

Karamea Area School Strategic Plan 2024 - 2025

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Vision Statement:

To provide student-centred holistic education by developing the highest levels of literacy, numeracy and social skills to prepare students for the future they choose.

Vision:




- Welcoming and stimulating
- Modern and innovative
- Community connected and environmentally aware

Summary of the information used to develop this plan/How did you create this plan

The Board consulted widely with community in 2020 to prepare the Strategic Plan

Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>	What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>	How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)	Refer Regulations 7(g)	Refer Regulations 7(e), 7(f)	Refer Regulations 7(g)
<ul style="list-style-type: none"> • A local curriculum to make the best use of the unique local environment and resources) (ERO) 	<p>127 (1) (a) every student at the school is able to attain their highest possible standard in educational achievement</p> <p>the school—</p> <p>i) is a physically and emotionally safe place for all students and staff; and</p> <p>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</p> <p>iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</p>	<p>Regulations (School Planning and Reporting Regulations 2023) 7(1)(d)</p> <p>A board's strategic plan must include:</p> <p>d) information relating to the link between the board's strategic goals and—</p> <p>i) the statement of national education and learning priorities issued by the Minister under section 5 of the Act; and</p> <p>ii) any other relevant national education strategies or plans, including Ka Hikitia, the Action Plan for Pacific Education, and the oranga tamariki action plan; and</p>	<p>Students will understand the importance of Kaitiakitanga and caring for and enjoying the environment through school and community-based activities.</p> <p>Achievement will be increased by Increased student opportunities, motivation,</p>	<p>Levels of student and community engagement across the school will be increased through further environmental, sustainability and recreational activities integrated into the curriculum.</p> <p>Planning Years 1 – 8 to include Edible Garden and sustainability through composting and minimising waste.</p> <p>Formal document/plan with Clean Streams Karamea.</p> <p>Development of school wide recreation plan for sport/trip opportunities outside the classroom.</p> <p>Developing a comprehensive secondary school structure that ensures students will have access to courses up to Year 13.</p> <p>Develop and implement expanded Health and Financial Literacy Programmes. Timetabling to support NCAA</p>	<p>Each year group will be involved in a minimum of one age-appropriate activity associated with the Oparara Source to Sea Sanctuary each year.</p> <p>These activities will form a cohesive and meaningful progression of involvement across the school from year to year.</p> <p>Each year group other than Year 1 / 2 will be involved in a recreational activity outside the classroom.</p> <p>Courses available and staff appointed.</p> <p>Health and Financial Literacy in Years 8 – 11 expanded.</p>

		<p>iii) the foundation curriculum policy statements and national curriculum statements made under section 90 of the Act:</p>	<p>agency and understanding through an enhanced curriculum and implementation of all MoE priorities.</p> <p>Improvements in Numeracy and Literacy through prioritised P.D. that supports the new developments.</p> <p>Further develop and implement strategies which raise the physical, emotional, social, psychological, and spiritual wellbeing of the school community</p>	<p>Develop effective e learning opportunities. Create eDean with four periods to supervise operations.</p> <p>Develop digital technology skills to ensure students have skills to succeed in modern assessments.</p> <p>Numeracy PD with Kahui Ako.</p> <p>Implement relevant parts of the curriculum refresh.</p> <p>Better start programme implemented.</p> <p>Student recognition of achievement incentives.</p> <p>All students developing IT skills.</p> <p>PB4L plan</p> <p>Well-being surveys Increased mental health support e.g. Voices of Hope</p>	<p>Staff the secondary school to ensure specialist teachers in English, Mathematics, Science, Humanities, Physical Education, Technology, and the Arts.</p> <p>Digital skills (typing) occurring.</p> <p>Increased achievement levels in easttle, NCAA and NCEA</p> <p>Attendance above 90%</p> <p>Better start operating.</p> <p>Students have access to relevant hardware and software.</p> <p>PB4L plan implemented.</p> <p>Surveys analysed and recommendations analysed</p>
<ul style="list-style-type: none"> Achievement through creative pedagogy Strengthening internal evaluation practices (ERO) Wellbeing 			<p>Continue to implement aspects of the Digital Technologies curriculum</p>		

		THE NELPS						
		OBJECTIVE 1 LEARNERS AT THE CENTRE <i>Learners with their whānau are at the centre of education.</i>						
		PRIORITY 1 <i>Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying.</i> ACTIONS: a. Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying b. Create a safe and inclusive culture where diversity is valued c. Delivering Te Hurihanganui to address racism, strengthen equity and accelerate the educational achievement and wellbeing of Māori learners/ākonga and their whānau d. Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākonga wellbeing		Increase awareness of Maori language and culture		Prioritise He Ruru Matauranga and induct new staff. New teacher courses where available.		Increased skills and confidence for staff and improved student confidence.

		<p>PRIORITY 2 <i>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</i></p> <p>ACTIONS:</p> <ol style="list-style-type: none"> Identify and respond to learner/ ākonga strengths, progress and needs Build relationships with Māori Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganui Developing tools for rich records of learning which are collaboratively generated with learners/ākonga and their families/whānau to capture aspirations, strengths and learning progress 			<p>Student centred timetable with goal setting and all students in a supervised class with eDean.</p> <p>Reporting on progress of students with distance learning courses.</p> <p>A clear assessment programme that informs allocation of resources.</p> <p>A Year 9 and 10 programme to target literacy and numeracy.</p> <p>A general Year 11 course.</p> <p>Work towards opportunities for pre-school children.</p> <p>Integrate Te MarauTanga O Aotearoa into planning and teaching.</p> <p>Curriculum Refresh implemented.</p> <p>NCEA changes implemented.</p> <p>Further develop and integrate the edible garden into the school curriculum.</p> <p>Work with Clean Streams Karamea (CSK) on activities to include the whole school.</p> <p>Include specific EOTC recreational activities and formalise on-going opportunities.</p>	<p>Fully staffed timetable. eDean</p> <p>Use of Distance Learning courses for students.</p> <p>Trades operating</p> <p>Resources allocated according to school wide assessment programme in place.</p> <p>Separate literacy and numeracy classes operating.</p> <p>100% achievement in NCAA.</p> <p>Courses updated.</p> <p>Courses updated.</p> <p>Class involvement with garden and student seedlings planted in orchard.</p> <p>Opportunities with CSK occurring.</p> <p>School-wide EOTC recreational opportunities occurring.</p>
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		OBJECTIVE 2 BARRIER FREE ACCESS <i>Great education opportunities and outcomes are within reach for every learner</i>						
		PRIORITY 1 <i>Reduce barriers to education for all</i> ACTIONS: <ul style="list-style-type: none"> a. Make use of targeted Ministry of Education funding to reduce parental fees and help address other financial barriers b. Support places of learning to build their capability to identify and understand learner/ākonga needs and barriers to success c. Reviewing equity A and B and targeted funding for disadvantage in ECE 	➔	Further develop our local curriculum to integrate e-learning, digital technologies and the strands of the Digital Technologies Hangarau Matihiko curriculum.	➔	Use of budget to support students. Providing stationery. Laptops from Year 9. Supporting Year 1 / 2 class to integrate ECE students.	➔	
		PRIORITY 2 <i>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</i> ACTIONS: <ul style="list-style-type: none"> a. Build on the language learning, literacy, and numeracy practices learners/ākonga experience in their own home or community b. Offer multiple opportunities for interaction and conversation c. Provide consistency of teachers/ kaiako, educators and caregivers, so young learners/ākonga can develop attachment and positive relationships to support learning and wellbeing Developing tools to support kaiako and	➔		➔		➔	

		teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning					
		OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP <i>Quality teaching and leadership make the difference for learners and their whānau</i>					
		PRIORITY 1 <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i> ACTIONS: a. Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture b. Provide opportunities for teachers/kaiako and educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum c. Strengthening the delivery of Māori	Deepen our PB4L approach through reviewing and further embedding our PB4L programme across the school. Extend and embed student understanding of the PB4L components, especially our KARE values		Explore opportunities to develop knowledge and skills – Matauranga		

		<p>Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau</p> <p>d. Implement Ka Hikitia and develop skills and capacity in the education workforce</p>					
		<p>PRIORITY 2 <i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i></p> <p>a. Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako, educators and staff to strengthen teaching, leadership and learning support</p> <p>b. Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs</p>		<p>Teacher plan reflects curriculum priorities.</p>		<p>Explore opportunities to increase staff and student skills and confidence.</p>	