



He Taonga Aroha

Yendarra School

Be the BEST we can

Strategic Plan 2026-2027

PEPEHA

O TE KURA O YENDARRA



Ko Te Puke Otara te maunga

Ko Tamaki te awa

Ko Tairui te waka

Ko He Taonga Aroha te whare

Ko Tairui te iwi

Ko Ngai Tai te hapu

Vision

KIA PAI TAEA TATOU

Be the BEST we can

Aroha

Respecting and treating others as we would like to be treated
Respecting our kaupapa by being our best

Whānaungatanga

He waka eke noa - we are in this together
Our strength comes not from ONE but from ALL

Piripono

Serving our place and people
Acknowledging the mana, talent and potential within our people

Manaakitanga

Being welcoming to whānau and manuhiri and acknowledging who they are and where they come from with integrity and sincerity

Koha

Aroha mai, Aroha atu - love received, love returned
We all have something to give eg. a smile, time, sharing of knowledge

Our Yendarra School

Values

Ko ou tatou Rangatira

OUR FUTURE LEADERS

By the time our Year 6 tamariki graduate they will be confident with our learning pou, will always live our vision and show our values to strengthen their mana.

Our leaders will know their pepeha and have mana in achieving

- as thinkers
- by relating well with others
- using language, signs and symbols
- through managing self
- by actively participating and positively contributing

Ako kia mohio

Learning to know

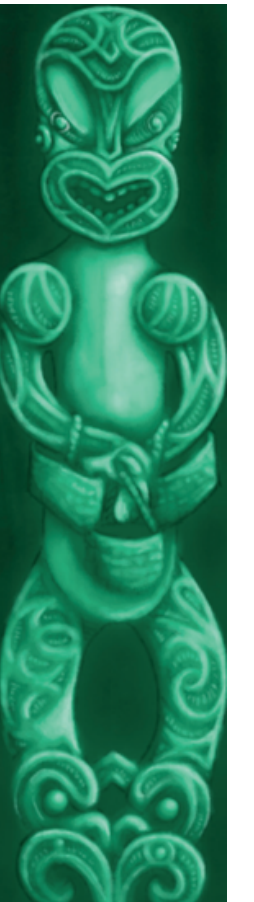
Spirituality & Wisdom



Ako ki te kia

Learning to be

Leadership & Courage



Ako kia ora tatou

Learning to live together

Unity & Collaboration



Ako kia mahi

Learning to do

Guardianship and
Compassion





He
Taonga
Aroha

Our Whakatauki '**a gift of love**' reflects our commitment to excellent and equitable outcomes

for our Māori tauira

For our Māori tamariki to succeed, we need to build strong connections and relationships with tamariki and whānau.

We need to first understand Te Ao Māori (Māori world). We will achieve this through our shared kawa (what we do) and tikanga (how we do it).

We are committed to the strategy of Ka Hikitia and will model the principles of 'Te Kotahitanga' which is manaakitanga (care), mana motuhake (high standards), ngā whakapiringatanga (learning culture), wānanga and ako (teaching and learning) through kotahitanga (collaboration)

We will achieve this through;

- Implementing Aotearoa hitori curriculum
- Sharing the stories relating to our Pou in He Taonga Aroha our whare ako
- Tamariki and kaiako knowing their pepeha as well as our kura pepeha
- Using kapa haka, te reo, tikanga as rich curriculum opportunities
- Using Tataiako; Cultural competencies for kaiako of Māori ākonga
- Using Hautu; Māori cultural responsiveness self review tool for our Board



He
Taonga
Aroha

Our Whakatauki '**a gift of love**' reflects our commitment to excellent and equitable outcomes

for our Pasifika tamaiti

For our Pacific tamariki to succeed we need to reflect on the unique identities, languages and cultures of each of our Pacific groups.

Teaching programmes will support Pacific tamaiti to feel secure and confident in their identities, languages and cultures. This will be achieved through the action plan for Pacific Education and our growing understanding of -

- *fa'a Samoa (Samoan way)*
- *faka Tonga (Tongan way)*
- *faka Niue (Niuean way)*
- *faka Tokelau (Tokelauan way)*
- *akano'anga Kuki Airani (Cook Islands way)*

We will achieve this through the Nga turu within Tapasā

- *Turu 1; Demonstrating awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific tamaiti*
- *Turu 2; Establishing and maintaining collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific tamaiti*
- *Turu 3; Implementing pedagogical approaches that are effective for Pacific tamaiti*



He
aonga
Aroha

Our Whakatauki '**a gift of love**' reflects our commitment to excellent and equitable outcomes

for all our ākonga

Ki te kotahi te kākaho ka whati, ki te kāpuia e kore e whati
'Alone we can be broken, standing together we are invincible'

Kindness and empathy are our pou for inclusiveness.
While we welcome diversity and want tamariki with diverse learning needs to be able to access all areas of the curriculum and key competencies, we also need to balance health and safety matters as well as kaimahi roles and responsibilities.

Learners are at the centre (the response is unique)
Barrier free access (learners learn)
Quality teaching and leadership (being our best all day everyday)

Success can be measured through regular attendance, engagement and progress and will be supported through;

- Living our school vision and values
- Teaching life skills through our well embedded healthy kai & wai kawa
- Developing highly effective & supportive kaiako
- Different learning spaces provided to meet tamariki learning styles
- Strengthening whānau mana by debunking myths about schools in low decile communities based on the proverb "Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for a lifetime."
- Being organic, resilient and solution focused
- Helping our at risk/minority find their place in our kura and Aotearoa
- Acknowledging that we may not always be the right solution for all enrolments

Strategic Goals

Our vision to 'Be the BEST' will be reflected in ākonga presence, engagement and progress

Daily attendance is monitored to promote presence to learn for all ākonga and to celebrate whānau for excellent attendance.

Our learning environment is vibrant, colourful, clean, safe and learning focused with outdoor spaces providing opportunities for tamariki to play, learn and improve hauora

01

Ako

Purposeful teaching and learning

Empowering our people for an ever-changing diverse world

02

Whānaungatanga

Cooperative and contributing partnerships

Strengthening and embedding within people a sense of belonging and celebrating diversity

03

Kete Aronui

Environment for learning

Enhancing and sustaining ākonga hauora through outdoor spaces



Empowering our people for an
ever-changing diverse world

- Use the Aotearoa, NZ & Yendarra local curriculums to provide ambitious, connected and authentic learning that engages ākonga
- Effective classroom practice includes digital blending to provide engaging, inclusive, enriching experiences for all ākonga
- Effectively implement national curriculum changes to support a coherent learning program across our school for all ākonga

FOCUS

Aotearoa Hitori

Digital learning

English and Mathematics Curriculum

Assessment for learning

ACTION 2026

- Kaiako confidently implementing and engaging with the Aotearoa hitori
- Kaiako continue to develop and strengthen capabilities and strategies for digital learning to support academic progress
- Kaiako implementing Structured Literacy with growing confidence effectively for all akonga
- Kaiako implementing Structured Mathematics
- Kaiako engaging with and implementing the new English and Mathematics curriculum
- Kaitiaki to implement PAT assessment with Year 3-6 tamariki and Phonics and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment with Year 0-2 tamariki and formative assessment

ACTION 2027

- Aotearoa hitori embedded in our akonga curriculum
- Kaiako confidently blending digital learning in daily teaching and learning to support academic progress
- Structured literacy embedded in our akonga classroom learning program
- Kaiako implementing structured mathematics with growing confidence effectively for all akonga
- Kaiako implementing the new English and Mathematics curriculum with growing confidence effectively for all akonga
- Kaiako implementing PAT, Phonics and Dibels assessment with akonga
- Kaiako implementing formative assessment with growing confidence



Empowering our people for an
ever-changing diverse world

OUR MEASURE OF SUCCESS

- Planning reflects Aotearoa hitori (integrated literacy and mathematics)
- Kaiako practice blends the digital SAMR model into daily teaching and learning
- Taura progress and achievement data supported by formative assessment guides instructional and independent planning and practice
- Planning reflects the new English and Mathematics curriculum
- PAT, Phonics and Dibels assessment tool provide achievement data to guide planning and reporting for whanau

Our 2026 actions	Who is responsible?	Resources required?	Our timeframe?
Kaiako confidently implementing and engaging with the Aotearoa hitori	Kaitiaki & Kaiako	Northland Hikoi, Rangiriri Pa, He Taonga Aroha experiences	Term 1, 2, 3, 4
Kaiako continue to develop and strengthen capabilities and strategies for digital learning to support academic progress	Hangarau Matahiko Kaitiaki & Kaiako	AI School visit, PB Tech PLD, Upgrade N4L	Term 1, 2, 3, 4
• Kaiako implementing Structured Literacy with growing confidence effectively for all akonga • Kaiako implementing Structured Mathematics • Kaiako engaging with and implementing the new English and Mathematics curriculum	Kaitiaki & Kaiaki	Learning matters iDeal program, Numicon mathematics program, Math & English curriculum PLD via curriculum advisors	Term 1, 2, 3, 4
Kaitiaki to implement PAT assessment with Year 3-6 tamariki and Phonics and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment with Year 0-2 tamariki and formative assessment	Kaitiaki & Kaiako	Online PLD, PAT PLD, Curriculum and Education advisor	Term 1, 2 and 3



Strengthening and embedding within
people a sense of belonging and
celebrating diversity

FOCUS

Te Reo me ona Tikanga

Cultural responsive pedagogies through
Way-finding leadership, Tapasa &
Indigenous wisdom

Reporting to whanau

Improving attendance

- Using Te Reo me ona Tikanga to amplify an appreciation and understanding of our belonging and bi-cultural landscape in Aotearoa, NZ
- Enabling Māori success as Māori, honouring Te Tiriti o Waitangi through sharing and preserving the taonga and hitori to support our celebration of diversity & heritage
- Strengthen success for Pacific tamaiti through a deeper understanding of culturally responsive practices
- Strengthen connection with whanau to support taurua attendance, engagement and achievement

ACTION 2026

- Strengthen kaiako practice to implement te reo, tikanga and kawa practices into daily teaching and learning
- Way-finding framework used to guide professional growth cycle of kaiako
- Kaitiaki using the Way-finding framework to strengthen culturally responsive pedagogies and leadership
- Kaiako observation feedback will focus on the delivery of the Tapasa Turu in daily teaching and learning
- Engage and implement new reporting to whanau expectations that will support reciprocal whanau relationships to support achievement and attendance
- Implement attendance action plan with transparency for tamariki and whanau

ACTION 2027

- Kaiako confidently implement te reo, tikanga and kawa practices into daily teaching and learning
- Kaiako and Kaitiaki confidently use the Tapasa turu and the Way-finding framework to strengthen culturally responsive pedagogies daily in teaching and learning and leadership that support professional growth cycle
- Confidently implementing new reporting to whanau expectations that will strengthen reciprocal whanau relationships to support improved achievement and attendance
- Embedded attendance action plan



Strengthening and embedding within
people a sense of belonging and
celebrating diversity

OUR MEASURE OF SUCCESS

- Planning reflects Te Reo, Tikanga and Kawa in daily teaching and learning
- The Way-finding framework is used by all kaiako to demonstrate professional growth that improves achievement and attendance of tamariki
- Tapasa is used by all kaiako to demonstrate engagement with culturally responsive pedagogies that support achievement and engagement of tamariki
- Kaiako reporting to whanau on achievement and attendance progress of tamariki twice a year
- Yendarra School attendance action plan is shared with all, implemented by kaimahi and monitored by Board

Our 2026 actions	Who is responsible?	Resources required?	Our timeframe?
• Strengthen kaiako practice to implement te reo, tikanga and kawa practices into daily teaching and learning	Kaitiaki and Kaiako	Aurere experience, Ka Uri experience, Rangiriri Pa experience, Poutama Reo, Nga Kari, Te whare Wananga Awanuiarangi	Term 1, 2, 3, 4
• Way-finding framework used to guide professional growth cycle of kaiako • Kaitiaki using the Way-finding framework to strengthen culturally responsive pedagogies and leadership • Kaiako observation feedback will focus on the delivery of the Tapasa Turu in daily teaching and learning	Cultural Kaitiaki & Kaiako	Tautai o le Moana, New Zealand Pacific Principals, Tumuaki & Senior leadership Communities of Practice	Term 1, 2, 3, 4
Engage and implement new reporting to whanau expectations that will support reciprocal whanau relationships to support achievement and attendance	Kaitiaki and Kaiako	Ministry of Education advisor, Tahurangi website, Tumuaki & Senior leadership Communities of Practice	Term 2 and 4
Implement attendance action plan with transparency for tamariki and whanau	Board, Office Administration and Kaitiaki	Attendance Management Plan, Ministry of Education	Term 1, 2, 3, 4

Kete Aronui

Enhancing and sustaining tamariki hauora
through outdoor spaces

- The essence of Sir Mason Durie’s model of wellbeing ‘Te whare tapa wha’ used as a guide to enhance hauora for ākonga and kaimahi
- Designing and building a bike track
- Replacing, Designing and building our playground near the fale with an exciting and challenging play area to enhance recreational spaces for ākonga

FOCUS

Te whare tapa wha model of wellbeing

Bike Track

Playground

10 Year Property Planning

ACTION 2026

- Strengthen kaiako practice to implement Te whare tapa wha into daily teaching and learning
- Build bike track and begin planning skills implementation, safety and security expectations and bike equipment cyclical maintenance
- Investigate playground design that promotes physical challenge and fun for tamariki and begin investigating funding
- Collaborate and commit to the 10 year property plan of the School through the revised Ministry of Education property advisors

ACTION 2027

- Kaiako confidently practice implementing Te whare tapa wha into daily teaching and learning
- Plan, design and confirm funding for playground
- Confirm and commit to the 10 year property plan of the School starting with the 5 year agreement through the revised Ministry of Education property advisors



Enhancing and sustaining tamariki hauora
through outdoor spaces

OUR MEASURE OF SUCCESS

- Planning reflects Te whare tapa wha (taught once a week during hauora lesson)
- Bike track built
- Engagement in Skills, safety, security and maintenance planning
- Playground visits in other spaces and design planning visits started
- Playground funding engagement confirmed
- Confirmed 10 Year Property Plan designed
- Engage in 5 Year Agreement property planning with property projects allocated started

Our 2026 actions	Who is responsible?	Resources required?	Our timeframe?
Strengthen kaiako practice to implement Te whare tapa wha into daily teaching and learning	Kaitiaki and Kaiako	Pause, Breathe, Smile prog, St John’s weaving wellbeing prog	Term 1, 2, 3, 4
Build bike track and begin planning skills implementation, safety and security expectations and bike equipment cyclical maintenance	Board, Kaitiaki and Kaiako	Trail Pro, Toni Dale associates	Term 1, 2
Investigate playground design that promotes physical challenge and fun for tamariki and begin investigating funding	Board and Kaitiaki	School visits, Playground designers, Funding associates, Tamariki voices	Term 2, 3, 4
Collaborate and commit to the 10 year property plan of the School through the revised Ministry of Education property advisors	Board, Kaitiaki and Ministry of Education Property Advisor	MOE property advisor,	Term 1, 2, 3, 4

Attendance 2026



Ministry of Education Targets;

80% of students attending more than 90% of the school term by 2030

School Wide practices;

Implement the Attendance Management Plan across School

Promote 85% School wide daily attendance goal (up from 80% in 2025)

Promote 85% individual Class daily attendance goal (up from 80% in 2025)

Best attendance trophy presented by tamariki DJ's daily

Attendance certificate nominee celebrated weekly with the whole School

Sharing our attendance through our newsletters with whanau

Classroom practices;

8:30am kaiako meet and greet tamariki daily

Teams committing to attendance actions and monitoring these each term

Kaiako sharing class attendance % with tamariki daily

Strategies and programmes which support ākonga to progress and achieve in Mathematics and Literacy



Ministry of Education Targets;

80% of Year 8 students to meet expected levels in reading, writing, and maths by 2030

Literacy

For our Year 0-4 cohorts, we will implement a Structured Literacy approach. This is evidence-based and is crucial in its foundation of building phonological awareness to support achievement.

For our Year 5-6 cohorts we continue to develop best practice the 'YPS way' which encompasses connected, consistent and cohesive teaching and learning of literacy and we will employ a Structured Literacy approach through the accelerated literacy learning and inclusion of Blooms taxonomy to support comprehension.

Mathematics

We will investigate a Structured Mathematics approach (Numicon). to be delivered from YO-6. This is evidence-based and is crucial in its foundation of mathematical problem solving.

Digital blending will be included to support number knowledge for tamariki in Year 1-6 daily.