



Te Uru Karaka
NEWTON CENTRAL SCHOOL

Te Mahere Rautaki

2026-2030 Strategic Plan

Legislative Alignment

This plan fulfils the school planning and reporting framework requirements as set out in the Education and Training Act 2020 and the Education (School Planning and Reporting) Regulations 2023.



Te Whāinga Tāhuhu

School Vision

Ngā Whāinga Rautaki

The strategic goals that guide us.



Te Mahi Tahī
Partnership



Te Aotūroa
Physical Environment



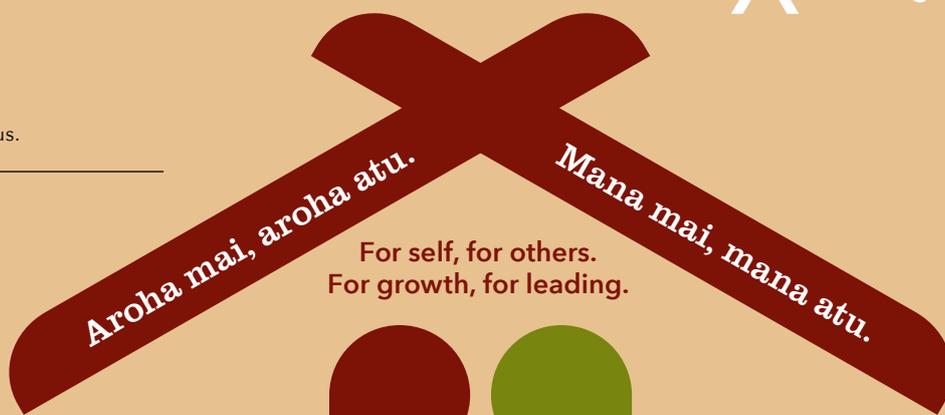
Te Marau Mātauranga ā-Rohe
Local Curriculum



Te Ako
Learning

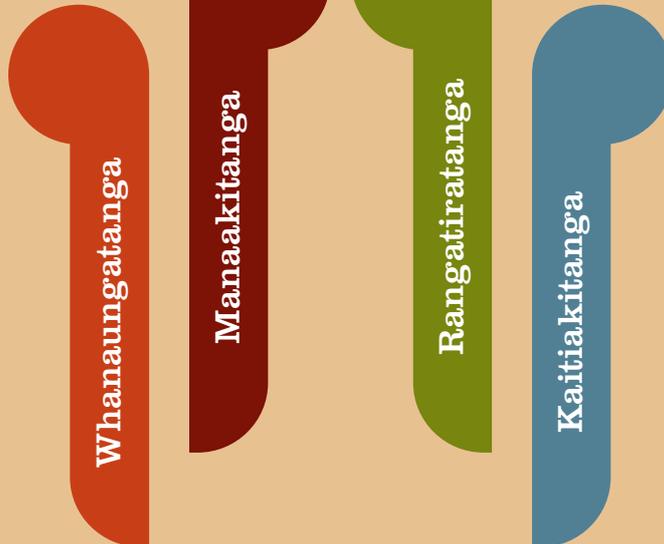
Te Kaupapa

The mission that unites us.



Ngā Pou Manawatahi

The principles that bind us.



Ngā Tūāpapa

The foundations that strengthen us.



Ngā Ara

The pathways that support us.

Te Aka Pūkāea Māori Medium

Te Uru Karaka
Full Immersion

Te Awahou
Dual Immersion

Te Puāwaitanga English Medium

Āhuru Mōwai
Teina (Younger Siblings)

Mārama
Tuākana (Older Siblings)

Kia eke ngā ākongā katoa ki ngā taumata tiketike o te mātauranga mā te kōtuitui i te whakaakotanga horipū me te whakaako ā-akomanga i te reo matatini me te pāngarau mā roto mai i tā mātou ara o te Pakirehua Auaha puta noa i ērā atu wāhanga ako.

Achieve educational excellence for all students by combining explicit, whole-class teaching of literacy and numeracy with our Pakirehua Auaha approach for all other subjects.



Tā Tātou e Kite Ai

What Will We See

1. Ka piki haere te angitu o ngā tamariki i te taumata o te marautanga e tika ana, i tua atu rānei, mō te pānui, mō te tuhituhi, me te pāngarau, mā roto mai i te whakaako e horipū ana mō te kotahi hōra i ia rā.
 2. Ka whai hua tā ngā kaimahi whakamahi i te taura o te Pakirehua Auaha e ū ai te auaha me te torowhārahi o te whakaakoranga o ērā atu wāhanga ako.
 3. Ka kitea te māia haeretanga me te pakari ake o te mōhio o ngā kaimahi ki ngā kaupapa i roto i te pūtoi ako, e ōrite ake ai te kounga o tā ngā kaiako whakaako.
 4. Ka whai wāhi ngā tamariki me mātua tautoko (ngā ākongā mātāmua, tae atu ki ērā i pāngia rā e te KOWHEORI he matea āpiti anō ō rātou) ki ngā hāpaiora o te Pae 2 me te Pae 3 e wawe ana, e whāiti ana e hāngai ana hoki ki ngā taunakitanga.
1. Tamariki will show an increase in achieving at or above curriculum expectations in reading, writing, and maths, driven by the daily hour of explicit instruction.
 2. Kaimahi will effectively use the Pakirehua Auaha model to maintain a creative and holistic delivery of all other curriculum areas.
 3. Kaimahi will demonstrate increased confidence and deep content knowledge in pedagogy, ensuring low teacher variability in instructional quality.
 4. Tamariki requiring additional support (priority learners, including those impacted by COVID and with additional needs) will receive timely, targeted, and evidence-based Tier 2 and Tier 3 interventions.



Ngā Upane o te Whāinga Rautaki

Steps to Strategic Goal

1. Kia tairite te whakamahere ā-tīma, e arahina nei e ngā raraunga o te reo matatini me te pāngarau, puta noa i ngā ara reo katoa e pūmau nei ki Te Marautanga o Aotearoa me te New Zealand Curriculum.
 2. Kia tairite te whakamahere ā-kura i te kōtuituinga o ērā atu wāhanga ako i tā mātou taura o te Pakirehua Auaha e hāngai nei ki te aronga o te wāhanga o te tau.
 3. Kia whakatipuria te mōhiotanga me ngā āheinga o te kaiako mā roto mai i ngā whakangungu whāiti, e aro nei ki te rangahau i ngā ara ako me te whakaako nā runga i ngā taunakitanga (te whakaako ki ngā ara o te Rāwhiti-mā-Raki) e mōhiotia ai te ōrite me te kounga o ngā pūtoi ako puta noa i te kura.
 4. Kia whakapakaritia, kia whakaūria hoki ngā pūnaha SENCo e tairite ai te tautohua o ngā tamariki, te kohia o ngā raraunga, te whakatinanatanga hoki e urupare ana mō ngā mahi hāpaiora e whai taumata ana. Kia whakatipuria ngā āheinga o ngā kaiako me ngā kaiāwhina ki te whakatinana i ngā tautoko mō ngā ākongā mātāmua e tika ana, e hāngai ana ki ngā taunaki, ki ngā rōpū iti (Te Pae 2), ki te takitahi hoki (Te Pae 3).
1. Consistent team planning, led by literacy and numeracy data, across all language pathways ensuring fidelity to Te Marautanga o Aotearoa and the New Zealand Curriculum.
 2. Consistent school-wide planning of integrating all other curriculum areas in our Pakirehua Auaha model in line with the termly focus.
 3. Grow kaiako content knowledge and capability through targeted professional learning, focusing on the science of learning and evidence-based instruction (teaching to the north-east practices) to ensure consistent, high-quality pedagogy across the kura.
 4. Strengthen and embed SENCo systems to ensure consistent identification, data collection, and responsive implementation of tiered interventions. Grow kaiako and kaiāwhina capability to deliver high-fidelity, evidence-based, small-group (Tier 2) and individual (Tier 3) support for priority learners.



Ngā Tohu o te Angitu

Measures of Success

1. Ko te 18-20% te pikinga o te tokomaha o ngā tamariki ka eke ki te taumata e tika ana, ki tua atu rānei, i te pānui, i te tuhituhi, me te pāngarau puta noa i te whā tau, e tīmata mai ana ki ngā raraunga tīmatanga o te 70% i te Pānui, o te 70% i te Tuhituhi, me te 78% i te Pāngarau.
 2. Ka whakaū ngā whakamaheretanga i te tairite o te whakamahinga o ngā tātauira o Pakirehua Auaha me ngā hui ā-tīma kua āta whakaritea, e whakaū nei i te kōtuinga o ngā wāhanga ako katoa kāore e mātāmua ana, me ngā hītōria ā-ahurea o te rohe.
 3. Mā ngā mātirohanga o te akomanga me ngā hurihanga aromihi e whakaū te matatau me te tairite o te whakatinanatanga o ngā whakaakoranga mā roto mai i ngā taunakitanga (Te Rangahau i ngā Ara Ako/ngā ara o te Rāwhiti-mā-Raki) e te kaiako, e kitea ai te hekenga o ngā ara whakaako rerekē.
 4. Ka whakaū ngā arotakenga raraunga i te pūmau o ngā pūnaha SENCo, me te whakaatu anō i te piki haeretanga o te nui o ngā ākongā mātāmua e puta angitu ana i ngā tautoko o Te Pae 2-3, e whakatutuki ai hoki/rānei i ngā whāinga o ā rātou Mahere Ako Whaiaro (IEP).
1. We will see an 18-20% point increase in the number of children achieving at or above expectations in reading, writing, and maths over four years, starting from our 2025 baseline data of 70% in reading, 70% in writing, and 78% in mathematics.
 2. Planning confirms consistent use of Pākiki Auaha templates and intentional team meetings, verifying authentic integration of all non-core curriculum areas and local cultural heritage.
 3. Classroom observations and professional growth cycles will verify the proficient and consistent application of evidence-based instruction (Science of Learning/North-East practices) by kaiako, achieving a measurable reduction in instructional variability.
 4. The fidelity of SENCo systems will be confirmed by regular data reviews showing a measurable increase in the number of priority learners successfully exiting Tier 2-3 supports and/or meeting their Individual Education Plan (IEP) goals.



Te Marau Mātauranga ā-Rohe

Local Curriculum

Te kōkiri i tā mātou Marau Mātauranga ā-Rohe puta noa i te kura, e arahina nei e ngā mātāpono o Te Tiriti o Waitangi me tō mātou ngākau titikaha ki te manaakitanga me te kauawhitanga e angitu ai ngā ākonga katoa.

Implementing our new Local Curriculum across the school, guided by Te Tiriti o Waitangi principles and our commitment to kindness and inclusivity to ensure success for every learner.



Tā Tātou e Kite Ai

What Will We See

1. Ka āta whakaūria ngā rautaki e hāngai pū ana ki Te Tiriti e te katoa e tautika ai ngā putanga, kia kitea ai te hāpainga o Te Ao Māori me te whakaū i ngā ahurea kanorau katoa mā roto mai i te marautanga, i ngā pou o te kura, me ngā kōrero o te rohe.
 2. Ka ārahi tā mātou taura o te Pakirehua Auaha i te whai kaha o te katoa i ngā whakamaheretanga ā-kura, me te kōtuitui anō i ngā tirohanga o ngā tāngata whenua, o Ngā ahi kā, o ngā tāngata tiriti, o te Aotearoa Histories Curriculum, me ā mātou pou rautaki.
 3. Ka tairite tā ngā kaimahi me ngā ākonga whakatinana i ngā pūnaha me ngā mahinga o te kura puta noa i ngā hangarau akoako katoa. Mā reira e whakaūria ai te matatika me te hapapa o te Kirirarau Matihiko, mā te whakamahi i ngā taputapu, pēnei i te AI hei whakapakari i ngā mahi akoako, i te wā tonu e whakaū ana i te haumarutanga me te pono o te ahurea.
 4. Ka whakatūria he mahere reo, he mahere tikanga e tōtōpū ana mā ngā kaimahi, mā ngā tamariki, me ngā whānau, e noho nei hei tūāpapa mō ngā rautaki e hāngai pū ana ki Te Tiriti.
1. Tiriti-Centric practice is actively embedded by all to drive equitable outcomes, visibly elevating Te Ao Māori and affirming all diverse cultures through the curriculum, school pou, and local stories.
 2. Our Pakirehua Auaha model guides collective efficacy in school-wide planning, integrating the perspectives of tangata whenua ahi kaa, tangata tiriti, the Aotearoa Histories Curriculum, and our strategic pou.
 3. Staff and ākonga consistently practise school systems and procedures across all learning technologies. This ensures ethical and responsible Digital Citizenship, using tools like AI to enhance learning while upholding safety and cultural integrity.
 4. Establish a comprehensive language and tikanga plan for kaimahi, tamariki, and whānau that underpins our Tiriti-Centric practice.



Ngā Upane o te Whāinga Rautaki

Steps to Strategic Goal

1. Ka arahina ngā kaimahi katoa e ngā mātāpono o te Whakaako ki te Rāwhiti-mā-Raki, e hāngai pū nei te whakaatahanga o ō te tangata anō kawatau tiketike i roto i ngā mahi whakaako me ngā mahi akoako e hua mai ai te tautikatanga.
 2. Ka ārahi mātou i te whakamaheretanga mā roto mai i te anga o te Aotearoa Histories Curriculum, e ū nei tēnei rautaki e hāngai pū ana ki Te Tiriti e tautokona nei e ngā Tāngata Whenua, e ngā Ahi Kā, e whakaū nei i te whakaatahanga o ngā ahurea katoa i tō tātou kura.
 3. Ka mahi tāhi a Waka-Hourua ki te taha o tō mātou hapori ako hei whakanikoniko i tā mātou kaupapa here mō ngā hangarau matihiko, e whakaata nei i te whakamahinga o ngā taputapu matihiko me ngā pūrere nā runga i te haumaruru me te matatika.
 4. Ka ngātahi te hoahoa me te kōkiri i ngā mahere reo me ngā mahere tikanga e hāngai pū ana ki ngā kaimahi, ki ngā tamariki, ki ngā whānau hoki o Te Puāwaitanga me Te Aka Pūkāea, nā runga i te aromatawainga o ngā hiahia me te kōrero atu ki te hapori.
1. All staff are guided by the principles of Teaching to the North-East, where high expectations of self are directly reflected in teaching and learning for equity.
 2. We lead planning through the Aotearoa Histories Curriculum framework, ensuring this Tiriti-Centric approach is supported by Tangata Whenua Ahi Kaa, affirming all cultures reflected in our school.
 3. Waka-Hourua works alongside our learning community to refine our digital technology policy that reflects the safety and ethical use of digital tools and devices.
 4. Co-design and implement pathway-specific language and tikanga plans for Te Puāwaitanga and Te Aka Pūkāea kaimahi, tamariki, and whānau, based on needs assessments and community consultation.



Ngā Tohu o te Angitu Measures of Success

1. Ka eke te pāpātanga toharite o te tau mō ngā ākonga Māori katoa me ngā ākonga mātāmua katoa (puta noa i ngā ara e rua) ki te taumata, ki tua atu rānei o te taumata o te pāpātanga o ngā ākonga ehara i te ākonga māori i ngā wāhanga ako matua katoa.
 2. Ka mārama ngā tātauira whakamahere a ngā tīma katoa e arahina nei mā roto mai i ngā hātepe puta noa i te kura mō te whakaako mā tētahi marau mātauranga ā-rohe e tōtō nei i ngā kai o roto i te marautnaga o te Aotearoa Histories.
 3. Ka whakapakaritia te kaupapa here mō ngā hangarau matihiko e ū ai te matatika o te whakamahinga o te AI me ngā pūrere e whakahaerehia ana mā roto mai i ngā hātepe mō ia pae o te ako.
 4. Ka ngātahi te hoahoatia me te whakatinanatia o ngā mahere reo me ngā mahere tikanga e hāngai ana ki a Te Puāwaitanga me Te Aka Pūkāea, e ū ai te whakahāngaitanga, te ngākau titikaha, me te whakatinanatanganga puta i ngā kaimahi, i ngā tamariki, me ngā whānau.
1. The mean annual progress rate of all Māori ākonga and priority learners (across both mediums) will meet or exceed the progress rate of all non-Māori ākonga in core learning areas.
 2. All teams will have a clear planning template lead through a school-wide protocol for teaching through localised curriculum drawing from the Aotearoa Histories curriculum.
 3. Refining the school digital technology policy to ensure the ethical use of AI and devices is operationalized through clear protocols for each phase of learning.
 4. Co-design and implement differentiated language and tikanga plans for Te Puāwaitanga and Te Aka Pūkāea, ensuring alignment, commitment, and application across kaimahi, tamariki, and whānau.

Ka whakapakaritia ngā mahi ārahi a ngā kaimahi e mātanga ana, e whakaūria nei ngā ara o te urupare ahurea me ngā patuitanga e kounga ana e mōhiotia ai te tairite o te kokenga o ngā tamariki i Te Marautanga o Aotearoa me te New Zealand Curriculum.

Strengthen expert kaimahi leadership, embedding culturally responsive practice and high-quality partnerships to ensure consistent tamariki progress against the Marautanga and New Zealand Curriculum.

Tā Tātou e Kite Ai What Will We See

1. Ka kaha te tārai a ngā patuitanga tauutuutu, ki te taha o ngā whānau me te hapori, i tētahi marautanga e hāngai ana ki te urupare ahurea me te rohe.
 2. Ka whakapakaritia te whai wāhi a te hapori mā roto mai i ngā pūrongo o te angitu e tairite nei te putanga, e hāngai nei ki Te Marautanga hou me te New Zealand Curriculum.
 3. Ka whakatūria e ngā patuitanga ki te taha o te hapori o te kura tētahi PTA kia whakahaerehia ngā mahi kohikohi pūtea e whakahoutia ai ngā rawa o te kura me ngā kaupapa a te kura.
 4. Ka whakaūria te Rangahau i ngā Ara Ako, me ngā mātāpono o te Rāwhiti-mā-Raki e tairite ake ai, e kounga ake ai hoki te whakaako me te ako puta noa i te kura, kia tautika ai ngā putanga.
 5. He kura e tiketike nei ngā kawatau, e tairite nei taenga o ngā ākongā katoa, otirā o ngā ākongā Māori me ngā rōpū mātāmua, kia whai wāhi ai te katoa ki ngā mahi whakaako me ngā mahi akoako e kounga ana.
1. Reciprocal partnerships with whānau and community actively shape a culturally responsive, localised curriculum.
 2. Strengthened community engagement through high-quality, consistent reporting on achievement against the new Marautanga and New Zealand Curriculum.
 3. Partnerships with the school community to establish a PTA to actively engage with fundraising opportunities to upgrade school facilities and initiatives.
 4. Embed the science of learning and North-East principles to raise the consistency and quality of teaching and learning across the kura, ensuring equitable outcomes.
 5. A high-expectations school where the regular attendance rate is consistently met for all learners, particularly Māori ākongā and priority groups, ensuring full access to quality teaching and learning.

Ngā Upane o te Whāinga Rautaki Steps to Strategic Goal

1. Te kōtuituinga o te tauira o te Waka-Hourua me te ahunga o te hapori, mā te whakamana i ngā kaimahi kia tairite te kōkiritanga o tētahi marautanga e pono ana, e hāngai ana hoki ki te rohe.
 2. Kia mōhiotia te tairite me te mārama o ngā pūrongo, e here ana i ngā kaimahi kia whāia ngā tikanga o te kura whānui mō ngā aromatawai, mō ngā tātauira, me ngā whakahokinga kōrero, ā, me mātua hono te angitu o te ākongā ki Te Marautanga o Aotearoa me te New Zealand Curriculum.
 3. Ka mahi tahi ngā mema o te hapori o te kura ki te taha o te tumuaki me te poari kia waihangahia ai tētahi rautaki kohikohi pūtea hei ngā tau e 4 kei mua i te aroaro.
 4. Ko ngā mahinga, ko ngā mātirohanga, ko ngā hurihanga aromihi e tairite ana hei whakapakari i ngā mahi a ngā kaimahi.
 5. Te kōkiri, whakatinana hoki i te mahere o Stepped Attendance Response (STAR) e mārama ai, e tairite ai hoki te kōrero atu ki ngā whānau kia tautohua ai ngā taupā katoa o te taenga mai ki te kura, kia mahi tahi ai hoki kia turakina aua taupā.
1. Tangata Whenua Ahi Kaa and Pasifika input demonstrably influences at least 50% of the annual localised curriculum themes, confirmed by annual review.
 2. Achieve consistent, high whānau comprehension of student progress against the Marautanga and New Zealand Curriculum expectations, verified through qualitative feedback.
 3. The School has established a clear fundraising strategy that captures the needs of both the Māori and English-medium pathways through community initiatives and grant applications.
 4. School-wide teaching practice will be demonstrably consistent and high-quality, resulting in reduced teacher variability and increased student progress and achievement across all learner groups.
 5. Achieve and sustain an annual school-wide regular attendance rate of 90% and measurably close the attendance gap for Māori and priority learners.



Ngā Tohu o te Angitu

Measures of Success

1. Inā te kaha o te whakaawenga o te whai wāhi mai a Tangata Whenua, a te Ahi Kaa me te hapori Pasifika ki te 50% hemihemi o ngā kaupapa marautanga, e whakaūria nei i te arotakenga ā-tau.
 2. Kia tairite, kia kaha hoki te aroā o te whānau ki te angitu o ngā ākonga, nā runga i te hāngai ki ngā kawatau o Te Marautanga o Aotearoa me te New Zealand Curriculum, e whakaūria nei ki ngā whakahokinga kōrero inekounga.
 3. Kua whakatūria e te kura tētahi rautaki kohikohi pūtea e mārama ana, e kapo nei i ngā hiahia o ngā ara reo Māori me ngā ara reo Pākehā mā roto mai i ngā kaupapa a te hapori me ngā tono takuhe.
 4. Ka ngangahu te tairite me te kounga o ngā mahi whakaako a te kura whānui, e rite ake ai ngā mahi a tēnā kaiako, a tēnā kaiako, e piki ai hoki te kokenga me te angitu o ngā ākonga puta noa i ngā rōpū ākonga katoa.
 5. Ka eke, ka ū hoki ki te 90% o te pāpātanga o te taetaetanga o te kura whānui, ā, ka heke te rerekētanga o ō ngā ākonga Māori me ō ngā ākonga mātāmua.
1. Integrate the Waka-Hourua model and community direction by empowering staff to consistently deliver a culturally authentic localised curriculum.
 2. Ensure consistent, clear reporting by requiring staff to follow school-wide protocols for assessment, templates, and comments, which must explicitly link student achievement to the Marautanga and New Zealand Curriculum.
 3. Key members of the school community work together alongside the principal and board, to create a fund-raising strategy over the next 4 years.
 4. Protocols, observations, and ongoing professional growth cycles for kaimahi for practice improvement.
 5. Implement and action the Stepped Attendance Response (STAR) plan with clear, consistent whānau communication to identify and collaboratively eliminate all barriers to attendance.

Ka poipoia tētahi hapori e ihiihi ana, e whakahaere ana hoki i a ia anō, mā te whakapai ake i te papa tūhanga o te kura hei wāhi e whakaū ana i te ahurea, e whakahihiko nei ō mātou uara o ngā Pou i te akoako me te noho huānga a te katoa.

To foster a vibrant, self-managing community by enhancing our physical kura into culturally affirming spaces where our Pou values inspire learning and belonging for all.



Tā Tātou e Kite Ai What Will We See

1. He hapori ākongā e whakahaere ana i a ia anō, he ahurea kura hoki e kaha ana, e ngākaupai ana hoki (PB4L), e ū nei ngā uara o ngā Pou ki roto i ngā akoranga i ia rā.
 2. Ka poipoi te kura i te pitomata o ngā wāhi akoako i tō mātou kura, pēnei i te ngahere, i te pārae, i te whīra o runga, me te māra.
 3. Ka whakamahia ngā wāhi mā ngā mahi kohikohi pūtea hei whakaoti, hei whakahou, hei whakapaipai rānei i ngā papa tūhanga, tae atu ki te Rūma 17, ki te Rūma 13, me ngā Pou i Te Aka Pūkāea.
 4. Te whakapaipai i te papa tūhanga e haumarū ai, e pūhangaiti ai hoki te kura, kia hāngai ai ki tō mātou taumata o te Silver Enviro-School.
1. A self-managing student community and a strong, positive school culture (PB4L) with Pou values embedded in daily learning.
 2. The school utilises the learning potential of spaces in our kura like the ngahere, meadow, top field, and mara.
 3. Harnessing the spaces through fund raising efforts to finish, update, and maintain physical areas, including Room 17, Room 13, and the Pou on Te Aka Pūkāea.
 4. Maintaining the physical environment to ensure the school is safe and clean, in line with our Silver Enviro-School status.



Ngā Upane o te Whāinga Rautaki Steps to Strategic Goal

1. Te kōkiri i ngā mahi whakangungu i ngā kaimahi kua ahu mai i ngā raraunga me ngā kōrerorero hohourongo.
 2. Ka mahi tahi te poari o te kura, te PTA, me te Tumuaki ki te taha o te hapori e whai wāhi atu ana ki ngā puna pūtea o waho hei whakahou i ēnei papa, e arahina nei e ngā kōrero a ngā whānau.
 3. Te whakatū i tētahi komiti kohikohi pūtea ā-kura ki te mahi tahi ki te taha o te Tumuaki me te Poari hei whakatinana i tētahi rautaki ā-kura mō te kohikohi pūtea.
 4. Te whakamaheni i te mahere o nāianei mō te tiaki i te kura, e mōhiotia ai e haumarū ana, e kaha tiakina ana hoki ki te taha o ngā tamariki, o ngā kaimahi, me te hapori.
1. Embed the mana-enhancing, data-driven PB4L framework, grounded in our Pou values and Tiriti principles, to achieve a 40% reduction in serious incidents and ensure positive recognition
 2. The following spaces are updated: platform created in ngahere, mud kitchen installed in mara, astro-turf on the top field, meadow is cleaned up.
 3. The following spaces are updated: Pou on Te Aka Pūkāea, Room 17 is renovated to a sensory space for tamariki, Room 13 is renovated and used as our Fale Pasifika.
 4. The school grounds are well maintained and cleaned including: painting, grounds weeded, lawns mowed, no lost property, and litter free grounds.



Ngā Tohu o te Angitu Measures of Success

1. Te whakaū i te anga PB4L e poipoi nei i te mana, e kōkirihia ana hoki e ngā raraunga, ā, ko tōna tūāpapa, ko ngā uara o ngā Pou me ngā mātāpono o Te Tiriti, e 40% ai te hekenga o ngā raru nui, e mōhiohia ai hoki kei te mihia ngā āhuatanga ngākaupai.
 2. Ka whakahoutia ngā papa e whai ake nei: ka waihangahia he rahoraho i te ngahere, ka whakaurua he kāuta oneone i te māra, he raima horihori i te whīra o runga, ka whakapaipaitia te pārae.
 3. Ka whakahoutia ngā papa e whai ake nei: ngā Pou i Te Aka Pūkāea, ka whakahoutia te Rūma 17 hei wāhi tairongo, ka whakahoutia te Rūma 13 hei Fale Pasifika.
 4. Ka kaha tiakina ngā papa o te kura, ka whakapaipaitia hoki, tae atu ki: te peita, te hutihuti otaota, te pōtarotaro i ngā pātītī, te whakakore i ngā taputapu kua ngaro, me te whakakore ngā para i te papa.
1. Implementing data-informed staff training and restorative discussions
 2. The school board, PTA and Principal works with the community to access external funding to update these spaces, led by whānau voice.
 3. Establishing a school fund-raising committee to work in partnership with the Principal and Board to implement a school-wide fund-raising strategy.
 4. Refine the current property maintenance plan to ensure the school is safe and well maintained in partnership with tamariki, kaimahi and community.

Te Pakirehua Auaha

Creative Inquiry

Ko te tauria o te Pakirehua Auaha te anga a te kura mō te marau mātauranga ā-rohe, e kōkiritia nei mā te Ako mā Roto mai i te Tākaro (T0-3) me te Pakirehua Auaha (T4-6).

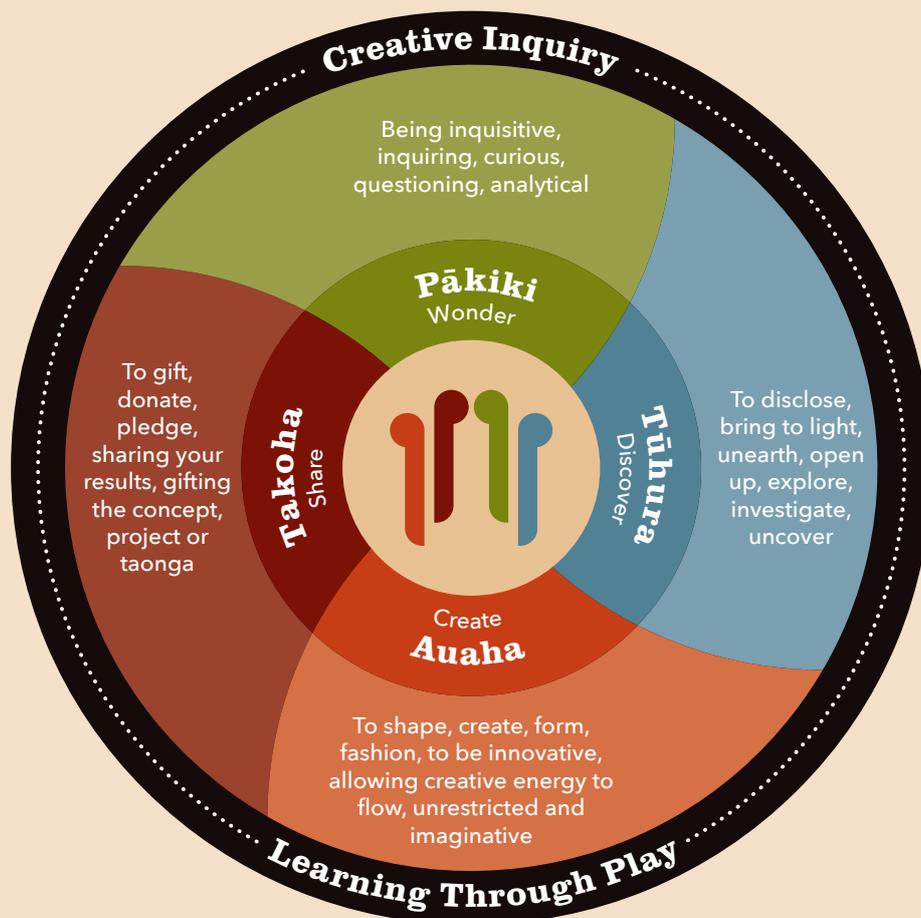
Ka whāia tētahi hurihanga e whā ōna upane:

1. Te Pākiki
Kia mahira, kia uiuitia.
2. Te Tūhura
Kia hōparatia, kia kimihia, kia huraina.
3. Te Auaha
Kia waihangahia, kia tāraitia, kia ahuahutia.
4. Te Takoha
Kia tukua ō putanga, ō kaupapa, ō taonga.

The Pakirehua Auaha (Creative Inquiry) model is the school's framework for the local curriculum, driven by Learning Through Play (Y0-3) and Creative Inquiry (Y4-6).

It follows a four-step cycle:

1. Wonder
Be inquisitive and questioning.
2. Discover
Explore, investigate, and uncover.
3. Create
Innovate, shape, and fashion.
4. Share
Share your results, project, or taonga.



Ka whakahaere tēnei tauria i ngā mahi akoako mā roto mai i ngā huatau matua o te kura (Ngā Pou Manawatahi): Te Whanaungatanga, Te Manaakitanga, Te Rangatiratanga, me Te Kaitiakitanga

This model facilitates learning through the school's core principles (Ngā Pou Manawatahi): Whanaungatanga, Manaakitanga, Rangatiratanga, and Kaitiakitanga.

Te Mahi Matua o te Tiriti

Tiriti Centric Practice

Te Kaupapa

The mission that unites us.

Ngā Pou Manawatahi

The principles that bind us.

Te Marautanga o Aotearoa and the New Zealand Curriculum will be explicitly taught through these concepts.

Whanaungatanga Where we stand.

Manaakitanga Respect for self, respect for others.

Rangatiratanga Leading for the future.

Kaitiakitanga Caring for people and spaces.

Whakaaro Ariā

Conceptual thinking.

Ngā Tūāpapa

The foundations that strengthen us.

Pakirehua

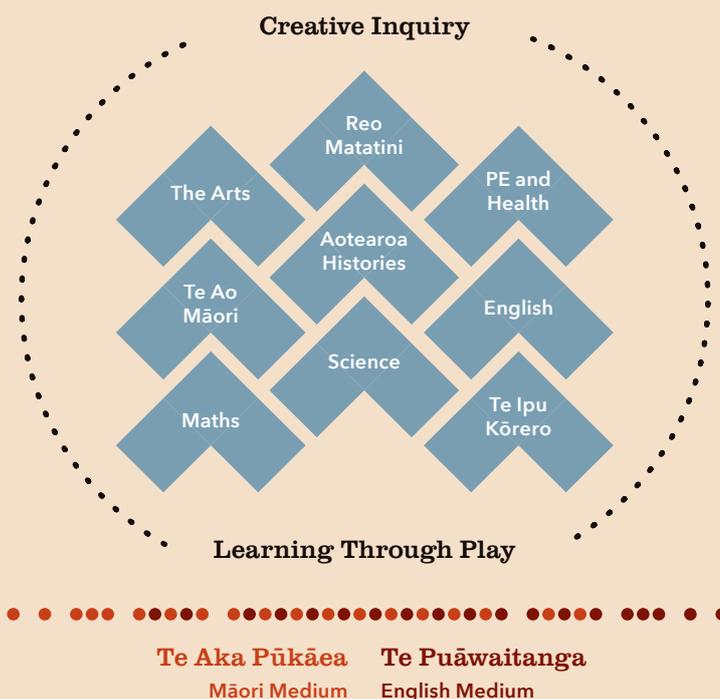
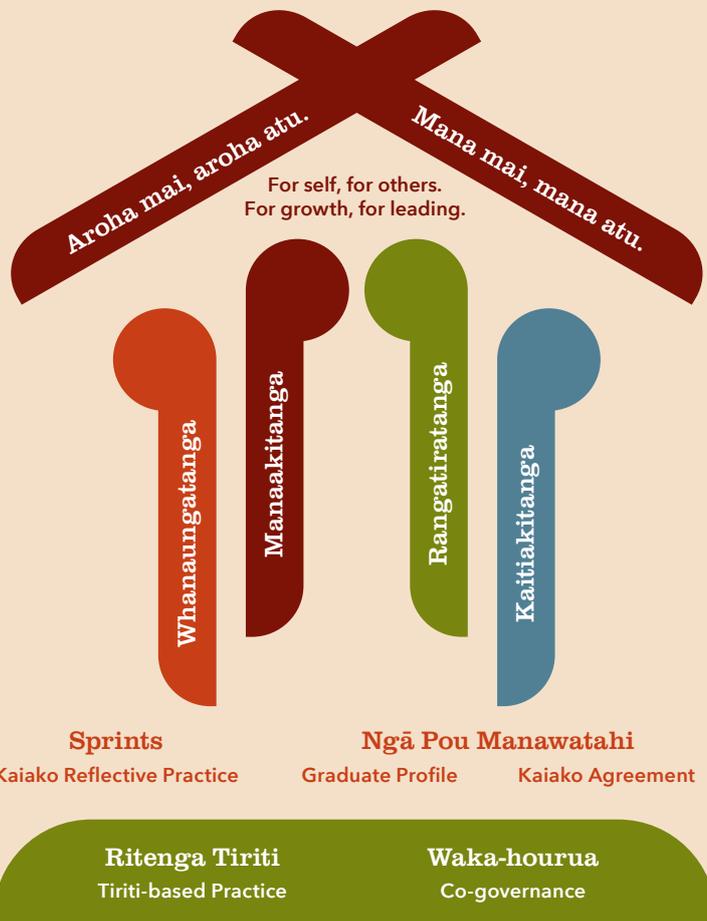
Inquiry model.

Ngā Wahi Ako

Learning areas.

Ngā Ara

The pathways that support us.



Ngā Rauemi

Resources

North-East Practices

Teaching to the North-East/Leading to the North-East
nā Russell Bishop

Te Whakaako i te Rāwhiti-mā-Raki

Te Pūtoi Ako

1. Te Aronga ki te Whanaungatanga:

Te pare i te whakaaro aro takarepa me te whakatū i tētahi akomanga e pērā ana te wairua i tō te hapū kia kitea ai te manaakitanga.

2. Ngā Kawatau Tiketike:

Kia ū ki ngā kawatau tiketike, kia kōrerotia hoki ērā, mō ngā ākongā katoa, e rangona ai te uara o tō rātou ahurea mō ō rātou mōhiotanga o mua hei painga.

3. Ngā Pāhekohekotanga Whai Hua:

Te whakamahi i ngā ara whakaako o te kōrerorero me te hanga ngātahi, e horipū ai ngā mōhiotanga hou, e mōhiotia ai hoki ka tūhonotia ki ngā mea e mōhio kēhia nei e ngā ākongā.

4. Te Aroturuki me te Whakahāngai:

Kia tairite te aroturukina o te kokenga o ngā ākongā me te pānga o ngā mahi whakaako, mā te whakamahi i ngā taunakitanga e whakahāngaitia ai ngā mahi hei arataki i ngā akoranga.

Teaching to the North-East/Leading to the North-East
by Russell Bishop

Teaching to the North-East

Pedagogy

1. Relationship Focus:

Reject deficit thinking and establish an extended family-like (whānau) classroom context with visible care.

2. High Expectations:

Hold and communicate high expectations for all students, valuing their culture and prior knowledge as assets.

3. Effective Interactions:

Use dialogic and co-constructive learning methods, making new knowledge explicit and ensuring it connects to what students already know.

4. Monitoring and Adjustment:

Consistently monitor student progress and the impact of teaching practices, using evidence to make formative adjustments.

Te Ārahi i te Rāwhiti-mā-Raki

Ngā Pūnaha me te Ārahi

1. Te Ārahi mā te Whanaungatanga:

Me mātua whakahāngai ngā kaiārahi i te taura o te pūtoi ako o te Rāwhiti-mā-Raki mā te whakatū i ngā hononga i runga i te manaakitanga ki ngā kaimahi, e tū mai ai hei kaiako arataki.

2. Te Wero me te Tautoko:

Te takatū o te wero i ngā ara whakaako aro takarepa, kei tautoko ana i ngā kaimahi mā te whakangungu me te ārahitanga.

3. Te Pono o tā te Pūnaha Tāwhai (GPILSEO):

Kia mōhiotia e tairite ana, e ū ana hoki te whakatinanatanga o te ārahitanga mā te whanaungatanga mā roto mai i te aro ki:

- Ngā **Whāinga** Ngangahu (kia tautika ai).
- Te **Pūtoi Ako** Whai Hua (te taura o te Rāwhiti-mā-Raki).
- Ngā **Tūāhanga** Taunaki (ngā rauemi, te wā).
- Te **Ārahi** mā te Arataki.
- Te Whānui o te **Horahanga** (te whai wāhi o te hunga whai pānga).
- Te Kohikohi **Taunaki** mā te Whai i te Taunaki.
- Te Ngātahi o te **Haepapa**.

Leading to the North-East

Systems and Leadership

1. Relational Leadership

Leaders must model North-East pedagogy by building caring relationships with staff and acting as instructional coaches.

2. Challenge and Support

Actively challenge deficit practices while supporting staff with professional learning and mentorship.

3. Systemic Fidelity (GPILSEO)

Ensure the relationship-based pedagogy is implemented consistently and sustained over time by focusing on:

- Clear **Goals** (for equity).
- Effective **Pedagogy** (the North-East model).
- Support **Infrastructure** (resources, time).
- Coaching **Leadership**.
- Widespread **Spread** (stakeholder involvement).
- Evidence-based **Evidence** collection.
- Collective **Ownership**.

[Science of Learning Practices](#)

Harnessing the Science of Learning nā Nathaniel Swain

Ngā mahi o te rangahau i ngā ara ako

Ka whakarāpopotohia ngā mahi matua o ngā rangahau i ngā ara ako ki ngā huinga e toru:

1. Te Whakataurite i ngā Taumahatanga ki te Hirikapo:

Ka whāia te ako horipū me ngā tauira kua whai hua kē e kore ai te pūmahara taupua e pōkaikaha.

2. Te Whakamahuki me te Tūhonohono:

Ka tūhonotia ngā huatau hou ki ngā mōhiotanga o mua mā te whakahau i ngā ākonga kia whakamāramatia te tikanga me te pūtaketanga o ngā huatau.

3. Te Whakapakari i te Pūmahara:

Kia mōhiotia ka tauroa te pūmahara, mā roto mai i ngā mahi whakaū i te tīkina ake o ngā mahara (ngā patapatai/te aromatawai whaiaro), te putuputu o te whakaū (te arotake i te rerenga o te wā), me te whakaū kōtuitui (te ranunga o ngā momo rapanga).

Harnessing the Science of Learning by Nathaniel Swain

The Science of Learning

The key practices from the science of learning can be summarized in three main categories:

1. Manage Cognitive Load:

Use explicit instruction and worked examples to avoid overwhelming students' working memory.

2. Elaborate and Connect:

Link new ideas to prior knowledge by requiring students to explain the meaning and why behind concepts.

3. Strengthen Memory:

Ensure long-term retention through retrieval practice (quizzing/ self-testing), spaced practice (reviewing over time), and interleaved practice (mixing up problem types).

He Kuputaka

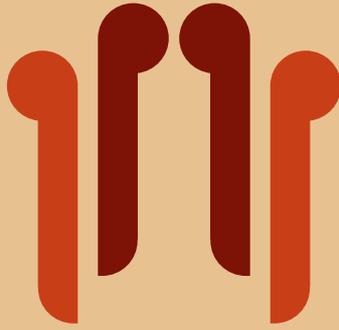
ākonga mātāmua	priority learners
Te Rangahau i ngā Ara Ako	The Science of Learning
mahere ako whaiaro	Individual education plan (IEP)
kirirarau matihiko	digital citizenship
papa tūhanga	physical spaces/environment
pūmahara taupua	working memory
whakaaro aro takarepa	deficit thinking
Rāwhiti-mā-Raki	North-East

Te Kirirautanga Matihiko Digital Citizenship

[Stepped attendance response plan \(STAR\)](#)

[PB4L](#)

[Silver enviro school status](#)



Te Uru Karaka
NEWTON CENTRAL SCHOOL

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