

Te whakatipu i nga akonga pai mo tenei ra me apopo



DREAM BIG

CAPABLE 

Having the skills to achieve with confidence.

- Persevere and be determined
- Be prepared to take risks with learning
- Be literate and numerate
- Be motivated and use initiative
- Think flexibly and be creative
- Show curiosity about the world

COMMUNICATOR 

Communicating with a range of people in a variety of settings.

Communicate effectively

- Communicate orally, verbally, written and on-line
- Ask relevant questions
- Actively seek help
- Use respectful and appropriate language
- Listen actively

GOOD CITIZENS

The most important thing in life is being good to people. It is a wonderful legacy to leave behind.

 **Have Courage**
Empathy
A Sense of Fun
Respect
Tolerance

RESILIENT 

Have self-belief, confidence in your self, your abilities and judgements, with the ability to recover, pick yourself up and move forward.

Have a "can do" attitude

- View failure or disappointment as an opportunity to learn, grow or improve

TEAM PLAYER 

Actively working together for positive outcomes.

Participate enthusiastically

- Build positive relationships.
- Work individually and collaboratively
- Willing and able to co-operate, compromise and support decisions
- Connected



Growing great Learners for today and tomorrow

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| Principal's endorsement: | |
| Presiding members' endorsement: | |
| Submission date to the Ministry of Education | |

Business as usual

Te Kāhui o Tokotoko o Ōtaki

Our kura/school is an active participant in the Kāhui Tokotoko o Ōtaki. Working in collaboration with the kura, schools and college, and the community, our goal is to grow Ōtaki/Te Horo as an educational community. This vision for education sees iwi, the community in its various formations, whānau and businesses as the drivers and participants in education, working in collaboration with the educational institutions. Our vision is that all young people in Ōtaki/Te Horo have the opportunity to achieve their education potential in an educational environment that fosters identity, collaboration and excellence. It is a learning environment that sees all our young people engaged and retained in education until they are ready for the next step in their lives. Our shared challenge as a community of educators is to grow the effective practices of our pouako and teachers.

Vision - all young people in Ōtaki have the opportunity to achieve their education potential in an educational environment that fosters identity, collaboration and excellence.

To support this as a community of educators we share:

- the understanding and implementation of Te Tiriti o Waitangi and provide programmes that support and celebrate Māori and tautoko students to value our multicultural heritage. With the primary hope that both our tamariki Maori and tamariki tauwiwi will thrive in this setting and build a life-long respect for Te Ao Māori.

Māori Dimensions & Cultural Diversity

The cultural diversity of New Zealand is recognised and developed through classroom programmes and experiences, where students will learn about their own heritage.

- Tikanga Māori and Te Reo will be integrated into curriculum areas in an appropriate manner.
- Tolerance and understanding of different cultures and values will be practical and expected in the school environment.
- The Board of Trustees will consider and actively foster any request for instruction in Te Reo Māori.
- As part of reporting to the Board of Trustees on student achievement, the Principal will report on Maori achievement where appropriate.
- The Board of Trustees will consult with our school's Māori community.
- Resources are available to support these programmes such as [The Māori Education Strategy: Ka Hikitia – Accelerating Success 2013-2017](#) and [Tataiako](#)-Cultural Competencies for Teachers of Maori Learners.

Ethnic Composition

The ethnic composition of Te Horo School is as follows on 201 students as at December 8th 2023: The range of ethnicities our students and their families identify with include; Africa, Australian, NZ European/Pākeha, British/Irish, Māori, Dutch, Cambodian, Middle Eastern, Chinese, Other Asian and Other European, Cook Island Māori

| Ethnicity | Percentage | Number |
|-----------|------------|--------|
| Māori | 14 | 28 |
| MELAA | 2 | 4 |
| Asian | 0.5 | 1 |
| NZE | 83.5 | 168 |

Charter: Strategic Aims Progress

| Annual Goals | Action Plan and Target Initiatives | Evidence of progress |
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| National Education Learner Priorities NELP 1 and 2 - Learners at the Centre and Barrier free access. Strategic Aim One: Grow Relationships | | |
| <p>Definition: Learners with their whanau are at the centre of life at Te Horo School.</p> <p>Te Horo School is inclusive of, and caters for students with differing needs.</p> <p>Te Horo School is a physically and emotionally safe place for all students and staff.</p> <p>Gives effect to relevant student rights.</p> <p>Takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</p> | <ol style="list-style-type: none"> THS provides a positive learning environment, ensuring good wellbeing, physical health and mental health <ul style="list-style-type: none"> Have procedures to identify, monitor and address the needs of our most vulnerable Explicitly teach our THS Values schoolwide (PB4L framework) Use and respond to the NZCER wellbeing surveys Have processes to ensure the induction of new ākonga, kaiako and whānau We include our whānau, our community in the design of learning at THS by <i>'continuing to engage parent's and whanau in partnerships that promote learning for all learners.'</i>* <ul style="list-style-type: none"> Engage our community in our PB4L journey Continue to seek ways to build connections with our community and gain regular feedback on initiatives Authentic and manageable means to share with and report to whānau about learning Development of a community garden to engage and help to provide access to knowledge of food resilience As part of PGC teachers will investigate local spaces and people to grow relationships, relating this to the <i>development and implementing of THS localised curriculum.</i>* | <p>Tamariki have a sense of belonging at THS which is evidenced by</p> <ul style="list-style-type: none"> Attendance at school Friendships Relationships with staff Participation in school activities <p>THS staff will develop a tracking doc to monitor student participation in school.</p> <p>THS staff will include 'life skills' where possible into planning, finding opportunities for students to gain independence.</p> <p>THS will maintain and develop a timeline identifying traditional school events, creating a teacher 'champion' role and including a team of students to support the events.</p> <p>Home and School are supporting the position of a "Garden", 'Forest School' champion to develop a relationship with the school environment, creating space for the community to become involved.</p> |

National Education Learner Priorities NELP 1, 2 and 3. Learners at the centre, Barrier free access and Quality teaching and leadership.
Strategic Aim Two: Grow learners

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| <p>Definition: Great educational opportunities and outcomes are within the reach of every learner at Te Horo School.</p> <p>Every student at Te Horo School is able to attain their highest possible standard in educational achievement.</p> | <ol style="list-style-type: none"> 1. Learners will have specific teaching and learning to develop skills and demonstrate success in the Te Horo School Learner Profile. <ul style="list-style-type: none"> ● Good Citizens have - H.E.A.R.T Have courage, empathy, a sense of fun, respect and tolerance. 2. Learners have scaffolded opportunities to engage with and extend areas of strength and interest across the school. <ul style="list-style-type: none"> ● Learning through play, passion projects, individual inquiry learning ● Engage whānau and community in sharing skills and interests ● Facilitate student leadership across the school, with a focus on senior students 3. Learners have access to appropriate resources they need to participate in all learning experiences, including digital technologies. <ul style="list-style-type: none"> ● Continue to improve practices to identify students whose progress needs acceleration and provide intervention ● Continue to improve practices to identify and address the needs of our GaTE students ● Utilise our Learning Support team to effectively address targeted areas of need ● Invest in digital learning solutions - PLD - Years 3 to 8. ● Provide learning environments that are well-maintained and continue to be enhanced 4. Administrative Actions <ul style="list-style-type: none"> ● Development of funds to reduce financial barriers to learning. ● Employment of a Financial Administrator | <p>Students at THS will be encouraged to have a growth mindset through</p> <ul style="list-style-type: none"> ● IEP's and ongoing ORS records ● PB4L specific teaching of HEART values ● Achievement data reflects equal or greater progress and is shared with students. This information is then used to scaffold goal setting. <p>Leadership opportunities for 2024 will include are is not limited to:</p> <ul style="list-style-type: none"> ● Peer mediation ● First aid training and monitors ● Lunch monitors ● PE shed monitors ● Identified task by year 8s to improve or 'champion' a project ● GRIP leadership day ● Support and running of traditional event days and support and running of charity event days. <p>Manaakitia Fund development continues As part of the Financial Administrators role they are to apply for grants to help address financial inequities.</p> |
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National Education Learner Priorities NELP 3 - Quality Teaching and Leadership
Strategic Aim Three: Grow and nourish People

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| <p>Definition: Quality teaching and leadership make the difference for learners and their whanau.</p> <p>Every student at Te Horo School is able to attain their highest possible standard in educational achievement.</p> | <p>1. Facilitate targeted Professional Learning that values and continues to grow internal capabilities.</p> <ul style="list-style-type: none"> ● Prioritise PL across: <ul style="list-style-type: none"> ○ PB4L ○ Local curriculum ○ BSLA ○ Aotearoa NZ Histories curriculum ○ Digital Technologies curriculum ○ Neurodiverse learners ● Facilitate PL for support staff in priority areas ● Develop kaiako capabilities through a robust Professional Growth Cycle (local curriculum focus) ● Grow processes for learning in te reo, tikanga Māori across the school, grow leadership in Te Ao at Te Horo school. <p>2. For all students to become digitally capable individuals - to be creators, rather than consumers.</p> <p>3. Strong focus and development for staff and students around Maths and Digital Technology across the school.</p> <ul style="list-style-type: none"> ● Staff PLD ● Staff programmes for development across the whole school ● Evidenced through staff PGC | <p>.Entering Tier 2 intervention learning and support with the PB4L programme.</p> <p>Plan and develop year one of THS local curriculum</p> <p>Staff will have a digital tech, maths or Te Reo Maori focus for PGC in 2024.</p> <p>This will include, peer and or colleague observations.</p> |
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National Education Learner Priorities NELP 4 - Future of learning and work. This is linked to our Te Kahuitokotoko o Otaki.
Strategic Aim Four: Grow and nourish our cultural capability.

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| <p>Definition: Learning and grow our matauranga of Te Ao Maori to enrich the cultural understanding for Te Horo School students today and throughout their lives.</p> <p>Gives effect to Te Tiriti o Waitangi - ensuring plans, policies and</p> | <p>1. We engage with resources beyond THS to support future learning opportunities:</p> <ul style="list-style-type: none"> ● We implement careers education through inquiry learning (local curriculum) ● We strengthen connections with external agencies that support transitions beyond THS. <p>2. We provide a world-class inclusive education:</p> | <p>Ensure that planning and teaching reflects our local curriculum and engages our developing relationship with our local environment, families and iwi.</p> |
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| <p>local curriculum reflect local tikanga Maori, matauranga Maori, and te ao Maori.</p> <p>Takes all reasonable steps to make instruction available in tikanga Maori and te reo Maori, achieving equitable outcomes for Maori students.</p> | <ul style="list-style-type: none"> ● We support teacher capability by regular access to robust research, readings, personnel - including Māori-led solutions. ● We provide a diverse, innovative and talented workforce. <p>3. Develop staff capability and strengthen their knowledge while building a community workforce with our Otaki Kahui Ako.</p> | <p>Development of a cultural competency rubric or framework as a measure of on growing growth and success.</p> |
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*Te Tari Arotake Matauranga/ Education Review office next steps