

**The Strategic Aims align with those of the WAKA Achievement Challenges
At Te Kura Rautau, we strive to:**

- **continue to embed iwi and whanau connections / networks such as our cultural identity to reflect targeted needs and ultimately raise achievement across the curriculum through a shared pedagogy across our community**
- **develop ongoing strategies to ensure successful transitions into, between ECE / Kohanga and Primary & Secondary (part of WAKA focus)**
- **continue to develop the enhancement of Hauora / Wellbeing at our kura; support other kura to understand and implement Hauora / Wellbeing needs of their ākonga / kaiako**

Strategic Goals Refer Regulations 7(1)(b)	Links to Education requirements This includes National Education Learning Priorities, education strategies or plans and curriculum statements. Refer Regulations 7(d)	What do you expect to see? Refer Regulations 7(g)	How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)	How will you measure success? Refer Regulations 7(g)
<p>Strategic Aim 1: <u>Student Well Being and Engagement:</u> To deliver a stimulated learning environment that promotes student engagement as well as providing the physical and emotional wellbeing of all ākonga.</p>	<p>NELPS: OBJECTIVE 1: LEARNERS AT THE CENTRE Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>NELPS: OBJECTIVE 2: BARRIER-FREE ACCESS Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Priority 4: Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p>	<p>The wellbeing of all ākonga will be supported through effective teaching including wellbeing programs and to ensure they are best prepared for learning and development.</p> <p>→</p> <p>Ākonga and whaanau will be supported in the kura with professional advice for their wellbeing.</p> <p>To support ākonga adjusting to trauma; illness; social issues; insecurity as a result of home environment</p> <p>The school Uara (Values) will be effectively integrated to all ākonga (including those identified as Special Needs) throughout their learning. This will support and encourage achievement at Te Kura Rautau</p> <p>To monitor behaviour and celebrate successes as a form of motivation and encouragement</p>	<p>Continue to encourage authentic learning activities as per the realisation of Te Tiriti o Waitangi expectations. Staff motivation to lead by example and deliver a positive outcome and stimulus for ākonga.</p> <p>→</p> <p>Raising attendance rates for all students.</p> <p>Regular contact to targeted whanau with high student absenteeism or identified areas of concern: Liaise with specialist agencies to support needs.</p> <p>Promote and encourage participation of the in-school Counsellor Program (once we have replacement). Ākonga and whaanau will also be encouraged to access individual support and guidance through local agencies such as SWIS.</p> <p>Continue to maximise exposure for encouraging consistent use of the PB4L program including weekly positive reinforcement – use of ka pai tickets; dojo and tracking by staff onto SMS system.</p> <p>Continue to promote by celebrating successes every 2 x weeks with ākonga during PB4L assemblies and in-classroom commotion.</p> <p>Create best practice of student behaviour by utilising the SMS (etap) system to track evidence. Reflect and adjust to best fit needs of students.</p> <p>To link back to the student’s identity and personalize the rationale of why the system is a school wide system.</p>	<p>→</p> <p>To increase engagement and attendance rates of all ākonga by using targeted topical programs and strategies that will hook students into wanting to be part of these learning journey’s. Actively participating in Iwi centric based opportunities will aide in motivation and purpose</p> <p>Set a realistic and achievable attendance target of an average overall attendance rate of 85% from mid T1 onwards with a target of 50% for those students attaining ‘regular’ attendance (90%+) Attendance target of those students in the 80-90% overall range of daily attendance with closer contact with these whaanau and students to monitor change. Evidence based on previous year’s results via survey of students not having impartial support. One area of need has been identified of building resilience (which is also a WAKA goal). An in kura support program is needed to reassure whaanau that their tamariki are getting targeted needs addressed.</p> <p>To continue delivering a safe learning environment that utilises the School Values and is guided by frameworks such as Te Tākanga o te Wā to make connections to authentic learning. Create a range of learning & behavioural expectations</p> <p>All ākonga will have a clearer commitment to delivering and understanding of the School Values which will give purpose through an authentic lens. The use of technology will enhance and promote this purpose to a wider audience for all students including those with Special Needs.</p> <p>Promote a positive expectation and to address any concerns through tracking.</p>

				Acknowledge areas of positive shifts in behaviour management. Target those areas requiring extra support and continue to address and monitor change								
<p>Strategic Aim 2 - Achievement: To provide quality teaching and authentic learning programs that lead to higher levels of student achievement.</p>	<p>NELPS: OBJECTIVE 1: LEARNERS AT THE CENTRE Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p>NELPS: OBJECTIVE 2: BARRIER-FREE ACCESS Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p>	<p>We aim to have all ākonga make positive progress in relation to their respective learning progressions (Rumaki and Auraki). We will aim to improve and increase the number of students achieving at or above the Schools targeted NZC / TMOA curriculum areas in Writing, Reading and Oral Language</p> <p>Appropriate learning material for the continuation in 2024-25 with a continued focus area of Te Whare o Te Nehenehenui through a contextual linkage will be continued with.</p> <p>We will continue to inspire ākonga by providing a range of opportunities that promotes an integrated curriculum. through an authentic context using local marae</p> <p>We will encourage ākonga to share their learning pathways with whanau and community (Rangatahi Pathways – E-Velocity) (Also refer to aspirations of Te Kawenata)</p> <p>The Learning Progressions will be shared with whaanau to measure progress of each ākonga and target on a needs basis as required accumulating in the measuring of the graduate profile</p>	<p>Ākonga will engage in differentiated learning to motivate and encourage proactive and engaged participation. All students (in particular Māori) and including those with Special Needs will be engaged in their learning by connecting to authentic contextual links.</p> <p>A range of partnership networks have already been established such as Te Nehenehenui Trust and Te Kuiti Paa, who will continue to provide support and resources to guide with authentic learning. (Rangaiowhia; Oorakau) (Matariki; Poukai; Paakowhai;) More networks will be developed throughout 2024-5.</p> <p>Whaanau will work alongside to help support and encourage participation with initiatives such as E-Velocity</p> <p>Learning Progressions will be reported 2x /yr to whaanau. Both reports will be written. Mid-year will be interview / conferencing.</p> <p>Students will record through a range of mediums and documents (padlet / written / presentations / display their formative progress</p>	<p>To raise achievement levels of all learners in accordance to respective L. Progressions targets 2024 Targets</p> <table border="1" data-bbox="2309 331 2861 464"> <tr> <td>Rumaki 2024 targets</td> <td>Auraki 2024 targets</td> </tr> <tr> <td>Paanui: 85%</td> <td>Reading: 80%</td> </tr> <tr> <td>Tuhituhi: 75%</td> <td>Writing: 75%</td> </tr> <tr> <td>Pangarau: 90%</td> <td>Math: 80%</td> </tr> </table> <p>To create motivation and stimulate success by supporting milestones that are achievable. To make authentic connections with kura Uara (Mana Tangata/ Maniapototanga) with learning opportunities that will encourage, motivate and support all ākonga. Evidence will be recorded so areas of need are prioritized & resourced accordingly in collaboration with whanau and partnership networks</p>	Rumaki 2024 targets	Auraki 2024 targets	Paanui: 85%	Reading: 80%	Tuhituhi: 75%	Writing: 75%	Pangarau: 90%	Math: 80%
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<p>Strategic Aim 3 – Staff Development and Quality Teaching: To implement and action a positive school culture that reflects the character and aspirations of our community.</p>	<p>NELPS: OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP MAKE THE DIFFERENCE FOR AKONGA & WHANAU Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Priority 6: <i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i></p> <p>NELPS: Objective 4: FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Refocus on learning that provides ‘equity’ for all learners especially Māori and those identified with special educational needs or gender diversity needs.</p> <p>Create a range of initiatives to help develop written, reading and oral language.</p> <p>Utilise community networks to create continuity so support is ongoing through the lives of ākonga once they have left Primary kura</p> <p>Staff PD (R,W & M) *Although there is a major delivery focus of Reading, Writing and Math – based on the new Gov’t expectations such as that of structured Literacy (NZC), due to the incomplete TMOA revised curriculum updates and necessary support resources for Te Reo Matatini such as from PLD providers in a timely manner. We do not envisage our kura changing our current delivery of these 3 x core curriculum areas apart from the expectation of a minimum of 1 hr / day for R,W & M until TMOA is ready and targeted PLD can be directed at all classes. We have however implemented BSLA for Yr 0-3 (Auraki) We have implemented Mahi by Mahi as an interim for Rumaki (Yr 0-3)</p>	<p>Create stimulus by learning more in depth and delivering on local histories (Guidelines: Te Tākanga o te Wā framework and the new Aotearoa Histories curriculum focus).</p> <p>Target specific PLD that links to needs within the kura such as Student profile and confirmed local curriculum framework. Additional PLD around IT delivery to add stimulus and motivation.</p> <p>Develop growth concepts of learning through ideas such as careers. (WDC / Aotahi Rangatahi Pathways initiative) E-Velocity will be a vehicle to develop stimulus for ākonga. It will motivate and encourage teamwork over the year By including student voice to hook all ākonga into actual content that can be used effectively. We will continue to participate in community initiatives to deliver our targeted focus areas.</p> <p>Staff PD for BSLA through Canterbury Uni accepted and started for Yr 0-3 Auraki. Mahi by Mahi for Rumaki (RTLb) started T3 2023 however support has been challenging due to lack of knowledgeable advisors that understand Rumaki learning environment.</p>	<p>To improve engagement and attendance for all ākonga leading to raising achievement of student outcomes.</p> <p>Creating a lens of participation for all ākonga so they can help and support each other and encourage whaanau throughout the journey. New initiatives that encourage whaanau participation (such as E-Velocity).</p> <p>Create a seamless transition from Primary into Secondary that leads learning into useable and meaningful outcomes in their working life (E.g. E-Velocity for seniors)</p> <p>To meet expectations of our Learner / Graduate Profile by demonstrating whakawhanaungatanga; manaaki; mana tangata</p> <p>Guidelines and expectations are set out for kaiako as per BSLA program - updated in skills to deliver effective Structured Literacy program for juniors (RTLb will support ongoing and monitor progress)</p>								