



Kia tūturu anō te reo Māori ki te Tau Ihu o te Waka a Māui

Te tai Nuku, te tai Rangi, te tai o Koro nui,
Koro roa, Koro te Ariki

Ano ko Kiwa, ko Raukawa, ko Taitapu, ko Aorere
Ka tau ko 'Katu Waka, 'Katu Taonga, 'Katu Tangata

Tuia i runga, tuia i raro. Tuia i roto, tuia i waho
Ma te hone matangi te mata kohika e kawē

Kia tuia te matangi ki runga, ki raro, ki roto, ki waho

Ae ra, ko Tuia te Matangi hei puke marama

Ki te wheiao, kite ao marama - Tihei Mauri Ora!

This tauparapara weaves whakapapa through enveloping tides of Taitapu, Aorere, Te Moananui ā Kiwa, and Raukawakawa, who's cascading waters gather us at the throat of Te Tau Ihu, in Whakatū. It's silent undertone talks of an ancestral calabash that holds the tools & Mātauranga of our tūpuna, for all who choose, to come and partake of.

*Let the humid ocean spray carry the ancestral face –
'tis mine ancestral face!*

We are a product and vessel of our tūpuna, a resurgence of past to remind us of who we are, a proclamation of present and future, our bound and foreordained Greatness and Fortitude to come, '...hei puke marama', a Lighthouse for all to see!

*The breeze rocks forth to intertwine with all
Yes indeed! An example to be set, again, 'tis Tuia te Matangi'*

Strategic Goals (a snapshot...)

Nga Raraunga - Horopaki Kura Baseline Data or School Context

Akoranga Ākonga

- After 7 years, student engagement in Te Reo Māori has shown that ākonga from tau 1-3 thrive in speaking Te Reo Māori. Tau 4 to 13 struggle with engaging in Te Reo Māori daily.

Kuhunga Ākonga

- 2019 Attendance at 87.9% for all students present. 7 of 42 students below 80% attendance, lowest attendance at 70.7% attendance over a year period. Students below or close to being below come from three different whanau (6 students in total). The majority of the students are tau 1-4. Teacher engagement with students to improve, classroom planning to be engaging, relevant to student needs and development.

Nga Whainganga Rautaki

Building ako and community, during 2020-2022 we aim to strengthen the ako of all ākonga by strengthening our ako community. This involves the following interlinked goals.

Strategic Goal 1: Excellent teaching (T.A.M 6.2, 6.6)

Develop & implement whakaako and ako programmes:

- To provide all ākonga in years 1-10 with opportunities to progress and achieve success in all areas of various Marautanga;
- Priority to student progress and achievement in literacy & numeracy and Te Reo Matatini and Pāngarau, especially years 1-8;
- give priority to regular quality physical activity that develops movement skills for all ākonga, especially in years 1-6.

Strategic Goal 2: Ākonga experience ako success (T.A.M 1.3, 6.1) Through analysis of quality assessment info*, evaluate the progress and achievement of ākonga, giving priority first to:

- Student progress and achievement in literacy and numeracy and/or te reo Matatini and Pāngarau, especially in YRs 1-8.
- Developing key competencies in all ākonga and identify and support ākonga to lift achievement.

At TKKM o Tuia Te Matangi we seek to ensure all ākonga develop all the key competencies (including knowledge, attitudes, values, skills and actions) – so that they are enthusiastic, confident and competent learners and community participants, and ready for success beyond TKKM o Tuia Te Matangi.

Strategic Goal 3: Quality Staff and Poari Matua

- The success of our ako community relies very much on the leadership provided by our staff, management team and trustees.
- The TKKM o Tuia Te Matangi leadership team has undergone significant change, as well as professional development in the past few years. It is important to consolidate this, demonstrating strong unified leadership practices to the staff and community.
- Our Poari Matua will provide effective governance by ensuring effective policies and procedures guide quality decision-making, are inclusive and consultative, and are based on robust self-review around the key issues of student achievement, kura practice and policy delivery. (NAG 2 & 6)

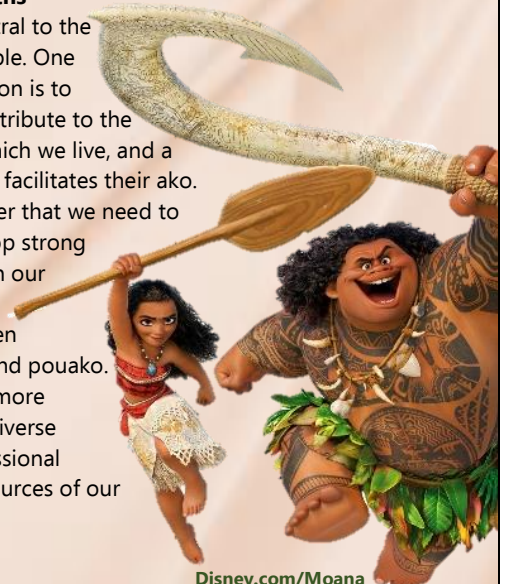
Strategic Goal 4: A total kura marautanga that is relevant, engaging and future focused

Through the analysis of good quality assessment information*, identify ākonga and groups of ākonga:

- who are not progressing and/or achieving; who are at risk of not progressing and/or achieving;
- who have special needs (including gifted and talented ākonga); and aspects of the marautanga which require particular attention;
- Develop and implement whakaako and ako strategies to address ākonga needs, and aspects of marautanga identified in (c) above.

Strategic Goal 5: A strong Ako community built on equity and our cultural strengths

- Community is central to the ako of young people. One key aim of education is to equip them to contribute to the communities in which we live, and a strong community facilitates their ako. We believe however that we need to continue to develop strong partnerships within our kura community, particularly between parents, whānau and pouako. We need to draw more creatively on the diverse cultural and professional strengths and resources of our community.



How we measure Strategic Goals

SG1	SG2	SG3	SG4	SG5
Te Tino Uaratanga	Ngā mahi hei whakatutuki i te Tino Uaratanga	Mā wāi ēnei e pikau? Āhea ēnei mahi tū ai?		Ngā Rawa me ngā Rauemi Tautoko

Ko Te Aho Matua te whare hei tikanga ako, hei tikanga wānanga.

Mā ngā uaratanga, ko te tamaiti.

- Te Ira Tangata** | Akonga o Te Wiki". Ia wiki, ia akomanga, e ki ana te papa whanonga ka hua mai i te āhua i roto i te akomanga i waho hoki, e whai ana i ngā ture o te akomanga me ngā kawa a waho.
- Te Reo** | Me kōrero Māori i ngā wā katoa, i ngā wāhi katoa. Kei roto, kei waho i te puna kainga.
- Te Ao** | Mana Atua, Mana Tangata, Mana Whenua, Mana Moana, Mana Tipuna.



- Āhuatanga Ako** | Me noho tau ngā tamāriki katoa, kia ngākau māhaki, kia wairua aroha. Kātahi ka puta te hinengaro koi me te pukumahi. "Positive Behaviour for Learning" hei arahi i ngā kaiako me ngā tamāriki kia wairua tau, kia mauri tau, ā, ka ako i ngā marau ako katoa (Pūtaiao, Pāngarau, Toi, Tikanga ā Iwi etc etc.). Papa whanonga, *tirohia ake anō ki 'Ira Tangata'*.
- Te Tino Uaratanga** | "Kia tū pakari, tū rangatira hei raukura mō tōna iwi". Hei tauira, me noho tūwhera te ngākau ki te hari, ki te koa, ki te aroha, kia ngākau nui, kia ngākau māhaki. Me whakataūira mai ngā kaiako ki ngā tamariki hei whai.
- Hei Whakaora i Te Reo o Te Tau Ihu me ōna tikanga katoa.** Ko te tāhuhu o te whare ako o TKKM o Tuia te Matangi, ko Te Reo o Te Tau Ihu me ōna Tikanga. Me ako tonu ngā kaiako kia tika te reo.
- Ngā Uaratanga o te Akonga** | Ko ngā uaratanga ngā rara hei kōwhaiwhai mai, hei whai tinana ai te whare ako. Ka hua mai ko te tamaiti.

Ko Te Aho Matua, kia Wairua Māori, kia Tangata Māori, kia reo Māori, Ana te Raukura o Tuia te Matangi!

Planet-conscious	Work Ethic	Humility
Tuakana/Teina	Gratitude	Aroha
Wairua Maori	Manaakitanga	
Tangatanga te Reo	Ngakau Mahaki	
Proud to be Maori	Appreciation	
Toa kite taakaro	Honesty & Integrity	
Nga Tikanga Tuku Iho	Kaitiakitanga	
Pukumahi/Work Ethic	Hinengaro koi	
Wealth and Happiness	Whanaungatanga	
Purpose and Meaning of Life		
People and Relationships		
Responsibility and Accountability		
Ownership and representation		



Be inherently Māori. Be Māori in definition. Be Māori by the intricacies of our idiom. For I breathe, and therefore I am.



"Kia tūturu anō te reo Māori ki te Tau Ihu o Te Waka a Māui". Ko te hua ka puta, "Kia Wairua Māori, Kia Tangata Māori, Kia Reo Māori, Ana te Hā!"

2020

Ko tā te Marautanga o Tuia te Matangi he tirohanga huarahi matua hei mahi, hei pākihi, he mea pākihi Māori, he mea pākihi nō Te Tau Ihu, he mea nō Te Ao.

Tuia te Matangi marautanga will look at Businesses and Careers of Parents, Māori organisations, local and international.

Tuia te Matangi will engage students learning through making connections.

The Realised Potential of the Tamaiti

Tuia te Matangi is committed to raising and developing the full potential of the child in their entirety. Through the Whare Tapawhā¹ model, we ensure an holistic approach is the first consideration in most situations. Achieving success as Māori sets out the elements of which we want to take cognisance; (1) Tūāpapa, (2) Ngā Mahi, and (3) Ngā Hua.

Ākongā have free, open and inquiring minds.

Tuia te Matangi encourages creative thinking, and the building of learning banks, and safe places for expressions of diversity.

Ākongā are competent thinkers, listeners, readers and writers in te reo Māori.

Tuia te Matangi is committed to ensuring that ākongā have concise programmes that focus on the fundamental keys of learning.

Ākongā advance their individual talents to the highest levels of achievement.

Tuia te Matangi is an advocate for ākongā to find their courage and self-expression in their foundational values.

Te Tau Ihu Curriculum

Tuia te Matangi knows connective learning and retention of Mātauranga can be better achieved when the learning environment relates directly to the kaupapa. Broadening the 'classroom' will include regional Marae, Ngāhere, Moana, and sites of significance for Māori in Te Tau Ihu.

Where able, the kura will give every consideration, and action possible, to this aspect of programme planning.



Enabling Achievement

Enabled achievement for ākongā is achieved at Tuia te Matangi through conscious action such as;

- Employing competent speakers of te reo Māori that are qualified and registered teachers, who have relevant skills to offer Tuia te Matangi ākongā and the kura hāpori
- The effective management of teaching & learning programmes.
- The effective management of assessment practices and procedures.
- Preparation of an individual learning plan for students of Wharekura to advance them to their highest potential.
- Consultation with external providers to develop programmes of teaching and learning for ākongā with identified special needs to reach their highest potential and celebrate their successes.

¹ Te Whare Tapawhā model (Mason Durie. 1984)