



**Karāpiro
School**
Together we grow

SCHOOL CHARTER 2024

Whakaturu tahi tātou

*Together
we grow*



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The Karāpiro School Charter is developed by Karāpiro School staff and board of trustees in consultation with our students and community in February 2024.

MISSION STATEMENT

Whakatupu tahi tātou. *Together we grow.*

VISION STATEMENT

Karāpiro School is a safe and happy learning environment where together we grow to achieve our potential.

CORE BELIEFS

After consultation with the students, teachers and community, the following shared beliefs were agreed. Through inquiry-based programmes, Karāpiro School will:

- provide an engaging, fun, holistic and balanced school curriculum designed to meet the needs, interests and abilities of students academically, socially, physically and emotionally
- present opportunities to challenge the children to succeed to their potential and celebrate their talents
- nurture a sense of belonging, self-esteem, confidence, perseverance, responsibility and resilience for their own actions and learning
- empower students to become motivated, future focused, quality individuals who are life-long contributors
- work together in partnership and unity with our community.

CORE VALUES

Karāpiro School teaches students the values of: Kotahitanga, Kaitiakitanga, Manaakitanga and Rangatiratanga.

1. Manaakitanga. *We show manaakitanga when we are kind and care for others, respecting ourselves and others, their opinions and ideas.*
2. Kotahitanga. *We show kotahitanga when we are united and we work together.*
3. Kaitiakitanga. *We show kaitiakitanga when we are considerate guardians of all that is around us.*
4. Rangatiratanga. *We show rangatiratanga when we are leaders who do the right thing.*

Programmes at Karāpiro School, including the Virtues Project, will encourage and develop virtues such as: Respect, Honesty, Responsibility, Self-Management, Confidence, Excellence, Cooperation, Creativity, Enthusiasm and Commitment.



CULTURAL PERSPECTIVES

Karāpiro School celebrates and honours the cultural backgrounds of all members of its school community. Our school recognises the unique position of Māori within New Zealand society and promote bicultural practices. We provide students with experiences and understandings in a range cultural traditions, language including local and national histories.

EOTC experiences (including camps, trips and noho marae) will provide rich opportunities to explore our multicultural and bicultural heritage. Students will participate in class Te Reo Māori and tikangā Māori programmes. Mandarin lessons will be provided to students, where possible, through our partnership with Cambridge Fusion and the Confucius Institute.

TE TIRITI O WAITANGI – THE TREATY OF WAITANGI

In line with changes to the Education and Training Act 2020, Karāpiro School recognises its responsibility to give effect to the Treaty of Waitangi by:

- working to ensure that our plans, policies and local curriculum reflect local tikanga Māori (place-based learning)
- taking all reasonable steps to make instruction available in Te Reo Māori and tikanga Māori (Maihi Karauna – Māori Language Revitalisation Programme)
- achieving equitable educational outcomes for Māori students.

We strive to gain better understandings of what we already know about our local history and practices in relation to Te Tiriti o Waitangi by engaging with our school community and wider community and incorporating what we learn, and what is important to our learners, in future plans.

HEALTH AND SAFETY

Karāpiro School and the Board of Trustees is committed to providing a safe and healthy work environment for its students, workers, volunteers, contractors and visitors. This commitment extends to ensuring that our operations do not place members of the public at risk of injury, illness or property damage.

The Board will take all practical steps to comply with relevant health and safety legislation, standards and codes of practice and will work to actively promote health and safety initiatives and to eliminate, isolate or minimise hazards.

KEY COMPETENCIES

Karāpiro School values the key competencies outlined in the New Zealand Curriculum as capabilities for living and lifelong learning. Through inquiry-based learning programmes our students will learn the Key Competencies of:

- thinking
- using language, symbols and text
- managing self
- relating to others
- participating and contributing.



OUR LEARNING ENVIRONMENT

Our school provides a caring, supportive and holistic learning environment in which a well-balanced programme of academic, cultural, arts and sporting opportunities is delivered by a team of skilled and dedicated staff. Our staff work hard to build relationships with our students by taking the time to get to know them and understanding their individual needs and abilities. Our staff strives to engage our students in fun, stimulating and relevant learning activities to improve their learning, progress and achievement. The Karāpiro School staff encourage our students to be independent students who can manage themselves confidently and articulate their next learning steps.

Karāpiro School enjoys a strong sense of community. There is a positive relationship shared between our community and our school with the activities of the school well anticipated and supported, for example: school productions, dance performances, sailing on Lake Karāpiro, prize giving, book week, cultural celebrations, community working bees, senior surf and ski camps, school disco and dance, and a wide range of EOTC (Education Outside the Classroom) activities and opportunities throughout the school year.

Karāpiro School is set on attractive, well maintained grounds featuring our new Science Lab. This is a much loved space used by the whole school as they rotate through our STEAM curriculum. Kōwhai and Pohutukawa classes have both been recently upgraded including new insulation, lighting, heating and wall coverings. Our Whānau Room is home to our school library and is also our meeting room for assemblies and events. Other spaces include our Karāpiro School Community Play Group, our Music Room and our Arts Space. The school vegetable gardens and nursery enable our students to participate in sustainable environmental initiatives such as the Trees for Survival programme, EnviroSchools and The Garden to Table programme. Our focus on The Living World is part of our move towards providing more opportunities for our students to learn about nature and nurture through caring for animals. We enjoy our solar heated swimming pool, extensive covered decking, sports field and adventure playgrounds. Our community raised funds to provide students with a turfed netball, basketball and hockey zone. We have a new parent and visitor carpark which includes a drop off/pick up and bus zone, thanks to our partnership with Waka Kotahi (New Zealand Transport Agency).

Our school is well supported by actively involved parents who support the school staff to run our sports teams each year. Eligible students may qualify for the school bus run by Cambridge Travel Lines and the Ministry of Education. Our Ministry of Education 'KiwiSport' funding goes towards the cost of our school swimming programme. Our Karāpiro School Community Play Group runs throughout the school term and forms part of our 'Transition to School' programme.

Karāpiro School works together with our local schools to improve achievement outcomes for students across the community. Karāpiro School is a member of Cambridge Rural Schools and we meet for sports events with our local rural schools throughout the year. Karāpiro School is a member of the Asian Language Learning in Schools group known as Cambridge Fusion and our students receive instruction in Mandarin. Karāpiro School is a member of the Cambridge Community of Learning Kahui Ako 'Te Oko Horoi'.



LEARNING AT KARĀPIRO SCHOOL

Karāpiro School students engage in a rich learning programme which is focused on learning through STEAM (science, technology (including digital technology), engineering, the arts and mathematics). Our rich local curriculum has been designed to ensure students learn the objectives of Te Whāriki and The New Zealand Curriculum.

At Karāpiro School, we support and encourage students to investigate and explore the world around them. We provide authentic opportunities for students to learn through play to develop skills for living and life-long learning.



Sharing with you what learning looks like at Karāpiro School

At Karāpiro School, we believe children can organise and make sense of their social worlds as they engage actively with people, objects and representations. Everyday activities provide opportunities for children to develop a sense of who they are and to grow their understanding of the world around them.

At Karāpiro School, we support and encourage students to “investigate, explore, discover, practice, try, fail, succeed, observe, imagine, dream, pretend, share, listen and participate”. (Rosback and Coulson, 2013)

Acting on their world develops agency in a person, and this develops our New Zealand Curriculum’s Key Competencies: Thinking; Managing Self; Using Language Symbols and Texts; Relating to Others; Participating and Contributing. In this way, we integrate curriculum learning with skills for living and lifelong learning.

At Karāpiro School you will **see**: mess, making, building, constructing, creating, sharing, collaborating and turn taking.

You will hear: **noise**, laughter, instruction and feedback (child to child, child to teacher, teacher to child, teacher to teacher), singing, role playing, the language of learning, the language of our values and virtues and the language of reflection.

You will **feel**: curious, excited, safe, happy, frustrated, determined, challenged, creative and stretched.

Rosback, S., & Coulson, N. (2013). *Inspiring play spaces*. Teaching Solutions.

DOCUMENTS INFORMING THE KARĀPIRO SCHOOL CHARTER

HUMAN RESOURCES:

Key School documents that inform the Karāpiro School Charter relating to human resources include:

- Job Descriptions
- Performance Agreements
- Staff Performance Management Appraisal Policy
- School Parent Information Booklet
- Staff Professional Development
- Personnel and Curriculum Policies
- Staff and Student Wellbeing Processes

FINANCES:

Key School documents that inform Karāpiro School Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan
- 5 Year Property Schedule
- SUE Reports
- Assets Register
- Auditors Reports
- Monthly financial reports

HEALTH AND SAFETY:

Key School documents that inform the Karāpiro School Charter relating to health and safety include:

- Strategic Plan
- Annual Operational Plan
- Hazards Register
- Maintenance Schedule
- Emergency Evacuations and Lockdown Procedures
- Student Support Programmes
- Accident and Medical Register
- Police Vet Check and Identity Checks
- Employment and Appointment Processes

PROPERTY:

Key School documents that inform the Karāpiro School Charter relating to property include:

- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Health and Safety Procedures
- Insurance Documents

CURRICULUM:

Key School documents that inform the Karāpiro School Charter relating to curriculum include:

- The New Zealand Curriculum
- Karāpiro School Local Curriculum
- Te Whāriki
- Ka Hikitia - Accelerating Success
- Tātaiakio - Cultural Competencies for Teachers of Māori Learners
- Pasifika Education Plan
- Māori Whānau Engagement Plan
- The Convention for the Rights of the Child
- Tainui Education Plan
- The National Statement of Education and Learning Priorities (NELP)

Karāpiro School acknowledges the National Education Learning Priorities (NELP's), planning and delivering learning programmes which are underpinned by the following objectives:

OBJECTIVE 1: Learners at the Centre.

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Priority 2: 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.

OBJECTIVE 2: Barrier-Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners / ākonga, disabled learners / ākonga and those with learning support needs.

Priority 4: Ensure every learner / ākonga gains sound foundation skills, including language, literacy and numeracy.

OBJECTIVE 3: Quality Teaching and Leadership

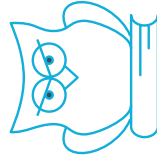
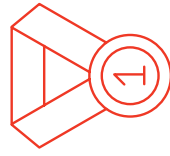
Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

OBJECTIVE 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work.

A SAFE AND HAPPY LEARNING ENVIRONMENT WHERE *together we grow* TO ACHIEVE OUR POTENTIAL



STRATEGIC GOALS KARAPIRO SCHOOL

GOAL 1 LEARNERS
Grow connections that make a difference for learners

GOAL 2 COMMUNITY
Grow stakeholder investment and engagement in our school

GOAL 3 TEACHERS AND STAFF
Grow Karāpiro School into a high quality learning environment

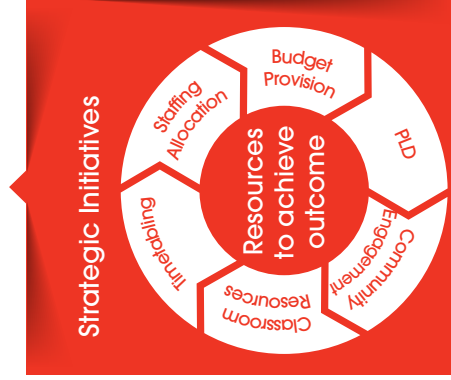


DESCRIBE SUCCESS

GOAL 1
Students have agency over their learning and high levels of wellbeing

GOAL 2
Our stakeholders are invested, engaged and take responsibility for the success of our school

GOAL 3
Teachers are engaged in effective and collaborative teaching and learning practices



- Develop autonomy and student agency in learners
 - Students experience high levels of wellin
 - Embed HRinEd programme in school culture
- National Education and Learning Priorities (NELPS) in Schools
- Learners at the centre (Obj. 1)
 - Barrier free access (Obj. 2)

- Embed effective governance practice
 - Plan strategically for the future success of the school
 - Continue to focus on school community partnerships
- Learners at the centre (Obj. 1)
 - Barrier free access (Obj 2)
 - Future of learning and work (Obj. 4)

- Staff engage in place-based learning
 - Staff development in student wellbeing PLD
 - Staff engage in NZ curriculum refresh
- Learners at the centre (Obj. 1)
 - Quality teaching and leadership (Obj. 3)

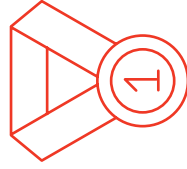
Measures for success: Student Voice . Staff Feedback . External Evaluation . Community Consultation
Curriculum Documentation . Allocation of FTE . Annual Budgets . Appraisal Documentation

OUR COMPETENCIES:

- EXPLORERS
- THINKERS
- SELF MANAGERS
- COMMUNICATORS
- CONTRIBUTORS

	2023	2024	2025
LEARNERS		Student Agency	
	Students: Wellbeing at School		
	HR in Ed		
COMMUNITY		Effective Governance	
		Community Partnerships	
STAFF			
		New Zealand Curriculum Refresh PLD	
		Place-based Learning	


A SAFE AND HAPPY LEARNING ENVIRONMENT WHERE *together we grow* TO ACHIEVE OUR POTENTIAL



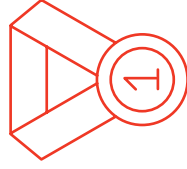
STRATEGIC GOALS

GOAL 1 LEARNERS

DESCRIBING SUCCESS

<p>Measures for success</p> <ul style="list-style-type: none"> Student Voice Staff Feedback External Evaluation Community Consultation Curriculum Documentation Allocation of FTE Annual Budgets Appraisal Documentation 	<p>Strategic Initiatives</p> 	<ul style="list-style-type: none"> Develop autonomy and student agency in learners Students experience high levels of wellbeing at school Embed HRinEd values in school culture 	<ul style="list-style-type: none"> High levels of student attendance and engagement Student progress and achievement in foundation literacy and numeracy Students are engaged in wellbeing activities at school Students report feeling safe and happy in their learning environment School virtues are living and articulated by students All stakeholders enjoy the positive culture of a rights respecting learning environment
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A SAFE AND HAPPY LEARNING ENVIRONMENT WHERE *together we grow* TO ACHIEVE OUR POTENTIAL



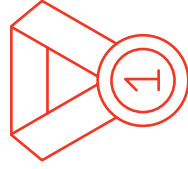
STRATEGIC GOALS

GOAL 2 COMMUNITY

DESCRIBING SUCCESS

<p>Measures for success</p> <ul style="list-style-type: none"> Student Voice Staff Feedback External Evaluation Community Consultation Curriculum Documentation Allocation of FTE Annual Budgets Appraisal Documentation 	<p>Strategic Initiatives</p>	<ul style="list-style-type: none"> Embed effective governance practice Plan strategically for the future of the school Continue to focus on school - community partnerships 	<ul style="list-style-type: none"> Board members engage in training Governance structure is visible and sustainable Board members engage in their roles effectively High quality teaching and learning is supported by modern and flexible learning, high quality resources and environment Board members are engaged in school and community activities Mana whenua engagement via Te Oko Horoi
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A SAFE AND HAPPY LEARNING ENVIRONMENT WHERE *together we grow* TO ACHIEVE OUR POTENTIAL

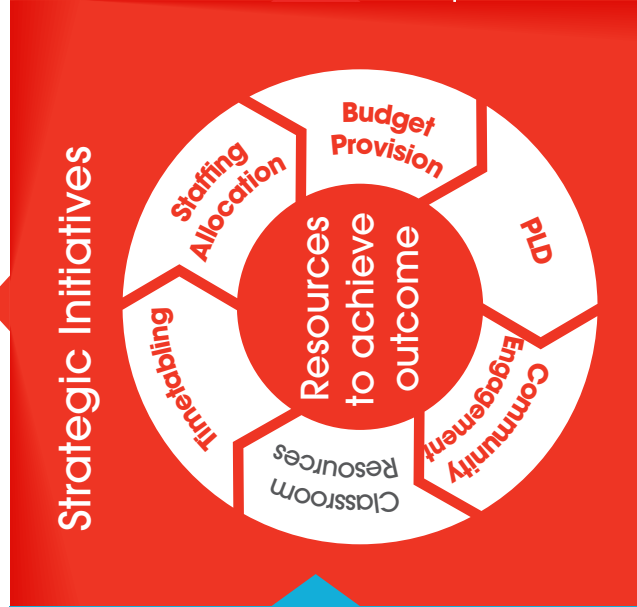


STRATEGIC GOALS

GOAL 3 TEACHERS AND STAFF

DESCRIBING SUCCESS

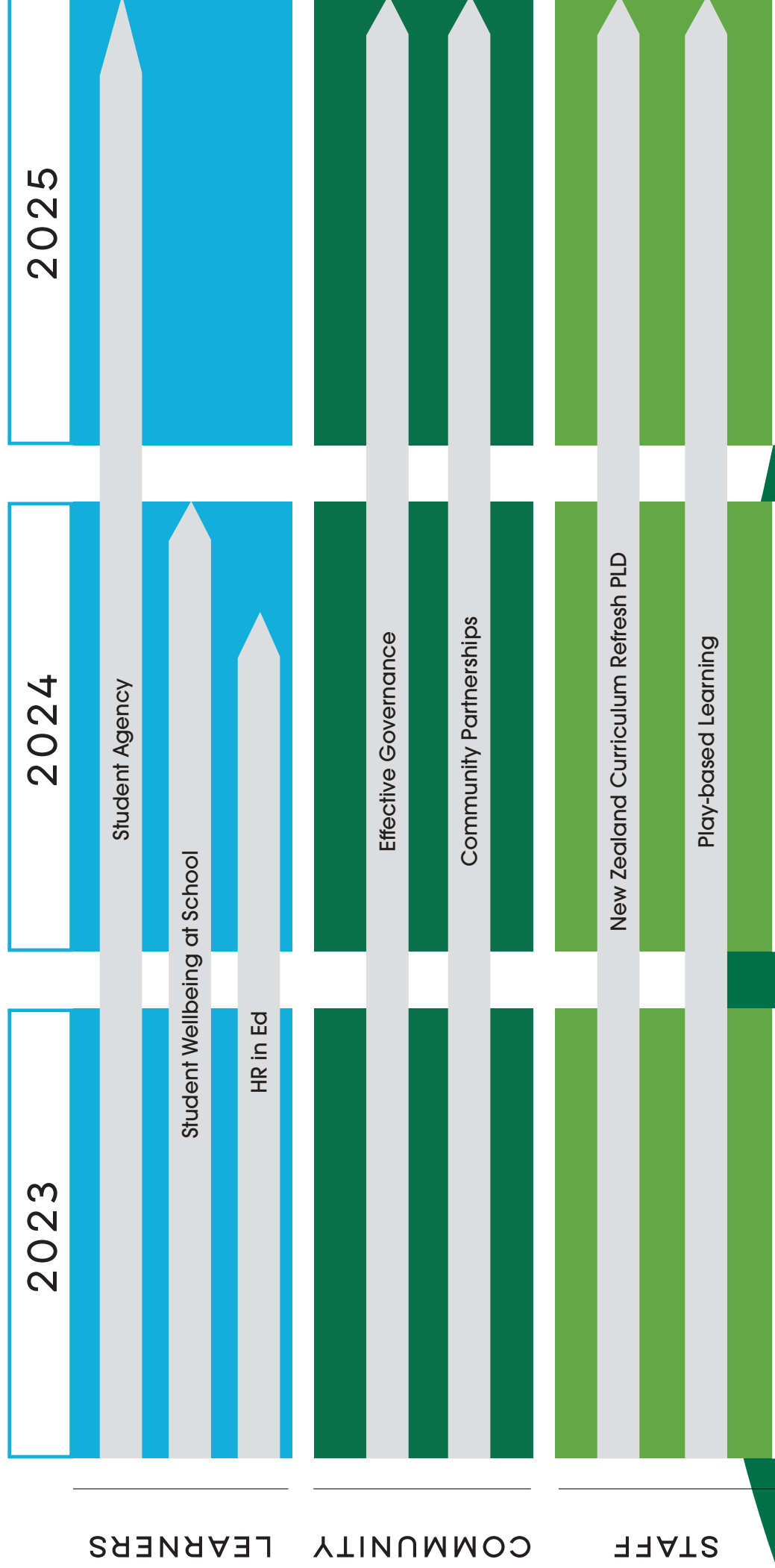
Measures for success
Student Voice
Staff Feedback
External Evaluation
Community Consultation
Curriculum Documentation
Allocation of FTE
Annual Budgets Appraisal Documentation



- Staff engage in place-based learning
- Staff development in literacy
- Staff engage in curriculum refresh

- Karāpiro staff are active members of Te Ōko Horoi, participating in Te Maataiaho (place-based learning)
- Karāpiro teaching staff are well trained to support students in teaching of reading and writing
- Karāpiro teaching staff are cognisant of the new 'New Zealand Curriculum' and begin implementation

A SAFE AND HAPPY LEARNING ENVIRONMENT WHERE *together we grow* TO ACHIEVE OUR POTENTIAL



2024 IMPROVEMENT PLAN FOR KARĀPIRO SCHOOL: READING

STRATEGIC GOAL: Improved Student Learning Outcomes in Literacy - READING

ANNUAL GOAL:

To improve the achievement of children in reading across the school and in specific at-risk target groups.

In 2024 the target student data set comprises our Māori student cohort of 8 students.

ANNUAL TARGETS:

Increase school achievement and reduce race/gender disparity.

1. The (8) identified target students will make accelerated progress in Reading, bringing their learning achievement level to that consistent with, or beyond, their peers and the NZ curriculum expectations.

BASELINE DATA: 70% of students are achieving at or above their expected curriculum level at the end of 2023.

KEY IMPROVEMENT STRATEGIES

- Continue to implement targeted action plan to build foundation skills and to accelerate student progress
- Emphasis on connecting with parents to generate love for literacy (reading and writing) through home-school connections
- Accelerated learning plans developed for priority learners & curriculum differentiation & extension
- Provide learning support in class and withdrawal learning support
- Explore phonics PLD through Kahui AKO. Literacy resource review (student readers).

Additional Support:

Speech Language Therapist screening and classroom support (in-class and withdrawal) for students at-risk.

WHEN	WHAT	WHO	INDICATORS OF PROGRESS
By end T1	<p>Review SOY data following SOY assessments. Referrals to SENCO for support & target plans developed and monitored by staff.</p> <p>Grant applications made to support whanau in financial difficulty (stationery, book bags, health needs).</p>	<ul style="list-style-type: none"> • SENCO • Teachers • Teacher Aide • Speech Language Therapist 	<p>Regular monitoring will show target students have met their term goals as recorded in target students accelerated learning plans.</p> <p>Home-school connections are centered around literacy.</p> <p>Regular attendance of at-risk students.</p>
T3 and end T4	<p>Target student monitoring continues and learning support prioritised. Assessment results checked and moderated and additional teaching resources allocated as required. EOY reporting data collated. Success of targeted programmes analysed & reported to BoT. Future cohorts identified for 2025.</p>	<ul style="list-style-type: none"> • SENCO • Teachers • Teacher Aide • Speech Language Therapist 	<p>Regular monitoring demonstrates progress and achievement of target students.</p> <p>See:</p> <ul style="list-style-type: none"> • Accelerated Learning Plans • Whānau Engagement Plans • Target student data

MONITORING

Continuous monitoring will be undertaken by school staff using existing structures for monitoring, assessment and reporting. Resourcing of any additional PLD & resources will be made in response to observed results. Induction and support provided for new staff.

RESOURCING

Speech Language Therapist, Learning Support and outside agencies. Budget targeted to student needs.

2024 IMPROVEMENT PLAN FOR KARĀPIRO SCHOOL: **WRITING**

STRATEGIC GOAL: Improved Student Learning Outcomes in Literacy - WRITING

ANNUAL GOAL:

To improve the achievement of children in writing across the school and in specific at-risk target groups.

In 2024 the target student data set comprises our Māori student cohort of 8 students.

ANNUAL TARGETS:

Increase school achievement and reduce race/gender disparity.

1. The (8) identified target students will make accelerated progress in Writing, bringing their learning achievement level to that consistent with, or beyond, their peers and the NZ curriculum expectations.

BASELINE DATA: 75% of students are achieving at or above their expected curriculum level at the end of 2023.

KEY IMPROVEMENT STRATEGIES

- Continue to implement targeted action plan to build foundation skills and to accelerate student progress
- Emphasis on connecting with parents to generate love for literacy (reading and writing) through home-school connections
- Accelerated learning plans developed for priority learners & curriculum differentiation & extension
- Provide learning support in class and withdrawal learning support

Additional Support:

Speech Language Therapist screening and classroom support (in-class and withdrawal) for students at-risk.

WHEN	WHAT	WHO	INDICATORS OF PROGRESS
By end T1	Initial assessment checks. Review SOY data. Referrals to SENCO for support. Identify and plan for target students. Monitoring of target students at staff meetings. Extension programme in place. Individual student progress assessed.	<ul style="list-style-type: none"> • SENCO • Teachers • Teacher Aide • Speech Language Therapist 	<p>Regular monitoring will show target students have met their term goals as recorded in target students accelerated learning plans.</p> <p>Home-school connections are centered around literacy.</p> <p>Regular attendance of at-risk students.</p>
T3 and end T4	At-risk students monitoring continues and any support programme amendments made. Assessment results checked and moderated and additional teaching resources allocated as required. EOY reporting data collated. Success of targeted programmes considered. Identification of current and future cohorts identified for 2025.	<ul style="list-style-type: none"> • SENCO • Teachers • Teacher Aide • Speech language Therapist 	<p>Regular monitoring demonstrates progress and achievement of target students.</p> <p>See:</p> <ul style="list-style-type: none"> • Accelerated Learning Plans • Whānau Engagement Plans • Target student data.

MONITORING

Continuous monitoring will be undertaken by school staff using existing structures for monitoring, assessment and reporting. Resourcing of any additional PLD & resources will be made in response to observed results. Induction and support provided for new staff.

RESOURCING

Speech Language Therapist, Learning Support and outside agencies. Curriculum targeted to student needs.

2024 IMPROVEMENT PLAN FOR KARĀPIRO SCHOOL: MATHEMATICS

STRATEGIC GOAL: Improved Student Learning Outcomes in MATHEMATICS

ANNUAL GOAL:

To improve the achievement of children in mathematics across the school and in specific at-risk target groups.

In 2024 the target student data set comprises our Māori student cohort of 8 students.

ANNUAL TARGETS:

Increase school achievement and reduce race/gender disparity.

1. The (8) identified target students will make accelerated progress in Mathematics, bringing their learning achievement level to that consistent with, or beyond, their peers and the NZ curriculum expectations.

BASELINE DATA: 76% of students were at or above their expected end of year curriculum level at the end of 2023.

KEY IMPROVEMENT STRATEGIES

- Continue to implement targeted action plan to build foundation skills and to accelerate student progress
- Focus on contextualized mathematics learning throughout the curriculum, including Digitech and STEAM
- Connect with parents to generate passion for success in mathematics through sharing pathways for learning mathematics
- 2024 Mathematics curriculum planning informed by CAap Plan & Maths Implementation Plan

Additional Support:

Learning Support (in class and withdrawal where appropriate) and mathematics extension.

WHEN	WHAT	WHO	INDICATORS OF PROGRESS
By end Term 1	Initial assessment checks. Review SOY data. Referrals to SENCO for support. Identify and plan for target students. Monitoring of target students at staff meetings. Extension programme in place. Individual student progress assessed.	<ul style="list-style-type: none"> • All teaching staff • SENCO • Teacher aide • Speech Language Therapist 	<p>Regular monitoring will show target students have met their term goals as recorded in target students accelerated learning plans.</p> <p>Regular attendance of at-risk students.</p>
Term 3 and end Term 4	At-risk students monitoring continues and any support programme amendments made. Assessment results checked and moderated and additional teaching resources allocated as required. EOY reporting data collated. Success of targeted programmes considered. Identification of current and future cohorts identified for 2025.	<ul style="list-style-type: none"> • All teaching staff • SENCO • Teacher aide • Speech Language Therapist 	<p>Regular monitoring demonstrates progress and achievement of target students.</p> <p>See:</p> <ul style="list-style-type: none"> • Accelerated Learning Plans • Whānau Engagement Plans • Target student data

MONITORING

Continuous monitoring will be undertaken by school staff using existing structures for monitoring, assessment and reporting. Resourcing of any additional PLD & resources will be made in response to observed results. Induction and support provided for new staff.

RESOURCING

Speech Language Therapist, Learning Support and outside agencies. Curriculum & budget targeted to student needs.

TE OKO HOROI ANNUAL PLAN 2024

STRATEGIC GOAL	STRATEGIC INITIATIVE	STRATEGIC ACTIONS
Goal 1 E whiikoi atu ana ki Te Ao Maaori Walking toward Te Ao Maaori	1.1 Give effect to Te Tiriti in and across all strategic initiatives.	1.1.1 To work with external providers to develop understanding and capability within Kura/ Center Leaders and Boards/Governance groups to be able to give effect to Te Tiriti o Waitangi - Titiro whakamuri, ka haere whakamua. 1.1.2 To develop capability of kaiako by utilising a framework(s) from external providers.
	1.2 Design/develop inclusive and equitable pathways for aakonga and rangatahi.	1.2.1 Ensure that the educational aspirations of Ngaati Korokii Kahukura and Ngaati Hauaa are upheld. 1.2.2 To reduce the disparity of engagement and achievement between aakonga Maaori and aakonga tiriti. 1.2.3 Use external providers and resources to promote culturally responsive teaching practice for aakonga. 1.2.4 Collaboratively develop progressions (phases of learning) across Ngaa Pou o Te Oko Horoi.
	1.3 Promote belonging through culturally responsive practices that authentically integrate Maatauranga.	1.3.1 Take deliberate actions that support the aspirations of Ngaati Korokii Kahukura and Ngaati Hauaa. 1.3.2 Support Leaders and Kaiako to develop their knowledge and understanding of Maatauranga Maaori, to enhance mauri ora of aakonga. 1.3.3 Use of teaching and learning frameworks to develop culturally responsive practices.
Goal 2 Kei awahi ai Te Mātaiaho Embracing Curriculum refresh	2.1 Partner with Mana Whenua to co-design localised curriculum.	2.1.1 Support kura to unpack Te Mātaiaho - specifically Mātaiahikā - our Ngaa Pou o Te Oko Horoi. 2.1.2 Support Mana Whenua to establish He Rautaki Reo.
Goal 3 Whakamana Aakonga Uplifting Learners	3.1 Provide opportunities for aakonga to develop a strong sense of belonging by strengthening tuakana-teina connections including whaanau, iwi/ hapuu and kaiako across our kaahui.	3.1.1 Continue to develop and grow Te Ohu Kaiaarahi o te Kapua iti to include the sharing and telling of local stories, kapa haka, and build the capability of Te Ao Maaori across the Kaahui ako. 3.1.2 Strengthen meaningful relationships with all Kura, ECE and kaimahi in their work towards Kaahui Ako goals. 3.1.3 Plan for and implement cross sector mahi that facilitate whakawhanaungatanga, collaboration and learning.
	3.2 Mobilise and amplify kaiako capability and capacity.	3.2.1 Provide opportunity teacher capability and capacity in culturally responsive pedagogy and practice to raise the mauri of aakonga. 3.2.2 Provide opportunities to grow leadership and teacher capability 3.2.3 Grow Whaangai ki te Kaihoe as individuals and as a team.