



WHENUAPAI SCHOOL

Living is Striving

2020 Charter

THE HISTORY OF WHENUAPAI SCHOOL

The story of Whenuapai Primary starts in 1957 when the Waitemata City Council decided to build a new school to be located on Kennedy Road in Kumeu. The property was just about to be acquired by the Council when it was decided the school should be situated in central Whenuapai near the Airbase. The Whenuapai Poultry Farm owned by the Andersons was sold to the Council and preparations for the school began. It started with just three permanent classes which are now rooms 12, 13 and 14.

The founding principal of the school was Mr McRae, whose wife was also on the staff. They lived close by in the school house on the corner of Totara Rd.

But from small things big things grow, and 63 years on Whenuapai School has grown and blossomed on those foundations laid in 1957. We are now entrusted with the education of approximately 444 children at the School and this number is predicted to grow significantly over the coming years. 2020 will mark the start of a period of change for the school. While many things will change, our commitment to positively impacting instruction remains our focus. We will do this by inspiring discovery and empowering learners through a cohesive, robust and modern curriculum.

The School continues to maintain very strong ties with the community and in particular the RNZAF and Anderson Family, both of whom have continued to be very strong and generous supporters of the School since inception. In fact, the School still is educating generations of the Anderson family to this day. The school is committed to serving its community



SCHOOL VISION AND VALUES

Our vision

“Our students will be actively involved in learning for life”

The School regularly discusses its vision. Students are at the centre of all our decision making and we strive to “inspire discovery and empower learning” in all we do.

Our Values

The School continuously reinforces at every touch point with parents, students or the wider community a set of values which create the foundation and building blocks for our vision. Those values were reviewed through 2017 and we believe the values are embedded in our school motto. In future these values will drive the thinking within the school.


Core Values:

- Respect for Ourselves
- Respect Others
- Respect for the Environment
- Respect for Learning

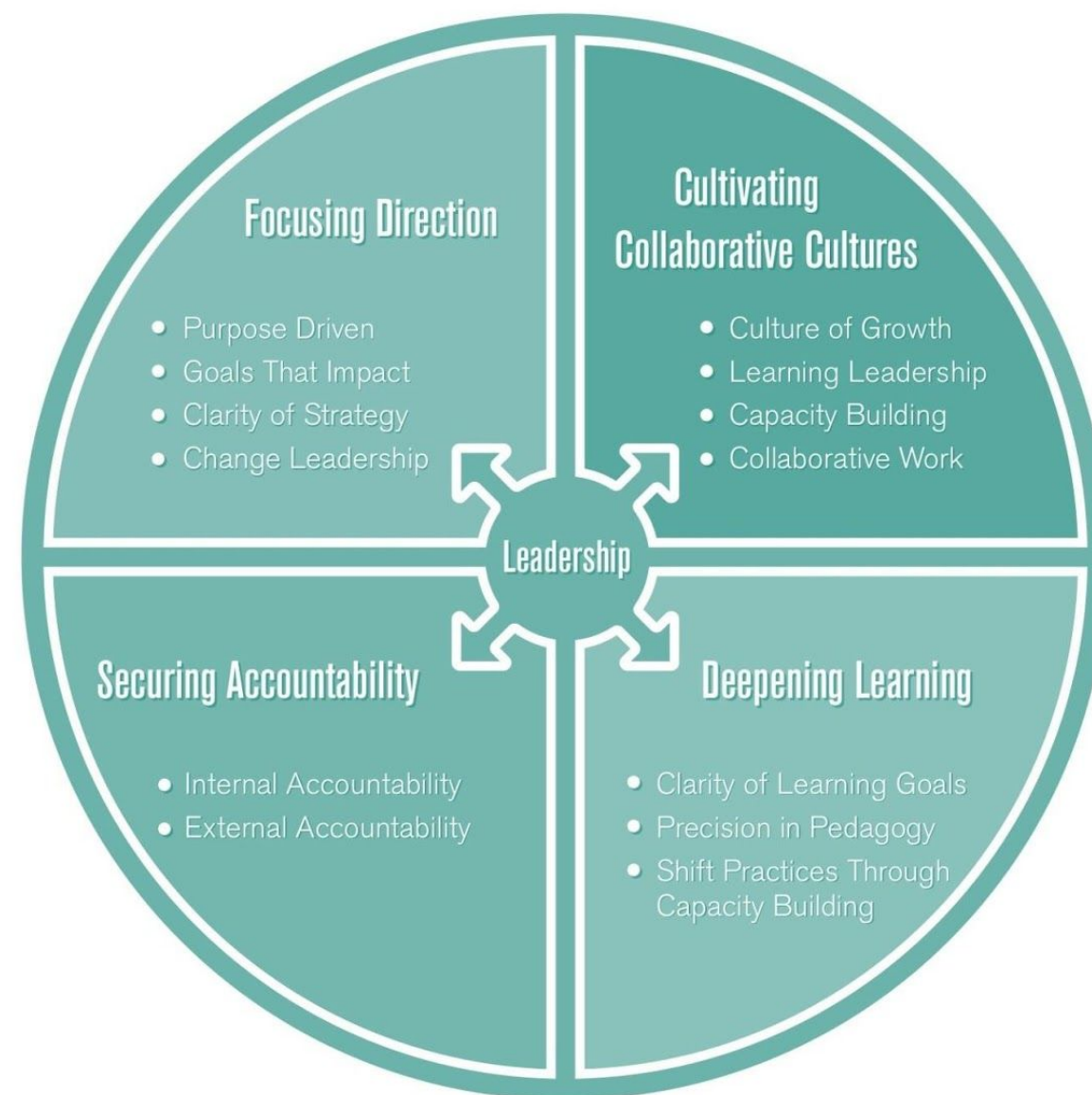


The values align with the NZ Curriculum requirements.

Every child will progress towards reaching or exceeding curriculum level expectations regardless of their ethnicity, or education needs. This includes taking all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents ask for it. Significant work in the development of a curriculum model has enabled a cohesive, long term strategy in which continued improved outcomes for every student underpins all decision making.



Whenuapai School Strategic Plan
2020-2022



Whāinga	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4
	Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice	Build social relationships by including all learners through authentic partnership with families and whānau	Build exceptional student achievement through high quality culturally responsive teaching and learning	Build our reputation and community confidence as the school of choice for a full primary education
Aim Kaupapa-iti	<p>By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs, and fostering learner agency and wellbeing</p> <ul style="list-style-type: none"> Leaders and teachers drive/model values behaviours/ actions that create a culturally responsive, well community of learners Provide quality teaching and learning, a safe environment and positive relationships, so students will achieve their highest potential Review and document systems and processes to identify sustainable and consistent inclusive practice schoolwide Use review findings to ensure systems and processes are transparent, accessible and sustainable for students, staff and families Develop a schoolwide understanding of success at each year level with parent, family, whānau and learners 	<p>By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences</p> <ul style="list-style-type: none"> Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc. Further strengthen formal systems and processes to improve the information flow between school and home Staff-wide PLD focusing on effective communication and engagement strategies, with our culturally diverse Parent, Family, Whānau 	<p>By developing strong and informed leadership at both governance and management level, teachers are supported to be collegial, reflective, adaptive practitioners</p> <ul style="list-style-type: none"> Whenuapai School fosters distributive leadership by providing ongoing leadership opportunities and pathways for students, teachers, parents, family and whānau Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections Systematic tracking and monitoring of each student's progress allows timely interventions occur to ensure students can identify next steps and achieve personal excellence Through the Learning Support Coordinator role grow teacher capability to support all learners and their whānau 	<p>By consolidating an explicit, seamless, progressive learning pathway from Year 1-8</p> <ul style="list-style-type: none"> Refresh the Whenuapai School vision to reflect our brand as a future-focussed learning environment Finalise the development of a curriculum map to include the things we value most to inform a localised and 21st century curriculum. Embrace digital technologies to support powerful connections with learners, family/whānau and community Maximise formal systems and processes to further improve the two-way flow of information (Teams to Leadership, Leadership to Teams)
Aim Kaupapa-iti	<p>By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes</p> <ul style="list-style-type: none"> Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections Implement Tier 2 (PB4L) and sustain Tier 1 through schoolwide integration of the programme principles and values and professional learning Embed and align the Kāhui Ako Strategic Goals with our strategic direction. 	<p>By developing strong mutually beneficial networks and relationships with key stakeholders such as COL, MOE and NZDF to support school, students, family and whanau</p> <ul style="list-style-type: none"> Align all platforms of communication to support the development of the Whenuapai School brand we will strengthen our place in the community Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning. 	<p>By strengthening collaborative teacher efficacy to deliver a culturally responsive curriculum, through integrating new knowledge and understanding of student learning into professional practice</p> <ul style="list-style-type: none"> Sustain learning from L&A and ALL(know your learner/ making connections to learner's prior knowledge), to accelerate progress in Key Learning Areas Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasā, Tātaiako, Ka Hikitia to support accountability and responsibility for professional practice and student outcomes Embed an Impact Coaching model to support sustainability of 'Best' professional practice and accelerated progress for all learners. 	<p>By developing a community of practice supported by individual and team self-review to optimise impact on student learning and progress</p> <ul style="list-style-type: none"> Through our active partnership with the Kāhui Ako build confidence and our credibility as an effective provider of middle years learning Within-school leaders will engage in ongoing inquiries to both define success and inform our graduate profile and teacher development Within-school COL leaders continue to develop and strengthen teachers' inquiries Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections Review and strengthen the current appraisal system and adapt to support wellbeing, accountability and responsibility for professional practice and growth.
Aim Kaupapa-iti	<p>By increasing our capacity to be culturally responsive through collecting community and student voice and embedding into all aspects of school life</p> <ul style="list-style-type: none"> Leaders and teachers to strengthen culturally responsive pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion. Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasā, Tātaiako, Ka Hikitia to grow our culturally sustainable practise 	<p>Develop authentic connections with whānau to enhance educational success through identity, language and culture.</p> <ul style="list-style-type: none"> Consult and co-design with parents, family/whānau a two-year, localised curriculum Actively promote the Whenuapai Middle Years concept using a variety of media Continue to develop professional learning through the Tapasā and Ka Hikitia documents. 	<p>By establishing systematic transition processes and practices for both the internal and external transition of students</p> <ul style="list-style-type: none"> Review and strengthen processes for transitioning students into school, within school and from school both within and out of the Kāhui Ako Strengthen/formalise the processes for sharing of information of new students schoolwide 	<p>By providing our senior students with more opportunities to forge their own paths to follow their passions and strengths</p> <ul style="list-style-type: none"> Develop annually a Year 7/8 information package which would include a prospectus, tailored information sessions and be responsive to parent, family, whanau and student voice Holistic approach to developing strong learner agencies and key competencies in the middle years Maximise the engagement with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions



2020 Annual Plan

Whāinga - Strategic Goal 1 - Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice

Aim / Kaupapa-iti - By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs, and fostering learner agency and wellbeing

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
Leaders and teachers drive/model values behaviours/ actions that create a culturally responsive, well, community of learners	Create a Whenuapai model of CRP	In school COL leaders DP with team	All year	Meeting time	Completed, ready to be reviewed for 2021
	Develop and implement a plan to authentically honour and celebrate our cultural diversity within class, team and across school	Teams	Termly	Our community	Plan developed, implemented. Termly celebrations within contexts
	Develop and implement an in depth Induction programme for our new teachers that sets them up for success	DP/Principal	Beginning of the year	Meeting time: Learning Network	Developed and implemented: Teacher feedback positive
	Develop and implement a process to support the provisionally registered teachers programme for both the PCTs and Mentor teachers	Senior leadership team			Developed and implemented: PCT feedback positive
	Create an appraisal document to ensure quality teaching and learning, positive relationships that are responsive to teaching and learning success.	Leadership team	All year	Arinui	Actioned, reviewed at both Team and Leadership Meetings
	Review and document systems and processes to identify sustainable and consistent wellbeing practice schoolwide (for all).	Leadership team	All year	MOE documents Wellbeing survey	Evidence of systems implemented that support wellbeing
	Review community feedback to ensure systems and processes are transparent, accessible and sustainable for students, staff and families	Principal / BOT	All year	Survey Monkey Focus Groups	Positive feedback from whānau
	Develop and implement a process for consultation to capture stakeholder voice about what 'success' feels like, looks like, sounds like for our learners	Principal Senior leadership Team	All year	Release time Meeting time Survey Monkey	Process implemented to capture whānau voice
	Review and implement change to strengthen the delivery of ESOL to support teachers and learners	DP Teachers Teacher Aides	Term 1 Term 4		Learners and teachers are well supported Programme implemented
	Identify Maths as a Key Learning area for all year levels	Maths team	All year	Curriculum budget PLD budget	Through PLD plan Maths is a focus area
Identify Digital Technologies as a Key area for all year levels	e-learning team	All year	MOE PLD	MOE PLD plan delivered 150 hours received for use over 18 months	
Provide quality teaching and learning, a safe environment and positive relationships, so students will achieve their highest potential					
Review and document systems and processes to identify sustainable and consistent inclusive practice schoolwide,					
Use review findings to ensure systems and processes are transparent, accessible and sustainable for students, staff and families					
Develop a schoolwide understanding of success at each year level with parent, family, whānau and learners					

Whāinga - Strategic Goal 1 - Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice

Aim / Kaupapa-iti - By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
<p>Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections</p> <p>Implement Tier 2 (PB4L) and sustain Tier 1 through schoolwide integration of the programme principles and values and professional learning</p> <p>Embed and align the Kāhui Ako Strategic Goals with our strategic direction</p>	Regularly meet to engage in professional learning through our teaching as inquiry model.	All teachers	All year	Meeting time Inquiry time	Scheduled meeting time Identified each term
	Grow Middle Leader capability to implement an Impact Coaching model within their Teams and across the Leadership Team	Team Leaders	All year	Professional learning	Professional learning completed Middle leaders grow capability to lead teams evident through appraisal process
	In-school COL leaders regularly feedback to staff about their learning from Kāhui Ako and outside professional development.	Karl Ganda Carli Michelson	All year	Meeting time COL release time	Scheduled meeting time identified Positive flow of new learning to impact on all teaching team
	Further strengthen the fortnightly Hui to support the ongoing development/implementation of PB4L	All staff	All year	Assembly time	Fortnightly 'Hui' is well placed to support PB4L
	Implement Tier 2 (PB4L) and sustain Tier 1 through schoolwide integration of the programme principles and values and professional learning	All staff	All year	Meeting time PB4L Conference PLD budget	Implemented Increase understanding through SET assessment evident
	Embed and align the Kāhui Ako Strategic Goals with our strategic direction	Senior Leadership Team	All year	COL Release time Senior leadership release time	Coherence Alignment evident
	An in-depth analysis of the 2019 Wellbeing data to identify key findings.	Leadership Team	Feb 2020	Release	Completed Findings acted upon
	Continue to grow an understanding of success through our interactions with the Kāhui Ako	All staff	All year	Professional dialogue time	Definition of 'success' defined, embedded and shared
	Further implement and strengthen play based learning in Years 1-3	Year 1-3 teams Carli Michelson	All year	RRT time Reading Recovery Time	Growth in play based learning

Whāinga - Strategic Goal 1 - Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice

Aim / Kaupapa-iti - By increasing our capacity to be culturally responsive through collecting community and student's voice and embedding into all aspects of school life

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
<p>Leaders and teachers to strengthen culturally responsive pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion.</p> <p>Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasa, Tataiako, Ka Hikitia to grow our culturally sustainable practise</p>	Leaders, teachers and support staff to gather student and whānau voice to develop a Whenuapai CRP model.	Leadership Team Teachers Support staff	All year	Meeting Time	CRP Model Designed, implemented and shared understanding evident
	Establish an opt in Te –Wānanga Study group to grow learning community understanding of Te Ao Māori	TBC	All year	Te-Wānanga resource	New study group formed
	Create an appraisal system, that embeds processes, teacher criteria, the principles underpinning Tapasa, Tataiako, Ka Hikitia to grow our culturally sustainable practise.	Senior Leadership Team Team Leaders	Feb/March	Release Meeting Time	New Document Designed and Implemented which supports personal growth

Strategic Goal 2 2020

Whāinga - Strategic Goal 2 - Build social relationships by including all learners through an authentic partnership with families and whānau					
Aim / Kaupapa-iti - By developing educationally powerful two-way home-school connections to lift student achievement, improve student outcomes and celebrate similarities and differences					
	Activity/Output	Who	When	Resource	Indicators / Measures of Success
Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc.	Review, and if necessary improve, communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc.	PA Senior Leadership Team Community Voice	All Year	Time	Clear processes and procedures evident
Further strengthen formal systems and processes to improve the information flow between school and home	Audit formal systems and processes to improve the information flow between school and home	Leadership Team	All year	Meeting time	Clear processes and procedures evident
Staff-wide PLD focusing on effective communication and engagement strategies, especially with our culturally diverse parents, family, whānau	Staff-wide PLD focusing on effective communication and engagement strategies, with our culturally diverse Parent, Family, Whānau	Senior Leadership Team	All year	Professional Learning Meeting time	Increase in staff capability & commitment evident
	Invite Whānau to a school Hui to review journey and next steps	Principal	Term 2	Public Relations Budget	Hui Scheduled Positive feedback
	Identify Key Actions and implement in 2020 in response to feedback from 2019 Hui	Leadership Team	Term 1	Meeting time	Action plan developed, implemented and monitored and shared
	Complete a comprehensive review of all aspects of the reporting process with students, parent, family, whānau and teachers. Collate and implement findings	Deputy Principal Team Leader Teachers Community Voice	Term 1	Meeting Time Survey Monkey	Reporting processes meets whānau, teacher, learner need and supports student achievement.

Whāinga - Strategic Goal 2 - Build social relationships by including all learners through authentic partnership with families and whānau

Aim / Kaupapa-iti - By developing strong mutually beneficial networks and relationships with key stakeholders such as COL, MOE, NZDF to support schools, students, families and whanau

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
<p>Align all platforms of communication to support the development of the Whenuapai School brand in order to strengthen our place in the community</p> <p>Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning</p>	Complete an audit of all platforms of communication to support the development of the Whenuapai School brand in order to strengthen our place in the community	Principal Deputy Principal PA	All year	Time	Completed Alignment evident
	Through a focus group process review the Parent Handbook to ensure it supports all Parents, Families, Whānau	Principal Deputy Principal PA	Term 1	Focus group meeting time	Focus group held Feedback actioned Parent Handbook available to whānau
	Formally engage with the NZDF pastoral care team each term	Principal LSC Deputy Principal	Each Term	Meeting time	Excellent two way communication evident
	Continue to foster and engage with COL schools to further strengthen our place in the wider community to maximise opportunities for all	Principal Deputy Principal COL Leaders	All year	COL Release Meeting time	Positive partnerships evident
	Through our engagement with the external facilitator for Digital Technologies implement the 2020 work plan to grow teacher capability	All teachers	All year	External facilitator	Work plan delivered, majority of hours used Sustainability plan developed for 2021
	Through our engagement with the external facilitator develop a Year 1-8 pathway for the implementation of Digital curriculum	Digital curriculum team Facilitator	All year	PLD Allocation	Pathway developed and shared
	Provide the appropriate resources to support the delivery of the Digital curriculum for Year 1-8	Board	Term 1	Budget allocation	Resourcing through 2020 budget evident

Whāinga - Strategic Goal 2 - Build social relationships by including all learners through authentic partnership with families and whānau

Aim / Kaupapa-iti - By developing authentic connections with whanau our students especially Maori and Pasifika will enjoy educational success in line with their identity, language and culture

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
<p>Consult and co-design with parent, family/whānau a two-year, localised curriculum</p> <p>Actively promote the Whenuapai Middle Years concept using a variety of media</p> <p>Continue to develop professional learning through the Tapasā and Ka Hikitia documents.</p>	Develop and implement a process for consultation to develop a two year localised curriculum	Senior leadership team	Term 2	Release time	Consultation completed Localised curriculum developed and aligned with NZ curriculum
	Continue to grow and develop our year 5-8 Kapa Haka group and provide this opportunity for years 1-4.	TBC	All year	Release time Massey High School Students	Two Kapa Haka groups formed
	Develop and implement a range of strategies to promote Year 7/8	PA Principal Karl Ganda	All year	Release time	Increase in positive perception of our Year 7/8
	Provide opportunities for a range of cultural groups.	Community Staff	All year	Release time	Cultural groups formed and they perform throughout the year
	Through the Kāhui Ako and within school expertise grow understanding of Tapasā and Kahikita documents	Deputy Principal COL Leaders	All year	Meeting time	Increased understanding evident in discussion

Strategic Goal 3 2020

Whāinga - Strategic Goal 3 - Build exceptional student achievement through high quality culturally responsive teaching and learning

Aim / Kaupapa-iti - By developing strong and informed leadership at both governance and management level, teachers are supported to be collegial, reflective, adaptive practitioners

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
Whenuapai School fosters distributive leadership by providing ongoing leadership opportunities and pathways for students, teachers, parents, family and whānau	Provide ongoing PD opportunities that are aligned with differentiated goals	Principal, Deputy Principal, All teachers	All Year	PLD Budget	PLD Plan Developed
	Foster leadership opportunities such as prefects and student leadership committees that impact on the school vertically	All staff	All year	Leadership opportunity NYLD Speakers	Leadership strategy implemented
	Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections	All teachers	Term 1	Survey Monkey	Survey findings shared and acted on
	Review and develop reporting protocol and process to ensure it is meaningful for the learner and their family	Senior leadership team Whānau voice	Term 1/3	Survey Monkey Google Doc	Reporting process reviewed, changes implemented
	Systematic tracking and monitoring of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence	All staff	Term 1 - week 5 Term 2 - week 7 Term 3 - Week 7	NZEI TOD days	3 TOD's scheduled and implemented to support teacher data analysis
	Review and further develop the development of the IEP process to ensure it is collaborative and inclusive	LSC	Term 2 and Term 4	IEP Release	IEP Process documented
	Review and strengthen the process of engaging with RTLB and the information sharing process	LSC	All year	Meeting time	Clarity evident
	Continue to develop and strengthen Team leaders impact coaching capabilities.	Deputy Principal COL Leader External Facilitator	All year	PLD Budget	Impact coaching implemented with Team Leaders - a growth in capability
	Capture teacher voice Re: leadership, opportunities, passions and skills	All staff	All year	Time	Job descriptions capture and honour additional delegations
	Review, implement change to the delivery of ESOL to ensure it is responsive to learner need	Deputy Principal Teacher Aides Teachers	Term 1 Term 3	ESOL funding	ESOL programme implemented and strengthened
Through the Learning Support Coordinator role grow teacher capability to support all learners and their whānau	Formalise and clarify Learning Support Coordinator role with all stakeholders	LSC Principal	Term 1	LSC Funding	Transparent processes and practices Clarity around role for all stakeholders
	Review, strengthen bullying response, tracking and management to mitigate incidences of bullying school wide	All staff	All year	MOE Guidelines	Bullying incidents have been mitigated Increase in Parents, Family and Whānau and student confidence in Whenuapai School approach

Strategic Goal 3 - Build exceptional student achievement through high quality culturally responsive teaching and learning

Aim / Kaupapa-iti - By strengthening collaborative teacher efficacy to deliver a culturally responsive curriculum, through integrating new knowledge and understanding of student learning into professional practice

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
<p>Sustain learning from L&A and ALL(know your learner/ making connections to learner's prior knowledge), to accelerate progress in Key Learning Areas:</p> <p>Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasā, Tātaiako, Ka Hikitia to support accountability and responsibility for professional practice and student outcomes</p> <p>Embed an Impact Coaching model to support sustainability of 'best' professional practice and accelerated progress for all learners</p>	Continue to run the ALL programme through terms 2 and 3 school-wide?	All teachers	Term 2 Term 3	Teaching time	Implemented
	Standardise mentorship of BTs using Handbooks.	Deputy Principal	Term 1	Meeting time	Beginner Teachers are well supported and successful
	Document teacher development via Quality Practice Standards.	All teachers	All year	PLD budget	Quality Practice Standards implemented
	Schedule regular sharing of Teacher inquiries	All teachers	All year	Meeting time	Teacher inquiries shared regularly and celebrated

Whāinga - Strategic Goal 3 - Build exceptional student achievement through high quality culturally responsive teaching and learning

Aim / Kaupapa-iti - By establishing systematic transition processes and practices for both the internal and external transition of students

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
Review and strengthen processes for transitioning students into school, within school and from school both within and out of the Kāhui Ako	Continue partnerships with local kindys and daycare centres for preschool - primary transition.	CM	All year	Release time	Ongoing relationship evident; Parents, Family and Whānau and children settled Teachers have critical information
	Review, strengthen inter-class transition processes to support all learners	Senior Leadership LSC	Term 1 Term 4	Release time	Inter-class transition process impacts positively on Learning Community to support all learners
	Further develop and implement processes for inducting new children and their families into Whenuapai school	Principal PA Deputy Principal	Each Term		Scheduled meetings attended twice per term Positive feedback, captured using Survey Monkey
Strengthen/formalise the processes for sharing of information of new students schoolwide					

Strategic Goal 4 2020

Whāinga - Strategic Goal 4 - Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - By consolidating an explicit, seamless, progressive learning pathway from Year 1-8

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
<p>Refresh the Whenuapai School vision to reflect our brand as a future-focussed learning environment</p> <p>Finalise the development of a curriculum map to include the things we value most to inform a localised and 21st century curriculum.</p> <p>Embrace digital technologies to support powerful connections with learners, family/whānau and community</p> <p>Maximise formal systems and processes to further improve the two-way flow of information (Teams to Leadership, Leadership to Teams)</p>	Finalise the development of a curriculum map to include the things we value most to inform a localised and 21st-century curriculum.	All teachers	Term 4	PLD time	Curriculum map completed
	Embrace digital technologies to support powerful connections with learners, family/whānau and community	All teachers	All year	Curriculum budget Budget MOE funded PLD	Increase in home school partnership through the use of digital technology
	Develop guidelines around how to best use Seesaw throughout the different teams	Chris and Olivia	Term 1	KiwiSchools	Seesaw document created and shared with the whole staff
	Continue to use Seesaw school-wide	All	All year	Seesaw subscription	Seesaw consistently implemented 100% engagement with whānau
	Develop a 2 year curriculum map from years 1-8	Leadership team	All year	Release Term 4	Developed
	Develop and implement a responsive annual plan	Senior Leadership Time BOT	By end of Feb	Meeting time	Developed, approved, implemented, monitored and reported on to Board of Trustees
	Develop protocols to further improve the two-way flow of information (Teams to Leadership, Leadership to Teams)	Leadership Team Office	Term 1	Meeting time	Protocols implemented and monitored Communication streamlined and issues mitigated
	Work with external facilitator to develop teachers capabilities to implement the digital curriculum	All teachers	All year	MOE PLD Plan 150 hours	Plan delivered, increase in teacher capability and confidence evident

Whāinga - Strategic Goal 4 -Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - By developing a community of practice supported by individual and team self-review to optimise impact on student learning and progress

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
Through our active partnership with the Kāhui Ako build confidence and our credibility as an effective provider of middle years learning	Within-school leaders will engage in ongoing inquiries to both define success and inform our graduate profile and teacher development within School Leaders	Karl Ganda Carli Michelsen	All year	Inquiry time Through COL Network	Graduate profile designed and shared
Within-school leaders will engage in ongoing inquiries to both define success and inform our graduate profile and teacher development	WSL to support teams to establish team inquiries based on their needs?	Karl Ganda Carli Michelsen	All year	Inquiry time Through COL Network	Team inquiries designed Within school expertise shared
Within-school COL leaders continue to develop and strengthen teachers' inquiries	Within-school COL leaders continue to develop and strengthen teachers' inquiries	Karl Ganda Carli Michelsen	All year	Inquiry time Through COL	Team inquiries implemented, monitored and impact on teaching and learning shared
Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections	Continue to unpack through Professional Learning the Kāhui Ako drivers	Internal experience Kāhui Ako expertise	All year	PLD Plan	All teachers are conversant with the drivers; evidenced in teaching and learning across the Learning Community
Strengthen the current appraisal system and adapt to support wellbeing, accountability and responsibility for professional practice and growth	Review, reposition and implement a 2020 appraisal system	Senior leadership team External facilitator	Term 1	PLD Team	Appraisal process supports wellbeing and professional growth

Whāinga - Strategic Goal 4 - Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - By providing our senior students with more opportunities to forge their own paths to follow their passions and strengths

	Activity/Output	Who	When	Resource	Indicators / Measures of Success
<p>Develop annually a Year 7/8 information package which would include a prospectus, tailored information sessions and be responsive to parent, family, whānau and student voice</p> <p>Holistic approach to developing strong learner agencies and key competencies in the middle years</p> <p>Maximise the engagement with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions</p>	Develop a Year 7/8 information package including a prospectus, tailored information sessions and be responsive to parent, family, whānau and student's voice.	PA Year 7/8 Team	Term 2	Release time	Information pack formalised
	Include key competencies are in curriculum overviews and planning.	All teachers	All year	NZC documents	Evident in planning
	Learner licence implemented through 5-6 and 7-8	Year 5-8 team	All year	N/A	Evident in both teams; learners able to articulate
	Track and monitor learner agency.	Year 1-8	All year	Meeting time	Evidence of growth in Year 1-8 captured
	Build student capability to peer and self assess.	Leadership Team	All year	Meeting time	Evidence of growth in Year 1-8 captured
	Establish a tracking system that monitors success in the key competencies and learner agency.	Leadership Team	All year	Meeting time	Established, effectiveness measured
	Engage with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions.	Karl	All year	Kāhui Ako Meeting Time	Networking evident
	Establish a tracking system that monitors success in academic success.	Leadership Team	Term 1	Meeting time	Implemented, effectiveness measured