



Hare Krishna School

2024-2025 Strategic Plan

Special Character State-Integrated School

School Number 4204

Strategic Plan Contents

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Vision - Why we exist

“To empower every child to discover their extraordinary potential through their connection with Krishna.”

Mission - Foundations for how we live and learn

1. We develop our extraordinary potential by nurturing all parts of ourselves – intellectual, emotional, physical, and spiritual.
2. We respect the sacredness of all life striving to promote harmonious well-being for all.
3. We give effect to Te Tiriti o Waitangi by building understandings and practices of the bicultural tikanga and te reo Māori of Aotearoa/New Zealand.
4. We honour different points of view while maintaining our values in faithful accord with the teachings of His Divine Grace A.C. Bhaktivedanta Swami Prabhupāda founder-acarya for the International Society for Krishna Consciousness.
5. We serve a greater purpose by living a meaningful and satisfying life of service and contribution.
6. We cultivate nourishing relationships that fulfil our need to love and be loved, encouraging our connection with Krishna.

Values - **Wisdom** **Respect** and **Joy**

The Hare Krishna School learning values Wisdom, Respect and Joy (WRJ) embody our school vision and mission.

Being a 'WRJ Learner' means to actively live these values, demonstrate the Key Competencies of the NZ curriculum, and demonstrate the Krishna conscious character, behaviour and learning qualities desired by our school community.

The WRJ values are explained below and express the disposition that forms the basis of the learner we aim to grow at the Hare Krishna School.

Wisdom - We are resilient and insightful learners

Respect - We respect ourselves, others and the planet

Joy - We experience joy through service and success

WRJ Learner Values in Action

The Hare Krishna School promotes the development of personal qualities, attitudes and behaviours from which our values Wisdom, Respect and Joy (WRJ) are nurtured. WRJ Learners who develop these traits and demonstrate these behaviours will be of benefit to others, society and the planet.

Learner Value Indicators

The following table outlines the indicators of each value which we would expect to see grow in our learners over their time at the Hare Krishna School.

<p style="text-align: center;">Wisdom</p> <p style="text-align: center;">We are resilient and insightful learners</p>	<p style="text-align: center;">Respect</p> <p style="text-align: center;">We respect ourselves, others and the planet</p>	<p style="text-align: center;">Joy</p> <p style="text-align: center;">We experience joy through service and success</p>
<ul style="list-style-type: none"> ● Inquire about spiritual topics ● Carry out my own sastra research on topics of interest ● Show leadership by committing to my responsibilities ● Explain the difference between material and nonmaterial knowledge ● Show an understanding of the importance of following the regulative principles ● Participate in class discussions with teachers and peers ● Share my ideas with others ● Persevere in challenging circumstances ● Use techniques to help myself calm down if I am feeling angry or upset ● Work towards achieving a long term goal, willing to sacrifice short term gain to achieve a longer term gain 	<ul style="list-style-type: none"> ● Listen with understanding ● Show compassion and kindness towards all living beings: humans, animals, trees, plants ● Express gratitude to my teachers, peers and elders ● Help others who need it ● Show responsibility by carrying out duties delegated to me in the classroom and wider school ● Help keep myself, my classroom space and the school clean and tidy ● Show initiation, innovation in the context of environmental guardianship ● Show an understanding that every living being is spiritual in nature and part and parcel of the Supreme Lord ● Express my thoughts and opinions and listen to others respectfully. 	<ul style="list-style-type: none"> ● Actively participate in devotional activities in the classroom ● Celebrate the achievements of others ● Graciously accept honour and reward ● Attribute my success and achievements to my teachers and ultimately Lord Krishna’s mercy ● Show appreciation for my peers’ achievements, actions, and unique qualities ● Present my achievements as offerings to the Deities in the classroom and at the temple ● Use the skills I learn to contribute to my school and wider community

Strategic Plan for 2024

The Hare Krishna School strategic plan has been carefully developed in collaboration with its key stakeholders, the students, parents, teachers, senior management, Principal, the Board of Trustees, and the proprietor the International Society for Krishna Consciousness Auckland. These strategic goals aim to meet our primary objectives (set out in the Education and Training Act 2020), including:

- the National Education and Learning Priorities (NELP).
- any other relevant national education strategies or plans.
- foundation curriculum policy statements and national curriculum statements.

Ongoing annual strategies for determining and achieving future annual goals will be reviewed through an ongoing collaborative process. The aims presented in this plan along with their corresponding outcomes have emerged from the goals, progress, and improvement gained across the school in 2023 as presented in the 2023 Analysis of Variance and 2023 Strategic Plan Evaluation report reflecting the needs of our learning community.

Strategic Plan 2024 - 2025					
Strategic Goals 2024-2025		Annual Plan Aims			NELP
		2023	2024	2025	
Krishna Bhakti	1. To provide authentic opportunities that will foster and nurture spiritual growth.	Develop a sastra learning area: <ul style="list-style-type: none"> • Sastra curriculum to be included in the local curriculum. It should align with Te Mataiaho Understand Know Do (UKD) model and progressions as do other learning areas. 			2
		Promote and embed our school values: <ul style="list-style-type: none"> • Present and refer to HKS values in the learning environment visually, vocally, and more coherently when reporting on progress. 			1
Learning	2. To strengthen and sustain capability so that teaching and learning is enhanced.	Curriculum Enhancement: <ul style="list-style-type: none"> • Refine the current HKS local curriculum document to adapt to changing teaching methods and student needs. • Foster deeper collaboration among senior leadership, team leaders, and teachers for effective implementation, with a focus on the learning areas section of the curriculum document. 			2
		Literacy and Writing Development: <ul style="list-style-type: none"> • Expand the structured literacy program for Years 1-2 and extend strategies to junior primary students. 			2
		<ul style="list-style-type: none"> • Provide continuous training for teachers to enhance both students' writing abilities and teachers' methods of teaching with Writer's Toolbox. 			6

		<ul style="list-style-type: none"> ● Provide teacher training to ensure a comprehensive literacy approach across school with influx of new teachers. <p>Educational Practices and Reporting Improvement:</p> <ul style="list-style-type: none"> ● Enhance formative assessment practices with targeted development for team leaders and senior leadership. ● Revise bi-annual reports (Years 1-8) to emphasise individual progress and utilise alternative channels for curriculum specifics. ● Improve the Professional Growth Cycle, focusing on mentor teacher coaching for effective professional development. ● Implement tangible practices in guided inquiry-based learning for 2024, empowering students to take charge of their learning journey. <p>Social and Emotional Learning</p> <ul style="list-style-type: none"> ● To develop and implement a common approach to social and emotional learning 	<p>6</p> <p>6</p> <p>2</p> <p>6</p> <p>4</p>
Community	3. To further build and grow a collaborative community to Year 13	<p>Plan for Growth:</p> <ul style="list-style-type: none"> ● Develop 3-year roll projection models and plan to align resources (property, school management structure, facilities) accordingly for school growth with the proprietor. <p>Craft Year 11 NCEA Curriculum:</p> <ul style="list-style-type: none"> ● Develop a strong, integrated Year 11 curriculum with a team and facilitator for NCEA readiness. Establish structures for successful NCEA level 1 delivery in 2025, ensuring readiness through comprehensive curriculum development. ● Finalise systems for NCEA qualifications, responding to parental interest, and prepare for their implementation. <p>Te Tiriti o Waitangi:</p> <ul style="list-style-type: none"> ● Authentically embed Te ao Maori, Te Reo, and Tikanga Maori in Hare Krishna School local curriculum to ensure positive outcomes for Maori learner achievement. 	<p>2</p> <p>6</p> <p>4</p> <p>3</p>

Strategic Goal Annual Aim Focus 1: Krishna Bhakti - spiritual growth

Strategic Goal 1: Provide authentic opportunities that will foster and nurture spiritual growth.		
Aim	Action (Progress)	Intended Outputs (Results)
1.1 Develop a sastra learning area curriculum to be included in the local curriculum. It should align with Te Mātaiaho Understand Know Do (UKD) model and progressions as do other learning areas.	To work with senior leadership and Sastra curriculum area lead to include this in the HKS local curriculum document.	That we have an integrated model for implementation in 2024.
1.2 Promote and embed our school values in the learning environment visually, vocally, and more coherently when reporting on progress.	<p>To visually present school values in the learning environment, students speak as outlined in the local curriculum.</p> <p>To review current school reports with teachers and leadership team to bring values focus to the fore.</p>	<p>A coherent consistent visual presentation of the school values through the classrooms that teachers and students can refer to.</p> <p>A refined and improved bi-annual written report.</p>
Strategic Goal Outcomes (Success)		
<ul style="list-style-type: none"> Increased teacher understanding of what Krishna conscious teachings and practices are to be taught and learnt at each year level of the school. Increased student demonstration of understanding the HKS values Wisdom, Respect, and Joy. 		

Strategic Goal Focus 2: Learning - building agency

Strategic Goal 2: Strengthen and sustain capability so that teaching and learning is enhanced.		
Aim	Action (Progress)	Intended Outputs (Results)
2.1 Curriculum Enhancement: <ul style="list-style-type: none"> Refine the current HKS local curriculum document to adapt to changing teaching methods and student needs. Foster deeper collaboration among senior leadership, team 	<p>To engage with MoE provided professional development on the common practice model (CPM).</p> <p>To assign teaching staff as curriculum area leads for Literacy, Maths, Inquiry, and Sastra to develop the HKS local curriculum document in these areas to align with Te Mātaiaho NZC refresh.</p>	<p>Implement CPM throughout Years 1 - 10.</p> <p>Implement Te Mātaiaho NZC refresh across relevant learning areas in Years 1 - 10.</p> <p>Develop Sastra Learning area and have it well documented in HKS curriculum.</p>

<p>leaders, and teachers for effective implementation, with a focus on the learning areas section of the curriculum document.</p>		
<p>2.2 Literacy and Writing Development:</p> <ul style="list-style-type: none"> Expand the structured literacy program for Years 1-2 and extend strategies to junior primary students. Provide continuous training for teachers to enhance both students' writing abilities and teachers' methods of teaching with Writer's Toolbox. Provide teacher training to ensure a comprehensive literacy approach across school with influx of new teachers. 	<p>Provide structured literacy professional development (PD) for teachers in Year 3 to enable her to support students.</p> <p>Continue to engage with Writer's Toolbox (WT) PD for all teachers in Years 1-10. Provide WT PD for new BT teachers.</p> <p>Maintain literacy focus for PD for all new teachers (those teaching in New Zealand for only 1-2 years).</p>	<p>AOV analysis reflects continued improved outcomes in 2024.</p> <p>External facilitators report positively on the consistency of approach and assessment across the school with recommendations of next steps.</p> <p>The senior management team and team leaders are able to report positively on effective practices being demonstrated in classrooms.</p>
<p>2.3 Educational Practices and Reporting Improvement:</p> <ul style="list-style-type: none"> Enhance formative assessment practices with targeted development for team leaders and senior leadership. Revise bi-annual reports (Years 1-8) to emphasise individual progress and utilise alternative channels for curriculum specifics. Improve the Professional Growth Cycle, focusing on mentor teacher coaching for effective professional development. Implement tangible practices in guided inquiry-based learning for 2024, empowering students to take charge of their learning journey. 	<p>Focus on formative assessment practices in internal PD sessions with teachers led by senior management and teachers.</p> <p>Research examples of other schools bi-annual reports. Collaborate with teachers and a parent committee to review and improve school reports.</p> <p>Workshops and training sessions on the new reporting format provided to teaching staff.</p> <p>Coaching PD for team leaders and senior management to support teachers in improving their practice.</p> <p>Implement HKS guided-inquiry approach in 2024 begin with PD sessions for teachers at the start of the year.</p>	<p>Consistent understanding of effective formative assessment practices across teaching staff. Evidence of this demonstrable to mentor teachers and viewable in student teacher interactions.</p> <p>Bi-annual reports (Years 1-8) reflect a shift towards emphasising individual progress over detailed curriculum information; utilisation of curriculum maps, class newsletters/updates, and digital journals for specific curriculum details; positive feedback from parents regarding the comprehensibility and emphasis on student achievements.</p> <p>Teachers are able to effectively coach and support mentee teachers. Mentored teachers are able to articulate benefits to their practice gained from coaching.</p> <p>Guided-inquiry learning is being implemented in relevant ways</p>

		across Years 1-10.
<ul style="list-style-type: none"> 2.4 To develop and implement a common approach to social and emotional learning 	Schoolwide PD and training to implement zones of regulation curriculum.	Teachers and students are able to demonstrate use of the zones of regulation skills to regulate emotion.
Strategic Goal Outcomes (Success)		
<ul style="list-style-type: none"> The implementation of the local curriculum will demonstrate greater cohesion in the approach to teaching and learning across all classes in the school. Observable integration of formative assessment strategies in daily teaching practices; feedback loops evident in student-teacher interactions, with mentor teachers showcasing improved student engagement and learning outcomes. Lesson observations showcasing guided-inquiry learning methods applied across various subjects and year levels; students actively participating in shaping their learning journey; positive feedback from teachers and students on the effectiveness of guided-inquiry learning. Implement the revised school report format by the end of the year. Senior leadership are able to observe the use of a school wide language around emotional regulation, behaviour management, and social skills. 		

Strategic Goal Focus 3: Community - future focus

Strategic Goal 3: Further build and grow a collaborative community to Year 13		
Aim	Action (Progress)	Intended Outputs (Results)
3.1 Plan for Growth: <ul style="list-style-type: none"> Develop 3-year roll projection models and plan to align resources (property, school management structure, facilities) accordingly for school growth with the proprietor. 	<p>Develop roll projection models for the next 5 years with appropriate property resources aligned to growth in consultation with the proprietor.</p> <p>Work collaboratively with the proprietor to determine property resources required to align with school growth over the next five years up to a maximum of 500 students.</p>	<p>Strong support from the parent community for NCEA being offered from the beginning of 2025.</p> <p>Best practice models for NCEA that align with our school size have been identified as part of the research.</p> <p>A documented plan outlining the school's growth strategy, including updated property and management structures, reflecting alignment with projected roll increases.</p>

<p>3.2 Craft Year 11 NCEA Curriculum:</p> <ul style="list-style-type: none"> • Develop a strong, integrated Year 11 curriculum with a team and facilitator for NCEA readiness. • Finalise systems for NCEA qualifications, responding to parental demand, and prepare for their implementation. 	<p>Formation of a dedicated team and facilitator for NCEA curriculum development.</p> <p>Established structures and systems for successful NCEA level 1 delivery; documentation of systems and processes for NCEA qualifications.</p>	<p>A comprehensive Year 11 curriculum designed, tested, and ready for implementation in 2025.</p> <p>Present and advertise HKS Year 11 offering to the parent community.</p>
<p>3.3 Te Tiriti o Waitangi:</p> <ul style="list-style-type: none"> • Authentically embed Te ao Maori, Te Reo, and Tikanga Maori in Hare Krishna School local curriculum to ensure positive outcomes for Maori learner achievement. 	<p>Form a dedicated team to improve and further develop Te ao Māori, Te Reo, and Tikanga Māori in various aspects of the HKS local curriculum.</p>	<p>Observable incorporation of Te ao Māori, Te Reo, and Tikanga Māori in various aspects of the local curriculum; documentation reflecting the positive impact on Māori learner achievement; feedback from Māori students and community members indicating cultural inclusivity.</p>

Strategic Goal Outcomes (Success)

- Develop 3-year roll projection models and align resources (property, school management structure, facilities) for school growth with the proprietor.
- Craft a robust, integrated Year 11 curriculum for NCEA readiness, establish structures for NCEA level 1 delivery in 2025, and finalise systems for NCEA qualifications.
- Authentically embed Te ao Māori, Te Reo, and Tikanga Māori in Hare Krishna School's local curriculum for continued positive outcomes in Māori learner achievement.