



Te Kura o Whakamārama

Our Vision:

“Ko te manawa ū, kia rere, kia tīna”



1

AKO
Teaching & Learning

“Actively involved learners, empowered and thriving”



2

TO TATOU WAHI, TO TATOU IWI
Our Place, Our People



3

HAUORA
Well-Being



Strategic Plan

2024-26

Manawa-roa Manawa-ū
Manawa-nūi Manawa-tīna

Ngā Uara o te Kura / Our Values

Our Vision

“Ko te manawa ū, kia rere, kia tīna”
“Actively involved learners, empowered and thriving”

Through community consultation (2023), the voice of teachers, learners, board and whānau resulted in the vision “Actively involved learners, empowered and thriving”. With the support of a translator, Ngāti Ranginui Iwi and Pirirākau descent, our vision was encapsulated as “Ko te manawa ū, kia rere, kia tīna” - Manawa ū (student with determination and resilience - supported by whānau) kia rere (to be empowered to thrive) kia tīna (may it be everlasting for generations to come).

Community Consultation What we heard

Across 2023, the Board at Whakamārama School engaged and consulted to understand what makes our school unique and what should be strengthened to help our tamariki, our children, succeed. The voice of students, teachers, staff, board, parents, whānau, iwi, community members and external agencies was heard. Our Journey involved:

- The use of the 3 box model (keep doing, start doing, or stop doing) - feedback boxes in the office to collect parent / whānau voice, parent / whānau after school invite, staff meetings, Survey Monkey (opportunity to pop in and out at any time)
- Parent / whānau consultation evening - vision, values, strategic goals, health and physical education delivery
- Student voice - vision, values, what is important for them to grow as learners
- Parents / whānau sending in posters / brainstorms (guided questions were provided to start the thinking)
- Compliments and wishes box at school event
- Student wellbeing surveys
- Informal meetings / engagement - face to face (kanohi ki te kanohi), phone calls, email
- Board self-review: curriculum reports, student progress and achievement, school improvement framework.

Decision Making Process Board Primary Objectives

We used a range of relevant feedback that we gathered as part of a robust internal self review. This feedback was moderated against the following National Legislative requirements and priorities to support us to ‘sift and find’ what really mattered for us to focus on over the next 2-3 years.


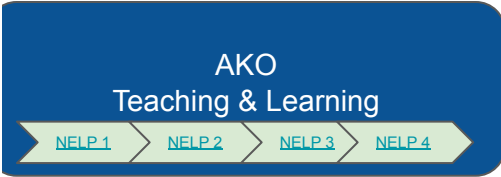
- **Te Mātaiaho: The Refreshed NZ Curriculum**
- **Board Primary Objectives** (*these are set out in section 127 of the Education Training Act 2020*)
- **Links to Educational Priorities** (*This includes National Education Learning Priorities (NELP), education strategies or plans and curriculum statements*).

From our ‘sift and find’ process we landed on three main goals - what we want our kura, our school, to be focused on.


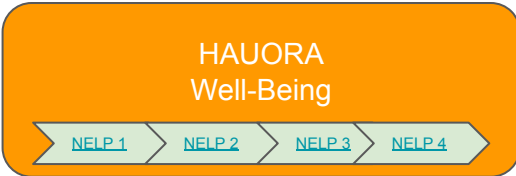
AKO
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3  

| 2024 | 2025 | 2026 |
|---|--|---|
| <p>Curriculum Refresh</p> <p>Improve outcomes for ALL learners</p> <p>Learner Agency</p> | <p>Curriculum Refresh</p> <p>Improve outcomes for ALL learners</p> <p>Learner Agency</p> | <p>Curriculum Refresh</p> <p>Improve outcomes for ALL learners</p> <p>Learner Agency</p> |
| <p>Aotearoa NZ Histories</p> <p>Embed Uara (school values)</p> <p>Environmental Learning</p> <p>Strategic Investment Priorities</p> | <p>Aotearoa NZ Histories</p> <p>Environmental Learning</p> <p>Strategic Investment Priorities</p> | <p>Aotearoa NZ Histories</p> <p>Environmental Learning</p> <p>Strategic Investment Priorities</p> |
| <p>Te Kura Tapa Whā framework</p> <p>Implement Health & Physical Education Delivery Plan (2023 consultation)</p> <p>Relationships and Connections</p> | <p>Te Kura Tapa Whā framework</p> <p>Implement Health & Physical Education Delivery Plan (2023 consultation)</p> <p>Health Consultation for 2026 Delivery</p> <p>Relationships and Connections</p> | <p>Te Kura Tapa Whā framework</p> <p>Implement Health & Physical Education Delivery Plan (2025 consultation)</p> <p>Relationships and Connections</p> |

Annual Plan 2024



AKO Teaching & Learning

| | Success Indicators | Actions | Who? When? | Measure of Success |
|--|---|--|--|---|
| Curriculum Refresh | <ul style="list-style-type: none"> Professional development opportunities planned and undertaken. Teacher readiness to implement change with English, Mathematics and Statistics areas of Te Mātaiaho. | <ul style="list-style-type: none"> Unpack Whakapapa of Te Mātaiaho (Curriculum Refresh) Explore and grow understanding of English, Mathematics and Statistics areas of Te Mātaiaho | <ul style="list-style-type: none"> Principal / DP T1 Principal / Mathematics leader T2 Principal / literacy leader T2 | <ul style="list-style-type: none"> Evidence of English, Mathematics and Statistics areas of Te Mātaiaho beginning to be used. |
| Improve outcomes for all learners | <ul style="list-style-type: none"> All learners making progress towards learning at or beyond appropriate literacy and mathematics curriculum expectations. Accelerated progress of priority individuals and groups in literacy and mathematics. Equitable outcomes for Māori learners Positive learning relationships. | <ul style="list-style-type: none"> Annual targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations | <ul style="list-style-type: none"> Principal, deputy principal, mathematics leader, literacy leader On-going | <ul style="list-style-type: none"> Data informed practice Professional discussions and analysis around students learning trajectory, progress and achievement. Whānau are involved in learning School vision, values, pedagogy and practices link to the articles of te Tiriti o Waitangi |
| Learner Agency | <ul style="list-style-type: none"> Assessment for Learning (AfL) professional development completed by teachers and AfL capabilities reviewed. Learners can talk about their learning and their next steps. Improved AfL capabilities for learners, teachers and leaders. | <ul style="list-style-type: none"> Grow assessment for learning (AfL) capabilities for learners, teachers and leaders. | <ul style="list-style-type: none"> Led by principal Terms 1 & 2 On-going | <ul style="list-style-type: none"> AfL learning and teaching evidenced in all classrooms across the school (baseline and endpoint data gathered). |

Annual Plan 2024



TO TATOU WAHI, TO TATOU IWI
Our Place, Our People

| | Success Indicators | Actions | Who? When? | Measure of Success |
|---|---|--|--|---|
| Embed Uara (School Values) | <ul style="list-style-type: none"> The learning environment reflects uara o te kura (school values) | <ul style="list-style-type: none"> Explicit teaching of values Role modelling, using the 'teachable moment' and celebrating. | <ul style="list-style-type: none"> Led by principal Teachers, on-going | <ul style="list-style-type: none"> Values inform our teaching and learning practices (the 'how' to achieving our vision). |
| Aotearoa NZ Histories | <ul style="list-style-type: none"> Aotearoa New Zealand's histories will be part of the learning under the Social Sciences learning area of <i>The New Zealand Curriculum</i>. | <ul style="list-style-type: none"> Ākonga supported to be critical thinkers and understand our past, in order to make sense of the present. Te Tai Whanake ki Tauranga Moana explored and used by teachers for storytelling Links with Tawhitinui Marae | <ul style="list-style-type: none"> Led by Principal / DP, on-going Teachers | <ul style="list-style-type: none"> Students explore local tikanga and the events that have shaped their community Evidenced use of Te Tai Whanake ki Tauranga Moana |
| Environmental Learning | <ul style="list-style-type: none"> Learners have knowledge and understanding of the environment, and the impact of people on it. | <ul style="list-style-type: none"> Plan and implement teaching and learning programmes to develop knowledge, awareness, values and skills <ul style="list-style-type: none"> In the environment About the environment For the environment | <ul style="list-style-type: none"> Teachers Bay Alliance Conservation facilitators Garden to Table lead teacher and experts | <ul style="list-style-type: none"> School community, wider community and agencies, have contributed toward maintaining and improving the quality of the environment. |
| Strategic Investment Priorities | <ul style="list-style-type: none"> Implementation of Board projects, with input from staff, students and whānau. | <ul style="list-style-type: none"> Priorities identified and budgeted for Timelines organised and resourcing managed | <ul style="list-style-type: none"> Board, Term 1 - Term 4 | <ul style="list-style-type: none"> Identified projects completed. |

Annual Plan 2024



HAUORA Well-Being

| | Success Indicators | Actions | Who? When? | Measure of Success |
|--|--|---|---|--|
| Te Kura Tapa Whā Framework | <ul style="list-style-type: none"> The learning environment reflects the 4 locatives of Te Kura Tapa Whā | <ul style="list-style-type: none"> Review what is being done and identify where potential for opportunity lies in the 4 locatives of Te Kura Tapa Whā (linking to Te Kura Tapa Whā) | <ul style="list-style-type: none"> Led by principal, T1 and T3 Teachers | <ul style="list-style-type: none"> Evidence of culturally responsive action |
| Health & Physical Education Delivery Plan | <ul style="list-style-type: none"> Learners provided with a caring, child friendly environment where they feel safe and are able to 'thrive with confidence' | <ul style="list-style-type: none"> Implement Health and Physical Education delivery plan (consultation 2023) Work with agencies to add value to our teaching and learning | <ul style="list-style-type: none"> Led by principal Healthy Active Learning lead teacher and facilitators Teachers | <ul style="list-style-type: none"> Evidence of Health and Physical Education delivery plan implementation Engagement with Healthy Active Learning, Garden to Table, Bay Conservation Alliance, WBOP Sport facilitators |
| Relationships & Connections | <ul style="list-style-type: none"> Whanaungatanga reflected Effective school-family/whānau connections Parents / whānau see themselves as active contributors to the learning journey at Whakamārama School | <ul style="list-style-type: none"> Prioritise and promote effective communication Plan a range of events and social opportunities that encourage all families in the school community to be involved Utilise whānau / community skills and knowledge | <ul style="list-style-type: none"> Led by principal / DP Teachers | <ul style="list-style-type: none"> School community experiences welcoming parents / whānau to school tracked Communication evidenced Whānau / community contributing to learning |

Board Strategic Investment Priorities (Funding Dependent)

2023



Supply and install new water heater in tech room
\$2900
BOT – Capital expenditure



Gazebos
\$2500
PTA



Device Upgrade
\$3000
BOT – Capital expenditure



Charging station
\$1600
BOT – Capital expenditure



Forum High Table – Tech Room
\$3,901.00
BOT – Capital expenditure



Forum Group Tables Rm 4
\$4,430.00
BOT – Capital expenditure

2024



Goodwood Playground Surfacing
\$4000
BOT - Ops Grant



Sandpit top up
\$1000
BOT - Ops Grant



Device Upgrade (Chromebooks)
\$3500
BOT - Capital expenditure



2 Modular Classrooms
TBC
MOE Funded



Table Chairs Rm 4
\$2000
Board - Ops Grant



Visual representation of values (series of pou) and branding
TBC
Board - Ops Grant

2025 - 2026



Modular Classrooms: Shade and Landscaping
TBC
Board - Op Grant



Drinking Fountains / Water Bottle Fillers
TBC
Board / PTA funded



Device Upgrades (i-pads)
BOT - Capital expenditure
PTA?



Device Upgrade (Chromebooks)
\$3000
BOT - Capital expenditure

Completed/ In process