



# Hare Krishna School Charter 2022-2024

Special Character State-Integrated School

School Number 4204

# Charter and Strategic Plan Contents

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# Section One - Strategic Intentions

## The Hare Krishna School Mission

The spiritual connection is what makes our school unique. Our founder, Srila Prabhupada, explains that the ultimate aim of education should be self-realisation of the spiritual values of the soul. In the spirit of the Vedic teachings, we hold a holistic approach to education and acknowledge that a successful education needs to provide a set of foundation skills which are transferable and adaptable for whatever the future holds.

Our Krishna conscious teachings develop the child's wisdom, character and critical thinking skills. The fostering of respectful and meaningful relationships supports the development of the child's social and emotional wellbeing. The joy of devotion and the celebration of learning successes ensure that a life-long learning journey is established for each child.



## Our Vision and Mission Statement

In faithful accord with the teachings and mission of His Divine Grace A. C. Bhaktivedanta Swami Prabhupada:

We empower every child to discover their unique and extraordinary potential, their connection with Krishna and to experience the joy of learning and devotional service. Within a culture of genuine respect we offer a dynamic, holistic education to prepare our students for lifelong success in an ever-changing world.





# Our Values & Principles

## Wisdom (Wairuatanga)

In the human form of life one should put many questions to himself and to his intelligence. One should be intelligent enough to ask what he is, why he has come into the world, what his duty is, who is the supreme controller. (SB. 4.25.5 purport)

A wise person, purified by the fire of transcendental knowledge, attains peace, detachment, forbearance, spiritual vision and bliss. (BG chapter 5)

Swami Prabhupada explains that every one of us is an eternal, unique and extraordinary spiritual being, intimately connected with the supreme lord (Krishna) and full of knowledge and joy (sat cit ananda). Our purpose in this journey of life is to rediscover our unique and extraordinary nature and our relationship with God.

The more we realise this, the more our intelligence and our innate abilities flourish to their highest capacity and the achievement of lifelong success in all spheres of life: personal, work, family, community.

## Respect (Whanaungatanga)

Respect is about creating a climate of loving and trusting relationships in which students can flourish.

May there be good fortune throughout the universe. May all living entities become calm by practising bhakti-yoga, for by accepting devotional service they will think of each other's welfare. SB 5.18.9

**Manaaki whenua, manaaki tangata. Haere whakamua.** "Care for the land, care for the people. Go forward". Research shows that a school culture of respect and trust is the number one factor in improving student achievement. Learning to relate harmoniously with others is essential for lifelong success. Whanaungatanga is the Maori concept which values a wide range of relationships, like family and friendships, and points to feelings of belonging and inclusion. The more positive relationships children have in their lives the happier and healthier they are.

## Joy (Mauritanga)

'Everyone is hankering for happiness because by nature we are happy: As spirit souls we are naturally happy and blissful.' Srila Prabhupada.

**Te tiro atu to kanohi ki tairawhiti ana tera whiti te ra kite ataata ka hinga ki muri kia koe** – turn your face to the sun and the shadows fall behind you.

The nature of the soul is to be Ananda (joyful) and that pure spiritual happiness is experienced in connection with the Supreme Lord.

A holistic, whole child approach which caters for the child's physical, mental/emotional and spiritual needs is the best way to achieve happy learners.

Research shows that when learners are safe and happy, they are willing to be vulnerable, they are open to creativity and willing to take guidance and instruction.

# Hare Krishna School Competencies

In faithful accord with the teachings mood and mission of His Divine Grace A.C. Bhaktivedanta Swami Prabhupada Hare Krishna school students will imbibe our values by demonstrating the following key competencies:

## Wisdom (Thinking & managing self)

We empower every child to discover their unique and extraordinary potential.

### Thinking & managing self

- Know how to think critically and creatively.
- Be life-long learners with a strong sense of learner agency to achieve academic & personal success.
- Have a strong and confident sense of personal identity as a servant of Lord Krishna.

## Respect (Relating to others)

We empower every child to discover their connection with Krishna, others and nature.

### Relating to others

- Have positive connections and relationships with peers and school staff.
- Have a positive connection and relationships with the supreme Lord Krishna and His representative Srila Prabhupada.
- Have a positive connection with the natural world and a desire to enhance and protect our world.

## Joy (Participating & contributing)

We empower every child to experience the joy of learning and devotional service.

### Participating & contributing

- Contribute positively to Srila Prabhupada's mission and demonstrate a desire to make a difference in our world through Krishna consciousness.
- Celebrate successes and mastery of skills according to their personal nature and proclivities.
- Be healthy and balanced.

‘Te piko o te māhuri, tērā te tupu o te rākau’

‘The way in which the young sapling is nurtured, determines how strong it will grow as a tree’.

# Recognising New Zealand's cultural diversity at the Hare Krishna School



## Wairuatanga

Spiritual connection and well being

## Whanaungatanga

Meaningful connection with all

## Whakamana

Empowerment of self

### Hare Krishna School will reflect New Zealand's cultural diversity by:

- Recognising and valuing the cultures within the school and wider community.
- Understanding local and national cultural traditions and histories.
- Acknowledging and celebrating New Zealand's cultural diversity.

### Hare Krishna School will reflect the unique position of the Māori culture by:

- Following and honouring the principles of The Treaty of Waitangi.
- Recognising the unique position of Māori within New Zealand society.
- Understanding the nature of biculturalism and the partnership between Maori and Pakeha.
- Exploring bicultural heritage and how it contributes to a sense of identity for New Zealanders.

### The school will undertake to incorporate Māori culture and protocol (tikanga Māori) into the school's curriculum and practices through:

- Integrating Maori values & spirituality with our Krishna conscious spirituality and values.
- Teaching of basic Te Reo and Tikanga Māori.
- Inviting Maori members of the community to assist with staff and student education.

### Special occasions

- Hare Krishna school will recognise, honour and celebrate special occasions such as Matariki.
- Hare Krishna school will incorporate Maori into our own special occasions such as the end of year celebration.

### Te Reo

- Hare Krishna School will implement basic Te Reo programmes in classes for all students and all reasonable steps will be taken if parents request Te Reo Māori.

### Steps taken to establish the views and concerns of the school's Māori communities may include:

- Direct contact via face to face meetings, phone, email.
- Indirect contact via surveys.
- Community forums/hui.

# Achieving our mission in the light of our values

## Wisdom

### How is our value of Wisdom applied practically to student learning?

Learning and applying the philosophy of Krishna consciousness by:

- Learning Sanskrit slokas.
- Hearing and telling & acting out scriptural stories.
- Discussing spiritual & philosophical concepts and how they relate to our lives.
- Participating in Krishna conscious exams such as Bhakti Sastri.
- Developing faith in the Supreme Lord by associating with devotee teachers and other advanced devotees.
- Developing moral literacy and character values.
- Sharing our philosophy & values with others
- Engaging in inquiry/project based learning
- Developing effective mathematics, literacy and communication skills
- Encouraging self management and leadership skills

## Respect

### How do we create this culture of respect?

- Personalised & authentic Learning that takes into account the relevant natures and interests of each child.
- Building intrinsic motivation & ownership of the learning.
- Applying developmentally appropriate practices (supporting students to learn at their own stage and pace).
- Enabling student voice and student leadership.
- Creating a school-wide culture of respectful communication
- Engaging learners in collaborative Learning and relating with all ages
- Maintaining our wider-school-community connection.
- Learning in & with nature.
- Encouraging responsible citizenship and democratic decision making

## Joy

### How do we connect with the inherent joyous nature of the self?

- Engaging head, heart, and hands in devotional service learning activities which are dynamic, holistic (mind, body and spirit), authentic, and experiential.
- Discovery learning which is investigative and play based.
- Enabling mastery and celebrating achievement.
- Engaging in the arts & traditional crafts during festivals and community celebrations.
- Connecting all endeavours with Krishna (God) according to individual inclination.
- Temple worship - singing, dancing, and worship.
- Sharing the joy of devotion with others.



# Guiding Principles for Student Learning at the Hare Krishna School

Our mission statement forms the basis of our guiding principles for teaching which facilitate learning.



In accord with the teachings, mood, and mission of Srila Prabhupada, the founder-acarya of the International Society for Krishna Consciousness, our guiding principles:

|  |  |
|--|--|
| <p>Empower every child to form connections with:</p>   | <ul style="list-style-type: none"> <li>● Themselves</li> <li>● Others</li> <li>● The natural world</li> <li>● The Supreme Lord Krishna</li> </ul>  |
| <p>Empower students to achieve their unique and extraordinary potential. Prepare our students for life long learning &amp; success by:</p> | <ul style="list-style-type: none"> <li>● Developmentally appropriate practices</li> <li>● Student-centred pedagogy</li> <li>● Giving students a voice - co-constructive</li> <li>● Developing learner agency</li> <li>● Providing a balance between student-directed, discovery-based learning and direct instruction</li> </ul> |
| <p>Empower every child to experience the joy of learning and the joy of devotional service by:</p>   | <ul style="list-style-type: none"> <li>● Enabling authentic learning experiences</li> <li>● Developing intrinsic motivation</li> <li>● Developing creativity &amp; innovation</li> <li>● Inspiring a genuine love for learning.</li> <li>● Holistic approach (body, mind, &amp; soul)</li> </ul>                                 |
| <p>Create a culture of genuine respect by:</p>   | <ul style="list-style-type: none"> <li>● Developing positive personal relationships</li> <li>● Recognising and nurturing the value in each individual</li> <li>● Enhancing positive and transformative communication skills</li> </ul>   |



## Section Two - Baseline Data

# Baseline Student Achievement Data Term 2022

The data presented in the tables below present Term 1, 2022, standardised assessment results for Reading, Writing, and Maths. Based on the New Zealand Curriculum document, an expected curriculum level corresponding to each school year has been defined. The gradations 'Well above', 'Above', 'At', 'Below', and 'Well below' provide a clear description of where the student is presently situated in the New Zealand Curriculum levels. Our **baseline achievement target is that 85%** of students are achieving at or above the expected curriculum level.

## Reading - Student Achievement Data Term 1 2022

| Reading - Term 1 2022 |            |            |            |            |            |             |
|-----------------------|------------|------------|------------|------------|------------|-------------|
|                       | Male       | Female     | Maori      | NZ Euro    | Asian      | Other       |
| Well above            | 1          | 5          | 0          | 2          | 3          | 0           |
| Above                 | 8          | 10         | 0          | 2          | 15         | 1           |
| At                    | 19         | 18         | 0          | 4          | 31         | 2           |
| Below                 | 8          | 6          | 0          | 3          | 11         | 0           |
| Well below            | 4          | 5          | 0          | 1          | 8          | 0           |
| <b>% At or Above</b>  | <b>72%</b> | <b>75%</b> | <b>n/a</b> | <b>73%</b> | <b>72%</b> | <b>100%</b> |

## Writing - Student Achievement Data Term 1 2022

| Writing - Term 1 2022 |            |            |           |            |            |            |
|-----------------------|------------|------------|-----------|------------|------------|------------|
|                       | Male       | Female     | Maori     | NZ Euro    | Asian      | Other      |
| Well above            | 0          | 0          | 0         | 0          | 0          | 0          |
| Above                 | 1          | 5          | 0         | 2          | 4          | 0          |
| At                    | 23         | 26         | 0         | 7          | 39         | 3          |
| Below                 | 13         | 12         | 1         | 1          | 22         | 1          |
| Well below            | 6          | 1          | 0         | 0          | 7          | 0          |
| <b>% At or Above</b>  | <b>57%</b> | <b>70%</b> | <b>0%</b> | <b>90%</b> | <b>60%</b> | <b>75%</b> |

## Maths - Student Achievement Data Term 1 2022

| Maths - Term 1 2022  |            |            |             |            |            |            |
|----------------------|------------|------------|-------------|------------|------------|------------|
|                      | Male       | Female     | Maori       | NZ Euro    | Asian      | Other      |
| Well above           | 0          | 2          | 0           | 1          | 1          | 0          |
| Above                | 5          | 1          | 0           | 0          | 6          | 0          |
| At                   | 19         | 27         | 1           | 6          | 37         | 2          |
| Below                | 13         | 14         | 0           | 5          | 22         | 0          |
| Well below           | 6          | 1          | 0           | 1          | 5          | 1          |
| <b>% At or Above</b> | <b>56%</b> | <b>67%</b> | <b>100%</b> | <b>54%</b> | <b>62%</b> | <b>67%</b> |

## Target Student Analysis Term 1 2022

The tables below present 2022 target student information. Target students are defined as those requiring specialised support to enable progress. It is relevant to note that not all students who are either 'Below' or 'Well below' are identified as target students. This is because it is understood that they will progress by active participation in our structured learning programs without specialised support.

### Reading Target Students 2022

| Year          | Total Students | Male     | Female   | Achievement Level |            |
|---------------|----------------|----------|----------|-------------------|------------|
|               |                |          |          | Below             | Well below |
| 1             | 2              | 2        | 0        | -                 | 0          |
| 3             | 5              | 2        | 3        | 2                 | 3          |
| 4             | 3              | 2        | 1        | 3                 | 0          |
| 5             | 1              | 1        | 0        | 1                 | 0          |
| 6             | 1              | 0        | 1        | 1                 | 0          |
| 8             | 1              | 1        | 0        | 0                 | 1          |
| <b>Totals</b> | <b>13</b>      | <b>8</b> | <b>5</b> | <b>7</b>          | <b>4</b>   |

### Writing Target Students 2022

| Year          | Total Students | Male     | Female   | Achievement Level |            |
|---------------|----------------|----------|----------|-------------------|------------|
|               |                |          |          | Below             | Well below |
| 3             | 5              | 2        | 3        | 1                 | 4          |
| 4             | 2              | 1        | 1        | 2                 | 0          |
| 5             | 2              | 2        | 0        | 2                 | 0          |
| 7             | 1              | 1        | 0        | 1                 | 0          |
| 8             | 1              | 1        | 0        | 0                 | 1          |
| <b>Totals</b> | <b>11</b>      | <b>7</b> | <b>4</b> | <b>6</b>          | <b>5</b>   |

### Math Target Students 2022

| Year          | Total Students | Male      | Female   | Achievement Level |            |
|---------------|----------------|-----------|----------|-------------------|------------|
|               |                |           |          | Below             | Well below |
| 1             | 3              | 3         | 0        | 0                 | 0          |
| 3             | 5              | 2         | 3        | 0                 | 5          |
| 4             | 3              | 1         | 2        | 3                 | 0          |
| 5             | 1              | 1         | 0        | 1                 | 0          |
| 6             | 1              | 1         | 0        | 1                 | 0          |
| 7             | 2              | 2         | 0        | 2                 | 0          |
| 8             | 1              | 1         | 0        | 0                 | 1          |
| 10            | 1              | 1         | 0        | 1                 | 0          |
| <b>Totals</b> | <b>17</b>      | <b>12</b> | <b>5</b> | <b>8</b>          | <b>6</b>   |

## Section Three - Strategic Planning

# Focus and outline for our strategic plan

Our strategic plan is a living document for the period between 2022 - 2024. Through collaboration with our key stakeholders the high level strategic focus is applied in a meaningful context within our annual action plan. The focus for this strategic plan is to:



- Describe outcomes and destination - “Where we are going and where we want to be.”
- Create alignment between expectations of students, staff, Principal, parents, Board of Trustees, and the wider-community.
- Describe the future, providing clarity to strategic areas to work on to achieve change.
- To give clear direction to the Principal and senior management.

## Priorities

Our ultimate interest is that every student has the opportunity to be successful. During the next three year period, the following are our identified priorities that will form the basis for our strategic planning and focus for strategic planning and school development to enable success for all our students:

- Strengthen and nourish **Krishna consciousness** wellbeing throughout the school.
- Implement and nourish teaching practices that will enhance learning and support **student achievement**.
- Enhance and develop our sense of **school community**.

To be successful we need to be able to recognise what success looks like. For the Hare Krishna School success is in these areas is:

- An active and supportive Krishna conscious culture with many examples of people living the lifestyle of Krishna bhakti.
- A culture of learning empowerment and leadership resulting in the success of every student.
- Enthusiastic, knowledgeable, and spiritually enlivened teachers and parents.
- Education that is relevant, flexible, open to change and risk taking whilst maintaining integrity to Srila Prabhupada’s teachings.

## Procedural information

### Timeframes

- The 2022 review of annual strategic goals will be undertaken in November / December and completed and presented to the Hare Krishna School Board of Trustees meeting at the beginning of the next year.
- The key areas for annual improvement for 2023 will be drafted in line with the 2022 review and then confirmed at the first Board of Trustees meeting of 2023.



- These key areas of annual improvement emerge from the high level strategic goals of the Hare Krishna School Charter. Our review is based on student achievement data, internal assessment processes, and takes into consideration the national educational learning priorities and our special character priorities.
- Our charter will be lodged with the local Ministry of Education office by 1st of March and the relevant sections published on our school website.
- Our annual reporting is based on the above and presented to the Board of Trustees in April / May. Once approved copies are sent to the Ministry of Education.

### **Our consultation process**

The review of our school charter and development of our three year strategic plan include

- Strategic planning sessions with staff
- Strategic planning sessions with the Proprietors, the guardians of our special character.
- Strategic planning sessions with the Board of Trustees Chairperson
- Strategic planning sessions with the Board of Trustees
- Consultation with the parent community
- Review of our vision, values, and mission statement
- Review of the previous charter goals and objectives
- Development of our strategic plan and annual goals

### **Supporting management documentation**

This charter and strategic plan is supported by the following management documents:

- |  |   |
|--|---|
| ● Hare Krishna School Board of Trustees Governance Handbook (Draft) 2022   | ● NELPs and NAGs  |
| ● Handbook for the Proprietor of Hare Krishna State Integrated School 2022 | ● Hare Krishna School Codes of Conduct Agreement        |
| ● Board of Trustee Minutes   | ● Hare Krishna School Local Curriculum Development Plan |
| ● Principal Performance Agreement  | ● Professional Development Plan                         |
| ● Hare Krishna School Staff Handbook                                       | ● Student Behaviour Management Plan                     |
| ● Previous ERO Reports   | ● School calendar of events                             |
| ● Hare Krishna School SchoolDocs Policies                                  | ● Budget  |
| ● Asset Register   | ● Personnel Files                                       |

# Our Strategic Plan for 2022-2024

The Hare Krishna School strategic plan has been carefully developed in collaboration with its key stakeholders, the students, parents, teachers, senior management, Principal, and the Board of Trustees. Ongoing annual strategies for determining and achieving future annual goals will be reviewed through an ongoing collaborative process.

| Strategic Plan 2022 - 2024   |  |   |      |      |
|------------------------------|--|---|------|------|
| Strategic Goals              |  | Core Strategies for Achieving Goals   |      |      |
|                              |  | 2022  | 2023 | 2024 |
| <b>Krishna consciousness</b> | 1. To provide authentic opportunities that will foster and nurture spiritual growth. | <ul style="list-style-type: none"> <li>Ensuring higher levels of visibility of Krishna consciousness in our school curriculum.</li> <li>Greater recognition of student achievement in Krishna conscious activities and practices.</li> <li>Supporting staff in their personal Krishna conscious growth and development to further uplift the Krishna consciousness experience of the students.</li> </ul>   |      |      |
| <b>Learning</b>              | 2. To strengthen and sustain capability so that teaching and learning is enhanced.   | <ul style="list-style-type: none"> <li>Aligning our school curriculum with the New Zealand Curriculum refresh.</li> <li>To implement a consistent and structured approach to teaching and assessing literacy across the school.</li> <li>Supporting relevant professional development of our teachers connected to their professional inquiry and fulfilment of our strategic goals.</li> </ul>   |      |      |
| <b>Community</b>             | 3. To further build and grow a collaborative community.                              | <ul style="list-style-type: none"> <li>Increasing engagement with the parent community through effective learning focused communication.</li> <li>Growing and nourishing our school community through increased out-reach and marketing of the school in the wider-community.</li> <li>To increase the collaboration and inter-connection between the school, Hare Krishna Temple, and local community.</li> </ul>  |      |      |
| <b>Governance</b>            | 4. To continuously improve governance with mature framework and practices.           | <ul style="list-style-type: none"> <li>To look forward - designing the future by focusing on the big picture that is aligned with charter, budget and property plans.</li> <li>To look back – being accountable for student progress and achievement, along with overall school’s performance.</li> <li>To look out – acting on behalf of the board’s stakeholders through collaboration, good faith, and transparency.</li> <li>To look in – being a good accountable employer.</li> </ul> |      |      |

# Annual Improvement Plan - Focus for 2022

To achieve the Hare Krishna School strategic goals outlined above this annual improvement plan has been developed. These strategic goals aim to continue the school's development, harnessing the strengths and achievements of the previously achieved goals detailed in the 2019-2021 Hare Krishna School charter.

## Strategic Goal Focus 1: Krishna consciousness - spiritual growth

| Strategic Goal 1: Provide authentic opportunities that will foster and nurture spiritual growth.             |  |  |
|--|--|--|
| Aim  | Action   | Outcomes   |
| 1.1 To establish Krishna Conscious achievement objectives which are the basis for all teaching and learning. | Continue to develop our local Krishna conscious curriculum with strands that encompass progressive KC learning objectives from Years 1 to Year 10. | A local curriculum document which explicitly details Krishna conscious learning objectives across Years 1-10.                  |
| 1.2 To establish a greater recognition of student achievement in Krishna conscious activities and practices. | Continue to develop a series of awards that acknowledges students' achievement in a range of KC learning activities.                               | To be able to provide students with a clear pathway for developing their Krishna consciousness which celebrates their success. |
| 1.3 To provide opportunities for staff to support their personal Krishna conscious growth and development.   | To develop with the temple education team a series of courses and service opportunities for our teachers.  | Teachers are able to see a tangible pathway towards cultivating a deeper commitment to Krishna consciousness and ISKCON.       |

## Strategic Goal Focus 2: Learning - building agency

| Strategic Goal 2: Strengthen and sustain capability so that teaching and learning is enhanced.  |  |   |
|---|--|---|
| Aim   | Action   | Outcomes  |
| 2.1 To establish a future focused local school curriculum in alignment with the New Zealand Curriculum refresh and our special character. | To collaborate with MoE Primary School Lead (Renu Sikka) to create a local school curriculum which deeply embodies Krishna consciousness.  | Teachers understand how to create a well-planned class curriculum that is consistent with our local curriculum.   |
| 2.2 To implement a consistent and structured approach to teaching and assessing literacy across the school.                               | <p>Complete a review of curriculum planning to ensure pathways of achievement for all students.</p> <p>To provide teachers with professional development opportunities to support the implementation of structured literacy program.</p> <p>Participation (Principal and Teaching and Learning Team) in Kahui Ako to develop an approach</p> | Teachers understand how to create a differentiated class curriculum that meets the literacy needs of all students that aligns with the schools' structured approach to teaching literacy. |

|  |   |   |
|--|---|---|
|  | to literacy which is consistent and structured.   |   |
| 2.3 To create and consolidate a shared understanding of 'learner agency' and to grow student capabilities through a structured approach. | Develop a shared understanding across the school of how to deliberately grow students' inner desire to learn by continuing to embed and consolidate Positive Behaviour for Learning (PB4L) throughout the school. | Teachers, students, and parents have a clear understanding of aspects of PB4L and how it supports learning. |

## Strategic Goal Focus 3: Community - future focus

| Strategic Goal 3: Further build and grow a collaborative community.   |  |   |
|---|--|---|
| Aim   | Action   | Outcomes  |
| 3.1 To increase learning focused communication with parents.  | <p>To create a Parent Communications role within the staff.</p> <p>Create and fulfil a structured posting schedule of learning stories across all classes to parents.</p>  | <p>Parents are more connected and informed about teaching and learning within the classroom.</p> <p>Communications to parents about school activities are consistent and regular.</p> |
| 3.2 To promote our school to the wider-community.   | <p>Develop a marketing strategy to grow our student roll.</p> <p>Utilise our website and social media platforms to proactively reach out to parents and potential-parents.</p> <p>Utilise the full potential of the HERO platform to communicate and report to parents.</p> <p>To make the Y7-10 program attractive and distinctive.</p> | <p>Grow the student-roll by 20% across seven classes.</p>   |
| 3.3 To provide specific spiritual development programs and engagements relevant to the needs of our teachers and staff. | <p>To continue working with ISKCON Auckland to develop holistic engaging spiritual focused programs for adults and youth.</p>  | <p>To increase the enthusiasm and practical engagement in devotional activities within our community.</p>   |

## Strategic Goal Focus 4: Governance – continuous improvement

| Strategic Goal 4: To continuously improve governance with mature framework and practices  |  |  |
|---|--|--|
| Aim   | Action   | Outcomes   |
| 4.1 To look forward - designing the future by focusing on the big picture that is aligned with charter, budget and property plans.                              | <p>To ensure strategic plans are created to address focus areas.</p> <p>To establish well-functioning subcommittees providing comprehensive investigation for BoT discussion.</p> <p>To prioritise governance and strategic discussion, supported by clear policies.</p> <p>Increase BoT knowledge through training and targeted professional development.</p> | <p>Strategic plans are adopted, reviewed and amended as required to fulfil current needs.</p> <p>Develop policies and procedures around risk that are consistent with the organisation's strategy and risk appetite.</p> |
| 4.2 To look back – being accountable for student progress and achievement, along with overall school's performance.   | <p>To align teaching and special character curriculum with school charter, policy and framework.</p>   | <p>Clear baseline established to measure achievement with regular reporting and review.</p> <p>Ensure processes are in place to address nonperformance areas with continuous monitoring of progress.</p>                 |
| 4.3 To look out – acting on behalf of the board's stakeholders (community, proprietor, Ministry and Crown) through collaboration, good faith, and transparency. | <p>Periodic update through Parent Portals and Website on Strategic Plans and Annual Reports.</p> <p>A seat on the Proprietor's Board.</p> <p>Engage with NZSTA Advisors on challenging governance.</p>   | <p>Positive relationship across all stakeholder channels.</p>  |
| 4.4 To look in – being a good accountable employer through direct and delegated responsibility.   | <p>To be compliant with employment requirements set by the Ministry and Crown.</p> <p>Accountable in being a responsible employer.</p>   | <p>Policies and procedures as recommended by NZSTA is put in place and ensure the same is practised with each recruitment.</p> <p>Collaborate with accountability while dealing with different stakeholders.</p>         |