

PAPAKOWHAI SCHOOL STRATEGIC PLAN

Kua ura to ao te kōwhai



The kindling of kowhai blazes



GROWING TOGETHER - IGNITING POTENTIAL

Overview

Ko Whitireia te maunga

Ko Raukawa te moana

Ko Ngāti Toa te iwi

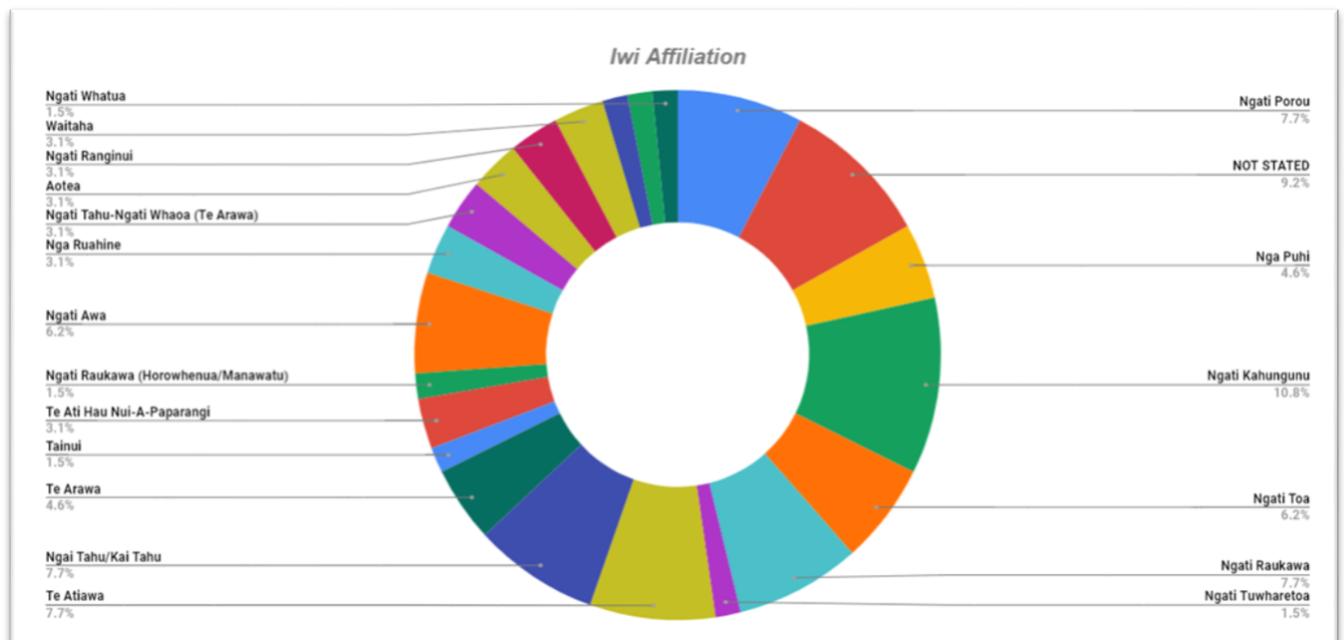
Ko Papakowhai te Kura

Papakowhai School is a high decile, co-ed, Year 1-8 state primary school located in the suburb of Papakowhai, north of Porirua City. Papakowhai means the ground on which the kowhai tree grows and the school stands on Ngāti Toa land. The school opened in 1976 and after significant roll growth recent years has a projected roll of 540 in 2020. 15% identify as Asian, 12% as Māori, 6% as Pasifika, 56% as New Zealand European and 11% as other, a significant proportion of whom are South African.

This strategic plan is designed to outline the school's commitment to the National Education Guidelines as required by the Education Act 1989, as well as our commitment to the school community to provide a place to grow together and ignite potential.

Our strategic goals aim to create an enjoyable learning environment where both students and teachers are given the opportunity to experience success, provide a sense of community, both within the school and in the wider environment, and finally prepare students for learning now and in the future.

Papakowhai School is a member of the North Porirua Kāhui Ako which includes: one contributing school, nine full primary schools, and one secondary school. The North Porirua Kāhui Ako was established in 2016. Through our Kāhui Ako we collaborate to develop approaches which support student wellbeing, pathways and innovation. The Kāhui Ako achievement challenges are embedded in our Strategic Plan.



Vision

Growing Together – Igniting Potential

Kia ura to ao te Kowhai- *The kindling of kowhai Blazes*

Values

Excellence

Enjoying success now and in the future.

This is about high achievement, quality teaching and learning, consistency, challenge across a broad curriculum, continuous improvement with positive attitude and effort.

Whanaungatanga

Everything in our world is connected.

This is about relationships, belonging, a sense of family connection. Relationships through shared experiences and working together which provide people with a sense of belonging. It develops as a result of knowing our rights and responsibilities and serving to strengthen each member of the group.

Manaakitanga

Respecting and honouring the mana of people. It increases the mauri (or well-being) of our place, community and environment.

This is about hospitality, kindness, generosity, support, empathy and caring for others.

Fairness

We value diversity, difference and equity.

This is about sustainability, equality, valuing the contribution of others and compromise.

Our Approach

Students at the Centre of Teaching and Learning

Our approach and actions are guided by the New Zealand Curriculum vision, principles, values and key competencies. In particular, the principles of high expectations, learning to learn, community engagement, coherence, cultural diversity, inclusion, future focus, and the Treaty of Waitangi that *'put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity'* (p.9, NZC)

Papakowhai School is a place where:

- Learning is valued and enjoyed.
- Students are helped to grow from where they are at.
- Learning is success-oriented.
- Students are involved in their learning and a balance of academic, social, physical, cultural and creative activities are pursued within a supportive environment.

At Papakowhai School we actively encourage digital learning and learning through inquiry. We actively encourage parental involvement in children's learning. Our aim is to work together to achieve the best possible teaching and learning environment for the children of our community. We want children to leave Papakowhai School as confident, active learners, who work well together with others.

Teaching as Inquiry

We aim to develop and extend a culture of inquiry across our school. The spiral of inquiry (Timperley, Kaser & Halbert, 2014) will be used as a model to guide this work.

Identity and Community

Our intention is to grow together and ignite potential through a culturally responsive lens that recognises and affirms the cultural identity of each learner. This means respecting and paying attention to our context and the people within it, in all of our actions and interactions.



North Porirua Kāhui Ako



Ehara taku toa i te toa takitahi,

Engari taku toa i te toa takitini

My success is not mine alone as it was not the work of one but the contribution of the collective

Our Vision

To engage all learners in a healthy, culturally responsive, future-focused and innovative learning community.

Our Values

Equity · Respect · Collaboration · Community

We will build on existing cooperative relationships between schools, in order to create a Kāhui Ako that is collaborative and responsive to the needs of all students.

Our Goals

**Hauora
Wellbeing**

Our learners and teachers enjoy positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.

**Ara Tika
Pathways**

Our learners experience continuity of learning as they move from early childhood through to the end of their secondary schooling.

**Auaha
Innovation**

Our learners achieve success in science, technology, engineering and maths (STEM) in integrated ways based on authentic contexts and with an emphasis on innovation and design.

Strategies

*Ko te pae tawhiti whāia kia tata
Ko te pae tata whakamaua kia tina.
Seek out the distant horizons
While cherishing those achievements at hand.*

Strategic Goals	Strategies for Achieving Goals 2020 - 2022
<p>We Enjoy Learning</p>	<ul style="list-style-type: none"> • We grow in our confidence in a safe and supportive environment. • We build positive relationships for learning • We engage in rich learning opportunities that are challenging and meaningful. • We experience success.
<p>We Are Connected To Our Community</p>	<ul style="list-style-type: none"> • We actively engage with our community. • We know our culture, heritage and place in our community • We care for and contribute positively to our environment and community. • We collaborate for success.
<p>We are Ready for the Future</p>	<ul style="list-style-type: none"> • We show resilience and adaptability in new and changing contexts • We develop digital fluency, by using a range of e-learning tools to enhance learning. • We think creatively and explore solutions to solve problems • We create pathways to ensure continuity of learning

Strategic Goal: We enjoy learning			
Strategies	2020	2021	2022
We grow in our confidence in a safe and supportive environment.	<p>Student well-being is strengthened through more regular and relevant teaching of health programmes.</p>	<p>Students and staff well-being is strengthened through reinforcing behavioural expectations for students and the code of conduct for staff using a shared and relational approach.</p>	<p>Staff well-being is strengthened through successful induction, relevant professional development, and coaching for teachers.</p>
We build positive relationships for learning	<p>Students and teachers increasingly value and prioritise Whanaungatanga at school</p>	<p>Whānau have more regular opportunities to give relevant feedback on learning and school organisation.</p>	<p>Student needs, interests and backgrounds are increasingly valued by teachers.</p>
We engage in rich learning opportunities that are challenging and meaningful.	<p>Teachers work collaboratively to implement a local curriculum that places more emphasis on Whanaungatanga, hauora and integrated inquiry learning. Inquiry learning integrates Science, Technology, Arts, English and Maths within a Social Sciences framework.</p>	<p>Students and teachers work together to provide learning that incorporates increased student agency</p>	<p>Students increasingly choose to engage in a wide variety of cultural, academic and sporting activities.</p>
We experience success.	<p>Student success is celebrated through more regular and meaningful reporting to parents.</p>	<p>Teachers experience success through more personalised and shared teaching as inquiry.</p>	<p>Students and teachers collaborate to document successful learning in ways that increase student mana and reduce teacher workload.</p>

Strategic Goal: We Are Connected to Our Community			
Strategies	2020	2021	2022
We actively engage with our community.	Develop a stronger partnership with whānau and iwi, with the aim of strengthening cultural competencies (Tātaiako).	Develop relationships with parents, whānau and other community members as a means of enhancing learning opportunities and extra-curricular programmes.	Develop a coherent strategy to ensure that all communications are timely, professional and reflect our school values
We know our culture, heritage and place in our community.	In partnership with whānau and iwi, a curriculum is developed and resourced which will provide all students with basic Te Reo, an understanding of Tikanga Māori and knowledge of significant events in the history of Porirua and Aotearoa.	In partnership with Pasifika and Asian parents, Pasifika and Asian Student Action Plans are implemented throughout the school.	Culture and identity is increasingly affirmed and celebrated, with particular emphasis given to Pasifika language weeks and Asian culture.
We care for and contribute positively to our environment and community.	Develop whānau groups to foster school community, leadership and spirit.	Enhance and grow relationships with the wider community and business to provide opportunities for students to engage in community service.	Pursue further ways in which our learning programmes and environment can embed the EnviroSchool principles.
We collaborate for success.	Plan and teach more collaboratively to enhance creativity, quality of teaching and well-being.	Develop new opportunities through which parents and whānau can be engaged in the learning and achievement of their children.	Collaborate with our Kāhui Ako partner schools to develop approaches which support student well-being, pathways and innovation.

Strategic Goal: We Are Ready for the Future			
Strategies	2020	2021	2022
We show resilience and adaptability in new and changing contexts	Teachers regularly focus on strategies to support students with executive functioning, particularly students who have trouble with working memory, flexible thinking, and self-control.	Parents and teachers learn about and work together to strengthen resilience.	School leadership decision-making is sensitive and responsive to issues concerning staff and student well-being, as well as new learning opportunities and challenges.
We develop digital fluency, by using a range of e-learning tools to enhance learning.	Teachers receive ongoing professional development and increasingly make digital technologies learning part of their teaching programmes.	Students and teachers share good practice and resources with whānau, within school and across schools.	Students know how digital technology works, and how they can use that knowledge to solve problems and design quality, fit-for-purpose digital solutions.
We think creatively and explore solutions to solve problems	Through STEM (Science, Technology, Engineering, and Mathematics), teachers foster programmes of learning that encourage inquiry and problem-solving within authentic contexts.	There are increased opportunities for students to make decisions about their learning, and to express what, why and how they are learning.	Teachers increasingly use a learning through play approach.
We create pathways to ensure continuity of learning	Develop stronger relationships with (Early Childhood Educators) ECE and Aotea College to enable smooth transitions to and from our school.	Resources are prioritised to ensure that students with additional learning needs are supported to fully participate and achieve.	Develop learning progressions across through the school to ensure continuity of learning, especially in literacy and numeracy.

Targets 2020 – 2022

Strategic Goal: We enjoy learning	
Strategies	Targets
We grow in our confidence in a safe and supportive environment.	Well-Being at school teacher survey results show increasingly positive outcomes for teachers from 2020 -2022.
	Well-Being at school survey results show increasingly positive outcomes for all students from 2020 -2022.
We build positive relationships for learning	Qualitative data gathered from teachers, students and whānau show increasingly positive relationships for learning from 2020 -2022.
	Community, staff and student survey results show increasingly positive feedback on wellbeing, learning and school organisation from 2020-2022
We engage in rich learning opportunities that are challenging and meaningful.	Qualitative data gathered from teachers, students and whānau show increasingly rich, challenging and meaningful learning opportunities from 2020 -2022.
	Community, staff and student survey results show increasingly positive feedback on opportunities at school from 2020-2022
We experience success.	Student achievement data shows increasingly successful outcomes for students from 2020 -2022.
	Community, staff and student survey results show increasingly positive feedback on assessment reporting from 2020-2022

Strategic Goal: We Are Connected to Our Community	
Strategies	Targets
We actively engage with our community.	Well-Being at school survey results show increasingly positive outcomes for Māori students from 2020 -2022.
	Community, staff and student survey results show increasingly positive feedback on community engagement from 2020-2022.
We know our culture, heritage and place in our community.	Community, staff and student survey results show increasingly positive feedback on Te Ao Māori from 2020-2022.
	Well-Being at school survey results show increasingly positive outcomes for Pasifika and Asian students from 2020 -2022.
We care for and contribute positively to our environment and community.	Qualitative data gathered from teachers, students, whānau and community groups show increasingly positive environmental and community outcomes from 2020 -2022.
	Community, staff and student survey results show increasingly positive feedback on contributing to our community from 2020-2022.
We collaborate for success.	Qualitative data gathered from teachers shows increasing collaboration from 2020 -2022.
	Papakowhai School data contributes positively to the North Porirua Kāhui Ako targets for 202-2022.

Strategic Goal: We Are Ready for the Future	
Objectives	Targets
We show resilience and adaptability in new and changing contexts	Inclusive Practices Self-Review Toolkit results show increasingly positive outcomes for learners with additional needs from 2020 - 2022.
	Community, staff and student survey results show increasingly positive feedback on responding to challenges from 2020-2022.
We develop digital fluency, by using a range of e-learning tools to enhance learning.	Kia Takatū ā-Matihiko / Digital Readiness self-review surveys show increasingly positive outcomes for teachers from 2020 -2022.
	Community, staff and student survey results show increasingly positive feedback on digital learning from 2020-2022.
We think creatively and explore solutions to solve problems	Qualitative data gathered from teachers shows increasing student agency from 2020 -2022.
	NZCER Scientific Thinking with Evidence show increasingly positive outcomes for students in Year 7 from 2020 -2022.
We create pathways to ensure continuity of learning	Qualitative data gathered from teachers and whānau show increasingly positive transitions to and from Papakowhai School from 2020 -2022.
	Inclusive Practices Self-Review Toolkit results show increasingly positive outcomes for learners with additional needs from 2020 - 2022.

Annual Plan for
Papakowhai School
2020

1. Introduction

The annual plan for 2020 is based on the strategic goals and strategies identified within Strategic Plan 2020 -2022.

The 2020 annual report will provide an analysis of progress made towards these improvement targets and will provide the basis for next year's review and planning.

2. The Board

The Board is charged with fulfilling a governance function. This means overseeing a range of issues aimed at student achievement, including overseeing how the school is run, asset management including finance and property, the development of strategic plans, ensuring quality of delivery and meeting statutory/Ministry requirements.

While the Board has this governance role, the Principal has a management role. It is essential that both the Board and Principal have a clear understanding of their different and complementary roles and responsibilities.

Boards of Trustees are responsible for organisational outcomes

The Principal is responsible for organisational process to achieve those outcomes.

The Board has established sub-committees to assist it achieve specific goals or tasks. These currently include:

- the Property sub-committee to oversee planning and prioritisation for managing the school's property assets
- the Finance sub-committee to oversee financial planning and prioritisation
- the policy committee to oversee the writing and revision of documentation
- the Management sub-committee to act on urgent matters needing Board attention
- *ad hoc* sub-committees or 'project teams' to undertake specific time-limited and task-driven projects.

In addition, the Board supports the operation of the Home and School committee which aims to bring together parents and caregivers of school to help improve the life of the school. In particular, the Home and School promotes and administers activities, which will encourage the social interaction of families

3. Delivery of Curriculum

The main focus of the school is to provide quality teaching and learning programmes.

In 2020 we continue to focus on:

Providing all students in Years 1-8 with opportunities to achieve success in all the learning areas and key competencies of the NZ curriculum by giving priority to student achievement in Literacy and Numeracy.

A range of assessment practices that are reliable, valid and comprehensive to identify students:

- Who are under-achieving
- Who are at risk of not achieving
- Who have special needs
- Who have special abilities

4. Staffing and Staff Development

The staff of the school is its most valuable resource.

In 2020 we have a guaranteed staffing component of 25.52 FTTE. This will be used to employ:

- 22 Teachers for 22 classrooms (One class starts Term 2 and one in Term 3-4)
- 0.4 Reading Recovery
- 0.2 PRT
- CRT and management release
- 0.9 SENCO, including ORS
- Assistant Principal (included in classroom teacher provision)
- Deputy Principal
- Principal

From operational funding we employ:

- 0.4 ELL support
- 0.2 Te Reo Māori
- Additional staffing for: sick leave and professional development release. The school will continue to meet its employer responsibilities as required by the National Administration Guidelines (NAG 3).

\$20,000 is provisioned for staff professional development in addition to centrally funded PLD through the Kāhui Ako.

- \$1k Health and Safety and first aid
- \$2k Wellington Principal's conference (Mark, Caine and Lesley)
- \$10k Inquiry Learning, Learning Through Play and developing local curriculum.
- \$5K Leadership team development, including coaching training.
- \$2k for short courses

The school is aware of recommendations provided by the Education Review Office (ERO) in its cyclical review processes. This opportunity for independent review provides a valuable tool for the school to better meet its community's needs and to deliver quality education.

The school attracts high quality teaching staff and is committed to high levels of professional practice through:

The appraisal process will focus on "The Teaching as Inquiry Model" and is aligned to the Teaching Council's Standards for the teaching profession.

5. Community Relationships

The critical importance of the school-community partnership cannot be over-emphasised. Parental and caregiver involvement with the school is encouraged whenever and wherever possible.

The school will be undertaking a number of initiatives this year to build on the existing partnership. These initiatives include:

- Strengthening action plans for at risk students and effectively communicating these with parents.
- Continuing support for wider educational initiatives in Porirua City generally and the North Porirua Kāhui Ako.
- Consultation with the parents of Māori students at the school.

6. Property Management

The relationship between the Ministry of Education and the school is one of landlord and tenant. The Ministry acts as owner of the property on behalf of the Crown. The Board of Trustees is the occupier and administrator of the property for school use. In certain circumstances the Board can also own property, for instance half of the hall.

The Ministry provides funding for property related work:

- maintenance and minor works funding is included as part of the annual operational funding
- Capital works are funded separately.

The Board is required to develop a 10-year property plan, which identifies the capital and maintenance work to be done at the school within the funding available.

In 2020 we will focus on:

- Developing additional storage for Rata
- Upgrading hall facilities, including: flooring, heating and bathrooms
- Drainage, Fire and Security and Electrical upgrades
- Making plans to upgrade the school pool

7. Financial and Asset Management

The Board's financial management responsibilities include:

- ensuring resources are available for effective delivery of education to students
- safeguarding the assets of the school to aid delivery in the future
- meeting legislative requirements.

The Board must align the financial goals with the educational goals and ensure financial policies and procedures are in place to safeguard the school's finances.

The school has the following income streams:

- *Operational Grant* from the Ministry of Education
- *Salary Funding* of teaching staff from the Ministry of Education
- Parent contributions and fund raising activities
- After School Care
- Hall hire
- Interest on reserves held during the year.

Major expenditure items are:

- Operation/administration of the school
- Property and asset management
- Teaching resources
- Teaching staff salaries
- Administration staff wages.

This year the Board used the following criteria within which the 2020 Income and Expenditure Budgets were developed.

- Maximise resources for teaching and learning
- Avoid a deficit budget
- Review and reduce other costs where possible.

An important source of income for the school is from parent donations. The Board thanks all those families who make their donations to the school and for their understanding that to provide a quality education for their children, the government expects the community to make a contribution to the cost of running the school. It is unrealistic to believe the school can operate on Government funding alone.

CAPITAL EXPENDITURE 2020 INDICATIVE FIGURES

Asset Type	Budget	What to buy	Itemised
Block Furniture & Fittings/Equipment	32491	<i>Additional Class furniture</i>	<i>15000</i>
		<i>Sound system Kauri / Rimu 5</i>	<i>7075</i>
		<i>Rata storage</i>	<i>5000</i>
		<i>Finger protectors on doors</i>	<i>4000</i>
		<i>Chromebook storage</i>	<i>1416</i>
Staffroom/Hall	5000	<i>Fridge</i>	<i>2000</i>
		<i>Heatpump hall</i>	<i>3000</i>
Computer Equip	17000	<i>Office and library computers</i>	<i>6000</i>
		<i>Chromebook replacements (NB we are going to lease Ipads)</i>	<i>6000</i>
		<i>TV and Apple TV upgrades and replacements</i>	<i>5000</i>
Leased Equipment	19212	<i>Teacher laptops deemed finance leases</i>	<i>19212</i>
Plant &Outdoor Equip	36600	<i>Pool Cleaner</i>	<i>1600</i>
		<i>Bikes, bike racks and container</i>	<i>30000</i>
		<i>Sandpit</i>	<i>5000</i>
Leasehold Improvements	48000	<i>Hall toilet's</i>	<i>25000</i>
		<i>Staffroom kitchen improvement</i>	<i>8000</i>
		<i>Windows in admin</i>	<i>15000</i>
Library Books	6000		<i>6000</i>
	\$164303		\$164303

2020 Achievement Goals

Reading Targets:

- 90% of students at Papakowhai School will achieve within the expected curriculum level.
- 90% of Māori and Pasifika students at Papakowhai School will achieve within the expected curriculum level.

Improvement targets:

- Accelerate the progress of children in Year 2 and 3 (2020) who were below expected curriculum levels in 2019 to make more than one year's progress in 2020.
- Accelerate the progress of Pasifika children who were below expected curriculum levels in 2019 to make more than one year's progress in 2020.

Writing Targets:

- 85% of students at Papakowhai School will achieve within the expected curriculum level.
- 85% of Māori and Pasifika students at Papakowhai School will achieve within the expected curriculum level.

Improvement targets:

- Accelerate the progress of boys who were below expected curriculum levels in 2019 to make more than one year's progress in 2020.
 - *Particularly boys in Year 4 (2020)*
 - *Particularly boys in Year 6 (2020)*
 - *Particularly boys identified as well below.*
- Accelerate the progress of children in Year 6 (2020) who were below expected curriculum levels in 2019 to make more than one year's progress in 2020.

Maths Targets:

- 90% of students at Papakowhai School will achieve within the expected curriculum level.
- 90% of Māori and Pasifika students at Papakowhai School will achieve within the expected curriculum level.

Improvement targets:

- Accelerate the progress of Year 7 and 8 students (2020), who were below expected curriculum levels in 2019 to make more than one year's progress in 2020.
- Accelerate the progress of Pasifika students who were below expected curriculum levels in 2019 to make more than one year's progress in 2020.

2020 OPERATIONAL OBJECTIVES

Goal: We enjoy learning

Strategy: We grow in our confidence in a safe and supportive environment.

Objective: Student well-being is strengthened through more regular and relevant teaching of health programmes.

Actions	Who	Measure	Delivery Date
Develop teacher guides for implementation of Social Skills and Kiva.	Caine/Lesley	Guides completed and shared with teachers.	Term 1
Develop teacher guides for implementation of Keeping Ourselves Safe	Team leaders	Guides completed and shared with teachers.	Term 2
Teachers demonstrate regular hauora time, approximately 2.5 hours per week, in their planning. This includes physical exercise and health lessons.	SLT	Teacher planning reviewed.	Term 3

Objective: Staff well-being is strengthened through successful induction, relevant professional development, and coaching for teachers.

Actions	Who	Measure	Delivery Date
All new staff and staff changing roles will have a successful induction at the start of the year	Caine/Lesley/Tutor	Feedback from new staff	Term 1
Professional development is well co-ordinated and targeted to staff needs. In 2020 this includes inquiry learning, learning through play, local curriculum, digital technologies and Learning Progressions Frameworks.	Mark/Caine	Evaluations of PLD	Term 2 and 4
All staff receive regular and ongoing coaching sessions. All staff have a buddy/mentor assigned to them.	SLT	Feedback from staff	Term 3

PLD = Professional Learning Development SLT =Senior Leadership Team.

Strategy: We build positive relationships for learning.**Objective:** Student needs, interests and backgrounds are increasingly valued by teachers.

Actions	Who	Measure	Delivery Date
Expectations for inquiry learning and learning through play are shared with staff and teams have opportunities to plan together for this.	SLT	Feedback from staff	Term 1
Professional development is available to staff for inquiry learning, learning through play and local curriculum	Mark/Caine	Evaluations of PLD	Term 2 and 4
Teachers demonstrate their knowledge of student needs, interests and backgrounds, in their planning.	Teachers	Teacher planning reviewed.	Term 3

Objective: Students and teachers increasingly value and prioritise Whanaungatanga at school.

Actions	Who	Measure	Delivery Date
The new school values are unpacked with staff and students at the beginning of the year.	Caine/Lesley	School values are widely shared and understood.	Term 1
Resources and support are made available to staff to strengthen Whanaungatanga	Caine/Lesley	Feedback from staff	Term 2
Teachers demonstrate regular Whanaungatanga time, approximately 2.5 hours per week, in their planning. This could include: Students and teachers participating in hui and assembly, sharing news, working with a buddy class, Focussing on social skills, learning about Kapa Haka and Te Reo Māori as well as language weeks and language learning.	SLT	Teacher planning reviewed. Teachers share how they are putting this into practice.	Term 3

Strategy: We engage in rich learning opportunities that are challenging and meaningful.

Objective: Students increasingly choose to engage in a wide variety of cultural, academic and sporting activities.

Actions	Who	Measure	Delivery Date
Children are able to participate in a wide range of academic enrichment experiences as part of the school programme, as well as local and national competitions.	Shauna/Caine	Staff, parent, student surveys	Term 3
Children are able to participate in competitive swimming, cross-country and athletics events at a school and community level. All children will have opportunities to participate in a wide range of in-school and co-curricular sporting teams and events.	Caine	Staff, parent, student surveys	Term 3
All children are part of a school-wide performing arts celebration.	SLT	Feedback on Arts event.	Term 3

Objective: Teachers work collaboratively to implement a local curriculum that places more emphasis on Whanaungatanga, hauora and integrated inquiry learning. Inquiry learning integrates Science, Technology, Arts, English and Maths within a Social Sciences framework.

Actions	Who	Measure	Delivery Date
Expectations for inquiry learning and learning through play are shared with staff and teams have opportunities to plan together for this.	SLT	Feedback from staff	Term 1
Professional development is available to staff for inquiry learning, learning through play and local curriculum.	Mark/Caine	Evaluations of PLD	Term 2 and 4
Teachers demonstrate regular inquiry learning time, approximately 7.5 hours per week, in their planning. Integrated learning around a theme that includes the Arts, Science, Social Studies, Technology and Maths and English. This looks like play based themes in Years 1 -2, and incorporates elements of self-directed learning in Years 3-8. There is an expectation that teachers will collaboratively teach inquiry.	SLT	Teacher planning reviewed. Teachers share how they are putting this into practice.	Term 3

Strategy: We experience success.

Objective: Student success is celebrated through more regular and meaningful reporting to parents.

Objective: Students and teachers collaborate to document successful learning in ways that increase student mana and reduce teacher workload.

Actions	Who	Measure	Delivery Date
New expectations and guidelines for reporting to parents are developed, including a separate New Entrant report.	SLT	Guidelines developed	Term 1
Professional development is available to staff in the Learning Progressions Framework and PaCT.	Mark/Caine	Evaluations of PLD	Term 2 and 4
Teachers use Seesaw to share goals and learning, meaningfully and authentically, in science, social studies, The Arts, languages and Health and PE. Written reports twice a year will focus on literacy, numeracy and key competencies.	SLT	Evaluation of new reporting methods	Term 2 Term 4

PaCT = Progress and consistency Tool (Developed by the Ministry of Education).

Goal: We Are Connected to Our Community

Strategy: We actively engage with our community.

Objective: Develop a stronger partnership with whānau and iwi, with the aim of strengthening cultural responsiveness.

Actions	Who	Measure	Delivery Date
The Board of Trustees will actively build relationships with iwi and whānau	BOT	Iwi/whānau engagement with BOT	Term 1
An opportunity is sought for Papakowhai School leaders to meet with representatives from Ngāti Toa and whānau to discuss ways in which our partnership can be enhanced	SLT	2 specific actions implemented	Term 2
Establish WST position to support teachers with cultural responsiveness and develop an action plan.	WST	2 specific actions implemented	Term 3

WST= Kāhui Ako Within School Teacher

Objective: Develop a coherent strategy to ensure that all communications are timely, professional and reflect our school values.

Development of a school yearly workplan to support the annual plan	SLT	Workplan implemented	Term 1
A review of all Papakowhai communications is completed & recommendations implemented	Caine	Recommendations implemented	Term 1
Support for all staff on effective communication with parents about learning, behaviour and homework.	Mark	2 training opportunities	Term 2

Strategy: We know our culture, heritage and place in our community.

Objective: In partnership whānau and iwi, a curriculum is developed and resourced which will provide all students with basic Te Reo, an understanding of Tikanga Māori and knowledge of significant events in the history of Porirua and Aotearoa.

Actions	Who	Measure	Delivery Date
Curriculum is developed	Caine/WST	Curriculum is shared with whānau and teachers	Term 1
Curriculum is resourced and explained for teachers	Caine/WST	2 staff training opportunities	Term 2
Teachers demonstrate in their planning how they are implementing the curriculum.	Teachers	Teacher planning reviewed. Teachers share how they are putting this into practice.	Term 3

Objective: Culture and identity is increasingly affirmed and celebrated, with particular emphasis given to Pasifika language weeks and Asian culture.

Actions	Who	Measure	Delivery Date
Consultation with Pasifika and Asian families	Caine/WST	Consultation completed	Term 1
Pasifika language weeks are celebrated	Caine/WST	6 language weeks are resourced and celebrated	Term 2 and 3
Asian culture is celebrated through school events (Chinese language week and Diwali)	Caine/WST	2 festivals are resourced and celebrated	Term 4

Strategy: We care for and contribute positively to our environment and community.

Objective: Pursue further ways in which our learning programmes and environment can embed the EnviroSchool principles.

Actions	Who	Measure	Delivery Date
Recycling and composting protocols are reviewed and actions taken	Jill	New protocols in place.	Term 1
Gardening and sustainability projects are planned and implemented	Jill	2 new actions are implemented	Term 2
Teachers demonstrate in their planning how they are embedding EnviroSchool principles in inquiry learning.	Teachers	Teacher planning reviewed. Teachers share how they are putting this into practice.	Term 3

Objective: Develop whānau groups to foster school community, leadership and spirit.

Actions	Who	Measure	Delivery Date
A review of whānau group and whānau leadership is undertaken to focus on building school spirit and service.	Caine	3 new opportunities are identified	Term 1
Whānau leaders receive support and training	Caine	At least 3 training opportunities	Term 2
Opportunities from the review are developed and embedded	Caine	3 new opportunities are developed & embedded	Term 3

Strategy: We collaborate for success.**Objective:** Collaborate with our Kāhui Ako partner schools to develop approaches which support student well-being, pathways and innovation.

Actions	Who	Measure	Delivery Date
Establish connections with partner schools with KiVa and positive behaviour for learning.	Mark/Lesley	At least 2 actions identified and implemented.	Term 1
Papakowhai School connects with the development of the Kāhui Ako special needs delivery model and across school special needs register to provide pathways for learners with additional needs. This also includes consultation with our own parent community.	Mark/Sue	Report on progress with delivery model and register to BOT	Term 2
Teachers participate in across school digital professional development to embed digital technologies curriculum and connect with teachers who teach the same year level.	Mark/digital WST	Teachers participate in at least 2 across school workshops	Term 3

Objective: Plan and teach more collaboratively to enhance creativity, quality and teacher well-being.

Actions	Who	Measure	Delivery Date
Teacher Only day and staff meetings at the start of the year give expectations and support for collaborative teaching.	SLT	Term 1 inquiry is planned and taught collaboratively, and reviewed	Term 1
Teachers received support and training with inquiry learning	Caine	At least 3 training opportunities	Term 2
Teachers plan and teach inquiry collaboratively with their syndicate team or team member.	Teachers	Teacher planning reviewed. Teachers share how they are putting this into practice.	Term 3

Goal: We Are Ready for the Future

Strategy: We show resilience and adaptability in new and changing contexts

Objective: School leadership decision-making is sensitive and responsive to issues concerning staff and student well-being, as well as new learning opportunities and challenges.

Actions	Who	Measure	Delivery Date
Review and introduce ongoing and meaningful ways to gather feedback from the community, staff and students	Mark	New feedback processes are communicated.	Term 1
Solutions are found to mitigate overcrowding concerns, particularly with the staffroom.	Mark	Solutions in place	Term 2
Solutions are found to mitigate overcrowding concerns, particularly with classroom space. This may involve a review of the school zone.	Mark	Solutions in place	Term 3

Objective: Teachers regularly focus on strategies to support students with executive functioning, particularly students who have trouble with working memory, flexible thinking, and self-control.

Actions	Who	Measure	Delivery Date
Strategies are unpacked with staff at the beginning of the year.	Sue/Shaina	Strategies are widely shared and understood.	Term 1
Resources and support are made available to staff to strengthen executive functioning	Sue/Shaina	Feedback from staff	Term 2
Teachers demonstrate strategies to support executive functioning in their planning.	Teachers	Teacher planning reviewed. Teachers share how they are putting this into practice.	Term 3

Strategy: We develop digital fluency, using a range of e-learning tools to enhance learning.

Objective: Students know how digital technology works, and how they can use that knowledge to solve problems and design quality, fit-for-purpose digital solutions.

Actions	Who	Measure	Delivery Date
Expectations for digital safety are shared with students.	Digital WST	Safety programme in place.	Term 1
Resources and support are made available to students to strengthen digital learning	Digital WST	WST reports fortnightly on support	Term 2 and 4
Students demonstrate regular digital learning that focus on design solutions and problem solving.	Digital WST	Evidence in SeeSaw	Term 3

Objective: Teachers receive ongoing professional development and increasingly make digital technologies learning part of their teaching programmes.

Actions	Who	Measure	Delivery Date
Digital purchases and support is in place to reduce barriers for teachers and students	Caine	Purchases made and support in place.	Term 1
Resources and support are made available to staff to strengthen digital learning	Digital WST	WST reports fortnightly on support	Term 2 and 4
Teachers participate in across school digital professional development to embed digital technologies curriculum and connect with teachers who teach the same year level.	Mark/digital WST	Teachers participate in at least 2 across school workshops	Term 3

Strategy: We think creatively and explore solutions to solve problems

Objective: Through STEM (Science, Technology, Engineering, and Mathematics), teachers foster programmes of learning that encourage inquiry and problem-solving within authentic contexts.

Actions	Who	Measure	Delivery Date
Expectations for STEM are shared with staff and teams have opportunities to plan together for this.	SLT	Feedback from staff	Term 1
Professional development is available to staff for STEM.	Mark/Caine	Evaluations of PLD	Term 2 and 4
Teachers demonstrate regular inquiry learning time, approximately 7.5 hours per week, in their planning. STEM is an integral part of inquiry learning. There is an expectation that teachers will collaboratively teach STEM.	Teachers	Teacher planning reviewed. Teachers share how they are putting this into practice.	Term 3

Objective: Teachers increasingly use a learning through play approach.

Actions	Who	Measure	Delivery Date
Rata and Matai syndicates establish guidelines for Learning Through Play (LTP)	Hetty/Lesley	Guidelines are shared	Term 1
Resources and support is made available to Rata and Matai teachers for Learning Through Play (LTP).	Hetty/Lesley	Teachers attend at least 2 workshops on LTP.	Term 2
Teachers connect with partner schools in the Kāhui Ako to share practice.	Hetty/Lesley	Teachers attend network meetings	Term 3

Strategy: We build pathways to ensure continuity of learning.

Objective: Develop learning progressions across through the school to ensure continuity of learning, especially in literacy and numeracy.

Actions	Who	Measure	Delivery Date
Syndicate teams develop action plans in response to our achievement challenges in literacy and numeracy.	SLT	Action Plans developed	Term 1
Professional development is available to staff in the Learning Progressions Framework and PaCT.	Mark/Caine	Evaluations of PLD	Term 2 and 4
Team leaders review action plans termly and make changes in response to data.	SLT	Report to the BOT	Term 2 Term 4

Objective: Develop stronger relationships with ECE and Aotea College to enable smooth transitions to and from our school.

Actions	Who	Measure	Delivery Date
School visits, parent meetings, data gathering, initial testing and introduction to school is reviewed and new systems put in place for new entrants and new children to Papakowhai School.	Caine/Lesley	Feedback from parents and students	Term1
Opportunities are expanded for senior students to connect with students and teachers from Aotea College	Caine/Andrew	At least 2 new initiatives are in place.	Term 2
New entrant teachers and ECE teachers regularly connect to share information and learn from each other	Lesley	At least 2 meetings are held	Term 3