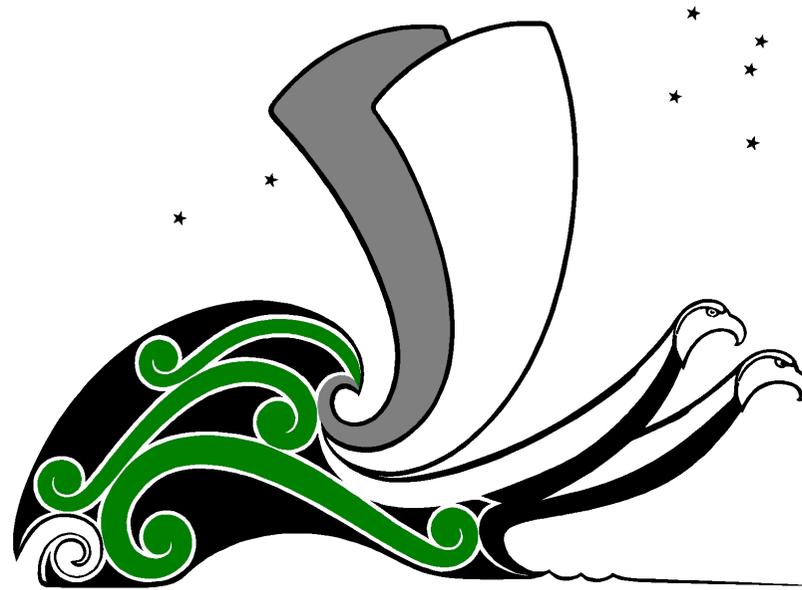


# Taipa Area School

Te Kura Takiwā o Taipa



# Strategic Plan

## 2020-22

### Our Vision:

To know who we are

Build language, culture & identity. Localise curriculum.

To know what we are capable of

Raise quality of teaching.  
Participate and contribute. Improve Hauora.

To know where we are going

Build student agency.  
Develop future pathways.

By Perseverance Achieve



TAIPA AREA SCHOOL VISION  
Measures of success 2020 – 2022



Our Vision is....	By:	Emerging	Effective	Exemplary	Resources & Measures
<b>To know who we are</b>	Building language culture & identity	There is little connection to whanau hapu and iwi. Little reference is made to marae, whakapapa and pepeha nor given high importance. There is some use of te Reo and tikanga in our kura, mostly on signs, is sometimes heard and is used by some groups. Not often visible in curriculum plans.	Taura are supported to explore local tikanga and some respect is given to whanau, hapu and iwi connections. There is some use of Te Reo and tikanga across our kura, it is seen and heard in classrooms, staffrooms and formal settings. There is some visibility in planning and learning activities.	All taura & kaiako have a strong commitment to using and respecting Te Reo and Ngati Kahu matauranga. Tikanga is highly regarded and is reflected throughout school documentation and daily operations. Te Reo and Tikanga resources are developed and used throughout curriculum through practice, learning and experiences.	Whanau Hapu Iwi Local resource teams  Feedback Taura Whanau Dev Plans
	Localising curriculum	Little attempt is made to integrate understanding from local history and traditions of Ngati Kahu. Kaitiaiki is a little known term.	Some attempt is made to integrate learnings from local history and traditions, however, it needs to be viewed and critically taught through more than one lens. Kaitiaikitanga is applied to the environment in some subjects	Resources are fully developed, integrated and used that are culturally relevant and foster understandings of the history and traditions of Ngati Kahu and further throughout Te Hiku. Kaitiaikitanga has a shared relationship between the kura, local iwi, professional groups and the wider community.	Whanau Hapu Iwi Local resource teams  Feedback Dev Plans

<i>To know what we are capable of</i>	Raise the quality of teaching	Kaiako have yet to use data to identify learners who need differentiated curriculum. Learn, Create, Share is a little used pedagogy. Whanau are not well informed about learner progress.	Some kaiako have targetted plans for learners and some tauira have made progress using the spiral of inquiry. Learn, Create, Share is being used in some areas of the school, but not all kaiako are committed to the pedagogy. Whanau have some access to their student's learning but this is limited to formal reporting.	Kaiako are using spiral of inquiry to accelerate learning for tauira and are able to articulate their success in terms positive learning outcomes and achievement for all students. Learn Create Share pedagogy is strongly evident across the school. Whanau are engaged fully in the learning of their tauira in a shared relationship with kaiako.	Writing data NCEA data Annual review Dept development plans Progress on acheivement
	Participate & contribute	Te Kahui Mana Aki leadership strategy in development	Student graduate profile developed	Students' graduate profile fully integrated into action	Students document participation and contribution
	Improve Hauora	Tauira can cite the school values and the basic colours in Mana Potential but cannot articulate a deeper understanding and implementation of either. Kaiako are aware of restorative practices but are not using them regularly at the lowest level.	School values are evident in many interactions between kaiako/tauira, tauira/tauira and kaiako/kaiako. Mana Potential is used regularly in language and in a learning context. Kaiako are using restorative practices most of the time in their daily interactions with tauira, colleagues and whanau.	There are respectful relationships between tauira, kaiako and whanau at all times. School values are known by all and reinforced daily. Whanau are highly engaged in Mana Potential and have confidence in our kura as a restorative place.	Student feedback  KAMAR

<i>To know where we are going</i>	Building student agency	One size fits all, there is little differentiation to individual needs. Taurira are passive in their learning. They do not have much say in the way they learn and what they learn. Feedback may be requested but not used in any way to make changes.	There is some differentiation for learners. Taurira are given some choice in their learning, but this is limited. Learners can articulate some of their learning on a surface level. Learner feedback is collected and some changes are made.	Taurira are the centre of their learning and confidently share their learning. Learners articulate their next steps with confidence. Taurira are provided choices in what they learn and how they learn, they are fully engaged in their learning.	Careers plan Student feedback
	Developing future pathways	There is some structure in place for taurira to conference with their kaiako about pathways but this is variable.	Taurira have developed a personal pathway plan within a structure with a kaiako. Whanau may be aware of the plan but have had little or no engagement with it. The curriculum and timetable allows for some flexibility to allow personalised pathways.	Taurira are provided with internal and external opportunities to fulfil their potential with a comprehensive future plan. Taurira & their whanau are fully involved in developing personalised pathways based on their child's individual strengths, passions, aspirations and talents.	CAPP Careers Central Careers Team Subject Teachers  Student feedback Whanau feedback Teacher review