



# Hare Krishna School

## 2023-2025 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.

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

# Strategic Plan for 2025

The Hare Krishna School strategic plan has been carefully developed in collaboration with its key stakeholders, the students, parents, teachers, senior management, the 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 goals will be reviewed through an ongoing collaborative process. The aims presented in this 2025 yearly plan along with their corresponding outcomes, have emerged from the goals, progress, and improvement gained across the school in 2024, as presented in the 2024 Analysis of Variance and 2024 Strategic Plan Evaluation report reflecting the needs of our learning community.

Strategic Plan 2023 - 2025					
Strategic Goals 2023-2025		Annual Plan Aims			
		2023	2024	2025	NELP
Krishna Bhakti	1. To provide authentic opportunities that will foster and nurture spiritual growth.	1.1 Develop and refine the Sastra curriculum with input from teachers and leadership.			1
		1.2 Develop comprehensive learning activities and resources for each Sastra curriculum level.			2
Learning	2. To strengthen and sustain capability so that teaching and learning is enhanced.	2.1 Enhance our focus on writing skills and continue implementing our text study approach as outlined in the HKS curriculum for Years 4-10.			4
		2.2 Develop and enhance teachers' capacity in teaching numeracy effectively, while establishing coherent numeracy curriculum learning pathways across Years 1 to 10.			6
		2.3 Enhance the effectiveness of teacher feedback in teaching practices through focused professional development in the Science of Learning.			6
		2.4 Further develop and contextualise our common approach to social and emotional learning.			3
		2.5 Further develop and contextualise our common approach to guided inquiry.			
		2.6 Further develop and embed student voice across the school.			

<b>Community</b>	3. To further build and grow a collaborative community to Year 13	3.1 To engage more readily with parents to increase attendance.	<b>2</b>
		3.2 Enhance educational offerings by developing NCEA Level 2 courses for 2026 and improving teacher practice and student outcomes in the planning and implementation of NCEA Level 1.	<b>4, 7</b>
		3.3 Develop teachers' professional capacity to authentically embed Te ao Māori, Te Reo, and Tikanga Māori.	<b>5</b>
		3.3 We will enact our commitment to Te Tiriti o Waitangi by developing teachers' professional capacity to authentically embed Te ao Māori, Te Reo, and Tikanga Māori.	<b>5</b>
		3.4 Improve teaching and learning environments to enhance student learning outcomes.	<b>3</b>

# 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 and refine the Sastra curriculum with input from teachers and leadership.	Collect feedback, draft, pilot, revise, and implement the Sastra curriculum with teacher and leadership input.	A continually developed and refined Sastra curriculum with ongoing teacher training.
1.2 Develop comprehensive learning activities and resources for each Sastra curriculum level.	Develop and pilot comprehensive learning activities and resources for each Sastra curriculum level, incorporating ongoing feedback from teachers and students.	A robust set of learning activities and resources tailored to each curriculum level, continually refined based on feedback.
Strategic Goal Outcomes (Success)		
<ul style="list-style-type: none"> <li>Enhanced teacher proficiency in delivering the Sastra curriculum and increased student engagement and understanding of Krishna conscious teachings.</li> <li>Increased student engagement and understanding of Sastra teachings and enhanced teacher proficiency in curriculum delivery.</li> </ul>		



# 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 Enhance our focus on writing skills and continue implementing our text study approach as outlined in the HKS curriculum for Years 4-10.	Strengthen writing instruction and maintain the text study approach for Years 4-10, ensuring alignment with the HKS curriculum.	Improved writing instruction and consistent implementation of the text study approach.
2.2 Develop and enhance teachers' capacity in teaching numeracy effectively, while establishing coherent numeracy curriculum learning pathways across Years 1 to 10.	Collaborate with teachers to enhance their numeracy teaching skills and develop coherent curriculum learning pathways for Years 1 to 10, ensuring alignment with educational standards and best practices.	Enhanced numeracy teaching skills and coherent curriculum pathways for Years 1 to 10.
2.3 Enhance the effectiveness of feedback in teaching practices through focused professional development in the Science of Learning.	Implement focused professional development in the Science of Learning to enhance the effectiveness of feedback in teaching practices.	Teachers apply enhanced feedback strategies from professional development, improving teaching effectiveness and student outcomes.
2.4 Further develop and contextualise our common approach to social and emotional learning.	Create HKS-specific visual representations of the zones of regulation and techniques for emotional regulation.	Develop and integrate HKS-specific visual tools for the zones of regulation and emotional regulation techniques to enhance social and emotional learning.
2.5 Further develop and contextualise our common approach to guided inquiry.	Collaborate with teachers to enhance their guided inquiry teaching skills and develop coherent curriculum learning pathways for Years 1 to 10.	Enhanced guided inquiry teaching skills and coherent dispositional curriculum pathways across the school in Years 1 to 10.
2.6 Further develop and embed student voice across the school.	Establish curriculum development and planning processes with active student participation.	Student voice is enacted across the learning community.
Strategic Goal Outcomes (Success)		
<ul style="list-style-type: none"> <li>Enhanced student writing skills and deeper engagement with text studies.</li> <li>Improved student numeracy performance and increased teacher proficiency.</li> <li>Enhanced quality and consistency of feedback, leading to increased teacher proficiency and student growth.</li> <li>Students effectively use HKS-specific visual tools for emotional regulation, leading to improved emotional awareness and management.</li> <li>Students are actively participating in designing and implementing curriculum learning.</li> </ul>		



## 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 To engage more readily with parents to increase attendance.	<p>Communicate with parents to increase attendance.</p> <p>Monitor and report to the Principal on rates of student attendance and adjust planned responses as necessary.</p> <p>Leaders will report on the school's attendance trends and patterns to gather the impact of attendance increase initiatives.</p>	Increase student attendance through enhanced parent engagement, consistent monitoring, and responsive adjustments based on attendance data.
3.2 Enhance educational offerings by developing NCEA Level 2 courses for 2026 and improving teacher practice and student outcomes in the planning and implementation of NCEA Level 1.	Develop NCEA Level 2 courses for 2026 and improve current NCEA Level 1 courses to enhance teaching practices and student outcomes.	Successful development of NCEA Level 2 courses for 2026 and improved quality of current NCEA Level 1 courses, resulting in enhanced teaching practices and better student outcomes.
3.3 Enact our commitment to Te Tiriti o Waitangi by developing the professional capacity of teachers to authentically embed Te ao Māori, Te Reo, and Tikanga Māori.	Implement targeted professional development programs to enhance teachers' ability to authentically embed Te ao Māori, Te Reo, and Tikanga Māori into their teaching practices.	Improved integration of Te ao Māori, Te Reo, and Tikanga Māori into teaching practices, enhancing cultural authenticity and student engagement.
3.4 Improve teaching and learning environments to enhance student learning outcomes.	Identify, design, and implement improved learning environments for health & physical education, science, and technology.	<p>Increased shade areas throughout the school.</p> <p>Increased hardcourt space throughout the school.</p> <p>Equip and improve science classroom Y9-11.</p> <p>Equip and improve science classroom Y9-11.</p>
Strategic Goal Outcomes (Success)		
<ul style="list-style-type: none"> <li>Achieve an attendance rate where 80% of students attend 90% of the time through increased parent engagement, consistent monitoring, and responsive adjustments based on attendance data.</li> <li>Enhanced teaching practices and improved student outcomes through the successful development of NCEA Level 2 courses for 2026 and the refinement of current NCEA Level 1 courses, resulting in</li> </ul>		

high student achievement rates for NCEA Level 1.

- Teachers demonstrate increased proficiency in embedding Te ao Māori, Te Reo, and Tikanga Māori into their teaching practices, leading to a more culturally authentic and engaging learning environment.