



TE KURA O TE TEKO

2024 - 2026

Charter & Strategic Annual Plan

TE TAKINGA Ā TE KURA O TE TEKO

“Tauaki te tū, Taiki te rere, Ōkōrero kia mau”
Resilience, direction, confidence



Te Aotahi: Gateway to Te Kura o Te Teko

KO TE PEPEHĀ O TE KURA O TE TEKO

Ko Putauaki te maunga
Ko Rangitaiki te awa
Ko Mataatua te waka
Ko Ngāti Awa ki Rangitaiki te iwi
Ko Ngāti Awa ki Rangitaiki hoki te reo
Ko Te Teko te kura
Ko Te Ao Hou te whare tapere
Ko Koro Eruera te whare whakaminenga
Ko Hinemoukurangi te papa tākaro

He Moemoeā *Vision*

To provide a safe and caring learning environment set in Ngāti Awa ki Rangitaiki tikanga where each person is valued and empowered with confidence, knowledge, pride, a love of learning and a sense of belonging that they may carry throughout their life journey.

Ko ō mātau whakapono ki te ako *Our beliefs about learning*

Te Kura o Te Teko has the following core beliefs about children's learning: -

- © All students have the right to learn
- © Students learn best in an environment where positive relationships are developed and whanaungatanga is fostered
- © Learning happens most effectively when intentions, purpose and outcomes are shared
- © Students learn best when they are supported to take ownership and responsibility for their learning
- © Learning is a shared experience which lasts a lifetime
- © Staff empower all students to achieve personal excellence

Ngā Waiaro me ngā Uaratanga *Attitudes and Values*

At Te Kura o Te Teko we value: -

- © **Te Tauakitanga** the ability to show resilience in everything they do throughout their learning
- © **Te Manaakitanga** the ability to show empathy, caring, aroha, hospitality and respect in all they experience
- © **Kotahitanga** the ability to work collaboratively – kaiako, students, kaimahi and the wider community

In the past we have identified other attitudes and values that hold importance in our kura, however we are currently working within the framework set as per PB4L and have focused on the values listed, within our kura.

Ngā Whaingā Noa *General Goals*

- © To further develop and maintain education achievement of all students.
- © To ensure that all teaching and learning opportunities have a reference – directly or otherwise – to Te Tiriti o Waitangi me ōna āhuatanga katoa.
- © To work as a team to provide quality-learning opportunities for **all** students and staff that reflects current teaching and learning practices and presents realistic challenges, with an emphasis on Te Reo Matatini *Literacy*, Pāngarau *Numeracy*, Whakawhāitinga *Inclusion* and Ngā Tikanga Whanonga *Positive Behaviour*.
- © To provide a safe, healthy and challenging learning environment.
- © To develop an environment where Ngāti Awa ki Rangitaiki tikanga and worldview are understood, appreciated and practiced confidently, that will support development in appreciation of other cultures.

Ahurea Huhuatanga me Te Ao Māori *Cultural Diversity and The Māori World*

- © Through our class programmes Te Kura o Te Teko will have the opportunity to learn about our heritage and how our heritage (Māori, Pākehā and other ethnicities) influences our world today.
- © This learning may arise in all areas of learning and will be supported and modelled through kaiako attitudes and acceptance of Aotearoa cultural diversity.
- © Learning created and initiated in akomanga and the wider school environment will give effect to Te Tiriti o Waitangi and our obligations to tangata whenua and tangata tiriti of Aotearoa *New Zealand*.

The unique position of Te Ao Māori *the Māori Culture*

- © Te Kura o Te Teko is situated within the township of Te Teko, in a village type setting.
- © The community is well served by eight marae, four local kohanga reo providing early childhood experiences in a Māori setting. The marae are Tokitareke (Warahoe), Tuariki (Te Tāwera), Te Mapou (Ngāti Hāmua), Ruaihona (Ngāi Tamaoki/Ngāti Tarāwhai), Uiraroa (Ngāi Tamawera/Ngāti Nuku/Ngāti Ahi), Tuteao (Ngā Maihi) and Kōkōhinau (Te Pahīpoto/Te Kahupaake). The kohanga reo are Te Kiriwera Kohanga Reo, Tahuna Kohanga Reo, Te Teko Kohanga Reo and Kōkōhinau Kohanga Reo. There is a further kohanga reo located in Edgecumbe township whose students can choose to continue with learning by te reo Māori and enrol in our rumaki unit.
- © Students at Te Kura o Te Teko will learn about their local area, history, tīpuna, traditions and language, and have opportunity to learn in a Māori Immersion (Te Taha Rumaki) educational environment to increase and develop their appreciation of the world outside.
- © Our data/curriculum development team will continue their focus to ensure our students are progressing and achieving across the kura.
- © Te reo me ōna tikanga will continue to be part of staff meetings during 2024 and beyond.
- © Whole school PLD around Ngāti Awatanga and Mataatuatanga through the in-school work of all kaiako and kaiāwhina will continue.

He Tukanga Arotake *Evaluation Process*

- © Kaiako and kaiako matua will use measures adapted through our student management system and those external support sources utilised that allow our kura to measure, evaluate and further progress all student learning through data provided. This will in turn provide evidence that can be utilised with students and their whanau that ensure progress, needs and goals are shared with student whanau.

**Te Kura o Te Teko School Charter
Strategic Plan 2024 – 2026**

Strategic Goals	2024	2025	2026
<p>Strategic Goal 1: All students will continue development in literacy and maths through contexts that consider the seven essential learning areas.</p>	<ul style="list-style-type: none"> © Develop and maintain student efficacy, engagement and agency through collaborative PLD programmes. © Ensure literacy and maths are deliberately structured into all learning. © Develop teacher directed, collaborative learning and growth that strengthens student acceleration and our kura culture. 	<ul style="list-style-type: none"> © Areas of need for 2024 identified and addressed 	<ul style="list-style-type: none"> © Areas of need for 2025 identified and addressed
<p>Strategic Goal 2: Continue to implement and monitor behaviour management practices that supports student needs and assists increased student acceleration throughout the kura.</p>	<ul style="list-style-type: none"> © Continue learning and strategies developed in conjunction with PB4L philosophies that cater to our students and kura cultural view. © Continued discussion and monitoring of all TĀWHA learning and teaching through The TE.TE.KO Way 	<ul style="list-style-type: none"> © Areas of need for 2024 identified and addressed 	<ul style="list-style-type: none"> © Areas of need for 2025 identified and addressed
<p>Strategic Goal 3: All students with specific neurological, physical or mental needs are catered for through planned activities that ensure learning development, and support pathways are evident.</p>	<ul style="list-style-type: none"> © Deliberate and structured strategies are developed through kaiako and internal/external support systems. © All strategies remain part of our kura culture – supporting the needs for student development. 	<ul style="list-style-type: none"> © Areas of need for 2024 identified and addressed 	<ul style="list-style-type: none"> © Areas of need for 2025 identified and addressed

KURA ANNUAL IMPLEMENTATION PLAN 2024

Student learning development in literacy and maths through core learning areas.

- © To raise the achievement of students reported as below or well below, to make accelerated progress of more than one year by the end of 2024, or make personal progress to meet Individual Education Plan (IEP) goals in core learning areas.

Actions to achieve target	Responsibility	Identified Actions/Expected Outcomes	Review
Kaiako will examine student data, identify trends and develop programmes to support acceleration.	Kaiako Syndicate Leaders (SL)	<ul style="list-style-type: none"> © Kaiako will have a clear understanding of the identified needs and strengths of their learners. © Developing success criteria and goal setting will be a shared process. © Kaiako will ensure that literacy and math goals remain a daily focus in all learning areas. 	<ul style="list-style-type: none"> © Monthly tracking of priority learners and target groups. © SL to analyse data and report to the Board in June and December. © Fortnightly reporting to syndicate leaders. © Monthly tracking of priority learners and target groups. © Weekly kaiako planning is checked and discussed regularly.

Continued implementation and monitoring of behaviour management practices that support students acceleration.

- © To ensure that behaviour management is conducive to teaching and learning success for all students, to learn in an environment where manaakitanga is fostered, learning outcomes are shared to enhance student achievement.

Actions to achieve target	Responsibility	Identified Actions/Expected Outcomes	Review
Kaimahi (kaiako and kaiāwhina) will continue to develop strategies and a behaviour management plan that is consistent with kura expectations for student	Kaimahi PB4L Leader Hapori	<ul style="list-style-type: none"> © Discussion and review of The TE.TE.KO Way, its effectiveness and further development towards an effective strategic plan. 	<ul style="list-style-type: none"> © Each term

learning, that is shared with whanau and hapori.		<ul style="list-style-type: none"> © Community contribution in the development of a working plan that's understood by both kura and hapori. © Specific discussion around behaviour, expectations and building consistency throughout the kura, based on community and kura shared values. 	
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Ākonga with specific neurological, physical or mental needs are met.

© To ensure that all ākonga with specific learning needs have regular support from internal and external providers that will develop and improve student achievement in all areas.

Actions to achieve target	Responsibility	Identified Actions/Expected Outcomes	Review
Professional Learning Development opportunities will be provided to all kaiako to strengthen their ability to meet the learning needs of all students including those with specific neurological, physical and mental needs.	Kaiako Kaiāwhina SENCO	<ul style="list-style-type: none"> © SENCO meetings and development with specific support systems that cater to ākonga needs and abilities. © Regular kaimahi meetings with SENCO to plan, assess and evaluate learning programmes that ensure ākonga achievement. © All support systems are managed and utilised to ensure student is achieving at their learning goals. 	<ul style="list-style-type: none"> © SLT fortnightly hui © SENCO/kaimahi hui at least twice per term © Term SENCO report to board.

Self-Review Reporting

Strategic planning review

Community consultation

Property programme review

Senior Leadership Team