



Pakuranga INTERMEDIATE SCHOOL

Strategic Plan 2023-2025



Inspiring personal excellence and growth, through learning which builds:
Thinking, Identity, Connections, Leadership, and Determination



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Vision

Inspiring personal excellence and growth



Values



Charter Obligations

Obligations to the Ministry of Education

The school acknowledges its obligations to the Government and the Ministry of Education under legislation and guidelines that include the National Education Goals, National Administration Guidelines and Educational Priorities.

Charter Consultation

The Board will document and maintain an on-going programme of reporting, self-review and community consultation over the three-year period. Reports from reviews will form the basis for deciding priorities for school development and improvement. This will involve open and frank communication and consultation with parents, staff and all stakeholders in respect to the charter, strategic planning, annual planning and student achievement.

Management of the School's and Board's capability, resources, assets and liabilities

The school's policies with regard to Personnel, Finance, Property, Health and Safety and Administration are set by the Board and reviewed biennially. Property developments follow the 5 Year Property Plan. The Principal provides a report to the Board at each meeting with regard to the administering of the Board's policies on resources, assets, and liabilities, including human resources, finances and property.

Approved by the Board of Trustees

Chairperson, Board of Trustees: _____

Principal: _____

Date: _____



Cultural Dimensions and Maori Dimension

New Zealand's Cultural Diversity

- All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos.
- Staff members will ensure that students from all cultures are treated with respect and dignity and will actively work towards maximising the potential of each student.
- Pasifika Education Plan will be an integral part of staff professional discussion and underpin school operations.

The unique position of the Maori culture

- We will aim to develop and promote an awareness of tikanga Maori and Te Reo Maori in order to provide the means for fostering better cultural understanding of the Treaty of Waitangi.
- Ka Hikitia – Managing for Success will be an integral part of staff professional discussion and underpin school operations.

What reasonable steps will the school take to incorporate Tikanga Maori (Maori culture and protocol) into the school's curriculum?

- School celebrations will reflect Maori culture through greetings in Maori and waiata;
- Special visitors will be welcomed to the school;
- Our integrated curriculum will provide components of tikanga Maori as appropriate to the topic;
- The school will provide a kapa haka group which meets each week with a qualified tutor and takes a prominent part in school and community functions;
- The school will provide mentoring for Maori students from teachers, David Taiwhanga or Rona Eramiha, and teacher aide Jordyn Meka.

What will the school do to provide instruction in te reo Maori (Maori language) for full time students?

- Each student will receive 30+ hours of instruction per year in Te Reo as part of our classroom programme;
- The school recognises the need to integrate aspects of te reo and tikanga Maori into teaching and learning programmes.

What steps will be taken to discover the views and concerns of the school's Maori community?

- The school will consult regularly with the Maori community through representatives of the local whanau;
- The school will hold an annual whanau night to review and celebrate Maori achievement and seek feedback on the school programme and how well it meets the needs of Maori students.



Analysis of Variance 2022

Strategic Aim:	Continuing and further strengthening results in literacy and numeracy.
Annual Aim:	To accelerate the progress of those students who are not achieving at expected levels in Reading, Writing and Mathematics
Target:	<p>By the end of 2022:</p> <p>In Reading</p> <ol style="list-style-type: none"> 75% of Year 7 learners will achieving at or above expected levels, at the end of Year 7, as assessed against the National Curriculum, using Literacy Learning Progressions (LLPs) and supported with PAT testing. 75% of Year 8 learners will achieve at or above the expected levels, at the end of Year 8, as assessed against the National Curriculum, using LLPs and supported with PAT testing. 40% of Year 8 Boys who are not achieving at expected levels and/or have a PAT scale score less than 55, at the start of 2022, will achieve accelerated learning to progress 8.5 scale score points, based on the Reading and Comprehension PATs, by the end of 2022 (average progress is 7.2pts). 40% of Year 8 Maori who are not achieving at expected levels and/or have a PAT scale score less than 55, at the start of 2021 will achieve accelerated learning to progress 8.5 scale score points, based on the Reading and Comprehension PATs, by the end of 2022. <p>In Written Language</p> <ol style="list-style-type: none"> 65% of Year 7 learners will achieving at or above level 3ii, at the end of Year 7, as assessed against the National Curriculum using Literacy Learning Progressions (LLPs) and supported with PAT testing 65% of Year 8 learners will achieving at level 4i, at the end of Year 8, as assessed against the National Curriculum, using LLPs and supported with PATs. 50% of Year 8 Boys who are not achieving at expected level, at the start of 2022 will achieve accelerated learning to progress 1.5 LLP sub-levels by the end of 2022. 50% of Year 8 Maori and Pacific Nation learners, who are not achieving at level 3ii, at the start of 2022 will achieve accelerated learning to progress 1.5 sub-levels by the end of 2022. <p>In Mathematics</p> <ol style="list-style-type: none"> 70% of Year 7 students will achieve at or above expected levels, at the end of Year 7, as assessed against the National Curriculum, using school-wide rich assessment tasks, PATs. 70% of Year 8 students will achieve at or above expected levels, at the end of Year 7, as assessed against the National Curriculum, using school-wide rich assessment tasks, PATs. 40% of Year 8 Girls who are not achieving at an expected level and/or score less than 53 scale points, at the start of 2022, will achieve accelerated learning to progress 7 scale points by the end of 2022 (average progress is 5.1).
Baseline Data:	<p>Reading</p> <ol style="list-style-type: none"> Year 7 data was not available at the time of goal writing. However, we now know that 60% of Year 7 students were at expectation, at the start of the year. 46% of Year 8 students were achieving At or Above expectation, at the start of the year. There were 38 Year 8 Boys with a PAT Reading Comprehension Scale Score of 55 or less, who we have both SOY and EOY data for. This is 18 more than last year. There were 25 Year 8 Maori with a PAT Reading Comprehension Scale Score of 55 or less at the start of the year, who had SOY and EOY data. <p>Writing</p> <ol style="list-style-type: none"> Year 7 data was not available at the time of goal writing. →However, we now know that 51% of Year 7 students were at or above expectation, at the start of the year. 48% of Year 8 students were achieving At or Above expectation, based on their start of year OTJs in 2021. We didn't collect LLP data this year. However, 44 Year 8 boys Below or Well Below expectation at the Start of the Year. There were 48 Māori and Pacific Nation Learners Below or Well Below expectation at the Start of the Year <p>Maths</p> <ol style="list-style-type: none"> Year 7 data was not available at the time of goal writing. →However, we now know that 53% of Year 7 students were at expected levels, at the start of the year. 52% of Year 8 students were achieving At or Above expectations in Maths, at the start of the year. There were 31 Year 8 girls with a Maths PAT Scale Score of 53 or less There were 23 Māori and Pacific Nation students with a Maths PAT Scale Score of 53 or less



Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>Reading</p> <ul style="list-style-type: none"> This year we continued to use PATs, in particular PAT Reading Comp, as the standardised assessment for measuring progress. Teachers analysed assessment data and set next learning steps with students in term one. Data was shared at parent interviews, through Zoom, and areas of concern and strength were noted. Teachers created targeted programmes, grouping students according to learning needs and running clinics according to student goals set. We moved to schoolwide implementation of 3 Level Guide. However this was not a focus area for PLD. Teachers endeavoured to implement Sheena Cameron PLD into a range of classroom reading programmes 	<p>By the end of the year:</p> <p>Reading</p> <ol style="list-style-type: none"> 65% of Year 7 children At and Above expectation, including 17% above. Not achieved. Slight improvement on last year. 67% of Year 8 achieved at or above expectation. 10% achieved above expectation. Not Achieved, Slight improvement on last year 9 of 38 boys (24%) made 8.5 scale points or more progress in PAT comp. Not achieved 6 of 25 Maori learners (24%) made 8.5+ scale points progress in PAT reading comp. Not achieved 	<p>Reading:</p> <ol style="list-style-type: none"> Year 7 students where particularly affected by half a year of distance learning, coming on top of disrupted Y5 and 6 years. Massive COVID interruptions meant lower-level learners where not able to be accelerated. Children not at as much risk continued to progress. The children most at risk, where even more at risk and disengaged during lockdowns. As per "3". 	<p>Reading</p> <ol style="list-style-type: none"> 1. It was clear that those classes that maintained fidelity had the best results. Implement 3LG throughout the school in 2023 2. Develop school-wide moderation practices in reading. Not done in 2022 3. Implement RBL programme with cognition
<p>Writing</p> <ul style="list-style-type: none"> The school developed the Pak Int writing book, building great fidelity around writing programmes, goal setting and assessment judgements. Assessment data was used to determine particular learning needs of students. Target groups were created to address specific learning needs. Classroom teachers provided targeted programmes of support to meet the needs of students. Moderation meetings were held and school-wide assessment data was shared to develop more accurate OTJs. Modified and greater fidelity with the ALL (Accelerating Literacy Learning) Pfs. 	<p>Writing</p> <ol style="list-style-type: none"> 65% of Year 7 children achieved At or Above expectation. Achieved. Good improvement on last year 67% of Year 8 students achieved At or Above expectation. Achieved. Good improvement on last year. No end of Year LLPs to measure this goal. Although we know that 34% of the boys below expectation moved to meeting or At. 15/44 Not achieved No end of year LLPs to measure this goal. However, 20 of the 48 Students moved to At or Above (42%) Not achieved 	<p>Writing</p> <ul style="list-style-type: none"> Students who were already at risk were impacted significantly by the lockdowns this year. Use of the Pak Int writing books was not able to be continued with COVID interruptions. ALL programmes were significantly disrupted by lockdowns. Neither intervention was completed. Although some teachers tried valiantly, and we have some individual success stories. 	<p>Writing</p> <ol style="list-style-type: none"> We have been accepted back onto ALL and this should help with fidelity and current practice. Move to Spotlight for ind goal setting and tracking. Sharing of good practice through the coaching PLG systems. Implement RBL programme with cognition



Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>Maths</p> <ul style="list-style-type: none"> • Maths was the focus on coaching conversations. • Maths was a focus area in PLG conversations with a focus on team planning and using Japanese lesson study to reflect on practice. • We used PATs as the standardized form of assessment 	<p>Maths</p> <ol style="list-style-type: none"> 1. 57% of Year 7 students achieved At or Above Expectation Not achieved, improved on last year. 2. 57% of Year 8 students achieved At or Above expectation Not achieved 3. 2 of the 31 year 8 girls who score 53 or less Scale Points had an EOY test Not achieved 4. 4 of the 23 Maori and Pacific Nation learners, who scored below 53 scale points, were tested at the end of the year. Not achieved 	<p>Maths</p> <ul style="list-style-type: none"> • We lost a lot of fidelity in our programmes with the T1/2 disruption. Although continue to see the change in teacher's practice, and we move to a collaborative inquiry approach to maths. • Japanese Lesson study and cooperative planning was built in the staff PLGs. • However, there was massive interruption in both PLD and classroom programmes. • Half a year of lost content was a big deal. 	<p>Maths</p> <p>We have engaged with TLF maths PLD.</p> <p>We will move back to joint planning and shared practice during PLGs, This was having a positive impact until disruption.</p>

Planning for next year:

- Reinvigorate ALL through a MoE Contract. Emphasis on Writing through the ALL project.
- Engage in the TLF maths PLD.
- Implementation of Spotlight for goal tracking.
- Implementation of the MoE funded Relationship Based Learning programme
- A big push is needed to get PC4L fidelity.



2023 School Targets

Reading

1. 75% of **Year 7 learners** will achieving at or above expected levels, at the end of Year 7, as assessed against the National Curriculum, using Literacy Learning Progressions (LLPs) and supported with PAT testing.
2. 75% of **Year 8 learners** will achieve at or above the expected levels, at the end of Year 8, as assessed against the National Curriculum, using LLPs and supported with PAT testing.
3. 40% of **Year 8 Boys** who are not achieving at expected levels and/or have a PAT scale score less than 55, at the start of the year, will achieve accelerated learning to progress 8.2 scale score points, based on the Reading and Comprehension PATs, by the end of year (average progress is 7.2pts).
4. 40% of **Year 8 Maori** who are not achieving at expected levels and/or have a PAT scale score less than 55, at the start of the year will achieve accelerated learning to progress 8.2 scale score points, based on the Reading and Comprehension PATs, by the end of the year.

Writing

1. 65% of **Year 7 learners** will achieving at or above level 3ii, at the end of Year 7, as assessed against the National Curriculum using Literacy Learning Progressions (LLPs) and supported with PAT testing
2. 70% of **Year 8 learners** will achieving at level 4i, at the end of Year 8, as assessed against the National Curriculum, using LLPs and supported with PATs.
3. 50% of **Year 8 Boys** who are not achieving at expected level, at the start of the year will achieve accelerated learning to progress 1.5 LLP sub-levels by the end of the year.
4. 50% of **Year 8 Maori and Pacific Nation learners**, who are not achieving at level 3ii, at the start of the year will achieve accelerated learning to progress 1.5 sub-levels by the end of the year.

Maths

1. 65% of **Year 7 students** will achieve at or above expected levels, at the end of Year 7, as assessed against the National Curriculum, using school-wide rich assessment tasks, PATs.
2. 70% of **Year 8 students** will achieve at or above expected levels, at the end of Year 7, as assessed against the National Curriculum, using school-wide rich assessment tasks, PATs.
3. 40% of **Year 8 Girls** who are not achieving at an expected level and/or score less than 53 scale points, at the start of the year, will achieve accelerated learning to progress 6.1 scale points by the end of the year (average progress is 5.1).
4. 40% of **Year 8 Maori learners** who are not achieving at an expected level and/or PAT scale score less than 53 scale points, at the start of the year, will achieve accelerated learning to progress 6.1 scale points by the end of the year.





Strategic Section



Strategic

Ngā Wawata (Achieve)			
To be the best you, you can be.		To	
	Planned Priorities	3 Year Vision	Planned Priorities
Strategic Outcomes	Curriculum	1. Deep rich, <u>localised</u> curriculum developed that promotes our vision and student capabilities. 2. <u>Environmental responsibility</u> is promoted in our programmes	Iwi
		3. A variety of <u>formative and summative</u> assessment tools used to raise the impact of our teaching.	Whanau
		4. <u>A rich arts curriculum</u> developed in classrooms 5. Strategic uptake of advances in technology and ICT (Robotics and AI?)	Community
	Wellbeing	6. Wellbeing curriculum, linked to our school capabilities and values 7. Healthy Body, healthy mind is taught and modelled across the school.	
	Growth	8. Growth mindset evident in all classrooms 9. Students are Leaders of Learning 10 Use of "Universal Design for Learning," infused throughout learning programmes	



Overview

Mā Hononga (Connect) celebrate the diversity of our community	Rangatiratanga (Lead) To enable innovation and passion to thrive.	
3 Year Vision	Planned Priorities	3 Year Vision
1. The school has a strong connection with local Iwi	Staff	1. All staff exemplify culturally responsive pedagogy and relational capability.
2. The school has developed proactive strategies that support whanau to be actively involved in the school and their children's learning		2. Opportunities are created for all staff to grow and develop leadership capabilities
3. The School has developed innovative strategies for engaging parents and students to problem solve attendance challenges		
4. Students are involved in the wider community	Property	3. Indoor and outdoor spaces are safe and engaging.
5. We celebrate the diversity of our community throughout the school.		4. An environment that promotes the identity and values of our community
	Board	5. An effective and informed board are leading the school.
		6. The school is engaged in the Kahui Ako



Strategic Overview

Whanau Iwi

2. The school has developed proactive strategies that support whanau to be actively involved in the school and their children's learning

3. The School has developed innovative strategies for engaging parents and students to problem solve attendance challenges

1. The school has a strong connection with local Iwi

Inspiring Personal Ex

Ngā Hononga (Connect)

To engage with the diversity in our community and school environment



Community

4. Students are involved in the wider community

5. We celebrate the diversity of our community throughout the school.

For every child and reach their potential. To be

Rangatiratang

Staff

1. All staff exemplify cultural-ly responsive pedagogy and relational capability.

2. Opportunities are created for all staff to grow and develop leadership capabilities

3. Indoor spaces are

4. An enviro identity and



Curriculum

1. Deep rich, localised curriculum that promotes our vision and student capabilities.
2. Environmental responsibility is promoted in our programmes
3. A variety of formative and summative assessment tools used to raise the impact of our teaching.
4. A rich arts curriculum developed in classrooms
5. Strategic uptake of advances in technology and ICT

Excellence and Growth

Ngā Wawata (Achieve)
 To enable innovation and passion to thrive.



Every staff-member to be the best you, you can be.

Property

and outdoor safe and engaging.
 Environment that promotes the values of our community

Wellbeing

6. Wellbeing curriculum, linked to our school capabilities and values
7. Healthy Body, healthy mind is taught and modelled across the school.

Growth

8. Growth mindset evident in all classrooms
9. Students are Leaders of Learning
- 10 Use of "Universal Design for Learning," infused throughout learning programmes

Board

5. An effective and informed board are leading the school.
6. The school is engaged in the Ka-hui Ako





Annual Section



Achieve

Strategic Goal: To be the best you, you can be.

Planned Priorities	Expected Results, 1st Year	Measurement
What initiatives are required?	How will we know learner engagement, progress & achievement is improving?	"What will be our evidence base?"
Curriculum	1. <u>Maths</u> : Inquiry maths practices and routines maintained with fidelity in all classes. A rich and balanced programme is in all classrooms (PLD focus)	<ul style="list-style-type: none"> Maths data presented to the Board: SOY and EOY expectations against the National Curriculum (NZC) and PATs
	2. <u>Writing</u> : School-wide writing procedures are used across all classrooms	<ul style="list-style-type: none"> Writing data presented to the Board: SOY and EOY expectations against the National Curriculum (NZC), Literacy Learning Progression (LLPs) and PATs
	3. <u>Reading</u> : Three Level Guide implemented across the school with a focus on developing comprehension strategies and vocab	<ul style="list-style-type: none"> Reading data presented to the Board: SOY and EOY expectations against the National Curriculum (NZC), Literacy Learning Progression (LLPs) and PATs
	4. <u>Specialties</u> : - Programmes developing in response to student feedback - Rich and engaging lessons	<ul style="list-style-type: none"> Teacher evaluations and student voice collected, EOY. Sampling of unit plans and assessment
	5. <u>Sustainability/Environmental</u> is trialled to the specialties programme. - The school engages with the enviro waste programme.	<ul style="list-style-type: none"> Timetabling and teacher evaluation
	6. <u>Formative assessment</u> practices reviewed and developed as part of the RBL PLD and our ongoing review.	<ul style="list-style-type: none"> Teacher rubrics/matrices
Arts	Students engaged in a classroom visual arts programme Development of School Production	<ul style="list-style-type: none"> Unit evaluation and assessments Participation of Students and whanau attendance
Technology	Teachers beginning looking at connections between current practice and the new Digital curriculum. Coding/Robotics classes offered through specialties New technologies evaluated	<ul style="list-style-type: none"> PLG/ Staff meeting minutes Specialties programme evaluation Curriculum assessments and evaluations SLT minutes and Board minutes
Wellbeing	Research into developing a Pak Int wellbeing curriculum continues in Staff meetings and PLGs	<ul style="list-style-type: none"> Action plan developed
	Participation in the "Healthy Active Learning" initiative Fitness and PE are taught through classroom programmes.	<ul style="list-style-type: none"> Student and Teacher voice HAL review
	RP and PC4L language and processes used with fidelity	<ul style="list-style-type: none"> PLG and Staff meeting minutes Snap Chat sampling
Growth	Growth and Maths Mindset language is used in all classrooms.	<ul style="list-style-type: none"> Student voice gathered through Google form.
	Discursive practices focusing on "Student Agency, evident in all classrooms (RF)	<ul style="list-style-type: none"> Student voice, matrix
	Use of "Universal Design for Learning," investigated and trialled. (Linked to Kahui Ako Plan)	





Investment	Who	Time	3 Year vision
\$4000.00 PLD and Curric budgets	Lead: Byron Involvement: Classroom teachers	Year	1. Deep rich, <u>localised</u> curriculum developed that promotes our vision and student capabilities.
\$500.00	Lead: Lizzie Involvement: All teachers	Year	
\$1000.00	Lead: Lizzie Involvement: Classroom teachers	Year	
\$1000.00	Lead: Lizzie Involvement: All teachers	Semester	
\$500.00	Lead: Rona Lead: Rona/Stephen Involvement: All staff	Semester	2. <u>Environmental responsibility</u> is promoted in our programmes
\$500	Lead: RBL Guiding Coalition Involvement: Classroom teachers	Ongoing	3. A variety of <u>formative and summative</u> assessment tools used to raise the impact of our teaching.
\$5000.00 \$2500	Lead: Stephen Involvement: All teachers Lead: Bernie Involvement: All teachers	Term 3 and 4	4. <u>A rich arts curriculum</u> developed in classrooms
\$0 \$0	Lead: Lizzie, Involvement: All teachers Lead: Sharon Lead: Principal	Year	5. Strategic uptake of advances in technology and ICT (Robotics and AI?)
\$0	Lead: Lizzie and focus team (PC4L team?) Involvement: Teachers	Year	6. Wellbeing curriculum, linked to our school capabilities and values
\$500	Lead: Lizzie Lead: ?	Term 1 and 4	
MoE funded	Lead: PC4L team	Termly	7. Healthy Body, healthy mind is taught and modelled across the school.
\$5 000	Lead: Byron Involvement: Classroom teachers	Term 4	
\$0	Lead: Lizzie	Term 2/3	9. Students are Leaders of Learning
			10 Use of "Universal Design for Learning," infused throughout learning programmes



Achieve

Strategic Goal: To be the best you, you can be.

Planned Priorities	Expected Results	Measurement
	How will we know learner engagement, progress & achievement is improving?	"What will be our evidence base?"
Acceleration	ALL programme is taught with fidelity, across the school. New teachers supported.	<ul style="list-style-type: none"> Target tracking Sheets: Assessed against PATs, National Curriculum expectations and LLPs Teacher planning sampled and feedback provided.
	Acceleration practices used across reading, writing and maths	<ul style="list-style-type: none"> Target tracking Sheets: Assessed against PATs, National Curriculum expectations and LLPs Teacher planning sampled and feedback provided.
Sports	A combination of <u>sports</u> that are traditionally played by the school and new sports allow for participation and competition.	<ul style="list-style-type: none"> Trial method of tracking the children that are involved in the sports programme and at what level.
Curriculum	<p>1. A variety of <u>assessment</u> procedures are used through out the year.</p> <ul style="list-style-type: none"> PATs are administered and analysed by teachers and SLT. Tracking sheets for Maths, Reading and Writing implemented. Assessment timetable reviewed. 	<ul style="list-style-type: none"> PAT analysis included in target sheets and evaluations Writing books sampled through the PLGs Tracking sheets sighted and discussed in (Professional Learning Groups (PLGs) and discussed at Senior Leader Team (SLT) meetings Assessment timetable included in staff handbook at the start of the year. Deadlines included in the tracking sheets
	<p>2. <u>Inquiry learning</u> is embedded across all classrooms. New teachers inducted</p> <ul style="list-style-type: none"> Moderation procedures implemented for all units At least one concluding conversation trialled 	<ul style="list-style-type: none"> Termly achievement data and unit evaluations collected and shared with the Board.
Arts	All students are involved in Arts and Cultural Evening, and various cultural activities and performances.	<ul style="list-style-type: none"> Participation numbers tracked
BYOD	1:1 programme in place to leverage learning	<ul style="list-style-type: none"> Every child has access to a device, everyday



Sustaining Programmes



Investment	Who	Time	3 Year vision
\$500	Lead: David/Sam Involvement: All classroom teachers	Ongoing	
	Lead: DP and Principal Involvement: All teaching staff	Ongoing	
\$1000.00	Lead: David Involvement: All teachers and staff	Termly	
\$2500.00	Lead: SLT Involvement: Classroom teachers	Ongoing	
\$2000.00	Lead: Stephen Involvement: Classroom teachers	Termly	
\$500	Lead: Hila Involvement: All teachers		
\$10000 (Assets)	Lead: Principal, DP	SOY	



Connect

Strategic Goal: To celebrate the diversity of our community

Planned Priorities	Expected Results, 1st Year	Measurement
What initiatives are required?	How will we know learner engagement, progress & achievement is improving?	"What will be our evidence base?"
Iwi	Initiate contact with local Marae, to investigate possibilities of building a relationship.	<ul style="list-style-type: none"> Narrative in Principal's report Curriculum handbook development Minutes and action plans
	Develop plans with the Maori advisor to build local connections.	
	Principal to engage with Maori Achievement Challenge (MAC) PLD.	
Whanau	Increase in numbers attending whole school functions (Celebration of learning, cultural evenings) Increase in numbers attending conferences Feedback sought from whanau re notice and involvement.	<ul style="list-style-type: none"> Percentages or attendance at school functions and student lead conferences tracked.
	Teachers to implement the use of Spotlight to share learning with Whanau	<ul style="list-style-type: none"> Student, teacher, whanau sought, at the end of the year.
	Review and implement procedures to support whanau and taurira to be at school regularly and on time.	<ul style="list-style-type: none"> Attendance rates tracked over the year and compared to targets
Community	Investigate opportunities for the students to contribute to the broader community.	<ul style="list-style-type: none"> ?
	Flags updated Events (ACE) and units developed with a view to celebrate diversity in our school.	<ul style="list-style-type: none"> Unit evaluations





Investment	Who	Time	3 Year vision
\$500.00	Principal	Year	1. School has a strong connection with local Iwi
			2. The school has developed proactive strategies that support whanau to be actively involved in the school and their children's learning
			4. School has developed innovation and proactive strategies for engaging with all whanau
\$500.00	Hila SLT	Termly	3. The School has developed innovative strategies for engaging parents and students to problem solve attendance challenges
?	Steph, Bernie, Jordyn	Termly	4. Students are involved in the wider community
\$0	Lead: Curriculum Leader Subject leaders and teachers	Termly	5. We celebrate the diversity of our community throughout the school.



Lead

Strategic Goal: To enable innovation and passion to thrive.

Planned Priorities	Expected Results, 1st Year	Measurement
What initiatives are required?	How will we know learner engagement, progress & achievement is improving?	"What will be our evidence base?"
All Staff	1. Staff implement " <u>Restorative Processes</u> (RP)," programmes, informed from MoE funded PLD. 2. <u>Relationship First</u> : Teachers engage with RF PLD, funded by the MoE - Impact Coaches trained 3. Improved <u>PC4L</u> fidelity, across school and classrooms. - Increase in behavioral expectations	<ul style="list-style-type: none"> Tracking of staff in RP workshops, tracking of responses through incident forms, Teacher surveys. PATs results, SW Maths Reporting, Tracking Sheets Incident reports, PLG and Staff meeting minute, behaviour snap sampling
	Maori Achievement Challenge (MAC) plan implemented Links to Tataiako investigated Links to Tapasa	<ul style="list-style-type: none"> MAC plan and principal report Infusion into our localised curriculum
	Teachers, outside of the SLT take more SW leadership roles	
Property	Research and gathering of student's voice outdoor spaces to promote safe, engaging play. <ul style="list-style-type: none"> Begin 4 year programme to put air con into classrooms. Native Planting Carving Art projects: Mural, Library waharoa, SW Art, Pou 	<ul style="list-style-type: none"> 3-5 year property plan. Purchase of property
Board	Board PLD built into Board meetings Board members attend external PLD, as appropriate	<ul style="list-style-type: none"> Board minutes
	Participation in joint PLD Participation in development of PLD plans	<ul style="list-style-type: none"> Trailing and evaluation of PLD learning Principal reports PLD plans





Investment	Who	Time	3 Year vision
\$500 \$12500	Lead: Stephen. Involvement: Teachers Lead: Byron. Involvement: Teachers	Year Year Term 1	2. Opportunities are created for all staff to grow and develop leadership capabilities
\$0 \$0	Lead: Stephen Lead:	Year	1. All staff exemplify culturally responsive pedagogy and relational capability.
			2. Opportunities are created for all staff to grow and develop leadership capabilities
\$90 000 (5YA) \$0 \$35 000	Lead: Stephen, Neville, Colin and Geoff Lead: Stephen, Students, staff Lead: Stephen, teachers, students		3. Indoor and outdoor spaces are safe and engaging. 4. An environment that promotes the identity and values of our community
\$0 \$0	Principal and Board		5. An effective and informed board are leading the school.
\$0	Lead: Within school teacher and Principal Involvement: Teachers and Board	Year	6. The school is engaged in the Kahui Ako



