

Strategic Direction Implementation 2025

Objective 1 - Learners At The Centre

<i>What</i>	<i>How</i>	<i>Where we are</i>	<i>Next Steps</i>	<i>Who</i>	<i>When</i>
Iwi engagement	Genuine, authentic collaboration with Manawhenua.	<p>Whole school poowhiri for students at the start of the year. New staff welcomed to region as part of Kaahui.</p> <p>Whakatau for new staff and students throughout the year.</p> <p>Attending Poukai and other Major Kaupapa (events). Practice of karakia at the beginning of all meetings and events in the kura - embedded.</p> <p>Staff waiata sessions during hui increasing repertoire for poowhiri/whakatau.</p> <p>Appointment of Cultural Leaders.</p> <p>Shared vision for Te Ao Maaori at Te Kauwhata College. Emphasis on Values based practice.</p> <p>Students being part of Rangiriri Tours.</p>	<p>Maintain and further this connection wherever possible and appropriate.</p> <p>Staff and students learning how to appropriately use pepeha.</p> <p>Attending Koroneihana as a staff TOD.</p> <p>Next year plan TOD at a Marae for more in depth focus.</p> <p>At some point repeat the hikoi around the local area, maraes and kura - setting context for new staff.</p> <p>Ensure ongoing reciprocal relationship with Manawhenua is maintained.</p>	<p>All staff</p> <p>All</p> <p>All</p>	ongoing
Whaanau	<p>Whaanau hui</p> <p>Manawhenua hui</p> <p>Consultation Hui</p>	<p>Poowhiri start of year. NCEA Evening Term 1. Parent conversations Term 2.</p> <p>Poukai - staff attending.</p> <p>International Celebration.</p>	<p>Matariki Celebration - mid year.</p> <p>Capturing data on parent-teacher conversations.</p> <p>Publicise Homework Centre.</p>	Head of Maaori, SLT and all staff	

	Collaborative problem solving	Te Puaawai/Reorua Whaanau Hui. Kotahitanga. Homework Centre operates each week - strategically resourced with staffing.	Open Day. Parent-Teacher conversations.		Mid year
Kaahui Ako - Too Tatou Haerenga.	Secondment of LAL of Junior school to focus on Literacy. Principal as support for Leader.	Active involvement in the shared achievement challenge.	In the face of the disestablishment of the Kaahui Ako at year end, commit to maintaining ongoing collaboration with contributing schools to ensure that chances of success for students are enhanced in our community.	Principal and Leadership Team	Ongoing
Community	Collaborate with Manawhenua and all community groups as far as possible. Attending Poukai and other significant events as much as possible.	A working relationship with TKHAS that meets legal and fiscal responsibilities. Positive feedback from Manawhenua about our level of support and engagement, particularly our students presenting in a positive light.	Maintain and build sustainability into this positive community relationship. Continue to collaborate with Manawhenua in any way possible. Aim for the whole staff presence at Koroneihana.	Principal Property Management and Board staff rep Everyone.	Ongoing August
Enrolment	Enrolment processes followed.	Market the school. Promote and celebrate our successes. Use of daily 'Positive Posts'.	Continue to market and promote Te Kauwhata College.	SLT Board	Ongoing
Reporting	Quality reporting to parents.	The number of reports was less last year and only one parent teacher interview. Term 1 2025 Interim Report NCEA progress report Parent Teacher Interview (all levels).	Review reporting and gather whaanau feedback. Redevelop reporting model for 2026 to fit the community and needs.	DP in charge of Curriculum, Assessment and Reporting	Throughout year

		<p>Term 2 NCEA progress report Full Report End of Term 2 Junior Parent teacher Interview.</p> <p>Term 3 NCEA Progress report End of Term Parent-Teacher interviews (Seniors) Compulsory for @ risk senior students but others are welcome.</p> <p>Term 4 Whole school report.</p>			
Attendance	Aim to meet MOE target - 90% regularly attending.	<p>Only 24% identified as meeting this target in 2023 - by end 2024 - 43%.</p> <p>Aim to make school and classes more engaging at the same time as returning to basics to deliver Lit /Num effectively.</p>	<p>Identify and acknowledge good attendance regularly. Coordinate sharing of information with truancy service. Report back on effectiveness and determine next steps. Work with and publicise our approach using the MOE STEPS model.</p>	DP in charge Attendance	<p>Mid 2025</p> <p>ongoing</p>

Objective 2 - Barrier Free Access

<i>What</i>	<i>How</i>	<i>Where we are</i>	<i>Next Steps</i>	<i>Who</i>	<i>When</i>
Pastoral Care	<p>Manaaki system.</p> <p>Involve whaanau when managing behavioural concerns.</p> <p>Shift to Year Level Mentors and Deans.</p>	<p>Review and consult each term.</p> <p>Report on effectiveness and identify next steps.</p> <p>Review again.</p> <p>Adjust and refine as needed</p> <p>Active mentoring of every student.</p>	<p>Refine the Manaaki system.</p> <p>Look at pastoral data to identify patterns in student behaviour and engagement.</p> <p>Review and make changes where necessary.</p>	Principal, SLT and the Pastoral team	End of each term
Priority Learners	<p>Identify numbers, names and needs.</p> <p>Eliminate cultural and diversity barriers.</p>	<p>Peer Support Programme runs the first half of year with Yr 13 supporting Yrs 7/8.</p> <p>Two international student mentor classes at junior and senior levels.</p> <p>Also mentor classes for Maaori learners who wish to actively engage in their culture.</p> <p>Senior students who require additional support with Literacy and Numeracy will be placed in a dedicated class that focuses on explicit teaching of the co-requisite and transitional standards.</p>	<p>Addressing the ongoing systemic racism through PLD and support for the Bilingual and Other Cultures area.</p> <p>Address other forms of racism and discrimination as well.</p>	Principal SLT and all staff	Ongoing
Wellbeing	Proactive and responsive wellbeing processes.	Our wellbeing process is a collaborative interagency approach that centres on meeting the needs of students at risk. It is unique, and celebrated by health professionals as a ground breaking approach that should be utilised everywhere.	We need to ensure that the programme, the ethos and values are embedded and sustained as being central to the way we do things at Te Kauwhata College. This needs to not be dependent on particular staff members.	Principal and Wellbeing team	Ongoing

Guidance	Permanent full time Guidance counsellor provision	Two fully qualified Wellness counsellors are now employed to ensure that there is someone available at all times to meet the needs of any student in crisis.	Maintain this cover which does mean a financial commitment, but there is increasing need in this space and support services. are hard to access in Te Kauwhata.	Principal Board Wellness team	Ongoing
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Objective 3 - Quality Teaching and Leadership

<i>What</i>	<i>How</i>	<i>Where we are</i>	<i>Next Steps</i>	<i>Who</i>	<i>When</i>
Management Leadership	Review allocation of Senior Leader portfolios, spread responsibility, grow leadership capability.	New JDs for SLT following shuffle of roles. Ongoing mentoring and professional development.	Review and undertake feedback for all.	Principal SLT	Term 2, 3 and 4
Personnel	We employ qualified, fully registered teachers, assisted by a strong network of support staff.	Fully staffed for timetable, but slightly over staffed for school roll. Several teachers are new to NZ. Train all staff in Physical Restraint and have some authorised to restrain by extra approved training.	Still waiting for MOE training for restraint (pending from last year).	SLT	ongoing
Professional Development	PLD programmes within school focus on Lit/Num, NZ Histories, refreshed NZ curriculum and new NCEA.	Have developed a team approach to leading PLD and assisting teachers to perform well - see start of year TOD. Programme focus shifting with changing educational priorities. Eg: no longer a new NCEA but a new examination framework.	Roll this out - review as we go . Responsive to need. Focus on delivering quality teaching and learning linked to educational priorities (Reading, Writing and Arithmetic) and relational culturally based pedagogy.	SLT LALs and all staff	Ongoing Review and plan each term

Curriculum and Timetable	Responsive and adaptive curriculum and timetabling	5-day timetable enables students and staff to remember their timetable and be prepared for classes/events. Te Waa Whanake (25th period) is enabling us to provide a number of lessons based on school values, goal setting and leading the students to acquire life skills.	Review systems and structures around curriculum and timetable - align with focus on Lit/Num.	DP in charge of curriculum with Principal	Start, mid and end of year
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Objective 4 - Future Of Learning And Work

<i>What</i>	<i>How</i>	<i>Where we are</i>	<i>Next Steps</i>	<i>Who</i>	<i>When</i>
Curriculum	As full a curriculum as we can offer at the senior level. Ensure that there are pathways to tertiary and other training.	Necessarily some classes are small and combined levels. Making use of Te Kura only for subjects that we are unable to staff.	Providing junior students with an engaging curriculum to sustain their interest in specific subjects, and help grow class numbers at the senior level.	LALs	Ongoing
Pathways	Active engagement in ITO and Wintec courses. Providing relevant careers and guidance information for all.	Careers education for Years 10 - 13. Supporting senior students who are not university bound into vocational pathways. Assisting students with work and life skills - developing readiness for work.		Careers staff working with LALs and SLT	Ongoing
Tertiary Connections	Regular visits from providers and engagement in training days.	Making use of the 5-day structure and Te Waa Whanake to schedule liaison visits.	Maintain this.	Careers Dept	
Careers Ed	Career profiling, CV writing etc, at mentor period for Year 12 and 13.	Active careers staff and department.			

Objective 5 - World Class Inclusive Public Education

<i>What</i>	<i>How</i>	<i>Where we are</i>	<i>Next Steps</i>	<i>Who</i>	<i>When</i>
Maatauranga Maaori	<p>On-going staff PLD.</p> <p>Cultural lens – Diversity education.</p> <p>Cultural Capabilities identified as a priority in all SLT portfolios.</p> <p>Resource the development of Kapa Haka.</p>	<p>Ongoing staff PLD.</p> <p>Retained WL as Within School Teacher for Cultural Capability.</p> <p>Te Puaawai Reorua curriculum with a focus on Te Ao Maaori Kaupapa expanding to a global lens.</p> <p>Reorua Year 7/8 class and a Year 9 class.</p> <p>Weekly kapa haka for all students.</p> <p>Weekly wanaanga for those keen to represent and compete.</p>	<p>Ongoing staff PLD - following on from the Unteach Racism unit in 2024. Teach this to new staff as part of PCT training.</p> <p>Staff, student and whaanau training.</p> <p>Preparation for Tainui Kapa Haka Regionals 2025.</p>	Principal , SLT and Head of Maaori , working with Manawhenua	Ongoing
Research and Development	<p>All SLT members involved in further studies this year.</p> <p>Ongoing professional development.</p>	<p>AP continuing papers toward Masters degree.</p> <p>DP - completed directed study - gained a Masters in Educational Leadership.</p> <p>Principal 2024 sabbatical report completed.</p>	<p>Investigations into various topics of interest to the school.</p> <p>Literacy/ Numeracy support.</p> <p>Alternative Education models.</p> <p>Alternative approaches to senior courses and timetable.</p> <p>Alternative approaches to delivering free lunches.</p>	<p>SLT with Principal</p> <p>Business Manager with Principal, Board and Kitchen Manager</p>	Plan for 2026 and beyond

Governance

<i>What</i>	<i>How</i>	<i>Where we are</i>	<i>Next Steps</i>	<i>Who</i>	<i>When</i>
Buildings	<p>Improve existing facilities. Redevelop spaces to meet needs. Improve overall appearance of the school.</p> <p>Upgrade the main entrance to the Admin building.</p>	<p>Five school houses sold and proceeds credited to the 5YA starting 1 July 2025.</p> <p>Wharekai almost completed.</p> <p>Investigate painting buildings a new colour to match new roofs and spruce up overall appearance.</p>	<p>Opening and blessing following completion.</p> <p>Settle on a design and put into the development programme.</p>	<p>Property Committee, Principal and Board.</p> <p>Principal, Head of Maaori and Manawhenua</p> <p>Property Committee</p>	<p>Term 2</p> <p>Term 3</p>
Grounds	Proper ongoing landscape and garden maintenance.	<p>Have engaged a team. Development plans.</p> <p>Some gardens have been redeveloped; others tidied up.</p>	Looking to develop imagery around the school - photos of place, murals reflecting diversity, and carvings to celebrate Maaori context.	Student Council, Principal and Board	Ongoing
Capital	Finance committee.	Good fiscal management.	Maintain this	Principal, Business Manager and Board	Ongoing
Budget	Good fiscal management.	New Business Manager.	Maintain while actively resourcing the improvement of facilities and surrounds to benefit students.	Principal, Business Manager and Board	Ongoing