

Strategic Plan 2025 Annual Implementation Plan 2025

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| Poutoko Matua endorsement: | Cath Rau |
| Poumarumarū endorsement: | Robyn Hata Gage |
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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.

2025 Strategic Aims

- 1. Year 10 mokopuna with 60 – 70% attendance i.e. absent between 15 or more days across a term will show improved attendance at kura.**
- 2. Mokopuna prioritised to receive additional support will experience accelerated engagement and achievement**
- 3. Year 11 mokopuna who are yet to achieve the co-requisite NCEA literacy/reo matatini and/or numeracy/pāngarau requirements will be provided with multiple opportunities and support to successfully complete them**
- 4. Mokopuna stay engaged and learn better when pouako effectively put into practice theories from the science of learning.**

2025 Annual School Improvement Plan

ATTENDANCE

1. Ngā Hua: Mokopuna engagement Mokopuna with 60 - 70% attendance i.e. absent between 15 or more days across a term will show improved attendance at kura.

What does the picture look like now?

TABLE 1: Number and percentage of mokopuna with 60 - 70% 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 | % of mokopuna with 60 - 70% attendance at end of 2024 ¹ |
|---------------------------------------|------------------------|----------------------|--------------------------------|--|
| Year 10 (60 - 70 %) attendance | 3 | 3 | 6 | 8% |

| What would improvement look like? | What will we do to achieve this improvement? | How will we measure improvement? |
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| Year 10 mokopuna with 60 - 70% attendance will be attending kura more regularly. | 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) the mokopuna and the whānau to identify bespoke solutions | Regular monitoring of attendance data Regular monitoring of bespoke attendance plans Feedback from mokopuna Feedback from whānau |

¹ These are indicative numbers only - ongoing analysis of attendance data across term 1, 2 and 3 2025 will provide more accurate numbers

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| | Mobilise internal and external resources and services as appropriate | |
| Who did we consult? Pouora (Wellness) Team who had oversight of attendance in 2024 | | |

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| MOKOPUNA WITH ADDITIONAL LEARNING REQUIREMENTS | | |
| 2. Ngā hua: Mokopuna engagement. Mokopuna prioritised to receive additional support will experience accelerated engagement and learning | | |
| What does the picture look like now? | | |
| As at 3 March 2025, nine mokopuna who have been attending Te Kōpuku High for a year or more have been prioritised to receive wrap-around additional learning support including three who are ORS funded) | | |
| What would improvement look like? | What will we do to achieve this improvement? | How will we measure improvement? |
| Mokopuna prioritised to receive additional support report and/or are observed to be engaging more readily in the learning programme | Clearly communicate to pouako of tira ako ² how to best facilitate learning for mokopuna prioritised to receive additional support Assign a wellness team member (pouora) to oversee the personal goals and differentiated learning plans of mokopuna prioritised to | Feedback from mokopuna Feedback from whānau Feedback from the poutaahu (with overall responsibility for the mokopuna) Feedback from pouako and pouora |

² Each Tira Ako includes a science/pūtaiao, language arts/reo matatini and mathematics/pāngarau component

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| | <p>receive additional support during the tira ako blocks</p> <p>Mobilise assistive technology and resources to support mokopuna prioritised to receive additional support during the tira ako blocks</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>Who did we consult? Mokopuna and pouora</p> | | |

NCEA CO-REQUISITES

3. Te Kāhiwi: Mokopuna achievement. Year 11 mokopuna who are yet to achieve the co-requisite NCEA literacy/reo matatini and/or numeracy/pāngarau requirements will be provided with multiple opportunities and support to successfully complete them

What does the picture look like now?

Bilingual pathway (Matarea) - 46 Mokopuna

| Number and % of year 11s needing reading | Number of year 11s needing writing | Number of year 11s needing mathematics |
|--|------------------------------------|--|
| 24 52% | 24 52% | 37 80% |

Rumaki pathway (Matarau) - 42 Mokopuna

| Number of year 11s needing te reo matatini | Number of year 11s needing pāngarau |
|--|-------------------------------------|
| 14 33% | 37 88% |

| What would improvement look like? | What will we do to achieve this improvement? | How will we measure improvement? |
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| At least 70% of year 11 mokopuna attain NCEA literacy/reo matatini and maths/pāngarau co-requisite credits | Use analysis of data from previous years to determine the best option for acquiring the co-requisites (online digital exam and/or via approved achieved standards) | Establish baseline data and compare with later time intervals Track mokopuna achieving literacy/numeracy requirements |

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| | <p>Improve systems and processes for tracking achievement in real time</p> <p>Facilitate mokopuna access to specialist teachers through a collaborative, interdisciplinary teaching and learning approach that enhances learning by contextualizing language arts/te reo matatini and mathematics/pāngarau through science.</p> | |
| <p>Who did we consult? Pouako of literacy/reo matatini and maths/pāngarau, Principal Nominees for NCEA (PNs) and mokopuna</p> | | |

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| <p>SCIENCE OF LEARNING</p> <p>4. Te Kāhiwi: Mokopuna achievement. Ngā hua: Mokopuna engagement. Mokopuna stay engaged and learn better when pouako effectively put into practice theories from the science of learning.</p> | | |
| <p>What does the picture look like now?</p> <p>Rangaranga Reo ā-Tā and Poutama Pāngarau refer to cognitive load theory, the forgetting curve and brain boosts. In 2025 we will work at integrating these science of learning theories into practice in Tira Ako (integrated learning units for Year 7 - 10)</p> | | |
| <p>What would improvement look like?</p> | <p>What will we do to achieve this improvement?</p> | <p>How will we measure improvement?</p> |
| <p>Pouako are able to describe how the theories impact learning</p> | <p>Introduce the theories in Term 1 Teacher Only Day</p> | <p>Observation of pouako practice</p> |

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| <p>Pouako are applying memory retention strategies such 15 minute teaching instruction, regular review and brain boosts</p> | <p>Provide feedback to poumahi from in-class observations at two time points (Term 2 and 3)</p> | <p>Pouako feedback</p> <p>Pouora feedback</p> <p>Mokopuna feedback</p> |
| <p>Who did we consult? Mokopuna, pouako and pouora</p> | | |