

Strategic Focus	Desired Outcome	Actions	Timing	Evidence: Tools and Measures
<p>Hauora</p> <p><b><u>Alignment with Strategic Plan</u></b></p> <p><b>To know what we are capable of:</b></p> <p>a) Improve hauora.</p> <p><b>Focused Measurable Assessment Goal:</b></p> <p>a) Raise attendance data to 80% of students achieving 80% attendance in term 2-4.</p>	<p>To develop strong relationships between staff and whanau.</p>	<p>a) Develop a robust whanau tutor role, which supports a strong relationship with whanau.</p> <p>b) Whanau voice survey</p> <p>c) Develop a calendar which supports whanau being involved in their child's learning/market parent progress evenings.</p> <p>d) Be adaptable when hosting whanau at different locations.</p> <p>e) Involve whanau in the planning of learning.</p>	<p>a) Term 2</p> <p>b) Term 2</p> <p>c) Term 2</p> <p>d) Term 2</p>	<p>a) Whanau tutor job description with supporting documentation in our teacher handbook.</p> <p>b) Whanau voice data.</p> <p>c) KAMAR calendar/data from parent progress evenings, using school interviews. School/whanau events such as 'Taipa's got Talent'.</p> <p>d) As above</p> <p>e) Data from our taonga puoro course.</p>
<p>Teaching and Learning</p> <p><b><u>Alignment with Strategic Plan</u></b></p>	<p>To raise student academic achievement</p>	<p>a) Establish clear expectations for teacher planning.</p>	<p>a) Term 2</p> <p>b) Term 2-3</p>	<p>a) Clear teacher planning, which incorporates differentiation.</p>

<p><b>To know what we are capable of:</b></p> <ul style="list-style-type: none"> <li>a) Raise quality teaching and learning.</li> <li>b) Participate and contribute.</li> </ul> <p><b>To know where we are going:</b></p> <ul style="list-style-type: none"> <li>a) Build student agency.</li> </ul> <p><b>Focused Measurable Assessment Goal:</b></p> <ul style="list-style-type: none"> <li>a) L1 NCEA 85% achieved.</li> <li>b) L2 85% achieved.</li> <li>c) L3 60% achieved, with a pathway.</li> <li>d) Yr 7-8 Maths target (students who are working below will progress 2 inter-levels by the end of term 4).</li> <li>e) 80% of Yr1-6 &amp; 9-10 mainstream students will</li> </ul>	<p>nt across the school.</p>	<ul style="list-style-type: none"> <li>b) Develop assessment for learning 101, which relates to:             <ul style="list-style-type: none"> <li>i) learning intentions.</li> <li>ii) learning outcomes.</li> </ul> </li> <li>c) Clear understanding of how to make an accurate OTJ (years 1-10).</li> <li>d) Make an individual intervention plan for students who will not:             <ul style="list-style-type: none"> <li>i) Make accelerated progress.</li> <li>ii) Achieve L1 (Lit/Num).</li> <li>iii) L2 + Pathway.</li> <li>iv) L3 + UE.</li> </ul> </li> <li>e) Deliver the intervention plan for the above, which will be shared with parents.</li> </ul>	<ul style="list-style-type: none"> <li>c) Term 2-3</li> <li>d) Term 2-3</li> <li>e) Term 2-3</li> </ul>	<ul style="list-style-type: none"> <li>b) Lesson observations with a focus on:             <ul style="list-style-type: none"> <li>i) Assessment for learning</li> <li>ii) Student progress</li> </ul> </li> <li>c) OTJ PLD:             <ul style="list-style-type: none"> <li>i) Run PLD sessions</li> <li>ii) Process constructed for moderation of OTJs</li> <li>iii) OTJs which are visible to students, whanau, and staff</li> </ul> </li> <li>d) NCEA Data.</li> </ul>
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<p>make 2 sub levels progress in writing.</p> <p>f) 80% of Yr1-6 mainstream students will make 2 sub levels progress in reading.</p>				
<p>Te Ao Maori</p> <p><b><u>Alignment with Strategic Plan</u></b></p> <p><b>To Know who we are:</b></p> <p>a) To build language, culture, and identity.</p> <p><b>To Know what we are capable of:</b></p> <p>a) Improve hauora.</p>	<p>To normalise and embed Te Ao Māori across the school</p>	<ol style="list-style-type: none"> <li>1. Develop a schoolwide Te Ao Māori working party.</li> <li>2. Employ a teacher from Kahui Ako who will develop Te Ao Māori school wide.</li> <li>3. To embed Te Whare Tapa Wha and Maori world view of hauora within whanau time.</li> <li>4. To develop more schoolwide learning around mahi toi (karakia/tikanga).</li> </ol>	<ol style="list-style-type: none"> <li>1. Term 1</li> <li>2. Term 1</li> <li>3. Term 2-4</li> <li>4. Term 2-4</li> </ol>	<ol style="list-style-type: none"> <li>1. Minutes/agenda/website of progress/collaboration from the Te Ao Maori Team.</li> <li>2. Employment contract of Taipa teacher who has been employed to develop/drive Te Ao Maori from a Kahui Ako perspective.</li> <li>3. Pre/Post survey which will acknowledge the prior knowledge and the learned understanding of Te Whare Tapa Wha.</li> </ol>

		5. Reinforce our school values of Manaakitanga, Painga and Mahitahi throughout school life.		4. Groups of students and staff able to display school haka and new waiata. 5. Incorporate our school values through lessons within the school curriculum. Agenda/minutes and progression to 'living our school values'.
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