

Ranui School Strategic Plan 2022 - 2023

Analysis of Variance

Our vision

Ranui School, a thriving learning community. (TLC)

Partnership - Our Ways

An agreed way to work together, with shared responsibility, leading to a common goal for mutual benefit

Te Tiriti o Waitangi - Treaty of Waitangi - Treaty responsiveness - an ongoing journey from awareness to in-depth application across the school and within the partnership Mahi

	Goal 1	Goal 2	Goal 3
	OUR WAYS - Partnership	GROWING - Ongoing Learning	HAUORA - Total Wellbeing
Ways of working towards partnership	<p><i>- Enhance relationships through effective communication:</i></p> <ul style="list-style-type: none"> -Face to face open conversations, talanoa & kōrerō, not time bound -balanced strategic coalition groups, maintaining equity by ensuring 50%of groups are community <p><i>- Opportunities for mutual responsibilities:</i></p> <ul style="list-style-type: none"> *when decision making to include co - design processes *Strategic coalitions *design, monitor and amplify progress, weekly communication re success of the partnership *inclusive; immunity voices RBL, guiding coalition includes BoT member & community representative 	<p><i>- Families feel welcome and supported to work mutually alongside the school to benefit children's learning using a mutually agreed language when communicating</i></p> <p><i>- School and whanau work together to understand and interact with learning pathways, use of new learning tools, next steps and learning achievement based on the Rānui Learner Profile</i></p> <p>(Communication of - Reporting, technology, Multiple ways of learning)</p>	<p><i>- Establish and support a strategic coalition in order to develop a culture of wellbeing and belonging through mutual decision making and effective communication.</i></p> <p><i>- Use co-design to unpack and continuously strengthen a common language so that everyone can participate with equity.</i></p>

	-review school values as the foundation that reflects community voice & aspirations		
Reviewing & monitoring	<p><i>Community voices are used as the foundation continually, to make decisions, review and monitor progress towards partnership goals</i></p> <p>-RBL voice collection annually - review, synthesize & identify priorities & develop an action plan (in partnership)</p> <p><i>Cultural inclusion & equity is at the forefront</i></p> <p>- through ensuring all knowledge systems are valued, accessed, consulted & used</p> <p>Focus - working towards a formal partnership as a signed agreement on ways to work in partnership</p>	<p>-- <i>Keeping to the intent of Education Act, Tātaiako and Tapasā (RBL/ AfL)</i></p> <p><i>-RBL/AFL are used as the pedagogical approaches</i></p> <p><i>-consider monitoring the consultation processes with whanau</i></p>	-Further refine and define belonging and total wellbeing to further review the whakapapa of the school's values.
Two Way - Local curriculum, Ranui Learner Profile & Whānau Aspirations	<p><i>-Engage by agreement and by invitation to have shared outcomes to design a Ranui School Learner Profile & local curriculum</i></p> <p><i>- Balance power structures so that Community Agency and expertise are valued, utilised and learned from</i></p> <p>Focus - engagement as a partnership</p>	<p><i>- Co-design of Rānui School curriculum planning, processes and systems that link directly back to the Rānui Learner Profile, community strengths, voice and culture.</i></p> <p>- Sustainable Te Reo Māori is implemented</p> <p>- Valuing skill sets and culture through designing from and with community, Mana Whenua and whanau</p>	-Prioritise the strategic coalition to reach the desired outcomes. Prioritise Te Tiriti - Treaty and two way cultural responsiveness.

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

Overview of Strategic Goal 1 - OUR WAYS - Partnership

Ways of Working Towards Partnership	<p><i>Enhance relationships through effective communication:</i></p> <ul style="list-style-type: none"> - Face to face open conversations, talanoa & kōrerō, not time bound - Balanced strategic coalition groups, maintaining equity by ensuring 50% of groups are community 	<p><i>Structure (Structural changes necessary to enable equitable and genuine partnership)</i> 2022 - The ways of working in partnership are established 2023 - Strategic Coalitions continue to plan, implement and review co-design projects. 2024 - Continue to monitor and evolve the ways of working in partnership (The B.O.T, The School, The Community)</p> <p><i>Information (Information should not be top down. Information should lead to trust)</i> 2022 - Three strategic coalitions are operational. 2023 - Strategic coalitions to co-design, plan and implement new ways of communicating. 2024 - Critical mass of embedment in new ways of communicating.</p>
	<p><i>Opportunities for mutual responsibilities:</i></p> <ul style="list-style-type: none"> - when decision making to include co - design processes - Strategic coalitions - design, monitor and amplify progress, weekly communication re success of the partnership 	<p><i>Strategy</i> 2022 - Develop a co-design strategy (*Time to Kōrero/Talanoa) 2023 - Implement and reflect on the co-design strategy for mutual responsibilities 2024 - Embed the co-design strategy for mutual responsibilities</p>

	<ul style="list-style-type: none"> - inclusive; community voices RBL, guiding coalition includes BoT member & community representative - review school values as the foundation that reflects community voice & aspirations 	
Reviewing and Monitoring	<p>Community voice is used as the foundation continually develop, to make decisions, review and monitor progress towards partnership goals</p> <ul style="list-style-type: none"> - RBL voice collection annually - review, synthesize & identify priorities & develop an action plan (in partnership) - <i>Cultural inclusion & equity is at the forefront</i> (through ensuring all knowledge systems are valued, accessed, consulted & used) 	<p>Genuine identification of priorities leads to clear partnership action <u>Culture and Structure</u> (Continually use and reflect on the voices of the community when making decisions)</p> <p>2022 - Measure how the school is sharing power within the community partnership 2023 - Continue to develop ways to measure how well the partnership is going to present evidence of progress. 2024 - Embed use and reflection on the voices of the community to maintain the community and school balance when making decisions</p>
Two Way - Local curriculum, Ranui Learner Profile & Whānau Aspirations	<p>Engage by agreement and by invitation to have shared outcomes to design a Ranui School Learner Profile & local curriculum</p> <ul style="list-style-type: none"> - <i>Balance power structures so that Community Agency and expertise are valued, utilised and learned from</i> 	<p>Engagement as a partnership - Equity is a process <u>Structure</u></p> <p>2022 - Strategic Coalition to design a Rānui School Learner Profile/s based on shared values and aspirations (<u>Ways to participate</u> and understand the learning pathways). 2023 - Implement the established <u>partnership ways</u> to maintain balance of power in any school / community developments 2024 - Continue to embed and evolve “Ranui Ways” throughout school / community interactions</p>

Overview of Strategic Goal 2 - GROWING - Ongoing Learning

Ways of Working Towards Partnership

Families feel welcome and supported to work mutually alongside the school to benefit children's learning using a common language when communicating

Culture and Communication

2022 - Build the conditions for effective and mutual relationships (whānaungatanga) through a co-design process
 - Review current structures & processes and develop a common language based on whānau feedback and voice
 2023 - Trial and implement with whānau the new ways of working in the learning pathways
 2024 - Embed and continue to monitor the new ways of working in the learning pathways

School and whanau work together to understand and interact with learning pathways, use of new learning tools, next steps and learning achievement based on the Rānui Learner Profile

(Communication of - Reporting, technology, Multiple ways of learning)

Structure and Information

2022 - Learning strategic coalition to consider the ways in which whanau - understand, access and participate in learning.
 - Review and develop tools that align with the learner profile, draft learning pathways using whānau voice
 2023 - Determine how student & teacher voice fits with information gathered & identify areas to be amplified or adapted
 2024 - Ongoing review with whānau to further embed practices and systems

Reviewing and Monitoring	- Keeping to the intent of Education Act, Tātaiako and Tapasā (RBL)	<u>Strategy</u> 2022 - Workshops make clear links between <i>Education Act, Tātaiako, Tapasā and RBL/AFL</i> to support common understanding 2023 - Merge the concepts of the <i>Education Act, Tātaiako, Tapasā and RBL/AFL with School Practices</i> 2024 - Embed school practices
	-RBL/AFL are used as the pedagogical approaches	<u>Strategy, Structure and Skills</u> 2022 - Establish a working Guiding Coalition based on school and community members 2023 - Sustain the Guiding Coalition and build its communication within the school 2024 - Embed Guiding Coalition practices consistently throughout the school
	-Monitor and measure the impact of consultation processes with whanau	<u>Information and Structure</u> 2022 - Reflect on and use Voice Collection to review our shifts & determine areas to strengthen - Strategic coalitions are supported to design a tracking system for progress 2023 - Implement and trial the tracking system for progress to ensure continual use of voices improves practice across school systems 2024 - Embedded feedback loop to monitor and measure the impact our actions have on our learners
Two Way - Local curriculum, Ranui Learner Profile & Whānau Aspirations	-Co-design of Rānui School curriculum planning, processes and systems that link directly back to the Rānui Learner Profile, community strengths, voice and culture.	<u>Information and Structure</u> 2022 - Information shared with strategic coalitions so they are informed. - Voice collection contributes to co design draft profiles, values & draft local curriculum 2023 - Refine & strengthen drafts using external capability and capacity alongside Guiding Coalition 2024 - Embed through community confirmation of links in School direction
	- Sustainable Te Reo Māori is implemented (Te Reo Māori is prioritised inline Te Titiri expectations)	<u>Structure and Skills</u> 2022 - Work at level 4B to achieve 3 hours per week in English Medium 2023 - Work towards level 4a (Up to 30%) and more than 3hrs) and be assessed once the teachers feel like they are achieving this level in English medium 2024 - Achieve and maintain Level 4a (Up to 30%) and more than 3hrs) and be assessed once the teachers feel like they are achieving this level in English medium

	<p>- Valuing skill sets and culture through designing from and with community, Mana Whenua and whanau</p>	<p><u>Culture and Structure</u> 2022 - Strategic Coalition gathers, reflects on and develops values and practices shared from voices across the school community, including mana whenua, to determine “Ranui Partnership Ways”. 2023 - Sustain values and practices established in co design coalition groups 2024 - Embed Ranui Learning Partnership Ways within all systems and practices</p>
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<p align="center">Overview of Strategic Goal 3 - HAUORA - Total Wellbeing</p>		
<p>Ways of Working Towards Partnership</p>	<p><i>BOT Establish and support a strategic coalition in order to create a culture of wellbeing and belonging through mutual decision making and effective communication.</i></p>	<p><u>Structure and Culture</u> 2022 - Use the ways of working in partnership (wananga/talanoa/conversations) to prioritise the whanau voice as a basis for our shared school values. 2023 - Establish Rānui School Hauora systems that create the equitable culture of agency around one's own educational pathway. 2024 - Embed Rānui School Hauora systems and continue ongoing communication and review with whānau to further adapt practices and systems</p>
	<p><i>Use co-design to unpack and continuously strengthen a common language so that everyone can participate with equity.</i></p>	<p><u>Strategy, Structure and Culture</u> 2022 - Use the codesign process to balance the power structures to move towards Our Rānui Ways and develop a common language (Equity as a process) 2023 - design, implement and trial a monitoring system that measures equity and impact of participation and understanding 2024 - Ongoing implementation and review of equity in participation and understanding to embed common language in any structures and practices</p>

<p>Reviewing and Monitoring</p>	<p>Further refine and define belonging and total wellbeing to further review the whakapapa of the school's values</p>	<p><i>(Embedded in the actions of the other goals within in the Hauora Strategic Goal)</i></p>
<p>Two Way - Local curriculum, Ranui Learner Profile & Whānau Aspirations</p>	<p>Prioritise Te Tiriti - Treaty and two way cultural responsiveness.</p>	<p><u>Structure and Culture</u> 2022 - Coalition leads exploration and design of Ranui Treaty Ways. *in consultation with Te Kawerau a Maki and whanau voice 2023 - Shared responsibility, ensuring that Ranui Treaty Ways are evident in partnership practices 2024 - Codesign process continues to refine implementation of the Ranui Treaty Ways practice in response to voice collection and monitoring of the impact on learners</p>
	<p>Prioritise the three strategic coalitions to reach the desired outcomes.</p>	<p><u>Structure and Culture</u> 2022 - BOT and senior leadership team work together to enable the strategic coalitions to enact the three strategies of growing partnership, growing learning, ensuring hauora/total wellbeing is the foundation for our vision of a THRIVING LEARNING COMMUNITY. 2023 - BOT and SLT continue prioritisation of the three key strategies to be further embedded 2024 - BOT and SLT continue to review implementation of the three key strategies</p>

STRATEGIC COALITIONS - WALK TOGETHER definition - Arama Mataira info@walktogetherdesign.com

What is a Strategic Coalition?

A strategic coalition is a small focused group of people who are tasked with supporting the vision along its journey to the desired outcome. The coalition takes a 'helicopter view', *connecting*, *communicating* and *informing* in regard to direction, progress, and decisions. They act as messengers, facilitators and navigators between all of the stakeholders and feedback to the BoT & whānau/community along the way.

What role does the SC have?

The formation of the Strategic Coalitions is a significant milestone, because it means that an important condition of sustainability has been achieved. Responsibility for strategic leadership of the change has moved from one person (e.g a school principal and/or hierarchy) to a collective group (distributed or shared leadership), so that success is no longer dependent on the enthusiasm of one individual or the dominant power-structure.

Part of the role is to;

1. Support the BoT to achieve the shared vision of a Thriving Learning Community over time. Each strategic coalition is accountable to the BoT for the work carried out.
2. Connect to different stakeholder groups who are likely to be impacted by the change (e.g. whānau and learners or the health services), or who may be key in bringing it about some of the change. Sometimes the group will invite people with specialised knowledge (e.g in education or services or community elders) that may be important in the change.

How does a SC work?

The SC are supported through intercultural facilitation to work on each strategy. They meet regularly at agreed times to work specifically on the longer-term change. Some of the ways of working are through co-design, wananga and talanoa where spaces are created to participate in the projects that come under each strategy. It's important to understand the SC is not a leadership group. It is a coalition of people to support all stakeholders to move towards the shared vision.

Who can be on a SC?

Anyone can be a part of a strategic coalition. It helps if those who want to be considered for a role in a strategic coalition;

- wholeheartedly support and believe and therefore share in the BoT's shared vision of Thriving Learning Community
- Have a desire to want to champion the journey, and bring people together to participate
- Believe they have the ability to be challenged and supported through intercultural facilitation
- Want to participate for the greater good of improving the system and experiences for learners at Rānui school
- Want to collaborate in partnership

50/50 and Partnerships of Equity

One of the ways Walk Together supports working with equity as a process is to aim for equal representation of parties when setting up the SC. In the case of Rānui, each strategic coalition should aim to have 50% representation from the school and 50% representation from the community (made up of whānau, learners, service providers, elders, community representatives or other identified stakeholders).

Next Steps for Rānui

The BoT will provide prospective coalition members and stakeholders with common information as a start point, to enable them to determine whether they wish to be involved. They may also directly ask people to be involved in a SC.

Annual Plan 2022

TERESSA - PUT FOOTNOTE ABOUT Te Tiriti & Education Amendment Act on each of the 3 previous areas?

To Rānui School the BOT represents the interests of the community and the Ministry of Education

To modify: School Actions and Strategic Coalition actions - separate and colour code

Strategic Goal 1: OUR WAYS - Partnership

	Possible Strategic Priorities	Action - toatally dependent on Strategic Coalition	Possible outcome	Responsibility to manage	Who/What are we Accountable to	Forecast of phase completion
Ways of Working Towards Partnership	<i>Enhance relationships through effective communication:</i> 2022 - The ways of working in partnership are established.	Stocktake on how we presently communicate with whanau (Do a survey on what whanau find effective ways of communicating at the moment) ready for possible	A collection of voices about how the school communicates	PSC / Teressa and Allisa	PSC	Phase 1 term 1

	<ul style="list-style-type: none"> - Face to face open conversations, talanoa & kōrerō, not time bound - Balanced strategic coalition groups, maintaining equity by ensuring 50% of groups are community 	<p>use or adaptation by Partnership Strategic Coalitions (PSC)</p> <p>Explore possibilities of using Home School Partnership Hui - whānau talking with whānau</p> <p>Compare to voices</p> <p>Look at our (Rānui Ways - Equal power structures)</p> <ul style="list-style-type: none"> - Information leading to trust - Information that is not top down - Trying to get to equal authorities <p>Compare with whanau voices</p> <p>Work together to develop ways to work together</p> <ul style="list-style-type: none"> - Get community together to develop the pathway - Obtain authority to commit 	<p>Review the Home School Partnership Programme?</p> <p>Document on what Ranui Ways looks like</p> <p>Putting the guidelines in to action</p>	<p>Partnership Strategic Coalition (PSC)</p> <p>PSC</p> <p>PSC</p> <p>PSC</p>	<p>BOT (Representing community and MOE as equal Authority)</p>	<p>Term 3</p> <p>Term 4</p> <p>Term 4 - 2023</p>
		<p>2022 - Three strategic coalitions are operational.</p>	-			

	<p>Opportunities for mutual responsibilities:</p> <p>2022 - Develop a co-design strategy (*Time to Kōrero/Talanoa)</p> <ul style="list-style-type: none"> - when decision making to include co - design processes - Strategic coalitions - design, monitor and amplify progress, weekly communication re success of the partnership - inclusive; community voices RBL, guiding coalition includes BoT member & community representative - review school values as the foundation that reflects community voice & aspirations 					
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<p>Reviewing and Monitoring</p>	<p>Community voices are used as the foundation continually, to make decisions, review and monitor progress towards partnership goals</p> <p>2022 - Measure how the school is sharing power within the community partnership</p> <ul style="list-style-type: none"> - RBL voice collection annually - review, synthesize & identify priorities & develop an action plan (in partnership) - Cultural inclusion & equity is at the forefront - through ensuring all knowledge systems are valued, accessed, consulted & used <p>Focus - working towards a formal partnership as a signed agreement on</p>					
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	ways to work in partnership					
Two Way - Local curriculum, Rānui Learner Profile & Whānau Aspirations	<p><i>Engage by agreement and by invitation to have shared outcomes to design a Rānui School Learner Profile & local curriculum</i></p> <p>2022 - Work with Strategic Coalition to design a Rānui School Learner Profile/s.</p> <ul style="list-style-type: none"> - <i>Balance power structures so that Community Agency and expertise are valued, utilised and learned from</i> <p>Focus - engagement as a partnership</p>					

Strategic Goal 2: GROWING - Ongoing Learning

	Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
Ways of Working Towards Partnership	<p><i>Families feel welcome and supported to work mutually alongside the school to benefit children's learning using a mutually agreed language when communicating</i></p> <p>2022 - Build the conditions for effective and mutual relationships (whānaungatanga) through a co-design process</p>	<p>Action</p> <p>Clarity is checked and refined in a deliberate manner to ensure all participants have a similar understanding</p> <ul style="list-style-type: none"> - consult with whānau to compare voices & adapt language for improvement 	Attendance at informal 'chats'	Heather	BoT / Whānau reporting	Terms 2/ 3 / 4
	<p><i>-School and whanau work together to understand and interact with learning pathways, use of new learning tools, next steps and learning achievement based on the Rānui Learner Profile</i></p> <p>(Communication of - Reporting, technology, Multiple ways of learning)</p> <p>2022 - Learning strategic coalition to consider the ways in which whanau - understand,</p>	<p>Explore, develop & and confirm Ranui School graduate profiles (both Māori / English Medium)</p> <ul style="list-style-type: none"> - Build on and extend connections with profiles in Student led conferences and ongoing student agency focus combined with Tapasā practice throughout school systems and practice <p>-Children, whanau and teachers link systems and practice to profiles</p>	<p>Whānau Conversation voice collection shifts in balance</p> <p>Voice collection from informal chats</p>	<p>School systems shift</p> <p>Strategic Coalition / groups of</p>	BOT & whānau	<p>Term 2</p> <p>Term 3</p>

	<p>access and participate in learning.</p> <ul style="list-style-type: none"> - Review and develop tools that align with the learner profile, draft learning pathways using whānau voice 	<p>independently and this impacts on regular attendance</p>		<p>interested whānau, teachers</p>		
<p>Reviewing and Monitoring</p>	<p><i>- Keeping to the intent of Education Act, Tātaiako and Tapasā (RBL)</i></p> <p>2022 - Workshops make clear links between <i>Education Act, Tātaiako, Tapasā and RBL/AFL to support common understanding</i></p>	<ul style="list-style-type: none"> - Develop Teacher knowledge of the teacher capabilities and what it looks like in the classroom context - Implement the identified strategies within RBL in line with everyday teaching <p>Ongoing RBL data collation</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 	<p>Whānau Conversations</p>	<p>All staff</p>	<p>BOT</p>	

		<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 & respectful relationships, effective pedagogy - RBL profile collation shows teachers are developing stronger strategies in the relationship area - Investigate and make connections with practices and systems at school level 				
	<p><i>-RBL/AFL are used as the pedagogical approaches</i></p> <p>2022 - Establish a working Guiding Coalition based on school and community members</p>	<ul style="list-style-type: none"> - Targeted Professional Learning Development related to the needs identified on the profile from coaching analysis 				

		<ul style="list-style-type: none">- Spread North East meetings, revisit and implement at each team level- Strengthen the capacity of the Impact Coach Team to affect Student Agency- Explore and develop Ranui School specific RBL processes and systems that link clearly with the intent of Tataiako, Tapasa, Learning Partnerships, Well being.- Continue to develop and formalise Ranui School RBL frameworks in all school processes and systems- Further develop Guiding Coalition and Feedback to staff				
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		<ul style="list-style-type: none"> - Introduce use of GPILSEO to develop understandings of links of RBL with the school systems - Keep developing Guiding Coalition and Feedback to staff 				
		<p>(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 				

		<ul style="list-style-type: none">- Build sustainability within the team to take on leadership roles in PAC conversations - 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				
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		<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><i>-Monitor and measure the impact of consultation processes with whanau</i></p> <p>2022 - Reflect on and use Voice Collection to review our shifts & determine areas to strengthen</p> <ul style="list-style-type: none"> - Strategic coalitions are supported to design a tracking system for progress 					
Two Way - Local	<i>-Co-design of Rānui School curriculum planning,</i>	<ul style="list-style-type: none"> - clarify 'achievement' and deepen 				

<p>curriculum, Ranui Learner Profile & Whānau Aspirations</p>	<p><i>processes and systems that link directly back to the Rānui Learner Profile, community strengths, voice and culture.</i></p> <p>2022 - Information shared with strategic coalitions so they are informed. - Voice collection contributes to co design draft profiles, values & draft local curriculum</p>	<p>understanding of progress towards goals</p> <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 Ongoing - based on strengths /needs arising</p> <p>As above, with positive impact on regular attendance</p>				
	<p>Sustainable Te Reo Māori is implemented</p> <p>2022 - Work at level 4B to achieve 3 hours per week in English Medium</p>	<p>- Review strategic plan each term to keep focus</p> <p>- Support English Medium Kaiako to learn and Use te Reo Māori in the classroom</p> <p>- Promote teachers taking advantage of the Te Ahu o te Reo Māori course funded by the Ministry of Education and also Te Reo Tuatahi - Whakamānawatia i te Reo programme</p>	<p>Breakdown The possibilities and opportunities for Te Reo Māori at Rānui</p> <p>Teachers participating in Te Reo Tuatahi workshops</p>	<p>Teressa and Monica</p> <p>Monica</p>		<p>Beginning of term 2</p> <p>Beginning of term 1 - Te Reo Tuatahi</p>

	<ul style="list-style-type: none"> - Create Activity Boxes with reinforcement learning Activities 	Finished Box	Monica		End of term 2
	<ul style="list-style-type: none"> - Continue to improve teacher confidence through using a specialist (Te Reo Tuatahi) and modelling in staff hui 	Teacher feedback	Teressa and Monica		All year (2022)
	<ul style="list-style-type: none"> - Systems within Rānui School that promote the use of te reo and tikanga Māori: <ul style="list-style-type: none"> - Termly powhiri lead by different areas of the school - Daily classroom systems of promoting opening and closing affirmations and waiata students leading this time - Fortnightly assemblies with opening and closing affirmations and waiata - Having a weekly Kapa Haka Tutor for English Medium students - Expected learning time dedicated for 	Breakdown The possibilities and opportunities for Te Reo Māori at Rānui	Teressa and Monica		Beginning of term 2

		<p>the teaching of Te Reo Māori in English medium classes</p> <ul style="list-style-type: none"> - Review programmes that are trialled and evaluated for effectiveness. Collect teacher and student voices. - Use SMS to track progress 	<p>Teacher Feedback</p>	<p>Teresa and Monica</p>		<p>Beginning of term 4</p>
			<p>Tracking system (etap)</p>	<p>Teresa and Monica</p>		<p>All year</p>
	<p>- Valuing skill sets and culture through designing from and with community, Mana Whenua and whanau</p> <p>2022 - Strategic Coalition gathers, reflects on and develops values and practices shared from voices across the school community, including mana whenua, to determine "Ranui Partnership Ways".</p>					

Strategic Goal 3 : HAUORA - Total Wellbeing

	Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
Ways of Working Towards Partnership	<p><i>-Establish and support a strategic coalition in order to develop a culture of wellbeing and belonging through mutual decision making and effective communication</i></p> <p>.</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"> - Review practice in reality, through community and school voice collection - Ongoing review to strengthen and embed systems and practice. 			

		<ul style="list-style-type: none">- Expand and embed Ranui School culture of wellbeing through clear links throughout school systems, interactions and everyday practice <p>PB4L</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.- Strengthen and embed systems and practice <p>- Strategic Coalition to review current practice and voices gathered around hauora.</p> <ul style="list-style-type: none">- Codesign a wellbeing strategy based on shared values and positive				
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		<p>relationships with tangata whenua and throughout the school community.</p> <ul style="list-style-type: none"> - Review and consider the current values that are used within the school - Define total wellbeing/Hauora 				
	<p><i>-Use co-design to unpack and continuously strengthen a common language so that everyone can participate with equity.</i></p>	<p>Language and definitions Review current structures, school language and processes and develop a common language based on whānau feedback and voice</p> <ul style="list-style-type: none"> - Strategic coalition manages the Implementation of a common language in all communication 				
<p>Reviewing and Monitoring</p>	<p><i>-Further refine and define belonging and total wellbeing to further</i></p>	<p>*PB4L (Restorative Practice) *Mana potential</p>				

	<i>review the whakapapa of the school's values.</i>	*Whānau priorities, Te Tiriti and Te Kawerau a Maki values and the principles of Tapasā are used to review and establish agreed shared school values				
Two Way - Local curriculum, Ranui Learner Profile & Whānau Aspirations	<i>- Prioritise Te Tiriti - Treaty and two way cultural responsiveness.</i>		-prioritisation into knowledge about how Ranui Treaty responsiveness kaupapa within two way curriculum development looks like: beliefs, experiences and confidence			
	<i>- Prioritise the strategic coalition to reach the desired outcomes.</i>		resources, ? and time for Strategic Coalition to investigate and co construct hauora strategies and shared values Values established together are used in all strategic coalition interactions to help identify the Ranui School learner profile/s and values - Amplify steps towards success in local curriculum and			

			hauora development, shifts towards Learner profile outcomes			
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Strategic Priorities	Action	Measures	Responsible	Accountable	Forecast of Completion
Relationship Based Learning (RBL) - Targeted Professional Learning Development	1. Teams to video 20 min lessons in (Red level)	1)March 15th Staff hui		Chris	1-Staff hui 15th March (next TBC)

<p>related to the needs identified on the profile from coaching analysis.</p> <ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 2. Targeted Professional Learning Development related to the needs identified on the profile from coaching analysis 3. Guiding Coalition - monitoring progress and giving feedback regularly in a clear way to staff 4. Keep developing on our North East meetings, revisit and implement at each team level 5. Develop Teacher knowledge of the teacher capabilities and what it looks like in the classroom context 6. Explore and develop Ranui School specific RBL processes and systems that link clearly with the intent of Tataiako, Tapasa, Learning Partnerships, Well being. 	<ol style="list-style-type: none"> 2) Review and add to our Ranui CRP Exemplars with the staff. 3) Regular Guiding Coalition meetings to fit a purpose. Feedback to staff 4) RBL Staff Hui NE meetings with their whanau teams. 5) Look into how the teacher capabilities should align with RBL 6) Look into how this all aligns 	<p>Chris, RBL team and Guiding Coalition</p>		<ol style="list-style-type: none"> 2- Create timetable for Term 1, revise T2-4. 3- Organise Guiding Coalition meeting for term 1 (Zoom?) 4- ZOOM after data collection? 5- Meet with SMT to discuss 6- Meet with SMT to discuss
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<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 	<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>

	learning (profile A / B) for learner focused relationships.				
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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 - Teresa</p>	<p>Delishia</p>	<p>Term 1</p> <ul style="list-style-type: none"> - Collect Whanau voices - Draft Curriculum completed <p>- Work with learners in a digital Devices Club</p> <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>	<p>Ongoing throughout year</p> <p>Ongoing Kahui Ako presentations, sharing</p> <p>Term 4 2021</p> <p>Ongoing throughout year</p>
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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 	<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>

	<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 (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>			
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<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 Reo 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
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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</p> <p>*NOTE Wellbeing is also woven throughout other strategic priorities and actions.</p> <p>Develop a school culture that promotes good wellbeing practices for all students and staff, responding to specific wellbeing concerns and issues.</p>	<p>Survey whanau, staff and students to collect voice to identify priority areas regarding health and well being of students.</p> <p>Develop and implement an action plan to address the priority areas from the survey.</p> <p>Monitor progress toward goals.</p> <p>Staff to have a wellbeing goal which is regularly reviewed.</p>	<p>NZCER Welling@School survey - Staff and Students</p> <p>Whanau - through Walk Together initiative.</p> <p>Priority areas identified in the action plan monitored and reported on termly.</p>	<p>Allisa</p> <p>Allisa</p>	<p>Allisa</p> <p>Allisa and Heather</p>	<p>Staff Goal Setting: Week 1 and 2 2021 ✓ reviewed termly.</p> <p>Survey: Week 5 Term 1 ✓</p> <p>Action Plan: Term 2 2021</p>

Develop a culture of wellbeing based on shared values and positive relationships throughout the school community.	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.	Student voice is recorded and actions suggested are evident in the action plan.	Allisa	Allisa	Week 8 Terms 1-4
	Wellbeing focused needs based PLD as part of staff meetings. Engage in a variety of well-being activities and programmes.	Monthly as part of staff meetings. Notes available for all staff on google drive/google sites..	Allisa	Allisa	Termly voice analysis/collection/input. Monthly 2021
	<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. 	Wellbeing work displayed for staff to refer to. Review of the effects of actions taken regarding concerns from staff wellbeing survey.	Allisa with staff	Allisa	Use of resources monthly - at onset of staff meetings.
	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.	Students can state what makes a good leader. Leadership skills evident in students - evidence through key competencies.	Allisa to work with staff (regarding lesson development). Teachers (term 1 2021)	Allisa Teachers Whanau Leaders	Review: End of term 2 and 4. End of term 2 2021

	<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 <ul style="list-style-type: none"> ● Fruit/crossing/bins ● Powhiri/karakia/assemblies ● Student led conferences ● Passion Project Friday - implementation. <p>Health 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>Evidence of lessons planned for (term planning). Evidence of discussion - whanau meetings.</p> <p>Student voice collection.</p> <p>Evident in teachers planning.</p> <p>Terms 2-4 - scheduled on release timetable.</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>Whanau Leaders to check, teachers to plan.</p> <p>Heather and Allisa</p>	<p>Allisa</p> <p>Whanau Leaders</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> <p>Weekly ongoing 2021</p> <p>Termly</p> <p>By Term 2, Week 3 voice collection.</p>
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	<p>Puberty/KOS programme cyclical.</p> <p>Continue to foster implementation of mindfulness programmes to help regulate children.</p> <p>Understanding Trauma PLD for staff (MOE).</p> <p>Purchase sensory regulation/calming items for students with sensory needs.</p> <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>Ensure wrap around support for students (teacher, SENCO, student, whanau, learning support coordinator and outside agencies).</p> <p>Termly IEP/IBPs.</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>Items purchased and needs of children assessed / items given out.</p> <p>Systems set up and shared with Shelley (reviewed/modified as needed).</p>	<p>Whanau Leaders</p> <p>Class Teachers Hannah and Allisa to support. Allisa and Shelley</p> <p>Allisa</p> <p>Allisa and Shelley</p> <p>Allisa, Shelley, Hannah, SMT, WL and class teachers.</p> <p>Allisa and Shelley.</p>	<p>Whanau Leaders</p> <p>Class Teachers</p> <p>Allisa</p> <p>Allisa</p> <p>Allisa</p> <p>Allisa and Shelley</p> <p>Allisa and Shelley.</p>	<p>Analysis by mid term 2.</p> <p>As needed daily.</p> <p>End of term 2 2021.</p> <p>Ongoing</p> <p>2 x per term.</p>
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	<p>Continue to use external support to supplement leadership skills in students: Matesway and Girls Clubhouse (Ranui 135).</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 ● 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). 	<p>2 x per term HELP HUI RTLB and MOE liaison meetings termly. Pastoral care notes in whanau Hui.</p> <p>IEPs/IBPs on drive.</p> <p>Allisa to liaise with Ranui 135. Students identified with teachers.</p> <p>Ongoing 2021 - regular meetings. PLD provided by MOE, and Kahui Ako. Courses as identified for need.</p> <p>Acknowledgement has happened.</p>	<p>Allisa</p> <p>Allisa MOE</p> <p>Allisa / all staff</p> <p>Allisa / all staff</p> <p>Allisa</p>	<p>Allisa</p> <p>Allisa and Heather</p> <p>Allisa</p> <p>Allisa</p> <p>Allisa and Heather</p>	<p>Pastoral care fortnightly at whanau hui.</p> <p>Termly.</p> <p>Ongoing</p> <p>As needed ongoing throughout year.</p> <p>Ongoing weekly/termly.</p>
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	<ul style="list-style-type: none"> Wellbeing 'packs' times at times of high pressure (e.g. reporting). <p>Development of the Travelwise programme.</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>Social club group. Teachers involvement.</p> <p>Allisa and student group.</p>	<p>Allisa</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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<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, 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	Costing term 1, 2021 week 4.	Allisa	Allisa	Week 4, Term 1
	<ul style="list-style-type: none"> Purchase poster size for all classrooms, staff room, and office area. 	Matrix displayed in rooms (old version by week 4 2021)	Teachers		Week 4, Term 1
		Walkthrough	Allisa		
		New posters up by end term 1.	Allisa	Allisa Allisa	Week 4, Term 1 End of 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.	Allisa	Allisa	Weekly PB4L updates
		Walkthrough summary presented to staff termly.	Teachers		Term 1, 2, 3, 4
Clear PB4L classroom expectations developed.	Evidence of PB4L lessons in teachers planning weekly.	Allisa and Staff	Whanau Leaders to check	Walkthrough update.	
Voice collection on PB4L needs from staff.	Termly first staff meeting.	Teachers	Allisa	Weekly.	
			Whanau Leaders	Termly	

	<p>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.</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>PB4L data to be consistently entered on etap, and unpacked x 2 a term in teams and student wellbeing teams.</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 during staff meetings.</p>	<p>Evidence in planning of deliberate teaching around expectations. Evidence in rooms of unpacking expectations - students to refer to.</p> <p>Decrease in deficit talk happening. Voices collection - term 3 CRP observations termly.</p> <p>Email of entries-reminders to be given Teachers entering the data.</p> <p>Practise of restorative conversation with staff. Collection of restorative thinking sheets x 2 a term.</p>	<p>Teachers</p> <p>All staff</p> <p>CRP lead team</p> <p>CRP impact coaches, Chris Kell to timetable.</p> <p>Teachers</p> <p>Allisa and Staff</p> <p>Allisa</p>	<p>Whanau Leaders/Allisa</p> <p>All staff</p> <p>Chris Kell</p> <p>Chris Kell</p> <p>Allisa / Whanau leaders</p> <p>Allisa</p> <p>Allisa</p>	<p>Weekly</p> <p>Consistently</p> <p>Term 3</p> <p>Terms 1-4</p> <p>As needed</p> <p>Week 4 Term 1</p> <p>Week 10 Termly</p>
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	<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 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/Shelley 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 Shelley</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>
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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
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**Establish 3 Strategic Coalition
(STG) groups:**

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<p>3) Education Act Amendment in action Tapasā, tataiako, RBL</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 RBL in line with everyday teaching 	<ul style="list-style-type: none"> - Introduction experience Ito Tapasā - Deep dive into turu - Refine & strengthen Ranui School everyday practice and align with RBL 	<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>
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Ongoing; Health and Safety, Finance and Property Management, Compliance & Legislation, Employment