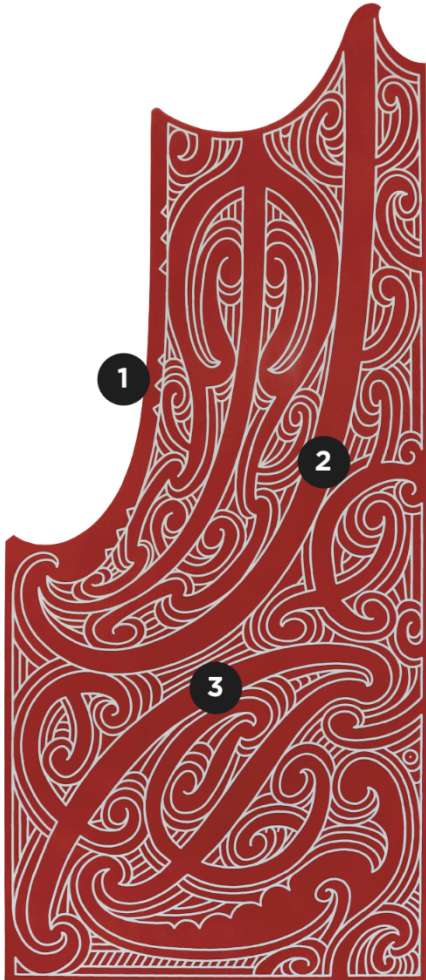


Te Taurapa o Te Kura o Pipitea - The Stern of Thorndon School



This taurapa - sternpost of a waka - is designed with student direction and hope at the heart of its story. It represents the direction of the [migrating](#) iwi of Ngāti Toa, Taranaki Whānui and Ngāti Raukawa as they came from Kōwhia and Taranaki.

The three shark teeth (1) are symbolic of this migration by the way they are biting in the southern direction.

The steep rising slope (2) represents Te Ahumairangi, the mountain range called Tinakori. Te Ahumairangi is one of the ranges that form Te Pae o Te Huia - the mountain range of the Huia birds connected in the traditions of Ngāti Tūwharetoa, Ngāti Ruanui, Ngāruahine, Taranaki, Ngāti Tama and Te Atiawa. These are iwi who reside around the mountains of the Central Plateau and Taranaki.

Nestled at the base of Te Ahumairangi, is the logo of Te Kura o Pipitea, Thorndon School (3) - our students. They are sheltered by the Thorndon Team and Principal, and nurtured and nourished by our families.

This is seen as a seed that symbolises growth for our students as they move through the areas of our school - Tui, Kereru, Kakapo and Kea.

This growth is captured in the following whakatauki and our School Vision and Values

Whakatauki: E kore au e ngaro, he kākano au i ruia mai i Rangīātea
I will never be lost for I am a seed, nourished with the teachings of my ancestral origins

Vision: Tātou, Tātou - An inclusive community that fosters resilient, collaborative learners and creators.

Values: Manaakitanga - inclusive, respectful and empathetic; Auahatanga - curious, innovative and open-minded; and Maia – determined, independent, and resilient.

Created by Rangi Kipa (Taranaki, Te Atiawa Nui Tonu, Ngāti Maniapoto) Interpreted by Toa Waaka (Ngāti Toa, Te Āti Awa)



Key Methodology for Connection, Alignment and Progress at Thorndon School



1. Governance - Systems:

- Governance is led by the Principal and School Board overseeing the stewardship systems of the school. The School Board is concerned with systems such as the Strategic Goals and Policies of the school. They ensure the school operates and is compliant within the legal framework and upholds our Values and Vision.



2. Management - Structures:

- Management is led by the Principal and the School Leadership team. Management is focused on the implementation of the systems through structures and procedures designed and implemented through the Values and Visions of the school. This involves translating the Strategic Goals into actionable plans for staff, students, and our community.



3. Learning - Actions:

- Actions are led by the Principal, the School Leadership team and the Thorndon Staff to engage learners and enhance progress and achievement through the Values and Vision of our school.



Thorndon School  Te Kura o Pipitea

Tātou, Tātou

An inclusive space that fosters resilient, collaborative learners and creators

2025 Strategic Goals

Poutama: Ākonga striving for personal excellence and succeeding as who they are.

Hanga Whare: Strengthening our systems process and physical environment to support quality teaching and management.

Whangaitia: Enriching the learning environment by acknowledging and responding to our diverse community.

Kaitiakitanga: Guardianship and protection for future generations celebrating our culture, identity and whakapapa.

Whānaungatanga: Nurturing reciprocal, trusting connections and kinship to strengthen ties between individuals and communities.



Poutama: Akonga striving for personal excellence and succeeding as who they are

Goals 2025	Annual Plan Key Actions 2025	Responsibility	Timing / Budget	Expected outcomes
1.1 Learners to build a sense of ownership in how their spaces are used for learning	Create a Kawa of Connection that embeds actions of learning for the Team Collect qualitative and quantitative information that reflects progress across these cohorts including engagement.	Students Leadership Team Principal Unit holder for Relationships for Learning	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Shared understanding of the mana of all across our learning spaces - Processes to develop key habits of behaviour - High engagement - Whānau approach to learning - Team approach to behaviour development
1.2 Teachers to implement effective pedagogy in Structured Literacy and Structured Numeracy across our learning programmes	Create an Action Plan for Literacy and Numeracy across 2025 that focuses on the priority learners (Māori, Children achieving below the expected level for their chronological age). Develop actions of quality that engage and enhance progress and achievement across teams	Teachers Unit holders in Literacy, Numeracy and Sustainability Principal	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Shared understanding across teams of effective practice within their cohort of students - Key structures of analysis for Literacy and Numeracy achievement

2024 Synthesis of Poutama:

The Gogies?

- Peda: Teacher led and defined, what are the learner's strengths?
- Heuta: Self determined by the learner to enhance their progress, what are the learner's strengths?
- The Structures have been determined through the MOE mandates
- The Actions are based on our Vision and Values

Kaitiakitanga: Guardianship and protection for future generations celebrating our culture, identity and whakapapa

Goals 2025	Annual Plan Key Actions 2025	Responsibility	Timing / Budget	Expected outcomes
2.1 Establish a relationship with Māori whānau, local iwi and hapū	Have termly hui with Māori whānau to build connections Develop a relationship with local iwi/hapū	Students Teachers Principal Parents Leadership Team Māori Achievement Collaboration	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Develop an authentic connection with Māori whānau - Develop a connection with iwi and hapū
2.2 Learners to have learning experiences across the Central City that affirms their Kawa of Connection	Teams to build an understanding of Te Taurapa o Te Kura o Pipitea Teams to build an understanding of Pepeha o Te Kura o Pipitea	Students Leadership Team Teachers Principal Sustainability	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Learner's to be able to share the significance of Te Taurapa o te kura of Pipitea - Learner's to be able to acknowledge other students through mihi
2.3 Cultural diversity contributes to governance and leadership of learning areas	Celebrate significant dates in the cultural calendar that pertain to our tangata School Board and Leadership Team models values of diversity, inclusion, and cultural competence in governance and leadership roles.	Students Teachers Principal Parents School Board	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Systems, Structures and Actions implemented address inequities cultural biases and promote equitable access to high-quality education for all students - Board and staff membership reflects the diverse make-up of the school communities. - Regular surveys to collect data from our students and community.



3.3 Develop an 'English as Second Language' (ESOL) programme that is conducive to our community strengths and priorities	Develop an Action Plan to support our ESOL students and families in their learning Develop an Action Plan to support International students across our teams	Students Teachers Unit Holder Digital Technologies Principal Parents	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Structures to support learners and families transition to team programmes - Structures to engage learners - Structures to enhance progress across New Zealand Curriculum
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2024 Synthesis of Kaitiakitanga:

Culture/ Community?

Manaaki:

- What is our kawa across our teams?
- How does this structure enable our actions of learning engagement and enhancement?
- Are these authentic to our students?
- Are these authentic to our whenua?

Whangaitia: Enriching the learning environment by acknowledging and responding to our diverse community.

Goals 2025	Annual Plan Key Actions 2025	Responsibility	Timing / Budget	Expected outcomes
3.1 The team kawas will celebrate the unique place of Mana Whenua and Mana Tangata	<ul style="list-style-type: none"> - Develop authentic actions of welcome and farewell people - Develop authentic actions to acknowledge our people, progress and achievement 	Students Teachers Principal Parents Māori Achievement Collaboration	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - School to implement structures to welcome new students every term - School to develop actions to acknowledge learner progress and achievement - Leaders to develop their team frameworks to achieve progress and success milestones - Unit Leaders will develop programmes to enhance engagement and enhance progress
3.2 The school will develop systems to report progress and success across the New Zealand Curriculum	<ul style="list-style-type: none"> - Develop learner actions of progress within the class space - Implement structures of connection across teams to showcase progress and success 	Students Teachers Principal	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Provide multiple communication methods. - Demonstrate empathy, respect, and genuine interest in the opinions and feedback provided. - Establish clear timelines, responsibilities, and measurable goals for implementing action plans and monitor progress regularly.

2024 Synthesis of Whangaitia:

Identity:

- Who am I?
- Can we see our students through the process of progress and achievement?
- Can we see the mana of our students through the design of our activities and experiences?

Whānaungatanga: Nurturing reciprocal, trusting connections and kinship to strengthen ties between individuals and communities.

Goals 2025	Annual Plan Key Actions 2025	Responsibility	Timing / Budget	Expected outcomes
4.1 Responsive approach to building an understanding of our learners and whānau	<ul style="list-style-type: none"> - Development of structures across teams that recognise and welcome the strengths of students and families 	Students Teachers Leadership Team Principal Parents Unit holder Relationships for Learning	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Kawa of Connection across teams is developed and refine termly - Behaviour Development schedules are developed for each team focused on this kawa



4.2 Diverse approach to engaging whānau to our curriculum of learning	<ul style="list-style-type: none"> - Development of structures that engage all learners across learning spaces - Development of actions that enhance progress and achievement across the New Zealand Curriculum 	Students Teachers Leadership Team Principal Parents Unit holder Relationships for Learning	All year Learning Resources Unit Allocation	<ul style="list-style-type: none"> - Quality practice rubric of actions to engage and enhance learning is developed across each team - Behaviour Development schedules are linked and actions are refined based on this data - Raise progress and achievement in Writing through our 2024 Progress and Achievement evaluation.
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2024 Synthesis of Whānaungatanga:

Relationships:

- What does partnership look like for the student?
- What does partnership look like for the parent?
- What does partnership look like for the teacher?
- What does partnership look like for the leader?

Hanga Whare: Strengthening our systems process and physical environment to support quality teaching and management

Goals 2025	Annual Plan Key Actions 2025	Responsibility	Timing / Budget	Expected outcomes
5.1 Digital Technology is used to amplify learning across teams	Develop ICT Strategic Plan based on the key structures and actions required	Students Teachers Unit Holder Digital Technologies Principal Parents	All year Learning Resources Unit Allocation	Structures to keep students safe online Structures to organise learner artefacts and programmes Actions to enhance progress and achievement

2024 Synthesis of Hanga Whare:

Whenua:

- How do we use our spaces?
- Are we efficient?
- Are we sustainable?
- Are we elevating?
- Are we community?