ONE VISION ONE JOURNEY ONE PEOPLE

HOMAI PRIMARY

STRATEGIC PLAN 2019 & BEYOND

ANNUAL PLAN 2019

STRATEGIC PLAN 2019-2021

Homai

MISSION

Optimal learning and well-being for **ALL**

MATAURANGA

VISION

One Vision
One Journey
One People

MAHITAHITANGA

VALUES

G uardianship
I ntegrity
V igilance
E mpathy
S uccess

MANAAKITANGA

LEADING & TEACHING IN THE NORTH EAST

AGENTIC / NURTURE & CARE / HIGH EXPECTATIONS / OPTIMAL LEARNING ENVIRONMENTS / KNOW OUR LEARNERS KNOW THEIR LEARNING

Te Tiriti o Waitangi

Homai School acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Te Tiriti o Waitangi is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making.

The principles of Te Tiriti o Waitangi are recognised as an essential element of the Strategic Plan.

"The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p 9.

Homai School's commitment to the principles of the Treaty of Waitangi is reflected through the following:

We recognise and value all cultures at our school, and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We consult with our Māori community in creating and maintaining our Strategic Plan which is the guiding document for our school, and access cultural advice as appropriate.

We respect each person's culture and their right to follow their cultural direction. We promote the value of te reo (Māori language) and tikanga Māori (Māori culture).

We promote Māori achievement and equal opportunities for all members of the school community, including our staff and students who need extra support at school. These principles guide our practice and are incorporated into our policies and procedures.

Requirements for schools to meet obligations towards Te Tiriti o Waitangi are contained within the New Zealand Education Act 1989. In relation to Te Tiriti o Waitangi we highlight and acknowledge:

Section 61 (3)
A school charter must contain the following sections: (a) a section that includes – (i) the aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture; and (ii) the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parents ask for it.

Who We Are...

The BEST little school, with a BIG heart in Manukau!

We aim to provide a dynamic education with an enriched and nurturing "family-like context" learning environment, that benefits our whole school community.

We are a multicultural inclusive school that caters for all learners.

We highly value our school community and its cultural diversity, acknowledging, embracing and celebrating all the languages, cultures and identities of our people.

We seek to give all our learners the opportunity to succeed and have their success celebrated.

We provide optimal learning conditions for all!

OUR SCHOOL

Homai School was built and opened on April 13th 1955, being the second state school built in Manurewa.

The land was gifted by the local iwi, and it is in this spirit of "Giving" that Homai is founded and named.

Our local tupuna Tamapahure and Tamapahore are well known throughout our school community and we use their enriched stories to promote a strong sense of belonging, identity, pride and connection to our rohe and tangata whenua.

Through this process, we are able to share one another's unique stories and cultural experiences, building stronger connections and relationships.

OUR LEADERS

Reject deficit explanations for teachers and staff learning

Encourage teachers and staff to succeed and grow leadership capabilities

Voice & demonstrate high expectations for teachers and staff

Ensure teachers and staff learn in a well-managed environment

Know what teachers and staff need to learn to be successful

OUR TEACHERS

Encourage learners as they succeed

Care for & nurture learners including their language & culture

Voice & demonstrate high expectations for learners learning & well-being

Ensure all learners learn in a well-managed environment

Know their learners & their learning

OUR WHANAU

We see our parents and whanau as true partners in their child's learning

We believe in establishing a familylike context school (village concept) where relationships are formed in ways to promote and respond to all learners.

We work collaboratively with our families and whanau, promoting effective involvement, connectedness and engagement.

OUR STUDENTS

Are encouraged as they succeed

Can bring their own cultural & lived experiences to their learning

Classroom interactions include POWER shaing, Agency, and talk about their capabilities to reach short and long-term goals
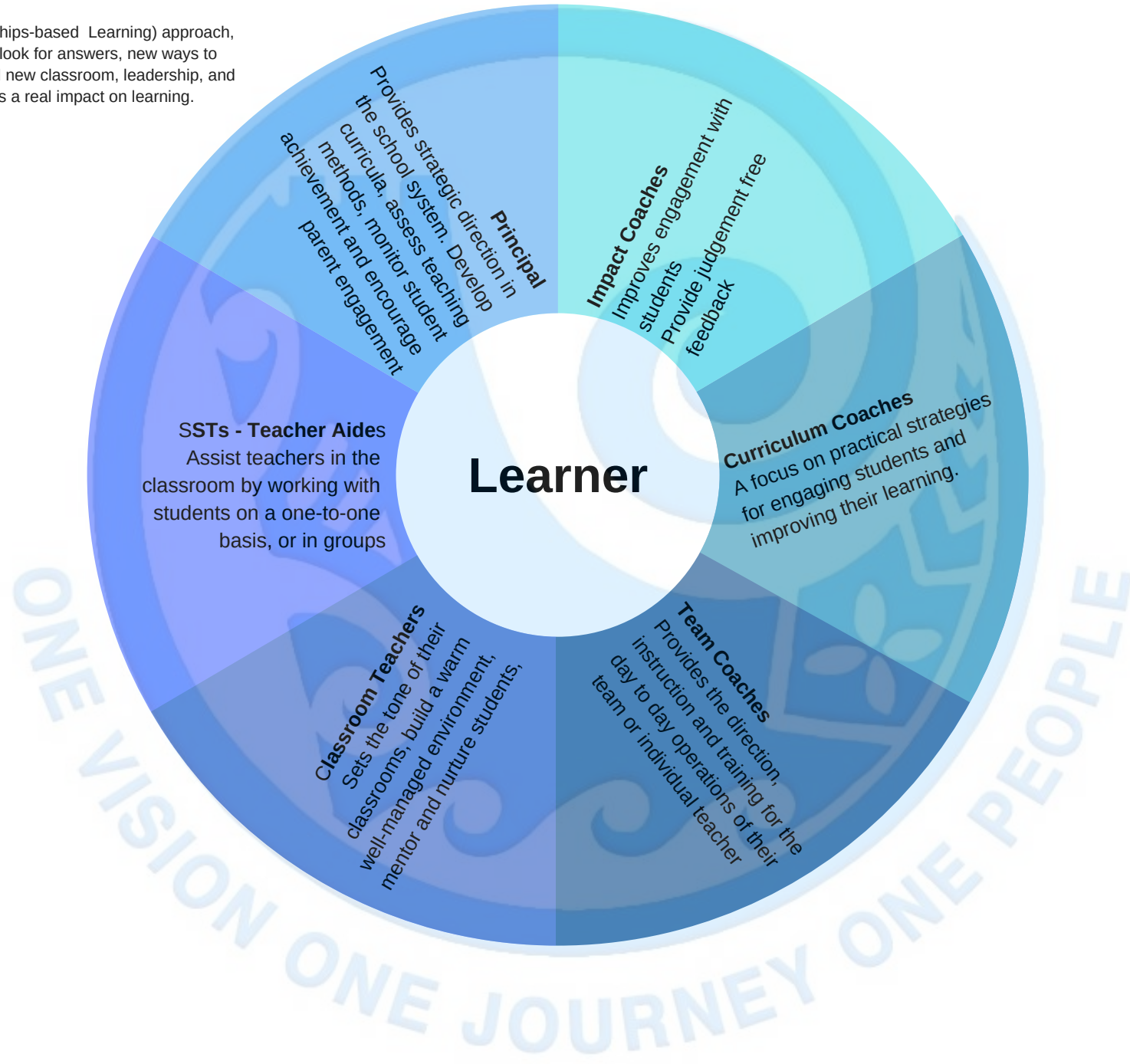
Lessons are well organised with clear routines for them to interact and learn individually and as a group

Have models and exemplars to support them to know what success looks like.
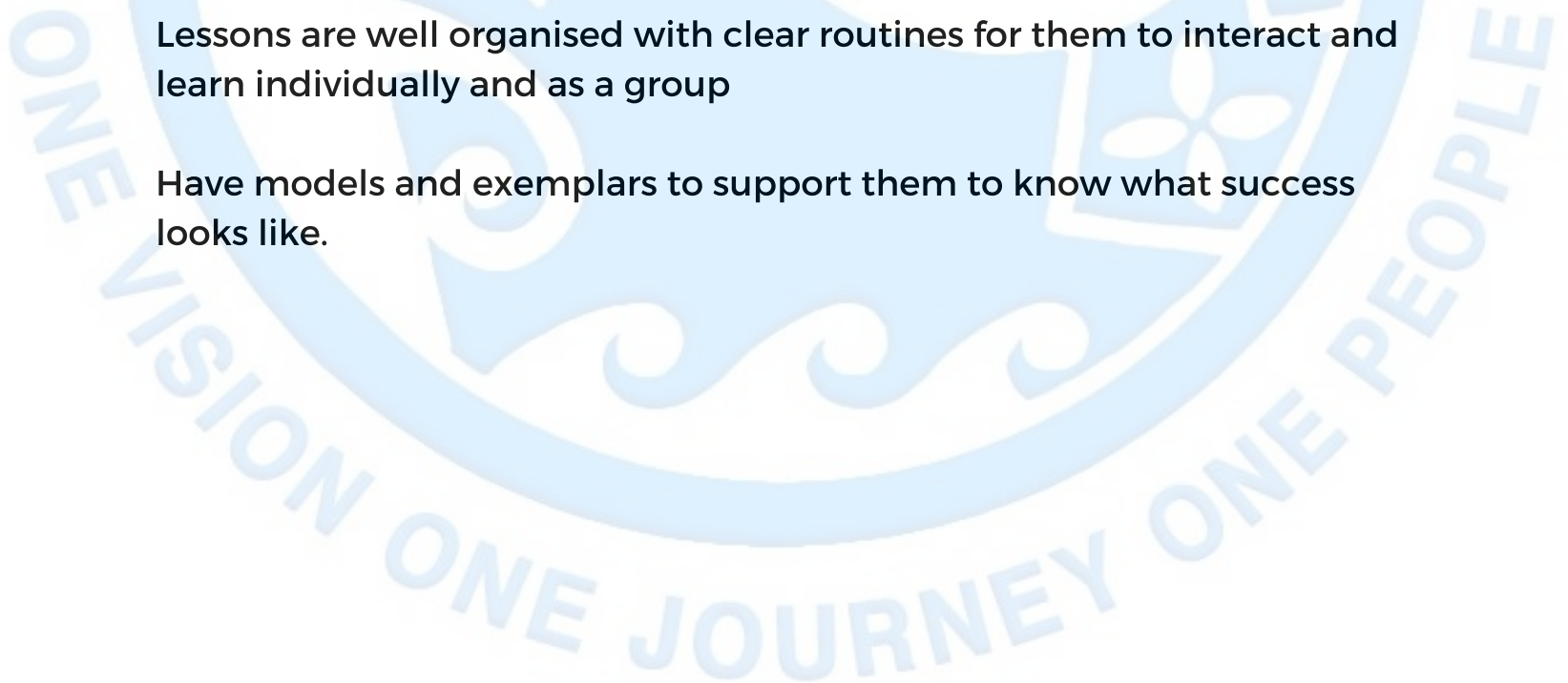
Our Impact on Learning at Homai School

Using the RbL (Relationships-based Learning) approach, we, at Homai are able to look for answers, new ways to evaluate information, and new classroom, leadership, and system practices, that has a real impact on learning.

Learner

Principal
Provides strategic direction in the school system. Develop curricula, assess teaching methods, monitor student achievement and encourage parent engagement

Impact Coaches
Improves engagement with students. Provide judgement free feedback

Curriculum Coaches
A focus on practical strategies for engaging students and improving their learning.

Team Coaches
Provides the direction, instruction and training for the day to day operations of their team or individual teacher

Classroom Teachers
Sets the tone of their classrooms, build a warm well-managed environment, mentor and nurture students,

SSTs - Teacher Aides
Assist teachers in the classroom by working with students on a one-to-one basis, or in groups

ONE VISION ONE JOURNEY ONE PEOPLE

Create Interact Monitor

At Homai our common code of practices are:
Create a family-like context for learning
Interact within this family-like context in ways we know promotes learning
Monitor teachers' & students progress and the impact of the processes of learning

Common Code of Practice

Part 1:
CREATE an extended Family-context for learning

Goals
Pedagogy
Institution
Leadership
Spread
Evidence
Ownership

Rejecting Deficit Explanations
Nurture & Care
High Expectations
Well Managed Learning Environments
Knowing what Learners Need

PART 3:
MONITOR learner's progress and the impact of the process of learning

Part 2:
INTERACT within this family-like context in ways we know works

Prior Learning
Feedback / Feed Forward
Co-construction
Power-Sharing

ONE VISION ONE JOURNEY ONE PEOPLE

Our Informed Practice

Gathering evidence (data collection and review)
Targets are developed using evidence-based data, including current trends and patterns of student achievement data and are informed by the analysis of variance.

Reflective Questions:
What data does our school collect on progress and achievement?
How does our school review progress and achievement?
Is student achievement data broken down by year level, ethnicity, gender, and classroom?
How does our data help us to make informed decisions about resourcing?
How often is student achievement data reported to our board so the board can discuss the progress and achievement of all its students?

Working with Student Data
School-level data needs to be analysed to understand the achievement of Māori students, Pasifika students, other ethnicities, migrant, international and refugee background students and students with special education needs. School-level data also needs to be analysed in relation to year-level, gender and classroom.

Reflective Questions:
How well are our students progressing and achieving at our school and what evidence do we have of this?
What data is collected about the attendance of our students, patterns of transience, engagement across the school?
How does this data inform decisions about what we do next?
What are our student achievement trends and patterns over the past few years and how do these compare to similar schools? How do they relate to trends and patterns in attendance, truancy and engagement?
Are there particular areas of the curriculum where student achievement has risen or fallen significantly over time, and why?

Target setting (strategies and planned actions)
Setting targets allows a school to prioritise additional resources and support to where the need is identified and be supported within a quality action plan. Each target has an end point so you can review your actions and identify your results. Reviewing your progress against targets regularly enables you to check that you are on track.

Reflective Questions:
How will the information on student achievement inform our own learning needs and those of both leaders and teachers? What strategies and planned actions are in place for improving student progress and achievement and how effective have they been?
Have we met or exceeded our expectations?
Based on our student achievement data and the outcomes of our analysis of variance, what planned actions should the school take in the coming year to raise student achievement?
What resources will be required to support these planned actions?

Reading and analysing student data
Targets should focus on: – students or groups of students at your school who need additional support in order to achieve at expected levels and meet annual goals – improving the progress and achievement of all identified targeted groups of students or individual students
Raising achievement of all students is the core business of a school, in addition to the targets for identified groups of students that are not achieving at the expected level.

Reflective Questions:
How well are our priority groups being targeted, in particular our Māori students and Pasifika students and our students with special education needs? Are there students in our priority groups making slower or faster progress than others?
What is the level of progress and achievement for our English Language Learners?
Are our gifted and talented students making progress?
How many migrant, international and refugee students are there in our school?
Who are they and what progress are they making? How many students are receiving ORS funding and what progress are they making?
How are our students receiving additional support achieving?

Diagram labels
Evidence Driven

Reporting DATA to BoT / MoE / Support Agencies

Working with the DATA

Sharing the DATA within and across school

Interrogate & Analysing DATA

Gathering DATA

Target Setting

ONE VISION ONE JOURNEY ONE PEOPLE

1 Learning Progress & Achievement

Promote & Improve Learner Success

COLLABORATION

OUTCOME

- STEAM Curriculum designed to promote new ways of creating, interacting and monitoring all learners success

- Te Reo Maori me ona tikanga woven into our STEAM curriculum to benefit Maori learners and all learners

- Pasifika and other cultures are valued and learners are encouraged to share their lived experiences at school

2 A Family-Context for learning

Effective Relationships at the core of learning

CREATE

OUTCOME

- A familiness approach to learning at all levels of the school

- Every culture counts through Relationship-Based Learning Practices

- A school culture of belonging, high trust and respect is promoted

3 Effective Teaching

Promoting Family Like Context

INTERACT

OUTCOME

- Interact within the learning context, including use of discursive pedagogies to interact within the extended family-like learning context

- Effective classroom observation tool provide evidence for optimal learning conversations

4 Codes of Practices

Monitor our impact on learning

MONITOR

OUTCOME

- Teaching & Learning pedagogies are explicitly monitored using the GPILSEO self-review tool

- AREA data is collected, moderated and interpreted each term to identify any anomalies or barriers to learning

5 Effective Leadership

optimal leadership conditions

IMPACT

OUTCOME

- Current leadership practices are clear and explicit

- Lead Coaches are explicit and clear about what learners need to learn

- Optimal space & time is created for collaborative discussions & actions

- Critical reflections and implications of our practices are monitored

6 Whanau Engagement

Families and Whanau as valued partners

PARTNERSHIPS

OUTCOME

- Optimal home/school partnerships are created

- Effective relationships are sustained through common codes of practices

Strategic Goal 1: Learning Progress & Achievement
COLLABORATION

1.0: Promote and Improve Learner Success

1.1: STEAM Curriculum designed to promote new ways of creating, interacting and monitoring all learners success.

1.1.1: Reading, Writing and Mathematical skills and techniques are taught through a STEAM approach to learning

1.1.2: Students have access to specialised programs to create authentic learning experiences

1.1.3: Students can collaborate, communicate and co-construct learning through these authentic learning experiences

1.1.4: Priority learners are known to all staff and specific programs are designed to cater for their needs and abilities

1.2: Te Reo Maori me ona tikanga is a key feature of our school to benefit Maori and all learners.

1.2.1: Māori students are valued for their rich cultural heritage and are encouraged to share their lived experiences at school

1.2.2: All learners value te reo me ona tikanga in honouring our bicultural partnership and cultural heritage

1.2.3: Te Reo Maori is explicitly taught across our school to promote the importance of Maori language as an offical language

1.3: Pasifika and other cultures are valued and learners are encouraged to share their lived experiences at school.

1.3.1: Pasifika students feel valued for their rich heritage and culture and experience success at school

1.3.2: All learners understand and demonstrate respect for the language and cultures of our Pasifika students

1.3.3: The Pasifika community is consulted with how they wish Pasifika cultures to be emphasized

Strategic Goal 2: A Family-Like Context for Learning
CREATE

2.0: Effective Relationships at the Core of Learning

2.1: A familiness approach to learning at all levels of the school

2.1.1: Teachers will rejecting deficit explanations for students' learning,

2.1.2: Caring for and nurturing their students, including their language and culture,

2.1.3: Voicing and demonstrating high expectations for their students,

2.1.4: Ensuring that all students can learn in a well-managed environment so as to promote learning,

2.1.5: Knowing what students need to learn.

2.2: Every Culture Count through Relationship-Based Learning Practices

2.2.1: All learners learn and grow in a culturally responsive, inclusive, safe and supportive environment

2.2.2: All voices (leaders / teachers / students / whanau) are valued and used as evidence to inform our RbL and PB4L practices

2.2.3: All learners understand and take ownership of our school-wide vision, "One Vision, One People, One Journey", and values, "G.I.V.E.S"

2.3: A school culture of belonging, high trust and respect is promoted

2.3.1: School leaders to model optimal conditions of an effective school culture where all learners succeed

2.3.2: Leaders and teachers create school norms that focus on building positive values in the classroom and across the school

2.3.3: Clear collaborative approaches that promotes high trusting relationships at all levels

Strategic Goal 3: Effective Teaching
INTERACT

3.0: Promoting Family-Like Context

3.1: Interact within the learning context, including use of discursive pedagogies to interact within the extended family-like learning context

3.1.1: Prior Learning is used to activate leaders, teachers and students historical knowledge and understanding

3.1.2: Teachers are supported and encouraged to use formal and/or informal formative assessment data to create opportunities for discursive interactions to be used

3.1.3: Effective use of discursive interactions promote learning through explicit teaching - "Are we being clear?"

3.2: Effective classroom observation tools provide evidence for optimal learning conversations and co-construction

3.2.1: Explicit teaching using learning intentions and success criteria with students in ways that utilise students' prior knowledge and help them to co-construct new knowledge

3.2.2: Impact coaches provides opportunity for teachers to identify optimal teaching strategies that promotes learner success

3.2.3: Teachers deliberately use discursive interactions, to develop interactive and responsive strategies

3.2.3: Co-operative learning strategies, narrative pedagogies, student-generated questioning strategies, and peer tutoring strategies are promoted in the classroom.

Strategic Goal 4: Codes of Practices
MONITOR

4.0: Monitor Our Impact on Learning

4.1: Teaching & Learning pedagogies are explicitly monitored using the GPILSEO self-review tool

4.1.1: Leaders and teachers engage with and monitor progress towards successful outcomes for Maori learners

4.1.2: Culture Counts - RbL initiative is embedded and sustained, through the seven GPILSEO dimensions

4.2: AREA data is collected, moderated and interpreted each term to identify any anomalies or barriers to learning

4.2.1: Academic vision, goals, and targets focused on Maori learners' AREA data and specific measures of progress is sustained

4.2.2: Maori learners' performance statistics, in terms of AREA data, are the same as, or better than, national averages for all learners.

Strategic Goal 5: Effective Leadership
IMPACT

5.0: Optimal Leadership Conditions

5.1: Current leadership practices are clear and explicit

5.1.1: All leaders are explicit and clear about what learners need to learn

5.1.2: Leaders demonstrate their understanding that pedagogical (instructional) leadership has powerful effects on student outcomes

5.1.3: Leadership is distributed within and across teams for sustainable practices

5.2: Optimal space & time is created for collaborative inquiry & actions

5.2.1: Leaders collaboratively develop and pursue the school's vision, goals and targets for equity and excellence

5.2.2: Leaders ensure an orderly and supportive environment that is conducive to student learning and wellbeing

5.2.3: Leaders ensure effective planning, coordination and evaluation of the school's curriculum and teaching

5.2.4: Leaders promote and participate in teacher learning and development

5.3: Critical reflections and implications of our practices are monitored

5.3.1: Leaders build collective capacity to do evaluation and inquiry for sustained improvement

5.3.2: Leaders use the GPILSEO model to critically reflect on their leadership practice and their influence on others

5.3.3: Leaders establish conditions for effective evaluation, inquiry and knowledge building in the service of improvement

Strategic Goal 6: Effective Whanau Engagement
PARTNERSHIPS

6.0: Families & Whanau as Valued Partners

6.1:   Optimal home/school partnerships are created

6.1.1: All leaders value parents, whänau and the wider community and actively involve them in the life and work of the school,

6.1.2: All leaders encourage reciprocal, learning-centred relationships that lead to increased participation, engagement and achievement

6.1.2: All leaders, parents and whänau plan and work together more effectively to support future student success

6.2: Effective relationships are sustained through educationally powerful connections

6.2.1:   All leaders seek out the perspectives and aspirations of students, parents and whänau, and incorporate them in the school's vision, values, goals and targets

6.2.2: All leaders take responsibility for engagement with family and whänau to promote the progress and achievement of students

6.2.3: Family and whanau voices are valued, collected, analysed and used to inform leaders best practice

Annual Plan

Annual Outcomes:	Actions:	Accountability:	Timeframe / Review Time:	Budget / Resources:
STEAM Curriculum designed to promote new ways of creating, interacting and monitoring all learners success.	Reading, Writing and Mathematical skills and techniques are taught through a STEAM approach to learning	Impact Coaches & Curriculum Coaches responsible for reviewing / designing school wide curriculum design.	New STEAM curriculum designed 2019 to be evaluated each term and review ed 2020	Lead Coaches released to design new curriculum document
	Students have access to specialised programs to create authentic learning experiences	These expert leaders spread new reform at the teachers level to build capability and ownership	Specialised programs evaluated each term and reviewed term 4	Budget for specialised programs needs to be set up each year. Estimated $5,000 per year as well as funding opportunities
	Students can collaborate, communicate and co-construct learning through these authentic learning experiences	With leadership support SSTs design and plan specialised learning focused on authentic learning experiences	Student voices are collected each term to inform practice and next steps	
	Priority learners are known to all staff and specific programs are designed to cater for their needs and abilities		Data sets are analysed and interrogated at the leadership level prior to sharing and unpacking with the staff each term	Lead Coaches released to interpret the data and prepare school-wide reports
Reo Maori me ona tikanga woven into our STEAM curriculum to benefit Maori learners and all learners		Leaders, Teachers and SSTs ensure special needs and priority learners learning is catered to	Special needs register and ESOL information are reviewed and updated by end of term 1	Lead Coach released for the whole week term 1 and term 4 to complete forms with classroom teachers and prepare for 2020 paperwork
	Māori students are valued for their rich cultural heritage and are encouraged to share their lived experiences at school	Expert Maori leaders and teachers design and implement Te Reo Maori , kaupapa and Tikanga Maori across the school	Te Reo Maori program is evaluated each term and reviewed by end of term 3 in preparation for our yearly audit report	Te Reo Maori resources for TMNaK $5,000, an estimate of $1,000 per-classroom ($250 per-term)
	All learners value te reo me ona tikanga in honouring our bicultural partnership and cultural heritage			
Pasifika and other cultures are valued and learners are encouraged to share their lived experiences at school	Te Reo Maori is explicitly taught across our school to promote the importance of Maori language as an offical language			
	Pasifika students feel valued for their rich heritage and culture and experience success at school			
	All learners understand and demonstrate respect for the language and cultures of our Pasifika students	Pasifika Leaders and teachers provide language support and values across the school		
	The Pasifika community is consulted with how they wish Pasifika cultures to be emphasized			

Annual Plan

Strategic Goal 2: A Family-Like Context for Learning - Effective Relationships at the Core of Learning

Annual Outcome:	Actions:	Accountability:	Timeframe / Review Time:	Budget / Resources:
A familiness approach to learning at all levels of the school	Teachers will rejecting deficit explanations for students' learning,	All staff challenge deficit discourse in an agentic respectful way	All year, with an evaluation of its impact each term	RbL program - hours as part of our PLD Journal.
	Caring for and nurturing their students, including their language and culture,	Impact Coaches mentor teaching staff using Culture Counts - RbL coaching tools	All Year	Teacher release budget for observations and coaching conversations with Impact Coaches
Every Culture Count through Relationship-Based Learning Practices	Voicing and demonstrating high expectations for their students,	Teachers responsible for creating the space and time to develop the 5 RbL dimensions	All Year	
	Ensuring that all students can learn in a well-managed environment so as to promote learning,	Team Coaches to check that learning environments are well-managed and conducive to learning	Learning environments checked term 1	Team Coaches release for planning PB4L PLDs (5 days per term)
	Knowing what students need to learn			PB4L Budget for the year to support Vision and Values of the School
A school culture of belonging, high trust and respect is promoted	All learners learn and grow in a culturally responsive, inclusive, safe and supportive environment	Leaders, teachers and SSTs are accountable for creating a safe and supportive environment that is culturally responsive	Evaluated end of term 1 and term 4 for reporting to board	
	All voices (leaders / teachers / students / whanau) are valued and used as evidence to inform our RbL and PB4L practices	External Impact coaches are accredited to collect voices twice a year to inform our practices - supported by Laurayne Tafa and Cognition Education	Voices collected term 2 and term 4 by external group	New resources made for PB4L program
	PB4L Initiative unpacked with all new to Homai staff (induction) and PLD provided for all staff			Lead Coaches released 3 days per week
	All learners understand and take ownership of our school-wide vision, "One Vision, One People, One Journey", and values, "G.I.V.E.S"	New PB4L team initiated term 1 and supported by Lead Coaches	PB4L evaluated each term and reported at board meetings by Team Coaches	
	School leaders to model optimal conditions of an effective school culture where all learners succeed	All staff members to spread through effective common practices ,the purpose of our school vision and values across the school	Vision and Values reviewed term 1	
	Leaders and teachers create school norms that focus on building positive values in the classroom and across the school	Lead coaches to facilitate PLD focused on a school culture with clear conditions that promote positive learning outcomes	Term 1 and Term 4	
	Clear collaborative approaches that promotes high trusting relationships at all levels			

Annual Plan

Strategic Goal 3: Effective Teaching - Promoting Family-Like Context

Annual Outcome:
Interact within the learning context, including use of discursive pedagogies to interact within the extended family-like learning context

Effective classroom observation tools provide evidence for optimal learning conversations and co-construction

Actions:
Prior Learning is used to activate leaders, teachers and students historical knowledge and understanding

Teachers are supported and encouraged to use formal and/or informal formative assessment data to create opportunities for discursive interactions to be used

Effective use of discursive interactions promote learning through explicit teaching - "Are we being clear?"

Explicit teaching using learning intentions and success criteria with students in ways that utilise students' prior knowledge and help them to co-construct new knowledge

Impact coaches provides opportunity for teachers to identify optimal teaching strategies that promotes learner success

Teachers deliberately use discursive interactions, to develop interactive and responsive strategies

Co-operative learning strategies, narrative pedagogies, student-generated questioning strategies, and peer tutoring strategies are promoted in the classroom.

Accountability:
Lead coaches facilitate PLD focused on RbL Part 1 - Create A Family-Like Context **to e**nsure common practices are embedded

Curriculum Coaches responsible for developing capabilities of teachers to understand and interpret assessment data

Lead Coaches provide and facilitate explicit PLD for all staff on specific areas that promote learner success

Through RbL PLD Impact Coaches build a bank of common strategies for staff to model

Impact Coaches

Lead Coaches

Timeframe / Review Time:
x3 lead coaches PLD offsite with Principal - release for Team Coach as Principal for the day

PLD provided for all staff every term to build on common practices and shared language

x1 PLD a week each term to embed common practices across the school

Budget / Resources:
Budget required for PLD lunch x3 @ $250 provided for 5 leaders

Release provided for Curriculum Coaches this year to support teaching and learning programs through new STEAM curriculum design

Annual Plan

Strategic Goal 4: Code of Practice - Monitor our Impact on Learning

Annual Outcome:
Teaching & Learning pedagogies are explicitly monitored using the GPILSEO self-review tool

AREA data is collected, moderated and interpreted each term to identify any anomalies or barriers to learning

Actions:
Leaders and teachers engage with and monitor progress towards successful outcomes for Maori learners

Culture Counts - RbL initiative is embedded and sustained, through the seven GPILSEO dimensions

Academic vision, goals, and targets focused on Maori learners' AREA data and specific measures of progress is sustained

Maori learners' performance statistics, in terms of AREA data, are the same as, or better than, national averages for all learners.

Accountability:
Lead Coaches collate data and monitor Maori learners progress

Impact Coaches uses the GPILSEO school-wide self-review tool to monitor Maori learners progress

Leaders and teachers take responsibility for tracking and monitoring student progress at the classroom level

Timeframe / Review Time:
Term 2 and term 4

Term 2 and term 4

Data sets collected and collated each term - Voices and Academic data

Budget / Resources:
RbL Research - Purchase Russell Bishops latest book: Teaching to the NorthEast **x4** copies @ ($ TBC)

Teacher release for co-construction meetings focused on priority learners - Maori Boys

Annual Plan

Strategic Goal 5: Effective Leadership - Optimal Leadership Conditions

Annual Outcome:	Actions:	Accountability:	Timeframe / Review Time:	Budget / Resources:
Current leadership practices are clear and explicit	All leaders are explicit and clear about what learners need to learn using RbL research and tools	Lead coaches building capabilities of all staff - teachers and support staff	All Year	Principal to keep track of MoE PLD journal - this is part of our hours for RbL support.
	Leaders demonstrate their understanding that pedagogical (instructional) leadership has powerful effects on student outcomes	Principal responsible for the mentoring and coaching of Impact Coaches, Curriculum Coaches and Team Coaches	All Year	2019 PLD journal will need to completed for further support
	Leadership is distributed within and across teams for sustainable practices	Principal model distributed leadership with Impact, Curriculum and Team Coaches	All Year	Offsite PLD with Principal important to avoid interruptions - x3 per term with each coaching leadership as per strategic goal 3 budget plan
Optimal space & time is created for collaborative inquiry & actions	Leaders collaboratively develop and pursue the school's vision, goals and targets for equity and excellence	Principal provides a clear collaborative approach for all leaders to lead and model	All Year	
	Leaders ensure an orderly and supportive environment that is conducive to student learning and wellbeing	All leaders and teachers to check that all environments are conducive to learning and wellbeing	All Year	
	Leaders ensure effective planning, coordination and evaluation of the school's curriculum and teaching	PLD led by Curriculum Coaches	All Year	
Critical reflections and implications of our practices are monitored	Leaders promote and participate in teacher learning and development	Lead Coaches provide explicit PLD for teachers capacity building	All Year	
	Leaders build collective capacity to do evaluation and inquiry for sustained improvement	Lead Coaches	All Year	
	Leaders use the GPILSEO model to critically reflect on their leadership practice and their influence on others	All leaders to monitor their own impact using the GPILSEO self-review tool	All Year	
	Leaders establish conditions for effective evaluation, inquiry and knowledge building in the service of improvement	Impact Coaches establish these conditions using leader, teacher and student voices	All Year	

Annual Plan

Strategic Goal 6: Effective Whanau Engagement - Families & Whanau as Valued Partners

Annual Outcome:	Actions:	Accountability:	Timeframe / Review Time:	Budget / Resources:
Optimal home/school partnerships are created	All leaders value parents, whänau and the wider community and actively involve them in the life and work of the school,	All staff - modelled by lead coaches	All year	2019 Parent and Whanau handbook designed and printed
	All leaders encourage reciprocal, learning-centred relationships that lead to increased participation, engagement and achievement	All staff -modelled by lead coaches	All year	Communications home via - new school website designed by CABU
	All leaders, parents and whänau plan and work together more effectively to support future student success	All staff - leaders, teachers and support staff in partnership with parents and whanau at all levels	All year	Whole school and classroom Newsletters / notices sent home each term to inform parents of upcoming events
Effective relationships are sustained through educationally powerful connections			Term 1 and Term 4 for reporting	Copies of our school charter available for parents and whanau to give feedback
	All leaders seek out the perspectives and aspirations of students, parents and whänau, and incorporate them in the school's vision, values, goals and targets	All staff - led and modelled by lead coaches		
	All leaders take responsibility for engagement with family and whänau to promote the progress and achievement of students	All staff - provide time and space for relationship building at formal and informal events	Each term lead and team coaches plan for formal and informal events	Budget set aside for formal and informal whanau events term 1,2,3 and 4.
	Family and whanau voices are valued, collected, analysed and used to inform leaders best practice	Impact Coaches (external / in-school) collect and interpret voice data and share back to the whole staff to inform practices at all levels	Term 2 and Term 4 for RbL data and reporting	