






# KAHUTARA SCHOOL STRATEGIC PLAN 2024 - 2025

*Vision Statement: Opening the gates to our future - Huakina ngā kuaha, ma a tatou ao ake tonu*

This Strategic Plan 2024-2025 has been created using feedback from a range of stakeholders within our school community in 2023 and 2024. These strategic goals reflect the priorities for our school over the next 2 years.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements		What do you expect to see?		How will we achieve or make progress towards our strategic goals?		How will you measure success?
<p><b>Goal 1: Assessment and Reporting</b></p> <p>To establish consistent systems to collect, analyse, monitor and report against student achievement</p>	every student at the school is able to attain their highest possible standard in educational achievement	<b>Barrier Free Access</b> <i>'Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy'</i>		<p>Standardised assessment information is understood by teachers, Board, parents and students.</p> <p>Formative and summative assessment information is used by leaders and teachers to inform, evaluate and improve teaching and learning programmes.</p> <p>Standardised assessment data is stored on the school SMS.</p>		<p>Undertake a school-wide review of how we collect and analyse student achievement information.</p> <p>Assessment-related PLD (internal and external) to help strengthen teacher knowledge and capability.</p> <p>Achievement information from our priority learners is collected, monitored and reported on.</p>		<p>Teachers can articulate the purpose of a range of assessment tools and show how this informs their practice.</p> <p>Leaders are analysing and interpreting school-wide assessment data.</p> <p>Establishment of a school-wide assessment and reporting cycle.</p> <p>The Board is making informed decisions, based on accurate and current achievement information.</p>
<p><b>Goal 2: Positive Behaviour</b></p> <p>To establish school-wide systems to promote positive behaviour and well-being</p>	<p>the school –</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</p>	<b>Learners at the Centre</b> <i>'Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying'</i>		<p>PB4L-SW systems and practices are reflected in our documentation, visible across our school and in teacher practice.</p> <p>A positive and supportive school-wide culture that focuses on engagement, support and wellbeing. Inappropriate behaviours are consistently responded to by all staff in a fair and equitable way.</p> <p>Expectations are clear and visible throughout classrooms and the school</p> <p>Students are taught expected behaviours and this is evident in school-wide unit planning</p> <p>Expected behaviours are acknowledged and this data is collected and shared with the school community</p>		<p>Undertake a school-wide review of the behaviour management and school philosophy.</p> <p>Participating in PB4L-SW PLD from 2024 onwards.</p> <p>PLD for all staff to support students with emotional regulation - Pause, Breathe, Smile.</p>		<p>Feedback from staff, students and families is collected and used as we review PB4L-SW at different points in our journey.</p> <p>Analysis of PB4L data - behavioural incidents and positive acknowledgements</p> <p>Staff surveys that measure knowledge of, and confidence with responding to and managing inappropriate and/or challenging behaviours.</p>

<p><b>Goal 3: The Kahutara School Curriculum</b></p> <p>To design a school curriculum that reflects the aspirations of our people and celebrates our place</p>	<p>the school gives effect to Te Tiriti o Waitangi, including by –</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students</p>	<p><b>Learners at the Centre</b></p> <p><i>'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'</i></p>	 <p>Leaders supporting teachers with the development of a cross-curricular unit plan each term.</p> <p>Leaders create a long term plan that outlines curriculum coverage over two years.</p> <p>Opportunities for students and families to contribute to curriculum design and unit planning.</p> <p>Leaders and teachers connecting and building relationships with our local iwi (Ngati Kahungunu ki Wairarapa and Rangitāne).</p> <p>Leaders and the Board communicating and consulting with the different groups in our school community.</p> <p>Staff upskilling their knowledge and use of Te Reo Māori and tikanga Māori</p>	 <p>Undertake a school-wide review of the current school curriculum.</p> <p>Undertake a school-wide review of our school vision and values.</p> <p>Create and distribute feedback forms for families.</p> <p>Provide regular opportunities for staff to share their thinking around curriculum design.</p> <p>Use discussion groups and surveys to collect feedback from students about current units and as part of planning ahead.</p> <p>Apply for PLD support through the MOE that focuses on local curriculum.</p> <p>Unpack curriculum documents from our local iwi (both Ngati Kahungunu and Rangitāne have created and shared these resources).</p> <p>Leaders provide opportunities for staff to learn and become more confident in speaking Te Reo Māori and further develop understanding of tikanga Māori.</p>	 <p>Creation of a school curriculum document that reflects the aspirations of the people in our community.</p> <p>Cross-curricular unit plans are theme based and show progression of learning.</p> <p>Cross-curricular unit plans include connections with our local area and local people.</p> <p>The school vision and values are understood by our school community and are reflected in the way that we work, learn and teach.</p> <p>Teachers use unit plans as the basis for their planning and teaching, and modify this to suit the needs of their students and their classrooms.</p> <p>Student feedback on unit planning and teaching is collected and shared with staff and the Board, and considered when planning future units of work.</p> <p>Te reo Māori is more visible around the school and staff are correctly pronouncing Māori words and student names.</p>
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\*References to regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#)