gives effect to relevant student rights set out in this Act</p> <p>The school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.</p> <p>The school is inclusive of, and caters for, students with differing needs</p>	<p>Success for All</p> <p>Tātaiako</p> <p>Ka Hikitia</p> <p>Attendance and Engagement Strategy</p> <p>NELPS</p> <p>Tapasā</p>	<p>Students</p> <p>Students are positively engaged in the classroom</p> <p>Students interact positively in the playground</p> <p>Students are able to use Zones of Regulation strategies</p> <p>Students are positively engaged in the classroom</p> <p>Tuakana /Teina relationships are embedded across the school</p> <p>Students have a sense of pride in the school</p> <p>All cultures are celebrated across the school.</p> <p>Staff</p> <p>Staff have a deeper understanding of diversity and how to cater for the needs of diverse learners, culturally, emotionally and physically.</p> <p>Staff have increased confidence and capability</p>	<p>Students</p> <p>Fewer behavioural issues are having to be dealt with by teachers</p> <p>Me and my school survey will show improvement in the following areas</p> <ol style="list-style-type: none"> 1. Students feeling safe at school 2. Students having a significant adult they can talk to at school 3. Improvement in engagement and agency <p>Staff</p> <p>Staff are proactive in establishing relationships with whanau</p> <p>Fewer referrals to senior leaders for behavioural issues.</p> <p>Cultural Groups /Language weeks and cultural days are active and celebrated</p> <p>Hero reporting is relevant and timely</p> <p>Three way conferences are reviewed to become more learning focused.</p>
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			<p>to deal with behaviour issues as they arise.</p> <p>Strong connections with whanau that are learning focused</p> <p>Whānau All cultures are celebrated across the school</p> <p>Parents are actively engaged in conversations about student learning</p> <p>Relationships with Ngāti Tamaoho are strengthened.</p>	<p>Whānau</p> <p>Increased parent attendance at three way conferences</p> <p>Community survey results show parents feel connected and informed about their child's learning</p> <p>Whanau are involved in cultural festivities and language weeks.</p>
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<p>Whakamana</p> <p>To empower</p> <ul style="list-style-type: none"> • Develop the leadership capabilities of middle and senior leaders • Strengthen practice and pedagogy of all kaiako 	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>The school is inclusive of, and caters for, students with differing needs</p>	<p>Te Mataiaho</p> <p>Ka Hikitia</p> <p>NELPS</p> <p>Te Whanake</p> <p>RPKA Strategic Plan</p> <p>Poutama Reo</p> <p>Tau mai te reo</p> <p>Tapasā</p>	<p>Strong leadership is evident across the school</p> <p>Middle leaders are focused on leading learning</p> <p>Middle/Senior Leaders work collaboratively as a team</p> <p>Effective leadership practices across the school result in a shift in student outcomes</p> <p>Consistency of practice across the school</p> <p>Data and assessment practices are strong and inform teaching and learning</p> <p>There is a shared understanding of the High Impact Teaching Practices and Common Practice Model in English and Mathematics.</p> <p>Te Reo and tikanga are evident in all learning spaces</p> <p>Quality induction</p>	<p>Professional Growth Cycles are implemented</p> <p>Classroom observations show strong practice across classrooms</p> <p>Clear and consistent coaching model is in place across the school</p> <p>Tracking of student data in Literacy and Numeracy to identify trends and target students</p> <p>Assessment for Learning strategies evident in all classrooms</p> <p>Effective Team and Leadership meetings are being run</p> <p>Completion of Level 1 Te Reo course by teaching staff</p> <p>Local tikanga is upheld across the school</p>
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<p style="text-align: center;">Ako</p> <p style="text-align: center;">To learn</p> <ul style="list-style-type: none"> Development of a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations 	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>The school is a physically and emotionally safe place for all students and staff</p>	<p>Te Mataiaho</p> <p>Ka Hikitia</p> <p>Social Sciences curriculum</p> <p>Refreshed English curriculum</p> <p>Refreshed Mathematics and Statistics curriculum</p> <p>RPKA Strategic Plan</p> <p>Poutama Reo</p>	<p>Design and delivery of Te Mātaiaho under the Social Sciences, English and Mathematics and Statistics curriculum areas</p> <p>A shared understanding of the High Impact Teaching Practices and Common Practice Model in English and Mathematics.</p> <p>Staff have increased understanding and capability in the use of Maturanga Maaori, te reo and tikanga as part of curriculum delivery.</p> <p>Staff pedagogical content knowledge is strengthened.</p> <p>Documentation A well documented local curriculum</p> <p>Coherence of planning, practice and assessment is evident across the school.</p>	<p>Planning reflects refreshed curriculum documents</p> <p>Karaka local curriculum review is completed and documented</p> <p>Parent education evenings are held</p> <p>HERO reporting reflects the new progression model</p> <p>History of the local area is well documented</p> <p>Culturally responsive practices are evident in all learning spaces</p> <p>Parent/staff/student voice is evident in local curriculum documents</p>
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Key Outcomes by 2025

Strategic Goals and initiatives	End of 2025 Outcomes
Ka whangaia, ka tupu, ka puawai (That which is nurtured, grows and blossoms)	
<i>To connect - Whakawhānaungatanga</i>	
<ul style="list-style-type: none"> To strengthen connections and partnerships in learning 	<p>Home school partnerships are strong and communication is timely and effective.</p> <p>All cultures are respected and celebrated.</p> <p>Quality induction and transition programmes in place for new families and students.</p>
<i>To empower - Whakamana</i>	
<ul style="list-style-type: none"> Develop the leadership capabilities of middle and senior leaders 	<p>Effective leadership across the school that improves learner outcomes</p>
<ul style="list-style-type: none"> Strengthen practice and pedagogy of all Kaiako 	<p>Consistent and coherent high Impact teaching practices are evident in all learning spaces.</p> <p>Quality induction and transition programmes in place for new staff.</p> <p>Culturally responsive practices underpin all teaching practice and pedagogy</p>
<i>To learn - Ako</i>	
<ul style="list-style-type: none"> Development of a culturally responsive local curriculum that reflects Te Mātaiaho and community aspirations 	<p>A well documented local curriculum underpins all teaching and learning across the school.</p> <p>Matauranga Māori is woven across all learning areas.</p>