

Ranui School Strategic Plan 2021 - 2023

Analysis of Variance 2019 - 2020

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

2021	2022	2023
<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"> - Targeted Professional Learning Development related to the needs identified on the profile from coaching analysis - Strengthen the capacity of the Impact Coach Team to affect Student Agency - Develop understanding and practical use of the GPILSEO (with new Guiding Coalition team) as a genuine strategic tool, monitoring progress and giving feedback regularly in a clear way to staff using AREA school data 	<ul style="list-style-type: none"> - 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. - Keep developing Guiding Coalition Feedback to staff 	<ul style="list-style-type: none"> - Continue to develop and formalise Ranui School RBL frameworks in all school processes and systems - Further develop Guiding Coalition Feedback to staff

<p>Assessment for Learning (Te Whakatipu Kākano)</p> <ul style="list-style-type: none"> - Continue and strengthen all areas of the archway through action to develop next steps from Practice Analysis Conversations (PACs) using student voice collected - Targeted PLD related to needs identified in PACs - Review use of the tuhi exemplars in team for consistency and identify where key learning needs to be developed through student data collected - Build sustainability within the team to take on leadership roles in PAC conversations 	<ul style="list-style-type: none"> - Develop capacity of team members to act on student voice and respond at the time in the lesson to needs identified - Children speak clearly about their learning and next steps - Continue to embed quality practice in tuhi and develop a focus on pānui AFL practice to affect student achievement in the whānau and across the kāhui ako. Implement the tuhituhi assessment tool with AFL. - Team members lead effective coaching conversations 	<ul style="list-style-type: none"> - Embed AfL framework and practice within the team - Student agency over their learning is well established - Ongoing - possibly Te Tau/whenu focus? - All team members can play coach/ learner roles
<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 - Review and make goals for 2022 	<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 develop goals for 2023
<p>Mindlab ((Te Whakatipu Kakano)</p> <ul style="list-style-type: none"> - Teachers continue personal study - Incorporation of new learning is implemented in increasingly natural manner as students using relevant digital tools 	<ul style="list-style-type: none"> - complete Mindlab study by the end of 2022 - Apply for the Teachnz grant for each teacher in 2022 - Organise teacher release if Teachnz grants are successful to complete the 	<ul style="list-style-type: none"> - Ongoing - possibly trial the change initiatives (Part 3 projects) in the whanau and across the KA.

<ul style="list-style-type: none"> - Team has a clear understanding and philosophy of how LwDT fits within a Māori learning contexts - Online learning possibilities continue to be explored 	<p>change initiative project for Part 3.</p> <ul style="list-style-type: none"> - Share the change initiatives with the school. - Evaluation of use of e-portfolios / Hapara - Draft philosophy & usage documented as part of Te Whakatipu Kākano practice and clear to whānau <p>- Review progress - next steps</p>	<p>Review and confirm document</p> <ul style="list-style-type: none"> - Review progress - next steps
<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"> - 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
<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 - 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
<p>Mathematics</p> <ul style="list-style-type: none"> - Continue the development of CCD for Te Whakatipu Kākano - 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

<p>Te Reo Maori me ona tikanga (English Medium)</p> <ul style="list-style-type: none"> - Develop a strategic plan for sustainable implementation - 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"> - Review strategic plan - Review programmes are trialled and evaluated for effectiveness - Investigate other support resources available, eg. Wai Ako / Te Ahu oTe Reo / to encourage teacher independence 	<ul style="list-style-type: none"> - Review strategic plan - Committed budgeting allows for improvement in effective practice - Adaptat the Programme based on needs and strengths of learners

<p>3 year Overview of Strategic Goal 2 - Enhance positive relationships through effective communication</p> <ul style="list-style-type: none"> - Collaborate to improve wellbeing and positive behaviour for learning 		
2021	2022	2023
<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 review to strengthen and embed systems and practice.
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<p style="text-align: center;">3 year Overview of Strategic Goal 2 - Enhance positive relationships through effective communication - Effectively involve community as partners in learning</p>		
<p style="text-align: center;">2020</p>	<p style="text-align: center;">2021</p>	<p style="text-align: center;">2022</p>
<p>Graduate profiles</p> <ul style="list-style-type: none"> - Explore, develop & and confirm Ranui School graduate profiles (both Māori / English Medium) 	<p>Build on and extend connections with profiles in Student lead conferences and ongoing student agency focus combined with Tapasā practice 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>
<p>Local curriculum</p> <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, community strengths and the intent of Tātaiako & Tapasā</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>Tapasā</p> <ul style="list-style-type: none"> - Develop Teacher knowledge of the teacher capabilities and what it looks like in the classroom context 	<ul style="list-style-type: none"> - Explore & develop Draft Ranui School intent of Tapasa / Tātaiako documents in line with RBL & everyday teaching & school practices- use Turu; identity, language & culture, collaborative & 	<p>Embed and strengthen all areas</p> <p>Review and update the indicators for success</p>

<ul style="list-style-type: none"> - Start Implementing the identified strategies within RBL in line with everyday teaching 	<p>respectful relationships, effective pedagogy</p> <ul style="list-style-type: none"> - Teachers incorporate indicators developed increasingly in classroom and everyday practice - Whānau and children tell us they feel respected and their input and views are used to improve learning relationships - RBL profile collation shows teachers are developing stronger strategies in the relationship area 	<p>Ongoing RBL data collation</p>
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Annual Plan 2021

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
Professional Development <ul style="list-style-type: none"> - Identify an effective procedure of Professional Learning Development that includes a cycle of inquiry and coaching for learners 	Create a procedure for Professional learning development that includes inquiry and coaching. <ul style="list-style-type: none"> - (include statement of areas of interest on a needs based, opt in / out basis) 	Procedure has been developed, shared and followed by staff	Teresa - Heather and Allisa	Teresa - Heather and Allisa	Term 1 - Write procedure in line with research Term 2 - Review with staff
Relationship Based Learning (RBL) <ul style="list-style-type: none"> - Targeted Professional Learning Development related to the needs identified on the profile from coaching analysis. - Strengthen the capacity of the Impact Coach Team to affect Student Agency - Develop understanding and practical use of the 	<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- Monitor in teams 	<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. 	Chris, RBL team and Guiding Coalition	Chris	1-Staff hui 2-3 times a term 2- CRP Timetable for Term 1, revised Term 2-4 3- Start explaining this from Week 3 Term 1 and

<p>GPILSEO (with new Guiding Coalition team) as a genuine strategic tool.</p>	<ol style="list-style-type: none"> 4. Guiding Coalition - monitoring progress and giving feedback regularly in a clear way to staff using AREA school data 5. make links to wider Strategic Goals / Charter 6. develop and introduce a delivery document - guide to RBL at Ranui School 7. timely communication of changes / updates in profiles to Whanau teams if affect observation and practise 	<ol style="list-style-type: none"> 3) Staff meeting - GPILSEO explanation 4) RBL Staff Hui Co-construction meetings with their whanau teams. 5)Regular Guiding Coalition meetings to fit a purpose. Feedback to staff 			<p>reviewed as necessary</p> <p>4- Staff hui Monday Week 3,6,9 continued into Term 2-4.</p> <p>5- GC to meet twice a term throughout the year.</p>
<p>Assessment for Learning (Te Whakatipu Kākano)</p>					

<ul style="list-style-type: none"> - Continue and strengthen all areas of the archway through action to develop next steps from Practice Analysis Conversations (PACs) using student voice collected - Targeted PLD related to needs identified in PACs - Review use of the tuhi exemplars in team for consistency and identify where key learning needs to be developed through student data collected - Build sustainability within the team to take on leadership roles in PAC conversations 	<ol style="list-style-type: none"> 1) Develop/fine tune understanding of the archway. (At Kāhui Ako (KA) and in the whānau) 2) Participate in AFL observations with the kāhui ako and whānau) and team members to conduct the PAC conversations 3) Provide feedback/feedforward to teachers to improve AFL practice. 4) Implement the tuhituhi tool into the AFL process to be used in the classroom. LIs to be used from the tool to be used in AFL tuhituhi lessons. Using student data from the tuhituhi tool. 5) Share lessons with kaiako in KA 6) Link Culturally Responsive Practice (RBL) to the AFL learning (profile A / B) for learner focused relationships. 	<p>-Collaboration and analysis of AFL observations and PAC.</p> <p>-Recorded sessions, written and oral feedback and feedforward.</p> <p>Share on the shared drive.</p> <p>Exemplars to highlight the use of tuhituhi tool, AFL archway and classroom practice.</p> <p>Co construction hui with whānau and KA</p>	<p>June, Cindy, Ernest</p>	<p>Cindy</p>	<p>Term 1-4 At shared Kāhui Ako seminars and workshops</p> <p>Term 1-4 (pld with the Kāhui Ako)</p> <p>Term 2-4</p>
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<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 - Teressa</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
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<p>Mindlab ((Te Whakatipu Kākano)</p> <ul style="list-style-type: none"> - Teachers continue personal study - Incorporation of new learning is implemented in increasingly natural manner as students using relevant digital tools - Team has a clear philosophy and understanding of how LwDT fits with a Māori philosophy of learning - Online learning possibilities continue to be explored 	<ul style="list-style-type: none"> - 3x teachers in Te Whakatipu Kākano enrolled in Mindlab study 2021 - Ongoing use in student inquiry presentations, sharing of kapahaka actions and words with whānau - AfL incorporation as a tool for recording and review, examples - draft developed fits with learning from Mindlab study 2020 - based on research and whānau feedback - Preferred platforms for communication and lessons investigated 	<ul style="list-style-type: none"> - ongoing development of well informed practice and curriculum knowledge - children and whānau use resources available to support learning -teachers share lessons for practice analysis observations and conversations -Draft completed by end of term 4 ready for discussion with whānau 2022 -check what platforms Henderson Intermediate uses - keep experimenting with SeeSaw 	<ul style="list-style-type: none"> -team -team -team -team 	<p>Cindy</p>	<ul style="list-style-type: none"> Ongoing throughout year Ongoing Kahui Ako presentations, sharing Term 4 2021 Ongoing throughout year
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<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>:</p> <ul style="list-style-type: none"> -fortnightly hui -2x term observations using matrices to identify team trends / needs -T4T facilitator makes explicit links after observations using ESoL strategies and support resources 	<p>Teresa and Allisa</p> <p>Tools4Teachers</p>	<p>Teresa and Allisa</p>	<ul style="list-style-type: none"> - Observations 2x term show shift on matrices by end of each term for each teacher
<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>	<ul style="list-style-type: none"> - Observations 2x term show shift on matrices by end of each term for each teacher

<p>Mathematics</p> <ul style="list-style-type: none"> - To lift teacher practise through coaching and PLD - To develop delivery documents in mathematics. 	<ul style="list-style-type: none"> - Explore various approaches to create Delivery Documents for each area of the school. <ul style="list-style-type: none"> - Te Whakatipu Kakano Document completes <p>Curriculum Delivery Documents to contain;</p> <ul style="list-style-type: none"> - Guides of how to teach maths at Ranui in the (<u>Area of the School</u>) - Knowledge <ul style="list-style-type: none"> -How to implement in programme -Activities & lessons - Strategy <ul style="list-style-type: none"> - What are they? Deliberate acts of teaching - Problem solving <ul style="list-style-type: none"> -What it it & how to implement in programme -Big ideas in Mathematics - Strand fit <ul style="list-style-type: none"> - What are they? - Implementation & integration - Strategies & activities - Independent Activities <ul style="list-style-type: none"> - Group boxes, targeted to learning need, resources available - Implementing digital tech in maths 	<p>Teacher staff meetings feedback</p> <p>Digital copy of delivery document.</p> <p>Observation & coaching based on needs identified in initial observations</p> <p>Teacher implementing new learning in their practice</p>	<p>Sheree and Teresa</p>	<p>Sheree and Teresa</p> <p>Sheree</p>	<p>TWK</p> <p>Term 1 Wk3 - share Junior, Middle school and senior document.</p> <p>Term 1 Wk 6 - math obs & hui with team</p> <p>Term 1 wk 8 Document development</p> <p>Term 2 modelling to classes (2 days worth)</p>
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	<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 (1 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>Te Reo Maori (English Medium)</p> <ul style="list-style-type: none"> - Develop a strategic plan for sustainable implementation - 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"> - Meet with Teresa to outline what Te Reo Maori CCD may look like - Use MOE and other documents to develop a draft of a strategic plan - Develop Action Plans to carry out strategic plans - Workshops with staff to model what TRM looks like on every day 	<ul style="list-style-type: none"> - A strategic plan Draft - Action Plan 	<p>Monica Teresa Andria (Te Kura Tuatahi)</p>	<p>Monica and Teresa</p>	<p>Strategic Draft - Term 2 (End of term 2)</p> <p>Workshops with Staff</p> <ul style="list-style-type: none"> - 1 per term

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>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. Staff to have a wellbeing goal which is regularly reviewed.</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>Monthly as part of staff meetings. Notes available for all staff on google drive/google sites..</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>Staff Goal Setting: Week 1 and 2 2021 ✓ reviewed termly. Survey: Week 5 Term 1 ✓ Action Plan: Term 2 2021</p> <p>Week 8 Terms 1-4</p> <p>Termly voice analysis/collection/input. Monthly 2021</p>

	<ul style="list-style-type: none"> Resources: The Good New Habits Book 2018 <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 2021)</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>Use of resources monthly - at onset of staff meetings.</p> <p>Review: End of term 2 and 4.</p> <p>End of term 2 2021</p> <p>Reports to show evidence of leadership - term 2 and 4.</p> <p>By end of term 1 2021. Ongoing 2021 - roles and responsibilities. Termly voice collection.</p>
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<ul style="list-style-type: none"> ● Fruit/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>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>Heather and Allisa</p> <p>Whanau Leaders</p> <p>Class Teachers</p> <p>Allisa</p> <p>Allisa</p>	<p>Weekly ongoing 2021</p> <p>Termly</p> <p>By Term 2, Week 3 voice collection. Analysis by mid term 2.</p> <p>As needed daily.</p> <p>End of term 2 2021.</p>
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<p>Review systems for monitoring wellbeing: pastoral care and guidance, i.e. HELP Hui, Attendance, pastoral notes in whanau meetings, use of ETAP.</p>	<p>Items purchased and needs of children assessed / items given out.</p>	<p>Allisa and Shelley</p>	<p>Allisa</p>	<p>Ongoing</p>
<p>Ensure wrap around support for students (teacher, SENCO, student, whanau, learning support coordinator and outside agencies).</p>	<p>Systems set up and shared with Shelley (reviewed/modified as needed).</p>	<p>Allisa, Shelley, Hannah, SMT, WL and class teachers.</p>	<p>Allisa and Shelley</p>	<p>2 x per term.</p>
<p>Termly IEP/IBPs.</p>	<p>2 x per term HELP HUI RTLB and MOE liaison meetings termly. Pastoral care notes in whanau Hui. IEPs/IBPs on drive.</p>	<p>Allisa and Shelley.</p>	<p>Allisa and Shelley.</p>	<p>Pastoral care fortnightly at whanau hui. Termly.</p>
<p>Continue to use external support to supplement leadership skills in students: Matesway and Girls Clubhouse (Ranui 135).</p>	<p>Allisa to liaise with Ranui 135. Students identified with teachers.</p>	<p>Allisa</p>	<p>Allisa</p>	<p>Ongoing</p>
<p>Successful induction and PLD for Learning Support Coordinator. Develop more comprehensive staff acknowledgement systems:</p> <ul style="list-style-type: none"> • Lei of the week - voucher • Best teacher 	<p>Ongoing 2021 - regular meetings. PLD provided by MOE, and Kahui Ako. Courses as identified for need.</p>	<p>Allisa MOE Allisa / all staff</p>	<p>Allisa and Heather Allisa</p>	<p>As needed ongoing throughout year.</p>

	<ul style="list-style-type: none"> Wellbeing goal acknowledgement. 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>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 Social club group. Teachers involvement.</p> <p>Allisa and student group.</p>	<p>Allisa</p> <p>Allisa and Heather</p> <p>Allisa</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>
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Positive Behaviour for Learning

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.

Review PB4L Handbook - practices, expectations and guidelines.	PB4L handbook updated.	Allisa (with staff input)	Allisa	Term 1, 2021
PB4L signage to be updated throughout the school.	New signage visible.	Allisa (staff, students)	Allisa	Term 3, 2021
PB4L / Values updates in fortnightly newsletter to parents.	Update in newsletter.	Allisa	Allisa	At least monthly.
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, 2021 week 4. Matrix displayed in rooms (old version by week 4 2021) Walkthrough New posters up by end term 1.	Allisa Teachers Allisa Allisa	Allisa Allisa Allisa	Week 4, Term 1 Week 4, Term 1 Week 4, Term 1 End of term 1
Ongoing staff PD - PB4L fortnightly at staff meetings. Weekly PB4L updates, termly walkthroughs to inform feedback and PD.	Fortnightly minutes. Emailed through weekly. Walkthrough summary presented to staff termly.	Allisa Allisa Teachers	Allisa Allisa Whanau Leaders to check	Fortnightly staff meetings Weekly PB4L updates Term 1, 2, 3, 4 Walkthrough update.
Clear PB4L classroom expectations developed.	Evidence of PB4L lessons in teachers planning weekly.	Allisa and Staff	Allisa	Weekly.
Voice collection on PB4L needs from staff.	Termly first staff meeting.	Teachers	Whanau Leaders	Termly
Deliberate and explicit acts of teaching around the school values and expectations. Weekly PB4L focus and lessons - co-constructed teaching with the students. Learner displays of what the values/expectations look like in action.	Evidence in planning of deliberate teaching around expectations. Evidence in rooms of unpacking expectations - students to refer to.	Teachers	Whanau Leaders/Allisa	Weekly

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 - Board led exploration and development

Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
Graduate profiles - 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 	Hui scheduled to meet with community whanau group leaders	Heather / SLT community whanau group leaders	BOT / Heather	Term 2 week 5
		Review and input from teachers	Heather - WL		Term 2 Week 8
	<ul style="list-style-type: none"> - explore with whanau priorities from profiles and how these match wider curriculum for validation 	Meetings planned to collect voice with whanau group leaders student voice collected & shared	Heather / community whanau group leaders	Week 3 term 3	
	<ul style="list-style-type: none"> - Review, synthesise voices, develop drafts 		Whanau group leaders	Week 8 term 3	
	<ul style="list-style-type: none"> - Check for clarity, edit and publish 	Draft profiles shared back to all for confirmation/ wording In whanau groups	Heather + WL Heather + whanau group leaders	Week 8 term 3	

		<p>Final draft profiles shared back to all for confirmation/ wording 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>Whanau group leaders</p> <p>whanau group leaders</p> <p>Whānau Group/ leaders</p>	<p>BOT / Heather?</p> <p>Allisa/ Teressa/ Heather</p>	<p>Term 2 Week 5</p> <p>Term 2 Week 8</p> <p>Term 4 Week 2</p>
<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>Draft Ranui School Local Curriculum shared back to all</p> <p>Survey voice - all stakeholders</p>	<p>Teachers, children, whānau</p>	<p>Allisa, Teressa, Heather</p>	<p>July - September 2020</p> <p>July</p>
<p>Tapasā</p> <ul style="list-style-type: none"> - Develop Teacher knowledge of the teacher capabilities and what it looks like in the classroom context - Start to implement the identified strategies within 	<ul style="list-style-type: none"> - Introduction experience Ito Tapasā - Deep dive into turu 	<ul style="list-style-type: none"> - Teacher engagement and action Planned - Develop examples where we can put into action 	<p>Teresa / Malia Tuala (Massey University)</p> <ul style="list-style-type: none"> - Teresa, teachers 	<p>Teresa</p>	<p>Teacher Only Day 2 Feb 2021</p> <p>Teacher only Accord Day Queens' Birthday</p>

RBL in line with everyday teaching	- Refine & strengthen Ranui School everyday practice and align with RBL				
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Ongoing; Health and Safety, Finance and Property Management, Compliance & Legislation, Employment