

Kia Kotahi Tatou, Tū Tonu Mai!!

KIA



ORA!

Kotahitanga

Open to Learning

Integrity

Respect

Adaptability

Aroha

Takaka
Primary
School

2018 Annual Plan

Relating to TPS School Charter 2017-2019

We are TPS, together we stand tall!!

Kia Kotahi Tātou, Tū Tonu Mai!!

KIA

ORA!

Creating collaborative, connected lifelong learners



...who thrive in respectful, restorative relationships!

We are TPS, together we stand tall!!



OUR

VALUES

Takaka Primary School

Kotahitanga (Unity)

*We unite to achieve common goals.
When we help someone else, we help ourselves*

Integrity (Pono)

*We are people of our word. We are truthful to ourselves
and others.*

Adaptability (Autanga)

*Regardless of the situation, we can change our
approach; our resilience serves us well when we
experience change.*

Open to Learning

*We can learn anything! We can know anything! We can
be anything! We contribute to the learning environment
in every way that we can.*

Respect (Whakaute)

*We show respect for ourselves, other people, and the
environment by being caring.*

Aroha (Empathy)

*We are able, accepting, calm and caring
We seek to understand, as well as be understood*

*Creating collaborative, connected life-long learners, who thrive in respectful, restorative
relationships!*

Kia Kotahi Tatou, Tū Tonu Mai!!

We are TPS, together we stand tall!!

Takaka Primary School

Ko Parapara te Maunga

Ko Pariwhakaoho te awa

Ko Waikoropupu te puna waiora

Ko Onetahua te marae

Ko Te Atiawa, Ngāti Tama, Ngāti Rarua ngā iwi o te rohe

Ko Te Ao Marama te whare tupuna

I te wahi e noho ana

Ko Takaka te kura

Kia Kotahi Tātou, Tū Tonu Mai

TPS



Charter

2017-2019

Te Kete Tuatahi



Responsive curriculum, effective teaching, and opportunities to learn: includes achievement.

Te Kete Tuarua



Educationally Powerful Connections and Relationships

Te Kete Tuatoru



Leadership for equity and excellence

Te Kete Tuawha



Stewardship

Creating collaborative and connected life-long learners who thrive in respectful, restorative relationships!



We are TPS, together we stand tall!!

Kia Kotahi Tatou, Tū Tonu Mai!!



Responsive curriculum, effective teaching, and opportunities to learn.

Annual Plan 2018

Te Kete



Tuatahi

*At Takaka Primary School
our belief, backed up by action, is that every child
has equitable access to, excellence in, and
ownership of, their outcomes.*

Our Goals for Te Kete Tuatahi in 2018 are:

- 1i: To develop, implement, evaluate and improve Reading, Writing, Mathematics programmes through rich inquiry contexts, which continue to lift engagement, progress and achievement across the curriculum.
- 1ii: To embed a school wide culturally responsive practices and Te Reo me Tikanga Māori curriculum with the support of strong relationships with Manawhenua ki Mohua, Onetahua Marae, and Whānau.
- 1iii: To continue to improve writing progress and outcomes, particularly for Māori and boys.

We have 23 priority learners in Reading in 2018.

- 1a.1: 4/21 Māori students (19% of Māori students - all male) will make accelerated progress of 2 + sublevels, so that they are achieving within the expected curriculum level (for example, Level 3 of the NZC)
- 1a.2: 5/50 (10%) boys in Year 1-4 will make accelerated progress of 2 + sublevels, so that they are achieving within the expected curriculum level ((for example, Level 2 of the NZC)
- 1a.3: 6/19 (31.5%) Year 6 boys will make accelerated progress of 2 + sublevels, so that they are achieving within Level 3 of the curriculum in Reading.
- 1a.4: 6/19 (28%) Year 6 girls will make accelerated progress so that they are achieving within Level 3 of the curriculum in Reading.

We have 27 priority learners in Writing in 2018

- 1b.1: 4/21 Māori students (19% of Māori Students - all male) will make accelerated progress of 2 + sublevels, so that they are achieving within the expected curriculum level (for example, Level 3 of the NZC)
- 1b.2: 2/23 Female students (8.7%) will make accelerated progress of 2 + sublevels, so that they are achieving within the expected curriculum level.
- 1b.3: 3/50 Boys in Year 2-4 (6%) will make accelerated progress of 2 + sublevels, so that they are achieving within the expected curriculum level.
- 1b.4: 4/22 Year 2 (18%) students will make accelerated progress so that they are achieving within the expected curriculum level.
- 1b.5: 14/28 (50%) of Year 6 students will make accelerated progress so that they are achieving within the expected curriculum level.

We have 18 priority learners in Mathematics in 2018

- 1c.1: 2/19 Māori students (9.5% of Māori students - all male) will make accelerated progress of 2 + sublevels, so that they are achieving within the expected curriculum level.
- 1c.2: 2/22 (9%) Year 2 students will make accelerated progress of 2 sublevels, so that they are achieving within the expected curriculum level.
- 1c.3: 10/31 Year 6 students (35%) will make accelerated progress of 2 sublevels, so that they are achieving within the expected curriculum level.

Creating collaborative and connected life-long learners who thrive in respectful, restorative relationships!

Kia Kotahi Tatou, Tū Tonu Mai!!

We are TPS, together we stand tall!!



*Responsive curriculum, effective
teaching, and opportunities to learn.*



Te Kete

Tuatahi

2017 Achievement Information

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
All students	2	1.3%	23	14.8%	99	63.9%	31	20%	155
Māori	1	5.3%	3	15.8%	12	63.2%	3	15.8%	19
Male	1	1.1%	15	17%	59	67%	13	14.8%	88
Female	1	1.5%	8	11.9%	40	59.7%	18	26.9%	67

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
All students	3	1.9%	28	18.1%	96	61.9%	28	18.1%	155
Māori	1	5.3%	4	21.1%	12	63.2%	2	10.5%	19
Male	2	2.3%	19	21.6%	57	64.8%	10	11.4%	88
Female	1	1.5%	9	13.4%	39	58.2%	18	26.9%	67

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
All students	2	1.3%	24	15.5%	99	63.9%	30	19.4%	155
Māori	1	5.3%	3	15.8%	12	63.2%	3	15.8%	19
Male	1	1.1%	11	12.5%	55	62.5%	21	23.9%	88
Female	1	1.5%	13	19.4%	44	65.7%	9	13.4%	67

We are TPS, together we stand tall!!

Kia Kotahi Tātou, Tū Tonu Mai!!



Te Kete



Tuarua

*Our children are the centre of our TPS community:
We create a community of care for a community
that cares.*

Our Goals are:

2i: To continue to embed learning centred relationships built on respect, and underpinned by restorative practice and PB4L

2ii: To embed culturally responsive practices at strategic, leadership and teaching levels.

This goal links to the TPS and NZC Values:

Diversity, equity, community and participation, ecological sustainability, respect, integrity, kotahitanga, aroha (empathy).

As kaiako, we...

- Believe our fundamental role is to build respectful, restorative, relationships so that learning can flourish.*
- Communicate regularly with parents about the nature of learning, and the learning that is happening for students.*
- Invite parents to be a part of the learning process and partnership.*

Creating collaborative and connected life-long learners who thrive in respectful, restorative relationships!



Leadership for equity and excellence.

2018 Annual Plan

Te Kete



Tuatoru

At Takaka Primary School leadership happens across our school community. We lead by being supportive and supported, by leading and following, and by making sure our individual and collective practice is centred around meeting the needs of our children.



Our Goals are:

- 3i: To effectively use evaluative inquiry to lift individual and collective capacity, and have effective collaboration at every level of the school and the community; ensuring sustained improvement.
- 3ii: Build accountability with middle, senior and Kāhui Ako leaders; building resilience and agency to create effective and strategic change teams.
- 3iii: The Board work as a dynamic team and are proactive governors, with strong succession plans in place

This goal links to the TPS and NZC Values:

Innovation, inquiry, integrity, respect, kotahitanga, open to learning.

As Members of the TPS Community, we...






- Evaluate the effect of our teaching on student's learning and achievement.*
- Believe that the success of our students is based on what we do (or don't do).*
- Use assessment as feedback about our impact.*
- Are willing to trial and adopt new ways of doing things, to bring about better learning opportunities for our akonga.*

Creating collaborative and connected life-long learners who thrive in respectful, restorative relationships!

Kia Kotahi Tatou, Tū Tonu Mai!!

We are TPS, together we stand tall!!

2018 Annual Plan

Approaches	Outcomes	Actions	Linked to
Inquiry Practices and Theory of Improvement	<p>3i: We effectively use evaluative inquiry to lift individual and collective capacity, and have effective collaboration at every level of the school and the community; ensuring sustained improvement.</p> <p>3iii: The Board work as a dynamic team and are proactive governors, with succession plans in place for 2019.</p>	<p>Kāhui Ako ki Mohua Strategic Leadership Team (ASL and WSL) analyse current inquiry practices across schools and develop implementation plan to meet needs.</p> <p>BoT and School Leaders continue to embed robust internal evaluation practices, and report on these regularly.</p> <p>BoT to determine succession plan for 2019 elections (starting mid 2018)</p> <p>TPS SPIRAL model is developed across Kāhui Ako ki Mohua through PDL workshops</p> <p>PLD application for 1000 hours submitted for Kāhui Ako, to include PLD around inquiry practice</p> <p>Undertake a year long inquiry in collaboration with all Early Childhood and Junior settings in Mohua to review & develop our Transitions to School methodology & practice.</p> <p>Co-construct and implement an enviro-schools policy and accompanying procedures with the Board, Staff, Students and Families.</p> <p>A rigorous, effective and stimulating appraisal system for all staff, supports this mahi. For teachers in 2018, this appraisal work is part of a peer partnership with Collingwood Area School.</p>	<p><i>Te Kete Tuatoru:</i></p> <p>Leadership for equity and excellence</p> 
A localised, student centric, kāhui ako curriculum with embedded pedagogical approaches.	<p>1i: To develop, implement, evaluate and improve Reading, Writing, Mathematics programmes through rich inquiry contexts, which continue to lift engagement, progress and achievement across the curriculum.</p> <p>1iii: To continue to improve writing progress and outcomes, particularly for Māori and boys.</p>	<p>SLT (DP and AP) lead curriculum development and review in collaboration with all staff. AP/DP leading professional development within the school and Kāhui Ako to develop a student centred curriculum with agreed effective pedagogical approaches.</p> <p>TPS local curriculum is further developed with a strong bicultural focus, and embedded at every layer of the community. A clear review cycle is in place for curriculum areas, and review happens with students and staff.</p> <p>Embed Universal Design for Learning and Inclusive Practices PDL (year long project in partnership with RTLB and within school expertise)</p> <p>TPS Effective Pedagogy profile is embedded and expressed in local curriculum and expanded as a teaching, observation, reflection and evaluation tool (Visual representations of our school curriculum are developed and placed around the school (physical and virtual), which includes embedding the local curriculum continuity plan (junior-middle-senior).</p> <p>Visible learning and assessment for learning reviewed and improved with in-school PLD and use of the PaCT tool</p> <p>Continue to embed environmental and sustainable perspectives across our school wide balanced curriculum plan, led by Enviro-group, teachers, and SLT</p> <p>Align daily practices, special events and curriculum with the ethos of enviro-schools; in 2018 this will centre particularly on reducing waste.</p> <p>Implement Mathematics Support Teacher (MST), to support mathematics pedagogy across the school.; MST to engage in Postgraduate Certificate in Education to support learning and leadership.</p> <p>ALL Year 1 - Implement booster programme using theory of improvement for Y6 cohort.</p> <p>Embed PaCT tool for Year 1-6, with a focus on broadening assessment for learning (formative) practices and developing curriculum knowledge</p>	<p><i>Te Kete Tuatahi:</i></p> <p>Responsive curriculum, effective teaching, and opportunities to learn.</p> 
Culturally Responsive Partnerships and Practices	<p>1ii: To embed a school wide culturally responsive practices and Te Reo me Tikanga Māori curriculum with the support of strong relationships with Manawhenua ki Mohua, Onetahua Marae, and Whānau.</p> <p>2ii: To embed culturally responsive practices at strategic, leadership and teaching levels</p>	<p>Broad consultation undertaken for rumaki reo in partnership with Manawhenua ki Mohua and MOE.</p> <p>Partnering with iwi proactively (providing information about events across our Kāhui Ako where consultation is desired)</p> <p>All staff attend Tangata Tiriti Workshop and follow on PDL</p> <p>All staff build local curriculum (Nā Aotearoa) during teacher development.</p> <p>All staff attend UDL course with follow up from RTLB service and in-school PLD</p> <p>Te Ataarangi PLD for support staff provided and funded by the school</p> <p>Resourcing for Te Reo online language learning for teachers</p> <p>Schoolwide Kapa Haka is expanded, with participation in local events</p> <p>RT Māori supports staff with PLD (Ako - students and teachers)</p> <p>Whānau and teachers further develop and embed Tamariki Tu roopu in partnership with iwi</p> <p>Parents and Community invited to attend Tangata Tiriti Workshop (external PLD)</p> <p>Establish twice-yearly Mihi Whakatau in partnership with Golden Bay Kindergarten.</p> <p>Embed Matariki as an annual reflection and celebration event, led by whānau and supported by our community.</p> <p>Review school wide reporting to parents (mid and end of year)</p>	<p><i>Te Kete Tuarua:</i> Educationally Powerful Connections and Relationships</p> <p><i>Te Kete Tuatahi:</i> Responsive curriculum, effective teaching, and opportunities to learn.</p> 
Appreciative, Solution-focused Approaches (Adaptive Expertise)	<p>3ii: Build accountability with middle, senior and Kāhui Ako leaders; building resilience and agency to create effective and strategic change teams.</p>	<p>SLT engage with external appraisal with Nick Major (CORE); working collectively and individually towards three key goals that link to annual plan</p> <p>SLT monthly coaching with Rebecca Sweeney (CORE) to develop and build on effective leadership in a collaborative environment.</p> <p>Principal monthly coaching with Rebecca Sweeney as part of Kāhui Ako and School Leadership</p> <p>Peer coaching with opposite SLT at CAS to include peer collaboration and some collaborative inquiry</p> <p>Principal engaging in Post Graduate Diploma in Leadership(AUT), as well as working with Expert Partners to support other Kāhui Ako</p> <p>Modern leadership theory underpins all we do (professional readings and research), weekly coaching sessions with SLT</p> <p>Professional learning for SLT and Teachers: Open to learning conversations, Learning Talk, Growth Coaching.</p>	<p><i>Te Kete Tuatoru:</i> Leadership for equity and excellence</p> 
Positive School Culture for Well-being	<p>2i: To consolidate and embed learning centred relationships built on respect, and underpinned by restorative</p>	<p>Restorative practices will be embedded across the school (third year) with ongoing PLD and support, in addition, implement Teaching for Positive Behaviour as a framework for our inclusive practice</p> <p>Extend the adventure play and learning areas (mountain bikes, huts, maker space) through local fundraising. Implement a "Makerspace for Mates" social skills programme to develop social and learning skills.</p> <p>Expand school wide PB4L signage (in learning spaces and outside). to also include ENVIRO focus</p>	<p><i>Te Kete Tuatahi:</i> Responsive curriculum, effective teaching, and opportunities to</p> 

2018 Action Plan – Inquiry Practice and Theory of Improvement

Approaches	Actions	Timeframe Completed by:	Input and Resourcing	Output
Inquiry Practices and Theory of Improvement	Kāhui Ako ki Mohua Strategic Leadership Team (ASL and WSL) analyse current inquiry practices across schools and develop implementation plan to meet needs.	Term 2 Term 3	Expert partners, regularly meetings with KA Strategic team Internal PDL	A clear evaluative understanding of the current state of inquiry practice across all schools
	BoT and School Leaders continue to embed robust internal evaluation practices, and report on these regularly.	End of 2018	SLT continue to evaluate school happenings and document. Monthly reporting to BOT BOT to internally evaluate strategic action plans and report back Coaching and PDL to build: Evaluative, strategic, instructional and adaptive capabilities	Internal evaluation is robust, widely scoped and formally documented and reported to stakeholders SLT and BOT have high levels of evaluative, strategic, instructional and adaptive capability The school internal evaluation process sustains positive changes and has a high impact.
	BoT to determine succession plan for 2019 elections (starting mid 2018)	Mid 2019	Regular discussions Community invites to BOT hui Networking from existing BOT members	New trustees are inducted into TPS BOT successfully in June 2019
	TPS SPIRAL model is developed across Kāhui Ako ki Mohua through PDL workshops	End of 2018	Internal PDL from Strategic Team Whole school hui	TPS Spiral model becomes Kāhui Ako ki Mohua spiral model and is understood and used widely for inquiry. A culture of inquiry practice across our Kāhui Ako
	PLD application for 1000 hours submitted for Kāhui Ako, to include PLD around inquiry practice	2020	External PLD for 1000 hours Leadership group to develop delivery plan	Effective change enabled by high quality PLD.
	Undertake a year long inquiry in collaboration with all Early Childhood and Junior settings in Mohua to review & develop our Transitions to School methodology & practice.	End of 2018	Hui supported by ASL and KA lead twice a term Internal PD	A clear and collective understanding of effective transitions to school. Information about inquiry process and transitions findings to guide other transitions inquiries (eg, Year 6-7)
	Co-construct and implement an enviro-schools policy and accompanying procedures with the Board, Staff, Students and Families.	End of 2018	Support from TDC and Enviro Examples from other enviroschools Regular hui with Enviro group, staff, community. BOT attention in hui	Policies and procedures in place that reflect the school's commitment to Environmental care and protection. Involvement in community wide initiatives (Janszoon, Adopt a stream) Bronze Enviro-School achieved
	A rigorous, effective and stimulating appraisal system for all staff, supports this mahi. For teachers in 2018, this appraisal work is part of a peer partnership with Collingwood Area School.	In place end of Term 1 2018	Peer coaching with CAS principal Regular evaluation of appraisal and inquiry with staff	An appraisal system that is robust, linked to inquiry and sustains professional growth for all teachers

2018 Action Plan – Student Centric Curriculum and Pedagogy

Approaches	Actions	Timeframe Completed by:	Input and Resourcing	Output
A localised, student centric, kāhui ako curriculum with embedded pedagogical approaches.	<p>SLT (DP and AP) lead curriculum development and review in collaboration with all staff. AP/DP leading professional development within the school and Kāhui Ako to develop a student centred curriculum with agreed effective pedagogical approaches.</p> <p>TPS local curriculum is further developed with a strong bicultural focus, and embedded at every layer of the community. A clear review cycle is in place for curriculum areas, and review happens with students and staff. Includes: Embed Universal Design for Learning and Inclusive Practices PDL (year long project in partnership with RTLB and within school expertise)</p>	<p>Ongoing</p> <p>Ongoing Review in place Term 2, 2018</p>	<p>Internal PLD led by SLT and facilitated by coaching from principal Kāhui Ako input (PLD and inquiry) Manawhenua engagement for Te Taiao, enviro-schools and local curriculum RTLB support and PDL (including observations, feedback)</p>	<p>TPS local curriculum is authentic, regularly evaluated and improved. Strong bicultural focus is evident in practices and approaches, as well as content. UDL pedagogy is clearly developed and cohesive across the school.</p>
	<p>Continue to embed environmental and sustainable perspectives across our school wide balanced curriculum plan, led by Enviro-group, teachers, and SLT Align daily practices, special events and curriculum with the ethos of enviro-schools; in 2018 this will centre particularly on reducing waste.</p>	Ongoing	<p>Support from TDC and Enviro-schools Additional MU for enviro-schools (shared between two teachers) with clear task list and delegations/expectations and outputs Resourcing (fundraising) of \$1000 to drive initiatives across the school Internal PDL and support provided from SLT and Enviro-leaders Examples from other enviroschools</p>	<p>School practices reflect the procedures and policies in place. An enviro-lens is placed across all school actions, practices and activities TPS enviro-focus is threaded through the integrated curriculum Actions reflect the beliefs and principles of enviroschools</p>
	<p>TPS Effective Pedagogy profile is embedded and expressed in local curriculum and expanded as a teaching, observation, reflection and evaluation tool</p>	End of 2018	<p>School wide scope in Term 1 by SLT - Effective Pedagogy (includes CRP) Appraisal and inquiry process Collaborative observations</p>	<p>Highly effective pedagogy underpins the schoolwide curriculum. A consistently high quality of pedagogy across all collaborative teams Self-motivated evaluation of practices and pedagogy supported by appraisal.</p>
	<p>Visual representations of our school curriculum are developed and placed around the school (physical and virtual), which includes embedding the local curriculum continuity plan (junior-middle-senior). Visible learning and assessment for learning reviewed and improved with in-school PLD and use of the PaCT tool Embed PaCT tool for Year 1-6, with a focus on broadening assessment for learning (formative) practices and developing curriculum knowledge</p>	Term 3	<p>Co-construction (ongoing) of content Graphic design support Manawhenua and Community input into design and concepts PaCT: Ongoing PLD Visible learning: PLD - external</p>	<p>The TPS curriculum approaches and PB4L/restorative foci are visible around the school and community Visible learning and assessment for learning practices are consistently in place The PaCT tool is widely used for assessment, analysis and reporting.</p>
	<p>Implement Mathematics Support Teacher (MST), to support mathematics pedagogy across the school.; MST to engage in Postgraduate Certificate in Education to support learning and leadership.</p>	Term 1 Ongoing	<p>MST support through Massey University, University of Canterbury and MOE</p>	<p>A skilled mathematics support teacher has lifted outcomes and shared best practice across the school</p>
	<p>ALL Year 1 - Implement booster programme using theory of improvement for Y6 cohort.</p>	Term 2 Ongoing	<p>MOE support through ALL Additional release for ALL teacher</p>	<p>The theory of improvement is used to engage in collaborative inquiry, which lifts outcomes in literacy for Year 6.</p>

2018 Action Plan – Culturally Responsive Partnerships and Practices

Approaches	Actions	Timeframe Completed by:	Input and Resourcing	Output
Culturally Responsive Partnerships and Practices	Broad consultation undertaken for rua-reo in partnership with Manawhenua ki Mohua and MOE. Partnering with iwi proactively (providing information about events across our Kāhui Ako where consultation is desired)	Ongoing	Manawhenua o Mohua Support from MOE BOT engagement with Manawhenua Education advisor for Manawhenua Community Consultation	A Rua Reo class is established to commence in 2019. The environment has been named by manawhenua, with an appropriate teacher in place to lead the class.
	All staff attend Tangata Tiriti Workshop and follow on PDL All staff build local curriculum (Nā Aotearoa) during teacher development. Parents and Community invited to attend Tangata Tiriti Workshop (external PLD)	Ongoing	Tangata Tiriti Associates - External PLD SLT to lead curriculum building School fundraisers to support attendance at community Tangata Tiriti Hui Ongoing PLD with RT Māori support Ongoing partnership with Manawhenua	Culturally responsive partnerships and practices are widely understood and activated at every layer of the school community.
	Te Ataarangi PLD for support staff provided and funded by the school Resourcing for Te Reo online language learning for teachers	End of 2018	School to resource funding for support staff and BOT (access through GBHS) Online programme made available to teachers	A growing use of Te Reo across TPS staff and students Daily karakia for kai, and staff karakia and waiata added to existing school wide karakia and waiata
	Schoolwide Kapa Haka is expanded, with participation in local events RT Māori supports staff with PLD (Ako - students and teachers)	Ongoing	RT Māori and Matua Maihi to support Kapahaka Weekly Kapa Haka (whole school) Tamariki Tu to lead Kapa Haka	TPS Kapa Haka is embedded as part of the culture TPS are represented at local Kapa Haka events Whānau and community involved in TPS Kapa Haka
	Whānau and teachers further develop and embed Tamariki Tu roopu in partnership with iwi	Term 1	Release time for Tamariki Tu support teacher Consultation with Manawhenua	Tamariki Tu Roopu are involved in leading across the school, community and marae.
	Establish twice-yearly Mihi Whakatau in partnership with Golden Bay Kindergarten. Embed Matariki as an annual reflection and celebration event, led by whānau and supported by our community.	Term 1 and Term 2	Engagement and consultation with Manawhenua and GBK Establishment of a committee of whānau and community to support events 6 week Matariki Inquiry in Term 2	Mihi Whakatau become embedded as part of the tikanga of TPS The Taranaki Kawa is embedded, respected and understood. Manawhenua Ki Mohua and TPS/GBK work in true spirit of te Tiriti partnership.

2018 Action Plan – Appreciative, Solution Focused Perspectives

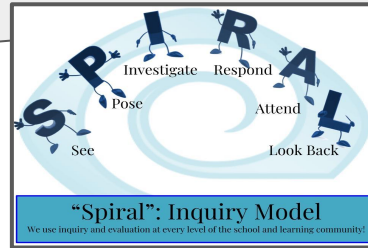
Approaches	Actions	Timeframe Completed by:	Input and Resourcing	Output
Appreciative, Solution-focused Approaches (Adaptive Expertise)	SLT engage with external appraisal with Nick Major (CORE); working collectively and individually towards three key goals that link to annual plan SLT monthly coaching with Rebbecca Sweeney (CORE) to develop and build on effective leadership in a collaborative environment.	Ongoing	Budget \$5000 for appraisal for SLT Budget \$2000 for SLT Coaching	An agentic SLT team who are self-motivated, understand their roles and accountabilities, and by doing so sustain school processes and practices.
	Principal monthly coaching with Rebbecca Sweeney as part of Kāhui Ako and School Leadership Peer coaching with opposite SLT at CAS to include peer collaboration and some collaborative inquiry	Ongoing	Budget \$2400 for Principal Coaching Termly PLG meetings (peer coaching) with opposite numbers at CAS	Relational trust within SLT as well as across senior leaders in our Kāhui Ako SLT understand and roles and responsibilities/accountabilities, as outlined in school charter and strategic plans. Develop adaptive, strategic, instructional and evaluative capabilities to sustain school culture.
	Principal engaging in Post Graduate Diploma in Leadership(AUT), as well as working with Expert Partners to support other Kāhui Ako	Ongoing	AUT Scholarship Infinity Learn Ltd in contract with BOT to contract principal.	Principal builds coaching, mentoring and leadership capability.
	Modern leadership theory underpins all we do (professional readings and research), weekly coaching sessions with SLT	Ongoing	Weekly coaching (principal with SLT) Professional readings Peer coaching	All organisational change is underpinned by best evidence and research. Change is well actioned and evidence based.
	Professional learning for SLT and Teachers: Open to learning conversations, Learning Talk, Growth Coaching.	Term 1 and Term 2	PLD (centrally funded)	Coaching runs through TPS as the communication norm Professional Learning Conversations sit at the heart of all dialogue Teacher efficacy and capability is grown. Student achievement improves

2018 Action Plan – Positive School Culture for Wellbeing

Approaches	Actions	Timeframe Completed by:	Input and Resourcing	Output
Positive School Culture for Well-being	Restorative practices will be embedded across the school (third year) with ongoing PLD and support, in addition, implement Teaching for Positive Behaviour as a framework for our inclusive practice	Ongoing	External PLD (Paul Bennett) Internal PLD (SLT) RTLb support	Restorative, relational practices are evident as being embedded across the school contexts. Student interactions are positive, respectful and support collaboration and learning.
	Extend the adventure play and learning areas (mountain bikes, huts, maker space) through local fundraising. Implement a “Makerspace for Mates” social skills programme to develop social and learning skills.	Term 1-2	Fundraising Community Support \$3000 pilot Makerspace for Mates programme	Long term collaborative inquiry with whānau, friends, students and leaders to review the impact of a makerspace programme for priority learners. Student interactions are positive, respectful and support collaboration and learning.
	Expand school wide PB4L signage (in learning spaces and outside), to also include ENVIRO focus	Term 2	Signage (sponsored by NBS)	Vibrant signage to promote visible and positive school culture.
	Review school wide positive behaviour procedure and resources with staff, community and parents, with view to consolidating effective practice	Term 3	SLT workshops with teachers, parents, community	A clear, responsive and shared guidance around PB4L at TPS.
	Scope for initiatives and projects to enhance positive school culture for wellbeing. For example, mindfulness, meditation, makerspace after school programmes, anxiety workshops	Ongoing	SLT and staff - scope	A hypothesis about initiatives or programmes that would support positive school culture for wellbeing in Mohua.

Kāhui Ako ki Mohua 2018-2019

A Culture of High Expectations



Underpinned by collaborative inquiry to develop strategies:

A localised, student centric, kāhui ako curriculum with embedded pedagogical approaches	Culturally Responsive Partnerships and Practices	Appreciative, Solution-focused Approaches (Adaptive expertise)	Positive School Culture for Well-being	Collaborative Monitoring of Data (including moderation)	A/Collaborating Across Sectors B/Using Technologies to Enhance Learning:
-----------------------------------------------------------------------------------------	--------------------------------------------------	----------------------------------------------------------------	----------------------------------------	---------------------------------------------------------	--------------------------------------------------------------------------

Which are linked to Kāhui Ako Domains of Development:

Partnering with families, employers, iwi and community	Leading for progress and achievement for every child and every teacher	Teaching collaboratively for the best learning outcomes for every child	Building a thriving community of learning	Evidence guiding our practice and actions	Pathways developing and connecting along the whole educational journey for every child
--------------------------------------------------------	------------------------------------------------------------------------	-------------------------------------------------------------------------	-------------------------------------------	-------------------------------------------	----------------------------------------------------------------------------------------

Supported by Coaching and Mentoring as a Practice

Robustly evaluated and monitored using a range of tools



Responsive curriculum, effective teaching, and opportunities to learn Effective Pedagogy Profile

All students are...

*Collaborating in a warm,
restorative and culturally
responsive environment*

*Able to access a range of people,
places, tools and interactions to help
them learn*

Because the kaiako is...

Self aware and reflective
Inspired, agentic learners who display the school values
Actively and deliberately teaching positive social skills, restorative practices and relationship building.
Promoting and nurturing students' heritage, culture, language and identity.
Celebrating and building our school community; within school, across schools and with our community.
Setting high expectations and scaffolding students to meet these
Actively and consciously building trusted relationships with all akōnga
Building a whānau of learners with restorative practices at the centre
Talking less and listening more
Open to feedback from students and colleagues
Calm and present
Organised and student centred
Genuine, open minded and warmhearted
Taking time to listen (to what is said, what is seen, what is not said and not seen)

Collaborating and communicating effectively with co-teachers and coaches
Utilise the strengths of our community, whānau and iwi
Forming meaningful relationships with the community; using their knowledge and skills to enhance the learning
Broad about their interpretation of what a 'learning environment is' eg; EOTC, maker space, quiet place in nature
Sharing and co-constructing design for learning with other teachers
Effectively using streamlined systems to enable self-managed and reciprocal learning to occur
Deliberately setting up the learning space with activities that ensure that learning can happen independently of the teacher
Ensuring that IT is available for students to use as a tool
Explicitly teaching and supporting effective use of IT to support extended learning and blended learning
Providing visible scaffolds (success criteria, word walls, T charts and displays) to support learning
Being explicit about the resources and scaffolds available to students
Deliberate about setting up opportunities for learning that span outside of the locus of teacher control



Responsive curriculum, effective teaching, and opportunities to learn
Effective Pedagogy Profile

All students are...

Clear about the 'why, how and what' of learning

Agentic with their learning

Because the kaiako is...

Designing purposeful activities that meet student needs
Clear about the learning intention
Working with students to co-construct and revisit success criteria
Providing timely feedback related to the purpose and intention
Supporting students to self-evaluate and peer-evaluate, which includes giving and receiving feedback
Setting up the physical environment (including learning displays) to enable self-managed learning

Enabling student learning to emerge from students' natural curiosity.
Activators and facilitators
Aware of the 20%-80% dialogue balance
Asking powerful questions
Focused on the development of key competencies
Posing provocations that are engaging and motivating
Scaffolding students through the TPS learning continuum
Providing feedback about skills for learning as well as learning behaviour
Following up with students as individuals and groups (adding a layer of accountability)
Deliberately teaching reciprocal learning and cooperative learning approaches
Not the focal point of the learning or the learning environment!