



Tapora School Strategic Plan 1-01-2024 – 31-12-2025

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

<p>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>Refer Regulations 7(1)(b)</p>	<p>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>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements</p> <p><i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see?</p> <p><i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></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 actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<p>How will we achieve or make progress towards our strategic goals?</p> <p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>
<p>Every student is able to attain their highest possible standard in educational achievement.</p>	<p>Section 127 1(a) every student at the school is able to attain their highest possible standard in educational achievement</p> <p>127 2(b) give effect to its obligations in relation to—</p> <p>(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and</p> <p>(ii) teaching and learning programmes; and</p> <p>(iii) monitoring and reporting students' progress;</p>	<p>N (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>N (4) Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>N (6) Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Children achieving at their expected year level and/or making progress</p> <p>Increased opportunities for involvement of parents and community in the school, promoting positive outcomes for all learners</p> <p>High levels of attendance and engagement</p> <p>Students demonstrate the behaviours that help them learn and are aware of next steps in learning</p> <p>Teaching and learning programmes designed to meet the needs of students</p> <p>Staff are skilled in the design, delivery and assessment of learning contributing to student progress and achievement</p>	<p>Robust and productive engagement with whanau around learning aspirations, goals monitoring of education outcomes</p> <p>Graduate Profile - develop with contributions from staff, students and whānau. Dispositions, skills and understandings that we aspire to for our children</p> <p>Explicit teaching of time/self-management skills to support learning</p>
<p>The school is inclusive and caters for students with differing needs.</p>	<p>Section 127 1(b)</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; and</p>	<p>N (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>N (6) Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Teaching and learning programmes designed to meet the needs and interests of students.</p> <p>A broad curriculum that includes experiences that engage all students.</p> <p>Staff are skilled in catering for students with differing needs.</p> <p>A school environment that is physically, emotionally and culturally safe, and inclusive of students with differing needs.</p> <p>Increased opportunities for involvement of parents and community in the school, promoting positive outcomes for all learners</p>	<p>Fencing to keep students safe (Ministry Funded)</p> <p>Teacher Aide Support to monitor students to keep them safe (Ministry funded)</p> <p>Unteach Racism resource - Work through the 8 modules over a year (two per term) at staff meeting time</p>

	<p>Section 127 1(c) the school is inclusive of, and caters for, students with differing needs</p>					
<p>The school gives effect to Te Tiriti o Waitangi.</p>	<p>Section 127 1(d) 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>N (1) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>N (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>N (5) Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>N (6) Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		<p>Increased involvement of Māori parents and community in the school, promoting positive outcomes for all learners</p> <p>A local school curriculum which includes New Zealand Histories and Māori perspectives.</p> <p>The school curriculum outlines clear progressions for teaching Te Reo Māori and Tikanga Māori</p> <p>Māori students achieving equitable outcomes as Maori</p> <p>Staff skilled at enacting Treaty principles and demonstrating culturally responsive practise</p>		<p>Whakatauki – aligned with the school vision</p> <p>Te Ao Māori concepts that are related to school values and goals displayed and taught</p> <p>Te Reo Progressions - to formalise what is already happening in classes into a schoolwide plan, cross referencing Te Aho Arataki curriculum objectives</p> <p>Karakia - add karakia kai, and include more karakia to extend the range to teach to children.</p> <p>Pōwhiri/Whakatau - develop a mihi whakatau and opportunity for school to participate in one</p> <p>Local stories - look at the possibility of recording kaumatua sharing the stories to create a resource for the school</p> <p>A shared understanding of what Maori achieving success as Maori means</p>