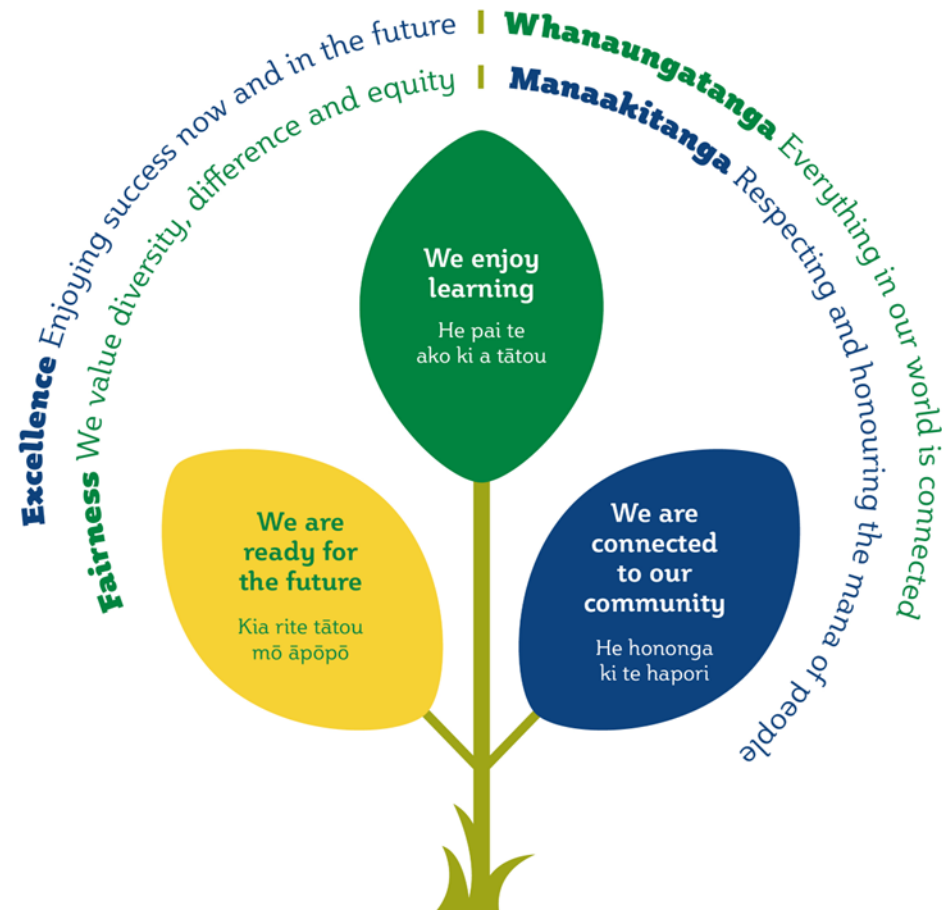


PAPAKOWHAI SCHOOL STRATEGIC PLAN

Kua ura to ao te kōwhai



The kindling of kowhai blazes



GROWING TOGETHER - IGNITING POTENTIAL

2023



<p>We enjoy learning He pai te ako ki a tātou</p>	<p>We are connected to our community He hononga ki te hapori</p>	<p>We are ready for the future Kia rite tātou mō āpōpō</p>
<p>INITIATIVES</p> <ul style="list-style-type: none"> Increase hauora & whanaungatanga Enhance our local curriculum Share learning successfully <p>SUCCESS INDICATORS</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>INITIATIVES</p> <ul style="list-style-type: none"> Support English Language learning & cultural diversity Contribute positively to our environment & community Develop a communication & engagement strategy <p>SUCCESS INDICATORS</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>INITIATIVES</p> <ul style="list-style-type: none"> Strengthen key competencies Develop a digital strategic plan Create clear pathways for learning <p>SUCCESS INDICATORS</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

Overview

Ko Whitireia te maunga

Ko Raukawa te moana

Ko Ngāti Toa te iwi

Ko Papakōwhai te Kura

Papakōwhai School is a co-ed, Year 1-8 state primary school located in the suburb of Papakōwhai, north of Porirua City. Papakōwhai 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 in recent years has a projected roll of 525 in 2022. 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.

Papakōwhai 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.

OUR 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.

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.

Our Goals

We Enjoy Learning	<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.
We Are Connected To Our Community	<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.
We are Ready for the Future	<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				
Initiatives	2021	2022	2023	Measurements
Emphasise hauora and whanaungatanga	<p>Teachers work collaboratively to increase provision for hauora and whanaungatanga. Our PE and Health curriculum is fully documented with clear outcomes for students.</p> <p>Teachers refresh their knowledge of the <i>Code & Standards</i> and work together to develop a Professional Growth Cycle.</p>	<p>Learning programmes, including the PE and health curriculum are reviewed, with particular focus on feedback on student hauora and whanaungatanga.</p> <p>Professional growth cycles are reviewed, with particular focus on feedback on staff well-being.</p>	<p>Learning programmes, including PE and health curriculum programmes are fully implemented and contribute positively to student hauora and whanaungatanga.</p> <p>Professional growth cycles are fully implemented and contribute positively to staff well-being.</p>	<p><i>Well-Being at School survey results show consistently positive outcomes for all students.</i></p> <p><i>Staff survey results show consistently positive outcomes for staff well-being.</i></p>
Enhance our local curriculum	<p>Teachers work collaboratively to complete documentation of a local curriculum that integrates learning areas, including Te Reo and Tikanga Māori and knowledge of significant events in the history of Porirua and Aotearoa.</p>	<p>Local curriculum is reviewed, with particular focus on feedback on student agency.</p>	<p>Local curriculum is fully implemented and contributes to students engaging in a wide variety of cultural, academic and sporting activities</p>	<p><i>Observations and examples from teachers, students and whānau show increasingly rich, challenging and meaningful learning opportunities</i></p> <p><i>Student achievement data show consistently positive outcomes for all students.</i></p>
Share learning successfully	<p>Students and teachers collaborate to share student success in ways that increase student mana and reduce teacher workload.</p>	<p>Sharing learning is reviewed with particular focus on the effectiveness of real-time reporting.</p>	<p>Sharing learning contributes to students engagement and success in a wide variety of cultural, academic and sporting activities</p>	<p><i>Community and staff survey results show increasingly positive feedback on assessment reporting</i></p> <p><i>Real-time reporting metrics show increasingly positive engagement with assessment reporting</i></p>

Strategic Goal: We Are Connected to Our Community

Initiatives	2021	2022	2023	Measurements
Support English Language learning and celebrate diversity	Develop provision to support English language learning and celebrate diversity of learners from different backgrounds.	Review provision with particular focus on staff training and support.	A provision to support English language learning and celebrate diversity is fully implemented, with staff fully trained and supported.	<p><i>Student achievement data shows increasingly positive outcomes for Asian and Pasifika students</i></p> <p><i>Staff surveys show increasingly positive support and training for English Language Learning.</i></p>
Contribute positively to our environment and community.	Enhance and grow relationships with the wider community and business to provide opportunities for students to engage in community service.	Review opportunities for community service, with particular focus on environmental opportunities and the Arts.	A programme for students to engage in community service is fully implemented, with particular emphasis on environmental responsibility building community through the Arts.	<p><i>Community, staff and student survey results show increasingly positive feedback on contributing to our community</i></p> <p><i>Examples gathered from teachers, students, whānau and community groups show increasingly positive environmental outcomes</i></p> <p><i>Community survey results show increasingly positive feedback on communication and engagement</i></p>
Develop a communication and engagement strategy	Develop a coherent strategy to ensure that all communications are timely, professional, reflect our school values and engage all key stakeholders.	The communication strategy is reviewed with particular focus on whānau, Pasifika and Asian families. In partnership with whānau, Pasifika and Asian families.	A communication strategy and action plans are fully implemented and engage with all key stakeholders.	<p><i>Well-Being at School survey results show increasingly positive engagement for Māori, Pasifika and Asian students.</i></p>

Strategic Goal: We Are Ready for the Future				
Initiatives	2021	2022	2023	Measurements
Strengthen key competencies	A plan for the explicit teaching of key competencies through our social skills programme is developed and shared. This includes a review of student behavioural expectations.	Review expectations and social skills with particular emphasis on the difference it is making for target students. Identify training opportunities for staff and parents.	School-wide practices for strengthening key competencies are fully implemented with participation from parents.	<p>Student achievement data shows increasingly positive outcomes in Key Competencies</p> <p>Well-Being at School survey results show increasingly positive results for pro-social student culture and strategies</p>
Develop a digital strategic plan	Develop a digital strategic plan that describes how students will successfully use digital tools for learning. The plan will include management of devices, technical support and ongoing professional development	Review digital strategic plan with particular focus on the quality of learning for students, connection with other schools and quality of devices and infrastructure.	A digital strategic plan supports innovative and creative learning opportunities for students, access to quality devices and relevant professional development for new and existing staff.	<p>Kia Takatū ā-Matihiko / Digital Readiness self-review surveys show increasingly positive outcomes for teachers and students.</p> <p>Community and student survey results show increasingly positive feedback on digital learning</p>
Create clear pathways for learning	Develop stronger relationships with (Early Childhood Educators) ECE and Aotea College to enable effective transitions to, within and from our school and across our Kāhui Ako.	Resources are prioritised to ensure that students with additional learning needs are supported to fully participate and achieve, particularly at transition points.	Support for learners and parents at transition points is well established, with resources prioritised to support learners with additional needs.	<p>Data gathered from teachers and whānau show increasingly positive transitions to and from Papakōwhai School</p> <p>Inclusive Practices Self-Review Toolkit results show increasingly positive outcomes for learners with additional needs</p>

Strategic Goal: We enjoy learning	
Initiative	<p>Emphasise hauora and whanaungatanga</p> <ul style="list-style-type: none"> Learning programmes, including PE and health curriculum programmes are fully implemented and contribute positively to student hauora and whanaungatanga. Professional growth cycles are fully implemented and contribute positively to staff well-being.
Measures	<p>Well-Being at School survey results show consistently positive outcomes for all students.</p> <p>Staff survey results show consistently positive outcomes for staff well-being.</p>
Responsibility	Chris Robinson

Actions	Supported by	Resources	Completed by
<p>The Kiva programme is fully implemented with staff training and communication with parents.</p> <ol style="list-style-type: none"> Re-book training now Trust is set up. Communication with Parents (parent meeting and newsletter articles) about the process at Papakōwhai School and the definition of bullying. Kiva launch for all students (anti-bullying hui - followed by first Kiva lesson) Make Kiva room well known - signs/flags, taking students to visit the room Staff meeting with teacher and TA's in February Termly reminders at student hui and revisiting important lessons in class. 	Lesley	Meeting Time Kiva subscription	Term 1
<p>Students access regular hauora and whanaungatanga lessons.</p> <ol style="list-style-type: none"> Collaborative team planning for Health and PE is established in all syndicate teams. PE and fitness reporting posts in SeeSaw are established to ensure focus in classes Regular whanaungatanga class time is prioritised, this is a standing item at team meetings. Increase in capacity and organisation of PE equipment. There is a termly staff meeting with teachers and TA's focussed on hauora. 	Anne	Release time \$10,000 PE equipment	Term 1
<p>Students participate in Sexuality Education</p> <ol style="list-style-type: none"> Refresh and revise curriculum content with staff. Consultation with parents/caregivers Deliver programme 	Team Leaders	Meeting time	Term 3
<p>EOTC programmes for senior students are developed and implemented</p> <ol style="list-style-type: none"> Two senior camps in Term 1 at Teapot Valley Evaluation of camps and 2022 EOTC programme to determine the best year groupings, activities and timings. Planning for EOTC programmes for Y7 and 8. Beach Education is provided for Year 7 and 8 students. 	Jo	Planning time Budget Preparation.	Term 4

Actions		Supported by	Resources	Completed by
Teacher Code & Standards are shared with staff with explicit links to Papakōwhai School expectations <ol style="list-style-type: none"> 1. Teacher Code & Standards are shared with staff at TOD along with job descriptions 2. Teachers make explicit links to Papakōwhai expectations. 3. Links are made to collaborative planning expectations. 4. Focus on the code in more detail so there are clear expectations about how we work in teams. 		Mark	TOD time Leadership planning time	Term 1
Teachers have personal goals which are linked to Teaching as Inquiry <ol style="list-style-type: none"> 1. Teachers set Literacy, Maths and behaviour goals linked to their TIA 2. All teachers receive regular and ongoing coaching sessions twice per term during CRT time. 3. Professional Development is given to the AP/DP group to support coaching. 4. All Teachers have an after school, one on one meeting with their team leader twice per term to discuss Literacy, Maths and behaviour. 5. Team leaders meet monthly with Mark to discuss Literacy, Maths and behaviour. 6. All teachers are observed for Literacy and Maths 		AP/DP group Team Leaders	Release PLD costs to support coaching.	Ongoing Term 1
All Support staff receive goal setting sessions to develop a professional learning plan. <ol style="list-style-type: none"> 1. Weekly professional development sessions on a Monday morning continue. 2. There are goal setting and evaluation meetings in Terms 1 -3 3. A Library team is developed and meets monthly. 4. Office and grounds team meets weekly. 		Sue Mark	Release	Begins Term 1
Quality Professional Development is offered to teachers		Mark Sue	PLD budget	Begins Term 1
<u>Structured Literacy - Writing Focus</u> <ol style="list-style-type: none"> 1. Continue work with Christine Braid and Helen Walls from Massey University 2. All teachers are supported to use a structured literacy approach with their whole class in Y1-2 and with targeted groups in Years 3- 8. 3. Connect with Kahui Literacy network 	<i>Desired Outcomes</i> <ul style="list-style-type: none"> • Teacher confidence with teaching surface features is increased. • Students receive quality fast feedback. • Teacher knowledge of spelling progressions is increased. 	Sean		
<u>Te Reo Māori</u> <ol style="list-style-type: none"> 1. Implementation of school curriculum with professional development for staff 2. Collaborative planning for Te Reo Māori is expected in all teams 3. Staff meetings with Toni Kahu-Sweet AST 	<i>Desired Outcomes</i> <ul style="list-style-type: none"> • Teacher confidence with teaching Te Reo is increased. • Students demonstrate regular Te Reo opportunity and growth in their language learning • Teacher and student knowledge of tikanga is increased. 			
<u>Aotearoa New Zealand Histories- Kāhui Ako link to Ngāti Toa</u> <ol style="list-style-type: none"> 1. Collaborative integrated Inquiry will make clear connections to ANZH, including the UKD model. 2. Participate in Kāhui Ako PLD with Ngāti Toa 3. Staff meetings with Toni Kahu-Sweet AST 	<i>Desired Outcomes</i> <ul style="list-style-type: none"> • Teacher confidence with teaching ANZH is increased. • Students demonstrate regular inquiry opportunities • Teacher and student knowledge of local history is increased. 			
		Team Leaders		

Strategic Goal: We enjoy learning	
Initiative	Enhance our local curriculum <ul style="list-style-type: none"> Local curriculum is fully implemented and contributes to students engaging in a wide variety of cultural, academic and sporting activities
Measures	Observations and examples from teachers, students and whānau show increasingly rich, challenging and meaningful learning opportunities Student achievement data show consistently positive outcomes for all students.
Responsibility	Lesley Hodge

Actions	Supported by	Resources	Completed by
Integrated Curriculum is reviewed and refreshed <ol style="list-style-type: none"> 1. Revisit two year plan 2. Make changes to the plan based on ANZH and the refreshed Social Sciences Curriculum 3. Team leaders share the planning and evaluation of their integrated curriculum units at least once per term with the leadership team. 	Team Leaders	Release	Term 1
Guidelines and student expectations for teaching the Arts are shared with staff and community. <ol style="list-style-type: none"> 1. Curriculum overview is shared with Teachers 2. Overview is shared with the community digitally and/or at a parent evening. 3. Teachers plan collaboratively for the Arts 4. Arts unit holder supports team planning and evaluation of units. 	Carina	Fixed Term Unit Release	Term 1
Guidelines and student expectations for teaching Te Reo and tikanga Māori are shared with staff and community. <ol style="list-style-type: none"> 1. Revised curriculum is shared with whānau and feedback sought 2. Friday morning weekly sessions with staff to promote the curriculum and activities 3. Termly opportunities with whānau to participate in the curriculum and activities 	Sean	WST Position 2023	Ongoing Term1
Teachers build awareness of Te Mātaiaho <ol style="list-style-type: none"> 1. Explore the vision for young people and make links to our context 2. Build connections with mana whenua through Kāhui Ako PLD with Ngāti Toa 3. Become familiar with the progressions overview and the pedagogy and assessment guidelines in Te Mātaiaho. 4. Build awareness of the UKD model 5. Explore and discuss changes we will need to make in the short and medium term 	Mark	Meeting time	Term 1 Leadership Term 2 Teachers
Maths and Literacy Local Curriculum is reviewed and refreshed <ol style="list-style-type: none"> 1. Revisit Maths Literacy documents 2. Make changes based on LPF and Structured Literacy PLD 3. Explore Te Mātaiaho Literacy and Maths progressions 			Term 2

Strategic Goal: We enjoy learning	
Initiative	Share learning successfully <ul style="list-style-type: none"> Sharing learning contributes to students engagement and success in a wide variety of cultural, academic and sporting activities
Measures	Community and staff survey results show increasingly positive feedback on assessment reporting Real-time reporting metrics show increasingly positive engagement with assessment reporting
Responsibility	Jemma Simpkins

Actions	Supported by	Resources	Completed by
Teachers and students use Seesaw to share goals and learning, meaningfully and authentically for The arts, Health and PE, Integrated Learning and Te Reo. <ol style="list-style-type: none"> Unpack the difference between “Reporting posts” and “Sharing Posts” Teachers know how to use a comment bank of success criteria for The Arts, Te Reo and PE and Health to use with “Reporting Posts”. Regularly monitor SeeSaw posts and give feedback to teachers Evaluate use of SeeSaw to report on these learning areas. 	Team Leaders	Release	Term 1
Teachers, whānau and students have several opportunities to meet to discuss student progress. <ol style="list-style-type: none"> Students and whānau can meet the teacher and drop off stationery during the Teacher Only days at the start of year. There is an opportunity to book an appointment to meet the teacher at the start of the year. Purpose of the meeting in person clarified for parents and teachers- - holistic conversation. Reinstate speed dating of the previous year’s teacher by the new teacher at the start of the year. Oral reporting to whānau at the end of Term 1 and 3. Written reports end of Term 2 and 4. These include Literacy, Maths, Integrated Curriculum, Key Competencies and a general comment. 	Chris	Release	Term 4

Strategic Goal: We Are Connected to Our Community	
Initiative	Support English Language learning and celebrate diversity <ul style="list-style-type: none"> A provision to support English language learning and celebrate diversity is fully implemented, with staff fully trained and supported.
Measure	Student achievement data shows increasingly positive outcomes for Asian and Pasifika students Staff surveys show increasingly positive support and training for English Language Learning.
Responsibility	Jemma Simpkins

Actions	Supported by	Resources	Completed by
Ensure quality teaching and learning opportunities are in place for English Language Learners. <ol style="list-style-type: none"> Establishing a new team with teaching assistant changes. Provide training for new team members Jill teaches small groups of children who need the most expert teaching. Explore flexibility about when to start student funding of ELL so that the teaching is best targeted. 	Jill	ESOL funding	Term 1
Explore the international student process with MOE. <ol style="list-style-type: none"> Talk to and visit other schools who have international students Talk with MOE about accreditation process Bring a discussion document to the BOT about whether or not to proceed. 	Mark	Release time	Term 2
Pasifika language weeks are celebrated and integrated with classroom programmes <ol style="list-style-type: none"> Establish a planning team (Jemma, Jill, Sean, TA's) Plan language weeks in the calendar and book people and resources early. Share language week resources well in advance. Involve student leadership in the language week celebrations. 	WST Jill	WST release time	Term 2 and 3
Particular focus on Asian culture is celebrated through school events (Chinese language week and Diwali) <ol style="list-style-type: none"> Establish a planning team (Jemma, Jill, Sean, TA's) Plan language weeks in the calendar and book people and resources early. Share language week resources well in advance. Involve student leadership in the language week celebrations. 	WST Jill	WST release time	Term 3 and 4

Strategic Goal: We Are Connected to Our Community	
Initiative	<p>Contribute positively to our environment and community.</p> <ul style="list-style-type: none"> A programme for students to engage in community service is fully implemented, with particular emphasis on environmental responsibility and building community through the Arts.
Measure	<p>Community, staff and student survey results show increasingly positive feedback on contributing to our community</p> <p>Examples gathered from teachers, students, whānau and community groups show increasingly positive environmental outcomes</p>
Responsibility	Chris Robinson

Actions	Supported by	Resources	Completed by
<p>Four gardening and sustainability projects are undertaken throughout the year.</p> <ol style="list-style-type: none"> 1. Establish a gardening team that includes our caretaker, two staff members and students. 2. Refine systems for recycling and composting 3. Promote waste minimisation and reduce litter. 4. Encourage students to work with our caretaker to care for our gardens and grounds by using the compost and mulch we create at school. 5. Continue planting to prevent erosion on banks and planting of vegetables in raised gardens. 	Julian	Mulcher	Term 4
<p>Traffic safety is actively promoted with students and whānau.</p> <ol style="list-style-type: none"> 1. Traffic safety messaging is given to students and whānau in newsletters and hui 2. Road patrollers are trained and rosters established. 3. Restart Walking school bus in Term 1 and Term 4 4. Promote the Moving March event 5. Restart use of the bike track and monitors to promote use by all ages. 	Mark	Release	Term 4
<p>Whānau groups and whānau are re-invigorated to build an attitude of school spirit and service.</p> <ol style="list-style-type: none"> 1. Whānau leaders receive regular support and training 2. Whānau lunchtime sports competitions are a regular part of the school calendar. 3. Values certificates and sports events are linked to whānau points which are displayed and regularly referred to. 4. A school picnic in February is organised in whānau groups 5. Once per month there is an early lunchtime for students to have lunch in whānau groups. 6. Restart New Entrant buddies and introduce their whānau groups at hui. 7. The Fun Run and two other events are run as whānau group events. 	Kauri Teachers Mark	Release	Term 4
<p>There are regular opportunities to build community through the Arts.</p> <ol style="list-style-type: none"> 1. Performance groups are established in Term 1, including but not limited to Kapa Haka, dance, choir, band, drama club. 2. Performance Group showcases are held in Term 2 and 4 3. Students have the opportunity to participate in ArtSplash. 4. A talent quest is held in Term 3. 	Arts leader Jemma Jo	Release Tutors for Kapa Haka and dance.	Term 4
<p>There are opportunities for Year 7 and 8's to serve the community in Term 4</p> <ol style="list-style-type: none"> 1. Community Service Opportunities are identified 2. Parent volunteers are requested 3. A community service day is incorporated into the Year 7 and 8 EOTC programme. 	Kauri Teachers	Parent support	Term 4

Strategic Goal: We Are Connected to Our Community

Initiative	Develop a communication and engagement strategy <ul style="list-style-type: none"> A communication strategy and action plans are fully implemented and engage with all key stakeholders.
Measure	Community survey results show increasingly positive feedback on communication and engagement Well-Being at School survey results show increasingly positive engagement for Māori, Pasifika and Asian students.
Responsibility	Chris Robinson

Actions	Supported by	Resources	Completed by
There is a clear protocol for app messaging, emails, notices and contacting parents <ol style="list-style-type: none"> A decision is made about which messaging app to use Clear guidance is given to staff about which written form of communication should be used in different situations Clear guidance is given about face to face communication with parents. 	Mark	Staff meeting time	Term 2
Establish regular community gathering events for groups within our school to make connections and give feedback <ul style="list-style-type: none"> Asian families (Focus on international food, ELL support, Diwali, Chinese language week) Whanau (Focus on Te Reo learning together) Pasifika (Focus on Pasifika language weeks) GaTE (Focus on creating a parent network and support) New family events each term. 	Jill Mark WST	WST release time	Term 4
Multi-media newsletter and integrated website are in place to showcase student learning. <ol style="list-style-type: none"> Yearbook team is established Gathering of media is ongoing throughout the year Yearbook is published with a printed option for Year 8 leavers. 	Teachers	Release	Term 4

Strategic Goal: We Are Ready for the Future	
Initiative	Strengthen key competencies <ul style="list-style-type: none"> School-wide practices for strengthening key competencies are fully implemented with participation from parents.
Measure	Student achievement data shows increasingly positive outcomes in Key Competencies Well-Being at School survey results show increasingly positive results for pro-social student culture and strategies
Responsibility	Lesley Hodge

Actions	Supported by	Resources	Completed by
Resources and support are made available to staff to strengthen social skills <ol style="list-style-type: none"> Develop collaborative team plans that include “must dos” and “can dos”. Regularly promote social skills in the newsletter Review the teaching of social skills termly in leadership meetings. 	Team leaders	Release	Term 1
Refresh how we celebrate and acknowledge our school values <ol style="list-style-type: none"> Create school values signage and/or artwork to display in the hall or on the exterior of our buildings. Regularly feature values certificate recipients in our newsletter Present values certificates regularly in syndicate and school hui. Promote the use of in-class values certificates 	Chris	Release T1	Term 2

Strategic Goal: We Are Ready for the Future	
Initiative	<p>Develop a digital strategic plan</p> <p>A digital strategic plan supports innovative and creative learning opportunities for students, access to quality devices and relevant professional development for new and existing staff.</p>
Measure	<p>Kia Takatū ā-Matihiko / Digital Readiness self-review surveys show increasingly positive outcomes for teachers</p> <p>Community and student survey results show increasingly positive feedback on digital learning</p>
Responsibility	Chris Robinson

Actions	Supported by	Resources	Completed by
<p>Cyber safety is at the forefront of our digital plan</p> <ol style="list-style-type: none"> 1. A compulsory parent evening is held for parents of Year 6-8 in Term 1 2. Cyber safety courses are run with all students in Term 1 3. BYOD devices to be limited to school logins only 4. A parent evening for Year 3-5 parents is held in Term 3 5. Establish “unplugged time” at school where all devices are turned off. 6. Review subscriptions and online tools so we are not inadvertently promoting being consumers of online content. 	Team Leaders	Online safety course costs	Term 1
<p>Digital purchases and support is in place to reduce barriers for teachers and students</p>	Tech Provider	Fixed Asset purchases	Term 1
<p>There is regular digital training for support staff</p> <ol style="list-style-type: none"> 1. There is one compulsory and one optional opportunity per term 	Sue	Meeting time	Term 4
<p>Students demonstrate regular digital learning that focus on design solutions and problem solving.</p> <ol style="list-style-type: none"> 1. Ensure digital learning outcomes are incorporated in integrated curriculum long term planning at the start of the year. 2. Team leaders share back with leadership team how they incorporate DT in integrated plans 3. There are at least two digital technologies refresher opportunities for teachers 4. Coding and robotics are actively promoted with teachers 5. Epro8 is a regular learning opportunity for students in Years 5- 8 	Team Leaders	Release	Term 4

Strategic Goal: We Are Ready for the Future	
Initiative	Create clear pathways for learning Support for learners and parents at transition points is well established, with resources prioritised to support learners with additional needs.
Measure	Data gathered from teachers and whānau show increasingly positive transitions to and from Papakōwhai School Inclusive Practices Self-Review Toolkit results show increasingly positive outcomes for learners with additional needs
Responsibility	Lesley Hodge

Actions	Supported by	Resources	Completed by
Students are welcomed and integrated into school in a positive way. <ol style="list-style-type: none"> 1. School visits, parent meetings, data gathering, initial testing and introduction to school are reviewed 2. New systems are put in place for new entrants and new children to Papakōwhai School. 3. A meeting with the Principal is added to the induction process 4. Particular focus is given to data gathering of new entrants with additional needs and action plans developed 	Sue	Release	Term 1
An inclusive practices self-review is undertaken	Sue	Release	Term 2
Recommendations from self-review are implemented	Sue	Release	Term 3
Students are transitioned to secondary school in a positive way. <ol style="list-style-type: none"> 1. There are opportunities for our students to engage with Aotea College students through leadership, The arts and sports. 2. Particular focus is given to supporting transitions for students with additional needs and action plans developed 	Chris Sue	Release	Term 4

Achievement Goals		
	School-wide targets	Improvement targets
Reading	<ul style="list-style-type: none"> 90% of students at Papakōwhai School will achieve within the expected curriculum level. 90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level. 	<ul style="list-style-type: none"> Accelerate the progress of children in Year 8 (2023) who were below expected curriculum levels in 2022 to make more than one year's progress in 2022. Accelerate the progress of Pasifika children who were below expected curriculum levels in 2022 to make more than one year's progress in 2023.
Writing	<ul style="list-style-type: none"> 85% of students at Papakōwhai School will achieve within the expected curriculum level. 85% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level. 	<ul style="list-style-type: none"> Accelerate the progress of Pasifika children who were below expected curriculum levels in 2022 to make more than one year's progress in 2023. Accelerate the progress of children in Year 4, 6 and 8 (2023) who were below expected curriculum levels in 2022 to make more than one year's progress in 2023.
Maths	<ul style="list-style-type: none"> 90% of students at Papakōwhai School will achieve within the expected curriculum level. 90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level. 	<ul style="list-style-type: none"> Accelerate the progress of Year 4, 6 and 8 students (2023), who were below expected curriculum levels in 2022 to make more than one year's progress in 2022. Accelerate the progress of Pasifika students who were below expected curriculum levels in 2022 to make more than one year's progress in 2023.
Responsibility	Team Leaders will develop syndicate action plans for these key learning areas.	