

# *Strategic Plans and Annual Implementation Plan 2023*

*He Pepeha o Rāroa  
Ko Tarikākā te maunga  
Tarikākā is the mountain.  
Ko Waipāhīhī te awa  
Waipāhīhī is the river.  
Ko Rāroa te kura  
Rāroa is the school*



***AT RĀROA OUR VISION IS FOR ALL STUDENTS TO ASPIRE TO ACHIEVE***

***WHAKATAUKI - Tēnā te ngaru whati, tēnā te ngaru puku***

## **Introduction**

Rāroa Normal Intermediate clearly sets out the board's strategic focus and actions to improve student achievement. The charter is clear and concise, and allows parents, whānau and the community to easily understand and engage with the school's vision and values.

The School Trustees (Board) worked together at the end of 2021 to develop the 2022-2024 Strategic Plan. Parent feedback was a critical input for our strategic planning work, along with other key inputs:

- The National Education Learning Priorities (NELPs) as set by the current Government;
- Rāroa student feedback;
- Rāroa staff feedback;
- The national refresh of the NZ Curriculum;
- Membership of our local Kahui Ako / Community of Learning.

The Board also recognised the impact that the pandemic has on the community and has created an operating principle:

**We are adaptable and flexible in our operations, allowing us to flourish and deliver in a rapidly changing world.**

### **Obligations to the Ministry of Education**

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

### **Implementation of the Statement of National Education and Learning Priorities in schools and kura**

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

# Vision - Aspire to Achieve

Ngā wawata me ngā moemoea 'Whaia te ara o Ōu hiahia  
'Follow your aspirations, dreams and desires'

Students will develop the skills and attributes to:

## ACTIVELY INVOLVED / WHAI WĀHI

'Actively' participate in school life, seek opportunities, take risks and collaborate with others; contribute to school and society with a positive impact.

## SKILFUL AND INQUISITIVE / MŌHIO

'Skilfully and inquisitively' approach challenges and opportunities using logic when making decisions and interacting with people, boosting creativity, critical thinking and enhancing time management.

## PERSISTENT / MANAWANUI

Challenge themselves, show 'persistence', display resilience and a commitment to putting in their best efforts.

## INDEPENDENT / MOTUHAKE

'Independently' manage themselves, taking ownership of their actions, showing initiative and organisational skills.

## RESPECTFUL / WHAKAUTE

'Respect' themselves, others and their environment. Show empathy and tolerance. Value and celebrate diversity.

## ENJOYING OURSELVES / PĀREKAREKA

'Enjoy' themselves, reflect and celebrate achievements. Show enthusiasm and approach challenges with positivity.



## ***School context and information.***

Rāroa Normal Intermediate School has achieved a unique place for itself since its establishment in 1971. Rāroa has a rich history of excellence and innovation. It is a school culture that is defined by high quality teaching and strong emphasis on whanaungatanga, or building relationships, to enhance the learning experience and strengthen student engagement.

2023 started the year with 620 students. The ethnic makeup consists of 388 New Zealand European, 57 Maori, 21 Pacifica, 113 Asian (33 Chinese and 24 Indian) 10 African, 10 Middle Eastern as well as a wide range of other ethnicities creating an exciting diverse environment.

The integration of Te Ao Maori is a priority and actioned through Te Ara o Rāroa. Te reo is integrated at various levels throughout the school with expertise of staff growing. Students are offered opportunities to extend their knowledge in Tikanga Maori. The school has a strong Kapa Haka group: Te Rangatahi. Through consultations and collaboration, the school has developed its own kawa for pōwhiri and mihi whakatau. Waiata is a significant part of school life with our own school waiata and haka.

Exemplary of the best in practice in the educating of emerging adolescents, Rāroa's specialist focus provides not only a window on excellence in Year 7-8 education but a smorgasbord of exciting opportunities appropriate to the Middle Years.

As a Normal School, Rāroa also provides exemplary practice for teacher trainees from Victoria University. This provides the link with the theoretical emphasis of the University. There is regular liaison and interaction with the University and the other Normal Schools.

Our Vision of 'Aspire to Achieve' underpins all we do and promotes what is important for all learners at Rāroa Normal Intermediate School. Learning needs from a wide range are catered for, as we help students reach their potential.

The needs and abilities of all children are catered for within classes and a range of other programmes. A strong gifted and talented education (GATE) and learning support programme is available within the school.

We motivate our students to be excited about their learning and become contributing, participating citizens of our school and society. We want them to have empathy for the people and environment around them. We want our students to be self-motivated and self-regulatory learners equipped for their future.

The school has excellent outdoor facilities to keep students active. These include; a bike and pump track, many turfed areas including a large covered outdoor area, a large field and playground. A well- resourced hall supports the arts, sports, assemblies and community events. The library is a vibrant hub of information and learning with an excellent stock of fiction, non-fiction, reference materials, digital materials and magazines, which are constantly up-dated. A central learning street supports the technology and arts areas to provide the most current teaching in these areas.

The Rāroa wellbeing model provides a framework which will enable individuals to: Realise their potential, cope with the normal stresses of life, work productively and be able to make a positive contribution to the Rāroa learning community.

## *Learning at Rāroa*

Rāroa kaiako are committed to meeting the diverse needs of akonga. We recognise that emerging adolescence is a time of significant personal, physiological and neurological change. We respond to these needs by providing an environment where they can thrive. The Intermediate/Middle School education model provides opportunities to specifically cater to akonga at their age and stage of development.

Rāroa has a rich history of excellence and innovation. It is a school culture that is defined by high quality teaching and strong emphasis on whanaungatanga, or building relationships, to enhance the learning experience and strengthen student engagement.

We believe in personalised approaches and ensure that everyone is valued, respected and cared for in safe and stimulating learning environments.

Our programmes incorporate the best of both traditional and modern teaching pedagogy to create a vibrant, engaging and student-focussed curriculum. Learning takes many forms at Rāroa and we provide authentic learning experiences to help students reach their full potential intellectually, socially, creatively and physically. As we seek to uphold the principles of Te Tiriti o Waitangi, we motivate students to become contributing, participating members of our learning community.

We have very talented teachers who have a wealth of specialized expertise and relevant knowledge to draw upon when working with preadolescent and adolescent learners.



The curriculum at Rāroa is designed to educate the whole student and cater for them intellectually, socially, physically and enhance the creative aspects of the emerging adolescent. It has the school's values as its underlying principles and contains the Key Competencies from the New Zealand Curriculum Framework. The principles place students at the center of teaching and learning, assuring that they should experience a curriculum that engages and challenges them, is future focused and inclusive, and affirms New Zealand's unique identity.

### **Personalised Learning**

- Is a flexible system that is built around the learners' needs and interests with the aim to develop self-regulated learners.

### **Diversity and Equity - Manaakitanga, Whanaungatanga**

- Diversity; encompassing variations and differences in both knowledge and people; is recognised as a strength to be actively fostered.
- Provide opportunities for students to embrace diversity; value people, environment and themselves.
- The students experience equity in engaging with the curriculum.

### **Knowledge - Ako, Wānanga**

- Building or creating relevant knowledge to use in authentic context, including future focussed, as they arise on a "just-in-time" basis.
- The ability to apply and reflect upon meaningfully learned knowledge and skills in a variety of contexts and situations.
- Practical, hands-on learning experiences integrated throughout the curriculum.

### **Roles and Relationships in the School Community - Whanaungatanga, Manaakitanga**

- Key relationships develop emotional, social and academic stability.
- Ako - reciprocal teaching and learning. The roles of teachers, students and the wider school community merge in ways that draw on the strengths and knowledge of each.
- Our learning environment will be emotionally and physically safe and inclusive.

### **Networked - Kaikōtuitui**

- Utilising technology to enable new learning, connect locally and globally and develop new ways of learning.
- Seek out ideas from students, parents, community and global partners, exchange information with them, and involve them in innovation and value creation.

### **Socially Constructed Learning – Ako**

- The organisation of learning should be highly social so that learners have opportunities to teach each other and collaborate.

### **Assessment for Learning**

- Students owning and knowing what they are learning.
- Assessment is used to inform/enhance learning.

### **Developing Positive Dispositions for Life**

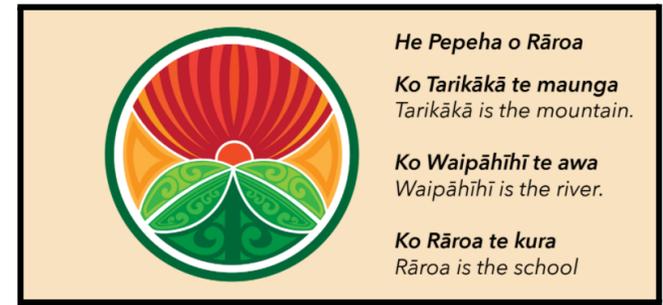
- Deliberately modelling and acknowledging dispositions that will create positive contributing citizen

## *Te Ara o Rāroa*

Te Ara o Rāroa is named in recognition of the Māori tracks and pathways that were used by Māori of the many iwi that traversed through the Northern Suburbs to a range of sites in and around Te Whanganui A Tara. Research indicates that the surrounding whenua (or forest, as it was then) of our school was traditionally used by Māori to travel from Porirua through to more permanent Pā located in and around the harbour and Makara. The area was also well used as a mahinga kai, due to the abundant bird life and resources the forest provided. We currently understand our school to be located between or in the rohe of both Ngāti Toa Rangatira, based in Porirua and Te Āti Awa Ki Pōneke, located in and around Wellington Harbour. As a result, we are working to build stronger relationships with both iwi and further understand historic Narratives.

Te Tiriti o Waitangi is acknowledged and embraced in a number of ways at Rāroa Normal Intermediate. Framed by Te Ara o Rāroa, our programmes grow the confidence of tamariki and staff in their use of te reo Māori and developing an understanding of tikanga. At Rāroa Normal Intermediate we provide professional development in a variety of ways to develop our confidence and competence for all our teachers in:

- Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand.
- Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practising and developing the use of te reo and tikanga Māori.



## ***Rāroa Strategic Goals, 2022-2024***

### **People Learning / Ako**

To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners.

### **People Thriving / Whakapuāwai**

To nurture and develop individual wellbeing and resilience in a community that embraces and celebrates diversity.

### **People Connecting / Whanaungatanga**

To develop and maintain effective partnerships, both within and beyond our school community, which are anchored in open communication and trust.

**He aha te mea nui o te ao?**

**He tangata, he tangata, he tangata**

***What is the most important thing in the world?***

***It is the people, it is the people, it is the people***

***Our operating principle:***

***We are adaptable and flexible in our operations, allowing us to flourish and deliver in a rapidly changing world.***

## Strategic Section: Goals 2022 - 2024

Strategic Goals	Strategies for Achieving Goals
<p><b>Focus 1 - People Learning / Ako</b></p> <p>To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners.</p>	<ul style="list-style-type: none"> <li>● Continue the development of the Future-focussed School Curriculum with developing current relevant assessment practices that support student learning and wellbeing.</li> <li>● Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy (NELP Objective 2).</li> <li>● Meaningfully incorporate te reo me ona tikanga Māori into the everyday life of the place of learning (NELP Objective 3).               <ul style="list-style-type: none"> <li>○ Build a school environment which recognises Te Tiriti o Waitangi.</li> </ul> </li> <li>● Maintain a high level of professional development.               <ul style="list-style-type: none"> <li>○ Expertise, including strong neuroscientific research linking behavioural principles and wellbeing, is used to develop a “well-being and thriving” school.</li> <li>○ Implementation and integration of the Professional Growth Cycle.</li> </ul> </li> <li>● Have high aspirations for every learner/ākonga (NELP Objective 1).</li> <li>● Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work (NELP Objective 4).               <ul style="list-style-type: none"> <li>○ Specific focus within the Design Production Education, Technology area of the school.</li> </ul> </li> </ul>
<p><b>Focus 2 - People Thriving / Whakapuāwai</b></p> <p>To nurture and develop individual wellbeing and <b>resilience</b> in a community that embraces and celebrates diversity.</p>	<ul style="list-style-type: none"> <li>● To continue to build an inclusive and nurturing community with a focus on wellbeing.</li> <li>● Incorporate initiatives that foster resilience of teachers, students and wider community.</li> <li>● Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying (NELP Objective 1).</li> <li>● Reduce barriers to education for all, including for Māori and Pacific learners/ Asian/ākonga, disabled learners/ākonga and those with learning support needs (NELP Objective 3).</li> <li>● Incorporate strategies which support students and families throughout the covid pandemic.</li> <li>● Provide opportunities for students to demonstrate achievement across a broad spectrum of experiences, including through the building of relationships, cultural experiences, the art as well as sport and academic achievements.</li> </ul>

### Focus 3 - People Connecting /

#### Whanaungatanga

To develop and maintain effective **partnerships**, both within and beyond our school community, which are anchored in open communication and trust.

- Partner with whānau and communities to design and deliver education that responds to the needs, and sustains identities, languages and cultures (NELP Objective 1).
- Continued involvement in the Kahui Ako , Community of Learning (Te Kāhui Ako o Tarikākā), supporting Across School Leaders and Within School Leaders in the delivery of the four achievement challenges:
  - Strong, secure cultural identities and sense of belonging
  - Hauora and wellbeing
  - Confident, capable empowered learners
  - Equitable outcomes for all.
- Develop effective communication with the community including sharing Information, reporting of progress & wellbeing, and celebrations.
- Strengthen whānau, iwi and manawhenua connections.
- Work with the Ministry of Education on the redevelopment of the school building in order to provide future focused educational facilities to support student learning, which adhere to high level learning space priorities.
- Continue to strengthen our relationship with Victoria University and our commitment to ITE (Initial teacher education) as a Normal School.

## Annual Implementation Plan 2023

### People Learning / Ako

To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners.

1a High Quality Teaching and Learning - Learning Design

1b Quality learning design and curriculum delivery.

1c Quality teaching and learning of Te Reo and Tikanga Maori and History curriculum.

### People Thriving / Whakapuāwai

To nurture and develop individual wellbeing and resilience in a community that embraces and celebrates diversity.

1a Wellbeing - Developing a framework for Pastoral Care framework

2b Wellbeing - Students and Teachers.

2c Reduce barriers to education for all, including for Māori and Pacific learners/ Asian /ākongā, disabled learners/ākongā and those with learning support needs

## People Connecting / whanaungatanga

To develop and maintain effective partnerships, both within and beyond our school community, which are anchored in open communication and trust.

3a Partnership - Kahui Ako / Northern Cluster of Schools

3b Partnerships Whānau- Communication -Hero / Reporting

3c Partnerships and External Relationships.

Strategic Focus 1	Strategy	Actions / Intentions
<p><b>People Learning / Ako</b> To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners.</p>	<p><b>(1a) High Quality Teaching and Learning - Learning Design (NELP Objective 3 and 4)</b></p> <p>‘Kia whakatōmuri te haere whakamua. I walk backwards into the future with my eyes on my past.’</p>	<p><b>Quality Professional Development and Collaboration - Tom Barrett (NELP Objective 3 and 4)</b> We will work with Tom Barrett, leading Educational Consultant to help teachers, teach and lead more effectively, think more critically and work more creatively.</p> <p>Tom will work alongside Senior leadership teams as a critical friend and long-term partner focusing on professional learning and pedagogical development. He will also work directly with the leadership team to support them to strengthen teaching and learning and to recognise when learning is occurring, equipping teachers with the tools and skills to enable students to thrive. <a href="https://dialogiclearning.com/">https://dialogiclearning.com/</a></p> <p><b>Chris Rowan - Leadership development in relationship to the PGC.</b> - Grow a culture of effective feedback and reflection that supports the design and delivery of innovative, quality teaching and learning <b>(NELP Objective 3 and 4)</b></p> <p><b>Quality Teaching with a lens on Future focused Skills and competences - Tom Barrett / Matt Richards. - (NELP Objective 4)</b> Develop a shared understanding of how to teach and assess essential skills and capabilities.</p> <ul style="list-style-type: none"><li>● High quality teaching and learning of skills and competencies.</li><li>● Use Tom Barrett, Educational Consultant from Dialogical Thinking to revisit the development of deliberate act of teacher of the 21st Century skills, using design thinking ideologies.</li><li>● Develop strategies to measure / Assessment the progress of skills and</li></ul>

		<p>competencies</p> <ul style="list-style-type: none"> <li>• Matt Richards will work alongside teams to facilitate learning design around to histories curriculum</li> </ul>
	<p><b>(1b) Quality learning design and curriculum delivery.</b></p> <ul style="list-style-type: none"> <li>- Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy <b>(NELP Objective 2)</b>.</li> </ul>	<p><b>Quality delivery of Curriculum - Curriculum Teams</b> Curriculum teams were set up in 2022. These have been extremely successful. These teams will continue to work together to ensure programmes are effectively meeting the needs of the students and align with the National Education and Learning Priorities.</p> <ul style="list-style-type: none"> <li>• Mathematics - Ako - Targeted</li> <li>• Literacy - Ako - Targeted (writing)</li> <li>• Te Ao Māori - NELP - Ako / Whakapuāwai / Whanaungatanga</li> <li>• Pastoral / NELP / Whakapuāwai</li> </ul> <p>Curriculum Refresh - The New Zealand Curriculum is being refreshed in a phased approach. Rāroa will equip itself with the understanding and knowledge to successfully implement. - We we continue to focus on ‘ High Quality Teaching and Learning’</p> <p><b>Quality OTJs and Effective Assessment.</b> Continue to develop our ability to make an effective OTJ (Overall Teacher Judgement). Increase understanding of the progressions for year 7 &amp; 8 students and develop teachers' understanding of how to make an effective judgment.</p>
	<p><b>(1c) Quality teaching and learning of Te Reo and Tikanga Maori and History curriculum. (NELP Objective 3)</b></p> <ul style="list-style-type: none"> <li>- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</li> </ul> <p>Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti Waitangi.</p>	<p><b>Te Kura Ahurea - (WSL Led) - (NELP Objective 3)</b> Kura Ahurea is a cultural support Kaupapa for schools. It is based on Te Aho Arataki Marau mō te Ako i Te Reo Māori/Curriculum Guidelines for Teaching and Learning Te Reo Māori. ‘Te Aho Arotaki Marau’ is intended to help every English-medium school in New Zealand to design and shape a curriculum that includes te reo Māori, alongside other learning areas, and acknowledges its value. The Kaupapa has been designed by Mana Whenua of the Ahu Whenua Trusts and provides a Te Ātiawa ki Te Whanganui a Tara / Taranaki Whānui perspective on local historical</p>

Practising and developing the use of te reo and tikanga Māori.

narratives, tikanga and kawa.

**(NELP Objective 3)**

**Te Reo** Through professional development

Kaiako will engage in workshops which will improve the Reo of staff (and students)

- Provide specific focused leadership and representation at leadership level.
- Weekly planning has scheduled te reo Māori
- Te reo Māori is authentically integrated into inquiry units and other planning
- Aim for students to be achieving stage 2 or above in te reo
- Displays, classrooms and corridors will acknowledge Te Tiriti.
- Provide professional development around cultural competency, in Tikanga Māori/Te Reo Māori.
- Engage our Māori families' voices through our whānau hui each term.
- Ensure appropriate reporting on outcomes, tracking progress and achievement each term for our students identified as Māori.
- Continue to build positive relationships with parents of students identified as Māori.
- Develop and foster a strong Kapa Haka (Te Rangatahi) group to represent the school.

**NZ Histories (NELP Objective 3)**

- All teams have an inquiry around NZ curriculums,
- Teachers beginning to use the Curriculum to inform teaching and learning

**Targeted delivery - Maths and Writing - See Below - (NELP Objective 2)**

**Mathematics** (Targeted Development)

Improvement in the achievement of children in Mathematics across the school (Target)

- Regular PD sessions
- Teachers involved in 3 week challenge to engage students in Maths
- ASPIRE – grow culture around maths
- Use diagnostic tool to understand how students feel about Maths

- Teachers using student achievement data to inform teaching
- Communicate and celebrate mathematics teaching and learning at Rāroa.

**Writing (Consolidating) (NELP Objective 2)**

Improve the achievement of children in Writing across the school (Target)

- Targeted development of writing to see improvement throughout a student's time at Rāroa with the goal for all students to improve 'at least' one sub level a year.
- See students positively engaged in writing.
- Students will write to achieve different purposes.
- Students' writing will be celebrated and visible.

Strategic Focus 2	Strategy	Actions / Intentions
<p><b>People Thriving / Whakapuāwai</b></p> <p>To nurture and develop individual wellbeing and resilience in a community that embraces and celebrates diversity.</p>	<p><b>(1a) Wellbeing - Developing a framework for Pastoral Care (NELP Objective 1)</b></p>	<p><b>(1a) Wellbeing - Developing a framework for Pastoral Care (NELP Objective 1)</b></p> <p>Develop a wellbeing and pastoral care framework that:</p> <ul style="list-style-type: none"> <li>○ Helps to identify students' needs</li> <li>○ Work alongside the Ministry of Education and RTLB to support the development of the framework.</li> <li>○ Gives an indication of the level of support needed</li> <li>○ Guides your thinking about the underlying causes</li> <li>○ Indicates who to speak to, work with, and seek advice from</li> <li>○ Suggests possible actions and approaches</li> <li>○ Helps to embed and organise new and previous learning and professional development</li> <li>○ Assists in identifying areas for future development, for individual teachers, whole teams, and/or the entire school</li> <li>○ Supports equity across the kura, ensuring that students have their needs met according to best practice</li> </ul> <p>Staffing will include a specialist teacher with expertise in wellbeing and Resilience - Develop a focused programme looking at developing the resilience of students.</p>
	<p><b>(2b) Wellbeing - Students and Teachers.</b></p>	<p>Continue to implement strategies which support the wellbeing of</p>

	<p>Continued to be a kura that priorities wellbeing <b>(NELP Objective 1)</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>students, including when faced with negative interactions and issues which affect their wellbeing.</p> <ul style="list-style-type: none"> <li>● Reinforcement of the behaviour process <ul style="list-style-type: none"> <li>■ Ignore, use words, seek help.</li> </ul> </li> <li>● Act on information received from wellbeing surveys.</li> </ul> <p>Provide Professional advice and guidance to provide teachers with the strategies to help themselves and others build build resilience</p> <ul style="list-style-type: none"> <li>● <a href="#">Tom Barrett</a></li> <li>● <a href="#">Chris Rowen</a></li> <li>● <a href="#">Kathryn Berkett</a></li> </ul> <p>Communicate with students and whānau support agencies and access to support if and when required.</p>
	<p><b>(2c) Reduce barriers to education for all, including for Māori and Pacific learners/ Asian /ākonga, disabled learners/ākonga and those with learning support needs (NELP - Objective 2)</b></p>	<p>Work with whānau, Pacific and Asian families and students to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Provide Specialist Pasifika and Asian support opportunities.</p> <p>Chinese connection and involvement in sister school connection.</p>

<b>Strategic Focus 3</b>	<b>Strategy</b>	<b>Actions / Intentions</b>
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<p><b>People Connecting / Whanaungatanga</b></p> <p>To develop and maintain effective partnerships, both within and beyond our school community, which are anchored in open communication and trust.</p>	<p><b>(3a) Kahui Ako</b> / Northern Cluster of Schools (Crofton Downs, Khandallah, Ngaio, Cashmere, Johnsonville, Westpark, Churton Park and Amesbury)</p> <p><b>(NELP Objective 1)</b></p>	<p>The purpose of becoming a Kāhui Ako is so that we can be better together for our students, our communities, our teachers, for the wider education community and the wider community, in general.</p> <ul style="list-style-type: none"> <li>● Continue to Strengthen partnerships with our community of learning. (Kahui Ako)</li> <li>● The mana of the Kahui Ako is enhanced and teachers speaking positively about KA.</li> <li>● Use the Kahui Ako to develop our leaders and provide opportunities to lead.</li> </ul> <p>Develop a shared understanding of the Kahui Ako Goals:</p> <ul style="list-style-type: none"> <li>● Enabling all people in the cluster community to learn and flourish</li> <li>● Activating professional creativity and autonomy</li> <li>● Equipping teachers to meet our overarching core purpose</li> <li>● Having a broader educational and pedagogical influence</li> <li>● Enable expertise to be shared.</li> </ul>
	<p><b>(3b) Partnerships Whānau- Communication -Hero / Reporting</b></p> <p><b>(NELP Objective 1)</b></p>	<p><b>(3b) Whānau hui Connections</b></p> <p>Explored opportunities and make connections with whānau to provide input into school initiatives. Pasifika parents/caregivers have opportunities to provide input into school initiatives.</p> <p>Develop partnerships with Home-School. Working with whanau in the school context, strengthening relationships and community connections. Eg. Events &amp; Fundraising committee.</p> <p><b>Develop effective communication tool and systems</b></p> <p>Continue to development systems for effective reporting</p> <p>Continue to use 'Hero' interface by Linc-Ed to develop a powerful and secure online sharing platform - customised to reflect the curriculum, vision and values of your school.</p>

	<p><b>(3c) Partnership - Kahui Ako / Northern Cluster of Schools</b></p> <p>Continue to strengthen our relationship with Victoria University and our commitment to ITE (Initial teacher education) as a Normal School</p> <p>Strengthen partnerships, participate and collaborate with significant associations.</p> <ul style="list-style-type: none"> <li>● <b>NAMSA</b> (Normal and Model Schools Association)</li> <li>● <b>WISPA</b> (Wellington Intermediate School Principal Association)</li> <li>● <b>NZAIMS</b> (New Zealand Intermediate and Middle Schools Association)</li> </ul> <p><b>Effective Partnerships - Property development. (Ministry of Education / Studio Pacific Architecture)</b></p> <p>Effective partnership with the Ministry of Education - Property team and Studio Pacific Architects.</p>	<p>Involvement in the development of ITE (Initial Teacher Development) Programme alongside Universities</p> <p>Strengthen collective relationship with the Normal School Association</p> <p>Involvement in Primary Advisor Group representing Normal School and WISPA (Wellington Intermediate School Principals Association)</p> <p>Provide representation at conferences and collaborations. Explore other professional development opportunities.</p> <p><b>Future Focus Property development</b></p> <p>Work within the high level priorities to ensure future focus learning environments support teaching and learning.</p> <p>Work with the Ministry of Education on the redevelopment of the school building in order to provide future focused educational facilities to support student learning, which adhere to high level learning space priorities.</p> <p><b>High level building priorities.</b></p> <p><b>Inclusive</b> • Connected • Bi-cultural • Personalisation • Being together</p> <p><b>Flexible</b> • Communication • Collaboration • Variety of spaces</p> <p><b>Research Led</b> • Activity and the adolescent brain • Outstanding Design</p> <p><b>Well-Being Focused</b> • Connected to the landscape • Active and reflective • Daylight and fresh air</p>
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