

Ranui Primary School Strategic Plan 2020 - 2022

Ranui School Analysis Of Variance 2019

Our vision	“Our learners are thriving, growing into confident community and world citizens by challenging thinking and exploring learning that draws from our diverse community”.		
	<i>Ranui School recognises the unique position of Maori in all strategic areas and practices.</i>		
Strategic focus areas	Challenge and Grow ourselves to build ongoing learning, growth mindsets	Respect maintain a culture of belonging where partnerships are based on communication that is genuine, agentic, respectful, inclusive and effective	
Strategic Goals	1. Maximise engagement capability and capacity of our learners	2. Enhance positive relationships through effective communication	
Strategic initiatives	Strengthen capability and grow expertise	Collaborate to improve wellbeing and positive behaviour for learning	Effectively involve community as partners in learning

Ministry of Education National Professional Learning Development Priorities

WELLBEING

1. Mātauranga me te Reo Māori	1. Cultural Capability
2. Marau ā kura	2. Local Curriculum Design
3. Aromatawai	3. Assessment for Learning

3 year Overview of Strategic Goal 1 - Maximise engagement capability and capacity of our learners

2020	2021	2022
<p>Professional Development</p> <ul style="list-style-type: none"> - Identify an effective procedure of Professional Learning Development (PLD) that includes a cycle of inquiry and coaching for learners 	<ul style="list-style-type: none"> - Review and align Ranui School PLD Model matches progress of teacher practice and learning outcomes for children - Use the PLD Model as a guideline for effective PLD delivery and facilitators 	<ul style="list-style-type: none"> - Use the PLD Model as a guideline for effective PLD delivery and facilitators
<p>Relationship Based Learning (RBL)</p> <ul style="list-style-type: none"> - Provide timely and targeted Professional Learning Development related to the needs identified on the profile from coaching analysis. - Increase the capacity of the Impact Coach Team to include Whanau leaders - Strengthen understanding and use of the GPILSEO (with a wider guiding coalition team) as a key strategic tool - Clearly link RBL model with the Assessment for Learning model 	<ul style="list-style-type: none"> - Build on and strengthen practice to increase student agency - Explore and start to develop Ranui School specific RBL processes and systems that link clearly with the intent of Tataiako, Tapasa, Learning Partnerships, Well being 	<ul style="list-style-type: none"> - Continue to develop and formalise Ranui School RBL frameworks in all school processes and systems
<p>Learning with Digital Technologies (LWDT)</p> <ul style="list-style-type: none"> - Continue to develop a Ranui School Curriculum document - Develop learner capability of LWDT 	<ul style="list-style-type: none"> - Develop teacher capability of how to implement curriculum in classroom practice 	<ul style="list-style-type: none"> - Continue to develop teacher capability of how to implement curriculum in classroom practice based of 2022 review

	- Review and make goals for 2022	- Review and develop goals for 2023
Writing (Oral Language) <ul style="list-style-type: none"> - Embed new practices and learning to increase capability and engagement. - Ensure practice is based on the effective delivery document for literacy. 	<ul style="list-style-type: none"> - sustain new practices and learning at identified TIER levels - 3x new coaches 2020 report growing strength in teacher practice 	<ul style="list-style-type: none"> - Sustain and monitor teacher practice through coaching and PLG hui - Investigate peer observations
Reading (Oral Language) <ul style="list-style-type: none"> - Embed new practices and learning to increase capability and engagement. - Ensure practice is based on the effective delivery document for literacy. - Look at purposeful follow up activities 	<ul style="list-style-type: none"> - sustain new practices and learning at identified TIER levels - Look at effectiveness of the overall Reading programme - 3x new coaches 2020 report growing strength in teacher practice 	<ul style="list-style-type: none"> - Sustain and monitor teacher practice through coaching and PLG hui - Investigate peer observations
Mathematics <ul style="list-style-type: none"> - To lift teacher practise through coaching and PLD - To develop documents in mathematics. 	<ul style="list-style-type: none"> - Embed new practices and learning to increase capability and engagement. - Ensure practice is based on the effective delivery document for mathematics. 	<ul style="list-style-type: none"> - sustain new practices and learning at identified TIER levels - Audit effectiveness of the overall Mathematics programme

3 year Overview of Strategic Goal 2 - Enhance positive relationships through effective communication

- Collaborate to improve wellbeing and positive behaviour for learning

2020	2021	2022
<p>Wellbeing</p> <p>*NOTE Wellbeing is also woven throughout other strategic priorities and actions.</p> <ul style="list-style-type: none"> - Develop a school culture that promotes good wellbeing practices for all students and staff, responding to specific wellbeing concerns and issues. - Develop a culture of wellbeing based on shared values and positive relationships throughout the school community. 	<ul style="list-style-type: none"> - Expand and embed Ranui School culture of wellbeing through clear links throughout school systems, interactions and everyday practice 	<ul style="list-style-type: none"> - Review practice in reality, through community and school voice collection
<p>Positive Behaviour for Learning</p> <ul style="list-style-type: none"> - Continue to embed, and review PB4L practices and customise to meet the needs of our learners. - School values explicit and visible in all aspects of school practices. 	<ul style="list-style-type: none"> - Strengthen and embed systems and practice 	<ul style="list-style-type: none"> - Ongoing

3 year Overview of Strategic Goal 2 - Enhance positive relationships through effective communication

- Effectively involve community as partners in learning

2020	2021	2022
<p>Graduate profiles</p> <ul style="list-style-type: none"> - Explore, develop & and confirm Ranui School graduate profiles (Maori / English Medium) 	<p>Build on and extend connections with profiles in Student lead conferences and ongoing student agency focus throughout school systems and practice</p>	<p>Children, whanau and teachers link systems and practice to profiles independently and this impacts on regular attendance</p>
<ul style="list-style-type: none"> - Local curriculum <p>build on learning partnerships through local curriculum exploration and confirmation process</p> <ul style="list-style-type: none"> - clarify 'achievement' and deepen understanding of progress towards goals 	<p>Ranui School curriculum planning links directly to profiles and community strengths</p> <p>Children and whanau can talk clearly about progress in learning</p>	<p>Ongoing based on strengths /needs arising</p> <p>As above, with positive impact on regular attendance</p>
<p>Te Reo Maori me ona tikanga</p> <ul style="list-style-type: none"> - Budget to explore and implement scaffolded introduction to Te Reo Maori me ona tikanga journey for all learners - students, staff and community (Cultural Capability / Learning Partnerships) 	<ul style="list-style-type: none"> - reviewed programmes are trialled and evaluated for effectiveness - investigate other support resources available, eg. Wai Ako to encourage teacher independence 	<ul style="list-style-type: none"> - Committed budgeting allows for improvement in effective practice - Programme adaptation based on needs and strengths

Annual Plan 2020

Strategic Focus Area: Challenge and Grow ourselves to build ongoing learning, growth mindsets

Strategic Goal 1: Maximise engagement capability and capacity of our learners

Initiative: Strengthen capability and grow expertise

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
<p>Professional Development</p> <ul style="list-style-type: none"> - Identify an effective procedure of Professional Learning Development that includes a cycle of inquiry and coaching for learners 	<p>Create a procedure for Professional learning development that includes inquiry and coaching.</p> <ul style="list-style-type: none"> - (include statement of areas of interest on a needs based, opt in / out basis) 	<p>Procedure has been developed, shared and followed by staff</p>	<p>Teresa - Heather and Allisa</p>	<p>Teresa - Heather and Allisa</p>	<p>Term 1 - Write procedure in line with research</p> <p>Term 2 - Review with staff</p>
<p>Relationship Based Learning (RBL)</p> <ul style="list-style-type: none"> - Provide timely and targeted Professional Learning Development related to the needs identified on the profile from coaching analysis. - Increase the capacity of the Impact Coach Team to include Whanau leaders - Strengthen understanding and use of the GPILSEO 	<ol style="list-style-type: none"> 1. Workshops explore models / examples - looks like..sounds like of each dimension at various team levels 2. store model examples for observation & IC use (WL & Tutor Teachers) - avoid double ups 3. introduce overview of GPILSEO to whole school- 	<ol style="list-style-type: none"> 1) Review and add to our Ranui CRP Exemplars with the staff. 2) (As above) + Allow time for Accredited coaches to work with senior staff training to become accredited. Those staff can then share back knowledge at their whanau level. 	<p>Chris, RBL team and Guiding Coalition</p>	<p>Chris</p>	<p>1-Staff hui every second week, weeks 3,5,7,9,Term 1 (Review for T2-4)</p> <p>2- CRP Timetable for Term 1, revised Term 2-4</p>
Strategic Priorities	Action	Measures	Responsible	Accountable	

<ul style="list-style-type: none"> - (with a wider guiding coalition team) as a key strategic tool - Clearly link RBL model with the Assessment for Learning model 	<ol style="list-style-type: none"> 4. make links to wider Strategic Goals / Charter 5. develop and introduce a delivery document - guide to RBL at Ranui School 6. timely communication of changes / updates in profiles to Whanau teams if affect observation and practise 	<p>3) Staff meeting - GPILSEO explanation</p> <p>4) Chris and Allisa will work with Teresa to combine the protocols and collate all materials so this is ready for any new staff</p> <p>5) Run CRP Staff Hui every 2 weeks updating them on all this including how to run a Co-construction meeting. Then give whanau teams time to discuss in Co-construction meetings with their whanau teams.</p> <p>Regular Guiding Coalition meetings.</p>			<p>Forecast of Completion</p> <p>3- Start explaining this from Week 5 Term 1 and reviewed as necessary</p> <p>4- Start Term 1, Week 3 Wednesday and continue as necessary</p> <p>5- Staff hui Monday Week 3,5,7,9 continued into Term 2-4. GC to meet twice a term throughout the year.</p>
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Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
<p>Learning with Digital Technologies (LWDT)</p> <ul style="list-style-type: none"> - Continue to develop a Ranui School Curriculum document - Develop learner capability of LWDT 	<ul style="list-style-type: none"> - explore Whanau voices - What do they want from the Digital Curriculum? Concerns? Parent evening - Plan for direction based around the voices - Presenting the Curriculum Action - as a draft to Board of Trustees after voices are collected - Develop learning in context by using student inquiry - Develop through literacy and maths plans - Staff hui to use and explore devices - 10mins in staff hui to explain apps - investigate how teachers use DT consumer - teacher - Begin developing student progressions /expectations - Create learner guides for staff and students to use to enhance the use of digital devices through a focus group (Digital Club) 	<p>A Digital Curriculum</p> <p>Teachers implementing the digital curriculum in class.</p> <p>Learner guides created</p>	<p>Delishia - Teresa</p>	<p>Delishia</p>	<p>Term 1</p> <ul style="list-style-type: none"> - Collect Whanau voices - Draft Curriculum completed - Work with learners in a digital Devices Club <p>Term 2</p> <ul style="list-style-type: none"> - Present to staff - Review and amend Curriculum - Develop learner guides to use devices - 10 min slots at staff hui to explore apps <p>Term 3</p> <ul style="list-style-type: none"> - Present to BOT - 10 min slots at staff hui to explore apps <p>Term 4</p> <ul style="list-style-type: none"> - Check in with teachers on how they are using devices in class

Strategic Priorities	Action	Measures:	Responsible	Accountable	Forecast of Completion
<p>Writing (Oral Language)</p> <ul style="list-style-type: none"> - Embed new practices and learning to increase capability and engagement. - Ensure practice is based on the effective delivery document for literacy. 	<ul style="list-style-type: none"> - consolidate and extend learning and practice through use of current models - DPs to observe shared and guided reading. - DPs to facilitate learning in PLGs - review links to ESoL strategies and support resources - use of meaningful independent activities that include writing across the curriculum 	<p>-fortnightly hui</p> <p>-2x term observations using matrices to identify team trends / needs</p> <p>-T4T facilitator makes explicit links after observations using ESoL strategies and support resources</p>	<p>Teresa and Allisa</p> <p>Tools4Teachers</p>	<p>Teresa and Allisa</p>	<p>- Observations 2x term show shift on matrices by end of each term for each teacher</p>
<p>Reading (Oral Language)</p> <ul style="list-style-type: none"> - Embed new practices and learning to increase capability and engagement. - Ensure practice is based on the effective delivery document for literacy 	<ul style="list-style-type: none"> - identify and provide needs based PD - develop and extend use of meaningful independent activities - review links to ESoL & support resources - compile models/ videos of effective strategies /practice 	<ul style="list-style-type: none"> - Observation & coaching based on needs identified in initial observations 	<p>Teresa and Allisa and Tools4Teachers facilitator</p>	<p>Teresa and Allisa</p>	<p>- Observations 2x term show shift on matrices by end of each term for each teacher</p>

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of completion
	<ul style="list-style-type: none"> - Implementing digital tech in maths <p>Steps to do this</p> <ul style="list-style-type: none"> - Observe 2 weeks - Look for trends - Discuss with whanau their trends, needs and wants - Devise guidelines - Model and coach with staff as needed - Revise plan <p>PD - Staff Hui (2 staff hui per term) increases teacher content knowledge</p> <ul style="list-style-type: none"> - Strand - Programmes - ensure coverage - 2yr cycle? needs based? 	<p>Participation in Staff Meetings.</p> <p>Staff meeting notes/slides available to all staff on shared drive & website</p> <p>Staff Meetings Term 1 wk 2 & Wk 8</p> <p>Term 2 Wk 6</p> <p>Term 3 Wk 2 & wk 7</p> <p>Term 4 Wk 2</p>			<p>teacher implementation of new practice</p> <p>Senior school - Term 3 wk 10</p> <p>Term 3 Wk 5 - math obs & hui with team</p> <p>Term 3 wk 5- 6 Document development</p> <p>Term 3 wk 7-10 Coaching development and teacher implementation of new practice</p>

Strategic Focus Area: Respect - maintain a culture of belonging where partnerships are based on communication that is genuine, agentic, respectful, inclusive and effective

Strategic Goal 2: Enhance positive relationships through effective communication

Initiative 2a : Collaborate to improve wellbeing and positive behaviour for learning

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
<p>Wellbeing *NOTE Wellbeing is also woven throughout other strategic priorities and actions. Develop a school culture that promotes good wellbeing practices for all students and staff, responding to specific wellbeing concerns and issues.</p> <p>Develop a culture of wellbeing based on shared values and positive relationships throughout the school community.</p> <p><i>Explore and develop the intent of Tataiako/ Tapasa within all areas of school life.</i></p>	<p>Survey whanau, staff and students to collect voice to identify priority areas regarding health and well being of students. Develop and implement an action plan to address the priority areas from the survey. Monitor progress toward goals.</p> <p>Actively seek student voice in the development of the action plan to address priority areas through focus groups, class discussions, quality circle time, student wellbeing team. Termly analysis of PB4L data from etap with student wellbeing team.</p> <p>Wellbeing focused needs based PLD as part of staff meetings. Engage in a variety of well-being activities and programmes.</p>	<p>NZCER Welling@School survey - Staff and Students Whanau - through Walk Together initiative.</p> <p>Priority areas identified in the action plan monitored and reported on termly.</p> <p>Student voice is recorded and actions suggested are evident in the action plan.</p> <p>Fortnightly as part of staff meetings.</p>	<p>Allisa</p> <p>Allisa</p> <p>Allisa</p> <p>Allisa</p>	<p>Allisa</p> <p>Allisa and Heather</p> <p>Allisa</p> <p>Allisa</p>	<p>Survey: Week 5 Term 1</p> <p>Action Plan: Week 7 Term 1</p> <p>Week 8 Terms 1-4</p> <p>Termly voice analysis/collection/input.</p> <p>Fortnightly 2020</p>

Strategic Priorities	Action	Notes available for all staff on google drive. Measures	Responsible	Accountable	Forecast of Completion
	<ul style="list-style-type: none"> Resources: The Good New Habits Book 2018 Purchase: <i>Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing</i>. 2018. Five Ways to Wellbeing at Work Toolkit. <p>Foster leadership and responsibility in all students, deliberate strategies to empower students: Unpack leadership qualities: Who in your life has influenced you? How can that inspire you to be a leader? Design of PB4L lesson related to leadership.</p> <p>Opportunities made for students to take on roles and responsibilities with class and schoolwide.</p> <ul style="list-style-type: none"> Tuakana-Teina Buddy classes Power-sharing and Co-construction of learning Peer mediators Student Council/Travelwise team Student Wellbeing Team 	<p>Wellbeing work displayed for staff to refer to.</p> <p>Review of the effects of actions taken regarding concerns from staff wellbeing survey.</p> <p>Students can state what makes a good leader. Leadership skills evident in students - evidence through key competencies. Evidence of lessons planned for (term planning). Evidence of discussion - whanau meetings.</p> <p>Student voice collection.</p>	<p>Allisa with staff</p> <p>Allisa to work with staff (regarding lesson development).</p> <p>Teachers (term 1 2020) incorporate into inquiry learning to learn.</p> <p>Whanau Leaders - Allisa to support.</p> <p>Allisa</p> <p>Teachers to ensure they have a range of roles and responsibilities.</p>	<p>Allisa</p> <p>Allisa</p> <p>Teachers</p> <p>Whanau Leaders</p> <p>Allisa</p>	<p>Purchase of book: Week 5, Term 1, 20</p> <p>Review: End of term 2 and 4.</p> <p>End of term 1 2020.</p> <p>Reports to show evidence of leadership - term 2 and 4.</p> <p>By end of term 1 2020.</p> <p>Ongoing 2020 - roles and responsibilities. Termly voice collection.</p>

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
	<ul style="list-style-type: none"> ● Fruit/milk/crossing/bins ● Powhiri/karakia/assemblies ● Student led conferences ● Passion Project Friday - implementation. <p>Heath and PE: Ensure at least 2 x Health and PE sessions per week (45 mins) Targeted physical education sessions with PE lead teacher for classes.</p> <p>Whanau voice around wants/expectations for Health and PE.</p> <p>Puberty/KOS programme cyclical.</p> <p>Continue to foster implementation of mindfulness programmes to help regulate children. Understanding Trauma PLD for staff (MOE).</p> <p>Purchase sensory regulation/calming items for students with sensory needs.</p>	<p>Evident in teachers planning.</p> <p>Terms 2-4 - scheduled on release timetable.</p> <p>Voice collection collated and analysed.</p> <p>Evident in overviews.</p> <p>Mindfulness link shared with staff.</p> <p>Timetabled in term 2, 2020.</p>	<p>Whanau Leaders to check, teachers to plan.</p> <p>Allisa to schedule on release timetable. Chris to teach. Heather and Allisa</p> <p>Whanau Leaders</p> <p>Class Teachers Hannah and Allisa to support. Allisa and Shelley</p> <p>Allisa</p>	<p>Whanau Leaders</p> <p>Chris</p> <p>Heather and Allisa</p> <p>Whanau Leaders</p> <p>Class Teachers</p> <p>Allisa</p> <p>Allisa</p>	<p>Weekly ongoing 2020</p> <p>Termly</p> <p>By Term 2, Week 3 voice collection. Analysis by mid term 2.</p> <p>As needed daily.</p>

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
	Review systems for monitoring wellbeing: pastoral care and guidance, i.e. HELP Hui, Attendance, pastoral notes in whanau meetings, use of ETAP.	Items purchased and needs of children assessed / items given out.	Allisa and Shelley	Allisa	End of term 2 2020.
	Ensure wrap around support for students (teacher, SENCO, student, whanau, learning support coordinator and outside agencies).	Systems set up and shared with Shelley (reviewed/modified as needed).	Allisa, Shelley, Hannah, SMT, WL and class teachers.	Allisa and Shelley	End of week 4, term 1.
	Termly IEP/IBPs.				Term 1, 2020
	Continue to use external support to supplement leadership skills in students: Matesway and Girls Clubhouse (Ranui 135).	2 x per term HELP HUI RTLB and MOE liaison meetings termly. Pastoral care notes in whanau Hui.	Allisa and Shelley.	Allisa and Shelley.	2 x per term.
	Successful induction and PLD for Learning Support Coordinator.	IEPs/IBPs on drive.	Allisa	Allisa	Pastoral care fortnightly at whanau hui.
	Develop more comprehensive staff acknowledgement systems: <ul style="list-style-type: none"> • Lei of the week - voucher • Best teacher 	Allisa to liaise with Ranui 135. Students identified with teachers.	Allisa MOE	Allisa and Heather	Termly. Week 1 of each term.

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
	<ul style="list-style-type: none"> Random act of kindness days (2 x terms staff involvement, 2 x school) Acknowledgement of birthdays and special occasions. <p>Increase well-being initiatives for staff: such as</p> <ul style="list-style-type: none"> Well-being goal setting Staff social event (mid and end of year). Wellbeing 'packs' times at times of high pressure (e.g. reporting). <p>Development of the Travelwise programme.</p>	<p>Ongoing 2020 - regular meetings.</p> <p>PLD provided by MOE, and Kahui Ako. Courses as identified for need.</p> <p>Staff voice collection - term 1 2020</p> <p>Acknowledgement has happened.</p> <p>Wellbeing staff meeting minutes. Social event planned by week 6 term 2.</p> <p>Travelwise goals set. Contact travelwise liaison term 1.</p>	<p>Allisa / all staff</p> <p>Allisa / all staff</p> <p>Allisa Social club group. Teachers involvement.</p> <p>Allisa and student group.</p>	<p>Allisa</p> <p>Allisa</p> <p>Allisa and Heather</p> <p>Allisa</p>	<p>As needed ongoing throughout year.</p> <p>Ongoing weekly/termly.</p> <p>Wellbeing goal termly review end of term. Ongoing. Wellbeing packs - reporting times, data due.</p> <p>Goals met termly.</p>

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
<p>Positive Behaviour for Learning</p> <p>Continue to embed, and review PB4L practices and customise to meet the needs of our learners.</p> <p>School values explicit and visible in all aspects of school practices.</p>	Review PB4L Handbook - practices, expectations and guidelines.	PB4L handbook updated.	Allisa (with staff input)	Allisa	Term 1, 2020
	PB4L signage to be updated throughout the school.	New signage visible.	Allisa (staff, students)	Allisa	Term 3, 2020
	PB4L / Values updates in fortnightly newsletter to parents.	Update in newsletter.	Allisa	Allisa	Fortnightly.
	Ensure PB4L Ranui Expectation Matrix is displayed in all classrooms <ul style="list-style-type: none"> Purchase poster size for all classrooms, staff room, and office area. 	Costing term 1, 2020 week 4.	Allisa	Allisa	Week 4, Term 1
		Matrix displayed in rooms (old version by week 4 2020)	Teachers		Week 4, Term 1
		Walkthrough New posters up by end of week 6 term 1.	Allisa Allisa	Allisa Allisa	Week 4, Term 1 Week 6, Term 1
	Ongoing staff PD - PB4L fortnightly at staff meetings.	Fortnightly minutes.	Allisa	Allisa	Fortnightly staff meetings
	Weekly PB4L updates, termly walkthroughs to inform feedback and PD.	Emailed through weekly. Walkthrough summary presented to staff termly.	Allisa	Allisa	Weekly PB4L updates Term 1, 2, 3, 4 Walkthrough update.
	Clear PB4L classroom expectations developed.	Evidence of PB4L lessons in teachers planning weekly.	Teachers	Whanau Leaders to check	Weekly.
	Voice collection on PB4L needs from staff.	Termly first staff meeting.	Allisa and Staff	Allisa	Termly - Week 1-2
Teachers			Whanau Leaders	Weekly	

Strategic Priorities	Actions	Measures	Responsible	Accountable	Forecast of Completion
	<p>Deliberate and explicit acts of teaching around the school values and expectations.</p> <p>Weekly PB4L focus and lessons - co-constructed teaching with the students.</p> <p>Learner displays of what the values/expectations look like in action.</p>	<p>Evidence in planning of deliberate teaching around expectations.</p> <p>Evidence in rooms of unpacking expectations - students to refer to.</p>	<p>Teachers</p>	<p>Whanau Leaders/Allisa</p>	<p>Weekly</p>
	<p>Teachers modelling agentic talk and wellbeing woven across the curriculum through use of the Culturally Responsive Practice profile indicators (empowering students, relationships and belonging, discursive practices).</p>	<p>Decrease in deficit talk happening.</p> <p>Voices collection - term 3</p> <p>CRP observations termly.</p>	<p>All staff</p> <p>CRP lead team</p> <p>CRP impact coaches, Chris Kell to timetable.</p>	<p>All staff</p> <p>Chris Kell</p> <p>Chris Kell</p>	<p>Consistently</p> <p>Term 3</p> <p>Terms 1-4</p>
	<p>PB4L data to be consistently entered on etap, and unpacked x 2 a term (through CRP staff meetings and use of GPILSEO, student wellbeing team).</p> <p>Get teachers feedback on how to make entering data easier.</p>	<p>Email of entries-reminders to be given Teachers entering the data.</p> <p>Feedback from staff.</p>	<p>Teachers</p> <p>Allisa and Staff</p> <p>Allisa and Staff</p>	<p>Allisa</p> <p>Allisa</p> <p>Allisa</p>	<p>As needed</p> <p>Week 2, Term 1</p> <p>Week 4 Term 1</p>
	<p>Ensure restorative practices are effectively implemented (where students are empowered to lead and take increasing responsibility for their actions.</p> <ul style="list-style-type: none"> ● Restorative Conversation Card for all staff and termly ● 	<p>Practise of restorative conversation with staff.</p> <p>Collection of restorative thinking sheets x 2 a term.</p>	<p>Allisa</p>	<p>Allisa</p>	<p>Week 10 Termly</p>

Strategic Priorities	Actions	Measures	Responsible	Accountable	Forecast of Completion
	<p>practise during staff meetings.</p> <ul style="list-style-type: none"> • Use of restorative thinking sheets. • Review school behaviour management process. <p>Ensure consistent use of school-wide positive behaviour recognition system. Celebration/acknowledgement of strengths, potential and achievement: Golden R's - track online Golden Tickets - track caught being good certificates. Introduction of classroom 'Golden R' system. Lei of the week. Best teacher Introduce weekly phone call home for positive acknowledgement of students.</p>	<p>Review process and share with staff.</p> <p>Record of Golden R recipients.</p> <p>Staff awards each week. Teachers to get acknowledgement certificates to go home.</p> <p>Use would be evident on walls.</p> <p>Parent feedback.</p>	<p>Allisa and staff</p> <p>Allisa to enter on google doc.</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers Allisa to set up.</p> <p>Teachers to make calls. Whanau Leaders as part of pastoral care in meetings to minute who and reactions. Allisa to get voice from parents.</p>	<p>SMT team</p> <p>Allisa and Teresa</p> <p>All teachers</p> <p>Teachers</p> <p>Teachers Allisa</p> <p>Whanau Leaders</p>	<p>Week 8 Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Daily/Weekly - to get voice</p> <p>Week 7, Term 1</p> <p>Weekly</p>

Strategic Focus Area: Respect a culture of belonging where partnerships have communication that is genuine, agentic, respectful, inclusive and effective

Strategic Goal 2: Enhance positive relationships through effective communication

Initiative 2b: Effectively involve community as partners in learning

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
<p>Graduate profiles</p> <ul style="list-style-type: none"> - explore and confirm graduate profiles (Maori / English Medium) - clarify 'achievement' and deepen understanding of progress towards goals 	<ul style="list-style-type: none"> - Review school vision, values - consult and develop draft graduate profiles - explore with whanau priorities from profiles and how these match wider curriculum for validation - Review, synthesise voices, develop drafts - Check for clarity, edit and publish 	<p>Hui scheduled to meet with community whanau group leaders</p> <p>Review and input from teachers</p> <p>Meetings planned to collect voice with whanau group leaders student voice collected & shared</p> <p>Draft profiles shared back to all for confirmation/ wording In whanau groups</p> <p>Final draft profiles shared back to all for confirmation/ wording</p>	<p>Heather / community whanau group leaders</p> <p>Heather - WL</p> <p>Heather / community whanau group leaders</p> <p>Whanau group leaders</p> <p>Heather + WL</p> <p>Heather + whanau group leaders</p>	<p>Heather</p>	<p>Term 1 week 5</p> <p>Term 1 Week 8</p> <p>Week 3 term 2</p> <p>Week 6 term 2</p> <p>Term 2 week 6-8</p> <p>Term 2 Week 10</p>

Strategic Priorities	Actions	Measures	Responsible	Accountable	Forecast of Completion
<p>Local Curriculum</p> <ul style="list-style-type: none"> - develop learning partnerships through local curriculum exploration and confirmation process 	<ul style="list-style-type: none"> - Similar process as above to explore, refine and develop a Ranui School Curriculum (RSC) based on community aspirations for inclusion alongside NZC, TMOA 	<p>Similar to Graduate Profile development-meetings planned to collect voice with whanau group leaders student voice collected & shared</p> <p>Draft profiles shared back to all for confirmation/ wording In whanau groups</p> <p>Final Ranui School Local Curriculum shared back to all</p>	<p>Whanau group leaders</p> <p>Heather + WL</p> <p>Heather + whanau group leaders</p>	<p>Heather</p>	<p>Term 3 Week 2</p> <p>Term 3 week 5</p> <p>Term 4 Week 2</p>
<p>Te Reo Maori me ona Tikanga</p> <ul style="list-style-type: none"> - scaffolded introduction to Te Reo Maori me ona tikanga journey for all learners - students, staff and community at Ranui School <p>(alongside TWK rep)</p> <p><i>Explore and develop the intent of Tataiako /Tapasa within all areas of school life.</i></p>	<ul style="list-style-type: none"> - Exploration- communication - school, whanau - Timetables established for tutor modeling and support - Review programme provided for any adaptation, strengthening required from needs identified by teachers/ tutor - Evaluate and adapt for 2021 next steps 	<p>Heather - Te Reo Liaison Te Reo tutor starts</p> <p>Survey data - all stakeholders</p> <p>Investigate teacher capacity to lead this area, with support</p>	<p>TWK Rep/ Heather</p> <p>Tutor, teachers, children, whanau</p>	<p>Heather</p> <p>Heather</p>	<p>February 2020</p> <p>Mach 2020</p> <p>End of term 2 & term 4 Term 3 week 8</p>

Ongoing; Health and Safety, Finance and Property Management, Compliance & Legislation, Employment

