

**TE KUITI PRIMARY SCHOOL**

# **STRATEGIC PLAN**

2024-2025



*Together we grow LEGENDs*

## Te Kūiti Primary School

**Ministry of Education Number:** 2008

**Roll:** Approx. 339, U5

**Ethnicity:** Maori 40%, NZ European 44%, and 16% a mix of many ethnicities

### **Kahui Ako:**

Waitomo Arotahi Kahui Ako (W.A.K.A)

**Address:** 1 Rora Street, Te Kūiti

**Contact Phone Number:** 07 878 7746

**Email:** principal@tekuiti.school.nz

**Principal:** Paula Guilford

## TKP VISION

*Together we grow LEGENDs.*

## MISSION

*Our Best Always  
Kia u kia mau mo ake tonu atu*



## Te Kūiti Community

**Location:** Te Kūiti is a small town in the north of the King Country region of Te Ika-a-Māui, the North Island of New Zealand. Te Kūiti is approximately 80km south of Hamilton and 19km south-east of Waitomo.

## SCHOOL PRIORITIES

- Raising Student Achievement; including Māori, Pasifika, and students with additional learning needs
- Developing Teacher Pedagogy
- Student Attendance and Engagement
- Education Outside the Classroom
- Digital Technology
- Sporting and Cultural activities
- Student Health & Well-Being
- Whānau Engagement

## SCHOOL VALUES

Through community consultation these core values for our school community were developed and are embedded in the school's ethos. These core values underpin all decisions at Te Kūiti Primary School.

*Loyalty*

*Empathy*

*Growth*

*Excellence*

*Nurture*

*Determination*

## Giving Effect to Te Tiriti o Waitangi ~ The Treaty of Waitangi

Te Kuiti Primary School aims to implement programmes of learning that reflect, honour and demonstrate an active, living commitment to Te Tiriti ~ The Treaty. Te Tiriti include reference to New Zealand's cultural diversity and the unique position of Māori culture, including knowing about our heritage.

- ✓ Consult with the community – Whanaungatanga
- ✓ Strengthen relationships with local iwi to support the delivery of programmes (Local Curriculum and Aotearoa NZ Histories)
- ✓ Provide opportunities for and encourage participation in Māori arts and crafts
- ✓ Continue delivering the school Kapa Haka programme
- ✓ Engage in local cultural festivals and competitions
- ✓ Be guided by Tataiako competencies in our teaching practice

# TE KŪITI PRIMARY SCHOOL LEARNER PROFILE

OUR VISION FOR OUR LEGENDS BY THE TIME THEY LEAVE TKP AT THE END OF YEAR 8



## The Te Kūiti Primary School LEGEND Learner...

...is self-confident in their own culture, feeling connected to the school, local area, and the world around them

...are confident in Te Reo me ona tikanga Māori

...can communicate effectively and actively collaborate with others

...know how to make a difference and positively contribute to society

...are resilient, empowered lifelong learners who love learning, are confident to take risks and are not afraid to make mistakes

...have integrity, are kind and compassionate to self and others

...are well-balanced, well-rounded citizens

...can demonstrate kaitiakitanga (guardianship) toward our environment, others, themselves and property

...can demonstrate a strong work ethic and strive for personal excellence

...are literate and numerate across all curriculum areas, and have an awareness of financial capabilities

...are motivated, reflective goal setters who show initiative and think critically to solve problems

...can maintain a healthy level of physical, mental, and emotional well-being

...are responsible citizens of digital technology, who are ICT literate and technologically capable



## Links to Education Requirements:

### STATEMENT OF NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP)

#### Objective 1: Learners at the centre

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
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

#### Objective 2: Barrier-free access

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

#### Objective 3: Quality teaching and leadership

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

#### Objective 4: Future of learning and work

7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

### BOARD PRIMARY OBJECTIVES:

There are four primary objectives to help boards focus on what matters most for learners and their whānau. A board's primary objectives in governing a school are to ensure that:

1. every student at the school is able to attain their highest possible standard in educational achievement; and
2. the school:
  - (i) is a physically and emotionally safe place for all students and staff; and
  - (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
  - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
3. The school is inclusive of, and caters for, students with differing needs; and
4. The school gives effect to Te Tiriti o Waitangi, including by –
  - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
  - (iii) achieving equitable outcomes for Māori students.

# TE KŪITI PRIMARY SCHOOL COMMUNITY CONSULTATION

The Board at Kūiti Primary School appointed a new principal in Term 4 2023 after having an Acting Principal for Terms 2 and 3. Our focus over the next twelve months is to engage, consult and understand what makes our school unique and what should be strengthened to help our learners succeed. Our new Principal and Board of Trustees are mapping this journey to ensure we consult with our whānau and wider community as best as possible. Through previous consultation, we have heard from our school community...

## Our school strengths

- Te Kūiti Primary School has a warm and welcoming environment
- Offers a range of additional learning activities
- Excellent sporting opportunities
- Family friendly atmosphere
- Create inclusive learning environments
- Encourages whānau involvement
- Positive teachers who are friendly and approachable
- Great teaching and learning for our LEGENDs

## Areas for future development

- Develop Tikanga Māori
- Provide an enriched curriculum
- Continue to focus on Literacy and numeracy as a foundation of learning
- A balanced approach with the use of technology
- Provide opportunities for Arts Learning – music, dance and drama
- Continue to make learning fun



# 2024 – 2025 Strategic Plan

## TE KŪITI PRIMARY SCHOOL

Goals	INITIATIVES	DESIRED OUTCOME <i>What we expect to see</i>	ACTIONS <i>How will we achieve or make progress towards our strategic goals? (High level)</i>	MEASURES <i>How will we measure success-evaluate impact / sources of evidence</i>	Alignment to <i>Board Primary Objectives National Education &amp; Learning Priorities Links to Education Requirements</i>
1. Develop a place where LEGENDs thrive	1a. Improve LEGEND attendance.	Our <b>LEARNERS</b> are regularly attending (at least 90%), engaged and contributing positively to our school culture.	Regularly inform community regarding attendance trends and patterns.  Support students and whānau for whom regular attendance is a challenge (societal and whānau factors that impact on engagement).  Strive to provide a welcoming environment and engaging curriculum.	Student attendance data (Everyday Matters)  Whānau engagement with attendance services and supports  PB4L data	NELP: 1-6  BOP: 1-4  Attendance and Engagement Strategy
2. Build LEGEND Learners	2a. Grow curriculum capabilities to enhance quality teaching and learning.	85% of <b>LEARNERS</b> are achieving at the expected level in Literacy and Mathematics.  Our <b>TEACHERS</b> confidently engage in their learning and are sharing high expectations and evidence of growth with each other.	Teachers use data and evidence to inform planning which shows targeted actions to meet students' individual needs.  Target / Priority groups are identified and effectively catered for.  Teachers engage in a Professional Growth Cycle (PGC) to develop teaching practices.	Analyse achievement data (termly) and monitor acceleration  Tracking of priority learners  Teachers will self-review using PGC  Techers actively engage in professional discussions	NELP: 1-6  BOP: 1-4  Te Mātaiaho   refreshed NZ curriculum  Literacy & communication and Maths Strategy
	2b. Empower LEGEND leaders.	Our <b>LEADERS</b> demonstrate growth in their leadership roles.	Continue to develop school leadership structure for sustainability of Structured Literacy practices and other curriculum best practice.  Leadership capabilities strengthen through targeted professional development, collaborative practice, and growth coaching.	Leaders will self-review using PGC  Leaders actively engage in professional discussions	NELP: 6  BOP: 1  Rautaki Kaihautū   Leadership Strategy

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3. Enhance LEGENDary Partners	3a. Empower whānau through genuine reciprocal communication and authentic engagement.	Our <b>WHĀNAU</b> are actively supporting and contributing to learning at TKP and they have a good understanding of how their child(ren) are progressing.  Communication informs <b>WHĀNAU</b> what we do, why and how, as relevant.	School staff actively engage in meaningful communication with whānau.  Whānau and the wider school community are consulted regularly.	Community Consultation  Whānau contributions  DOJO statistics  School fundraising	NELP: 1-6  BOP: 1-4
	3b. Enhance relationships with local ECE and High Schools to support transitions.	A <b>TEAM</b> approach, involving whānau, ECE/High School, other agencies and TKP is utilised for effective transitions. Students are supported to take an active role in the process.	Engage with local ECE centres.  Engage with local High School and College.	Team approach to transitions	NELP: 1,2,3,5  BOP: 1-4  Continuity of learning: transitions from early childhood services to schools

Together we grow LEGENDs

