



Hare Krishna School

2026-2027 Strategic Plan

Special Character State-Integrated School

School Number 4204

Strategic Plan Contents

Table of contents

Strategic Plan Contents	2
Table of contents	2
Vision - Why we exist	3
Mission - Foundations for how we live and learn	3
Values - Wisdom Respect and Joy	4
WRJ Learner Values in Action	5
Strategic Goals & 2026 Action Plan	6

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 that we expect to see grow in our learners during their time 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
• 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	• 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.	• 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 Goals & 2026 Action Plan

The Hare Krishna School's strategic goal priorities and improvement have been identified through your community consultation, data, and/or ERO evaluations. Refer Regulations 7(1)(b).

GOAL 1: Krishna Bhakti	GOAL 2: Excellence	GOAL 3: Connectedness
To provide authentic opportunities that will foster and nurture spiritual growth.	To enable ākonga to develop the knowledge and skills needed to succeed in their chosen pathways.	To further build and grow a connected school community across Years 1 to 13.
High-Level Steps/Strategies to inspire/engage/improve		
Implement a coherent Years 1–13 Śāstra curriculum based on sambandha, abhidheya, and prayojana. Embed consistent daily devotional practices across all classes and year levels. Develop student spiritual leadership pathways at key transition points (Y6, Y8, Y10, Y13). Strengthen partnerships with ISKCON Auckland through festivals, teachings, and service opportunities.	Embed Science of Learning practices through a consistent lesson planning format that emphasises clear intentions, explicit teaching, and effective feedback. Build teacher capability through targeted professional development to ensure coherent teaching across all NZC learning areas and support balanced, holistic learning pathways. Use data-informed learning design to strengthen teaching practice and guide targeted interventions that accelerate student progress. Develop senior secondary NCEA Level 1,2, and 3 pathways.	Strengthen home–school engagement to improve attendance, well-being, and partnership in learning. Implement clear and consistent communication to build trust and connection with whānau and the wider community. Strengthen partnerships with ISKCON Auckland and local networks to enhance cultural, service, and learning opportunities.
Measures		
Student participation and engagement in daily devotional practices.	Progress and achievement data in writing and numeracy.	Attendance data, including 80% of ākonga attending 90% or more.

Teacher capability in leading daily devotional routines and delivering the Śāstra curriculum. Student progress and achievement within the Śāstra curriculum (artefacts, recitation, understanding) Whānau and community feedback on spiritual development. Consistency and quality of devotional routines across year levels.	Evidence of consistent use of Progress Outcomes in planning and instruction. Moderation data demonstrating reliable and equitable assessment judgments. Lesson observations showing clarity, explicit teaching, and effective feedback. Student voice on understanding progress and next learning steps. NCEA achievement and endorsement rates. Evidence of targeted interventions improving student progress.	Whānau participation in hui, events, conferences, and surveys. Evidence of collaboration with ISKCON Auckland and local organisations. Student voice on belonging, connection, and engagement. Participation in cultural, service, and community activities.
What do you expect to see?		
Ākonga demonstrating increased joy, steadiness, gratitude, and attentiveness in devotional practices. Teachers confidently guide devotional routines and deliver the Śāstra curriculum in alignment with Śrīla Prabhupāda's teachings. Visible evidence of spiritual learning through recitation, reflection, class offerings, and evident assessment progress within the Śāstra curriculum. Strengthened identity, belonging, and connection to Kṛṣṇa for students and their families. A unified devotional culture across Years 1–13 that reflects the values of Wisdom, Respect, and Joy.	Improved writing and numeracy outcomes across year levels. Greater coherence in planning and teaching across all NZC learning areas. Teachers confidently use a consistent lesson planning format grounded in the Science of Learning principles. Students clearly understand their learning progress, goals, and next steps. Alignment between achievement data, teaching practice, and interventions. Senior pathways that foster strong engagement and increase NCEA success.	Improved attendance, with at least 80% of ākonga attending 90% or more. Strengthened home–school partnership through clear, consistent communication. Stronger connection with ISKCON Auckland and local community networks. Increased whānau and community participation in school events and festivals. A unified school identity where ākonga, whānau, and kaiako feel connected and valued across Years 1–13.