

Strategic Plan 2024 – 2025 Annual Implementation Plan 2024

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Strategic Plan submitted to the Ministry of Education and posted to the school website:	29 February 2024
Annual Plan posted to the school website	28 March 2024

Strategic Plan

Mission statement

Nō te hunga Atua koe, nōu te Ao.

Each student realises their greatness.

Vision statement

Kia rite ki te hua o te nīkau.

Develop a generation of Māori students with the self-belief that as Māori, they are capable of designing innovative, sustainable, successful futures for themselves, their communities and the world.

2024 Strategic Aims	2025 Strategic Aims
<p>1. Mokopuna with chronic attendance (60% or less) will have improved attendance (Barrier free access/Ngā hua: mokopuna engagement)</p>	
<p>2. Mokopuna with additional learning requirements will experience accelerated engagement and learning (Barrier free access/Te Kāhiwi:mokopuna achievement)</p>	<p>Review. Expand the aim or replace.</p>
<p>3. Mokopuna from year 9 upwards will have the opportunity to achieve the co-requisite NCEA literacy/reo matatini and numeracy/pāngarau requirements (Barrier free access and Te Kāhiwi: Mokopuna achievement; Ngā Hua: Mokopuna engagement)</p>	
<p>4. Mokopuna learning te reo Māori through NZC (New Zealand Curriculum) will see value in learning te reo and experience increased levels of proficiency (Quality teaching and leadership and Te Kāhiwi: Mokopuna achievement; Ngā Hua: Mokopuna engagement)</p>	<p>Review. Expand the aim or replace.</p>
<p>5. Mokopuna will strengthen their knowledge of Te Porotaka o Ngaati Maahanga – the histories and pūrākau of significant locations within Ngaati Maahanga boundary (Quality teaching and leadership and Te Urupuia: Mokopuna achievement)</p>	
<p>6. Mokopuna will experience learning opportunities that reflect the national curriculum changes (Learners at the centre and Te Kāhiwi:)</p>	
<p>7. Mokopuna will have the skills, knowledge, work ethics and executive functions for the hau mataaho (work-ready) pathway (Future of work and Te Kāhiwi: Mokopuna achievement)</p>	

2024 Annual School Improvement Plan

ATTENDANCE

1. Ngā Hua: Mokopuna engagement Mokopuna with chronic attendance (50% or less) will have improved attendance

What does the picture look like now?

TABLE 1: Number and percentage of mokopuna with 60% and less attendance in Term 4 who are still enrolled at Te Kopuku High in Term 1 2024

	no. of female mokopuna	no. of male mokopuna	total female and male mokopuna	total number of mokopuna at the end of 2023 minus mokopuna who did not return in 2024	percentage of mokopuna with <60% attendance
Years 7 & 8	3	0	3	88	3%
Years 9 & 10	4	12	18	120	15%
Years 11 –13	13	20	33	138	24%

What would improvement look like?

Mokopuna with 60% or less attendance will be attending kura more regularly

What will we do to achieve this improvement?

Tighten processes around consistently hard to contact whānau to verify the reasons for absence and organise alternative methods of communication via home visits if necessary

Wellness Team to analyse and monitor attendance on a weekly basis (starting term 1 2024)

Wellness team to work with Poutaahu (main point of contact at kura for each mokopuna)

How will we measure improvement?

Regular monitoring of attendance data

Regular monitoring of bespoke attendance plans

Feedback from mokopuna

Feedback from whānau

	<p>the mokopuna and the whānau to identify bespoke solutions</p> <p>Check attendance codes entered into the Student Management System (SMS) to eliminate this as a reason for the higher numbers in years 11-13</p> <p>Mobilise internal and external resources and services as appropriate</p>	
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Who did we consult? Pouora (Wellness) Team who had oversight of attendance in 2023

MOKOPUNA WITH SPECIFIC LEARNING REQUIREMENTS
2. Ngā hua: Mokopuna engagement. Mokopuna with specific learning requirements will experience accelerated engagement and learning

What does the picture look like now?
 As at 9 February 2024, half (54 out of 109) new mokopuna enrollments self-identified factors they consider impact their engagement and learning from a list of eleven options.

TABLE 2: Number and percentage of new mokopuna who self-identified specific learning requirements

Conditions	Number of new mokopuna (n=54)	Percentage of new mokopuna
The words move when I am reading	14	26%
It takes me ages to write or keyboard and my hand hurts	8	15%
I easily forget the things I learned yesterday to use today	22	41%
I easily forget the numbers and the amounts they represent)	14	26%
I find it hard to balance when sitting or standing	2	4%
I have to constantly be on the move when listening	21	39%
I get overwhelmed if there is too much going on at the same time	32	60%
I feel threatened when being asked or told to do something	3	6%
I mis-read what people are meaning and they don't always get what I mean	17	32%
I am more focussed on the future rather than what is happening now	9	17%
I am more focussed on the past rather than what is happening now	1	2%

15 mokopuna identified one learning requirement. 27 mokopuna identified 2- 3 learning requirements. 12 mokopuna identified 4 or more learning requirements

In 2024, the school will receive funding to provide additional support for two mokopuna with high needs via the Ongoing Resourcing Scheme (ORS).

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?
<p>Mokopuna with additional learning needs report and/or are observed to be engaging more readily in their learning programme</p> <p>Mokopuna who receive ORS funding are achieving their learning goals with greater speed and ease</p>	<p>Ensure oversight by the Wellness Team of all initiatives supporting mokopuna with additional needs with regular reviews (at least twice a term)</p> <p>Build staff capability in strategies for engaging mokopuna with additional needs</p> <p>Plan and regularly review ara ako (personalised learning programmes) with mokopuna receiving ORS funding and their whānau at least once a term</p> <p>Identify at least three in-school personnel (pouako, poutautoko and pouora) to support mokopuna receiving ORS. Distribute explicit support hours among these personnel in excess of the actual ORS allocation.</p>	<p>Feedback from mokopuna</p> <p>Feedback from whānau</p> <p>Feedback from the poutaahu (with overall responsibility for the mokopuna)</p> <p>Feedback from pouako</p>
<p>Who did we consult? Mokopuna and whānau</p>		

NCEA CO-REQUISITES

3. Te Kāhiwi: Mokopuna achievement. Mokopuna from year 10 upwards will have the opportunity to achieve the revised co-requisite literacy/reo matatini and numeracy/pāngarau credits

What does the picture look like now?

Te Kōpuku High participated as a trial school in the 2023 NCEA co-requisites. The co-requisites come into effect in 2025.

TABLE 3: National and kura co-requisite results

Standard	2023 national overall = co-requisite results ¹			2023 Te Kōpuku High online co-requisite results		
	No. who sat	No. who achieved	% who achieved	No. who sat	No. who achieved	% who achieved
Reading	52,236	35,800	68.5%	46	20	43.4%
Writing	50,607	32,340	63.9%	45	13	28.8%
Mathematics	58,552	36,390	62.1%	42	11	26.1%
Te Reo Matatini	262	100	38.2%	21	11	52%
Pāngarau	227	47	20.7%	14	1	7.1%

The strategy to support year 10s to achieve their NCEA level 1 literacy/reo matatini internally (which are at a higher curriculum level than the co-requisites) was more successful than the external co-requisite online assessment (see Table 4). At present, an NCEA qualification requires either 10 credits each for literacy/te reo matatini and mathematics/pāngarau attained via the co-requisites AND/OR NCEA level 1 approved standards

¹ [Source](#)

TABLE 4: Year 10 NCEA Level 1 2023 (unconfirmed) results for literacy and numeracy

2023 Year 10 literacy and numeracy NCEA credits attainment			
No. who achieved literacy	% who achieved literacy	No who achieved numeracy	% who achieved numeracy
51/58	88%	52/58	90%

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?
At least 70% of year 11 mokopuna attain NCEA literacy/reo matatini and maths/pāngarau co requisite credits	<p>Make provision for staff to participate in PLD opportunities</p> <p>Strategise the most favourable mechanisms for achieving the co-requisites for mokopuna (i.e. additional standards and/or the dedicated standards</p> <p>Offer an additional assessment opportunity to those mokopuna (now in year 11) who did not gain the co-requisites in 2023 via workshops (Ihotea)</p> <p>Restructure the literacy/reo matatini and mathematics/pāngarau programmes to ensure mokopuna have access to the most appropriate expertise</p>	<p>Establish baseline data and compare with later time intervals</p> <p>Track mokopuna achieving Literacy/numeracy requirements</p>

Who did we consult? Pouako of literacy/reo matatini and maths/pāngarau and mokopuna

NZC TE REO MĀORI

4. Te Kāhiwi: Mokopuna achievement: Mokopuna learning te reo Māori through NZC (New Zealand Curriculum) will see value in learning te reo and experience increased levels of proficiency

What does the picture look like now?

TABLE 5: 2023 NZC Reo Māori curriculum levels

Levels	1	1-2	2	2-3	3	3-4	4	4-5	5+
Years 7 - 8	26	16	0	18	0	0	0	0	0
Years 9 - 10	0	27	0	35	0	38	0	0	0

TABLE 6: : 2023 Mokopuna determination to learn Te reo Māori

	Strongly agree/agree		Neutral		Disagree/Strongly disagree	
	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage
2023 mokopuna	148	96%	7	4%	n/a	n/a
2024 new mokopuna	74	68%	27	25%	8	7%

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?
Increasing numbers and proportions of mokopuna are receiving instruction at higher levels of NZC: te reo Māori learning area	Timetable explicit instruction in te reo Māori Induct new reo Māori staff into our localised reo Māori curriculum plan	Mokopuna feedback Pouako feedback

TE POROTAKA O NGAATI MAAHANGA**5. Te Kāhiwi: Mokopuna achievement:** Mokopuna will build on their knowledge of Te Porotaka o Ngaati Maahanga**What does the picture look like now?**

New mokopuna in particular have varying degrees of prior knowledge about Ngaati Maahanga – most have very little

What would improvement look like?

Mokopuna are able to relate information about manawa whenua including pepehā and historical contexts

What will we do to achieve this improvement?

Include Ngaati Maahangatanga into the teaching and learning programme drawing on ngā pou o Te Tīrewa Marautanga (the national curriculum for Māori-medium and kaupapa Māori settings)

How will we measure improvement?Mokopuna demonstrate their increasing knowledge of Ngaati Maahangatanga through a variety of mediums (oral, visual, written)
Mokopuna feedback
Ngaati Maahanga feedback**Who did we consult?** Manawa Whenua (Ngaati Maahanga) and mokopuna

Mokopuna are reporting increased determination to learn te reo Māori and high satisfaction levels with their reo Māori learning

Reiterate the value of te reo Māori through words and actions

Pair pouako learning te reo Māori with speakers of te reo to lift their proficiency levels

Who did we consult? Pouako and mokopuna

CURRICULUM

6. Te Kāhiwi: Mokopuna achievement: Mokopuna will experience learning opportunities that reflect the national curriculum changes

What does the picture look like now?

We have begun the transition to Te Tīrewa Marautanga which comes into effect in 2025 by (for example) introducing pouako to the three Huatau Matua (pedagogical practices) from the (draft) [AKO Framework](#) i.e. all teachers are teachers of language, all teachers are teachers of mokopuna and all teachers are teachers of learning.

What would improvement look like?

(All teachers and teachers of learners)

Mokopuna will be able to explicitly:

- articulate what they are learning
- provide evidence of that learning and talk about it
- communicate how they best learn

in literacy/te reo matatini and mathematics/pāngarau

What will we do to achieve this improvement?

Make this a consistent practice for years 7 - 10

Access tools and resources that support pouako and mokopuna practice

Provide internal and/or external professional learning and support to pouako

How will we measure improvement?

Pouako feedback and evidence

Mokopuna feedback and evidence

Who did we consult? Pouako

THE FUTURE OF WORK

7. Te Kāhiwi: Mokopuna achievement: Mokopuna will have the skills, knowledge, work ethics and executive functions for the hau mataaho (work-ready) pathway

What does the picture look like now?

49% year 13 mokopuna indicated they were intending to join the workforce immediately after graduating from Te Kōpuku High compared to 12% intending to attend a University and a further 40% intending to pursue other post-school learning opportunities in the trades.

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?
<p>Year 12 and 13 mokopuna have a heightened awareness of their options post school by participating in opportunities that have a work-related focus post compulsory schooling</p>	<p>Increase membership to the schools' trades and industries team of pouako</p> <p>Conference with whānau to communicate and negotiate clarity around the goals of mokopuna interested in the hau mataaho (and other) pathways</p> <p>Monitor the effectiveness of providers offering work-related experiences and opportunities giving preference to those with a history of working successfully with Māori learners</p> <p>Develop a tool-kit for mokopuna that includes financial literacy, work ready, communication and other skills sought after by employees</p>	<p>Mokopuna feedback</p> <p>Trades and industries team's feedback</p> <p>Providers feedback</p> <p>Whānau feedback</p> <p>Pouako reflection and feedback</p>

Who did we consult? Pouako, whānau, mokopuna