

TAS Strategic Plan

O te kura ā-rohe o Te Manahuna

Our Mission

Find your passion, be supported and inspired.

Our Vision

Developing future leaders by nurturing their emerging passions. Enabling our learners to be inspired, collaborate with others and achieve their personal goals.

Our Values

Be supported by our WAKA.



Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to the cultures, needs, interests and aspirations of all.

Hauora

To strengthen resilience and wellbeing for all students and staff.

Learning Partnerships

To foster authentic learning partnerships with whanau and the wider community.

Professional Capabilities

To grow professional capabilities and collective capacity within our school.

W

WHĀNAUKATAKA - KINSHIP

We welcome others to our kura

We respect our differences and celebrate our cultures

We have high expectations of ourselves and others

We come together as a community

A

AWHINATAKA - NURTURE

We show respect

We care for our learning and the learning of others

We foster tuakana - teina relationships

We set and achieve aspirational goals

K

KAITIAKITAKA - GUARDIANSHIP

We live our WAKA values

We demonstrate pride our school

We serve our community

We demonstrate guardianship of our environment

A

ĀRAHI - LEADERSHIP

We demonstrate leadership and set good examples to others

We challenge ourselves with new learning

We take on responsibility

We are enthusiastic and participate

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Waiata kīnaki for Te Manahuna - Tū tonu rā ko Te Manahuna

Nā Karatī Metcalfe (Ngāpuhi) & Karuna Thurlow
(Kāi Tahu, Ngāti Porou)

Ripo ana te wai o Te Whakatipu e

Ruataniwha e tū mai rā

Aoraki Matatū ki te raki

Nei rā te mihi

nei rā te maioha

O te kura ā-rohe o Te Manahuna

Ka huri te titiro ki ngā Puna Hauaitu

Takapō Ohau Pūkaki

Me te whatumanawa o te tangata

He wā tōna ka marino

He wā tōna ka marangai

Ki te kōhanga o te kakī

Tū tonu rā ko Te Manahuna

OUR NARRATIVE

In the beginning there was Te Kore, the nothingness, from nothing arose Te Māku and Mahoranuiatara. From their union came Rakinui. Rakinui had many wives but his first was Pokoharuatēpō, and from them came Aoraki, Rakirua, Rakiroa and Rarakiroa. These brothers lived in the spiritual realm with Rakinui. During a discussion between all of the brothers, they decided to visit their step mother Papatūānuku. They sailed the oceans in their great waka and explored the land. Shortly after, they became hungry and began fishing, but their attempts were unsuccessful. They all decided to return to the heavens. Aoraki began his karakia while his brothers readied the waka for the voyage home. The karakia started to lift the waka into the heavens. The brothers were tired, hungry and disappointed, it was at this point they began to fight between each other. Aoraki became distracted by the fighting that he lost his concentration and made a fatal error in the karakia. Their waka crashed back down to earth with parts of it breaking off and scattering across the sea as the waka overturned. All of the brothers climbed onto the back side of the waka, they huddled together for warmth, but the fierce Southerly wind froze them, turning them to stone and clothing them in snow and ice.

Twizel Area School is surrounded by three lakes. Pūkaki, Takapō and Ōhau all of these lakes were carved out of papatūānuku by Rakaihautu, the rangatira who captained the waka Uruao to Aotearoa. Twizel Area School sits beneath Aoraki nui and represents our connection to mana whenua, Te Rapuwai and Kai Tahu. Te Rapuwai who were the earliest inhabitants of Te Manahuna are said to have fired the first forests of Canterbury, and to have hunted the moa and left behind the many shell heaps scattered over the landscape. Te Manahuna (the Mackenzie Country) was a “mahika kai” area for Māori who used the Waitaki river trail to Access the hinterland.

Twizel Area School is a state co-educational area school for ākonga from Years 1 - 13. Formed in 1986, the Area School combined the then high school and primary school on the high school site.

The school lies in the heart of Te Manahuna, the Mackenzie Basin surrounded by Te Tiritiri-o-te-Moana, the Southern Alps and Lakes Pukaki, Ōhau and Ruataniwha. The school sits at the centre of the expanding Twizel township; it aspires to act as a hub for parents and the community. Although the school serves a large geographical area, extending to Ōmarama, Irishman Creek, and Aoraki Mount Cook Village, 80% of our ākonga live within the Twizel township. Of those living outside Twizel, 15% live in other 'urban' areas (such as subdivisions, lifestyle blocks or other townships), and only 4% live rurally on farms or similar. Due to the growing numbers of ākonga outside Twizel, we currently provide two bus services to transport them.

Our School Waiata

By Karatī Metcalfe (Ngāpuhi) & Karuna Thurlow
(Kāi Tahu, Ngāti Porou)

The rippling water of the Twizel river (Te Whakatipu)

Ruataniwha stands there

Aoraki stands to the north

Our greetings

Our gratitude

From Twizel Area School

Turn my gaze to the extremely cold waters of

Takapō, Ōhau and Pūkaki

The hearts of people are like our lakes

Sometimes calm

Sometimes upset/angry...

This is the nursery of the Kakī

We are proud to be from the Mackenzie!

Our isolation makes it hard for ākonga and their whānau to have contact with other communities. The school is 30 kilometres from the next primary school in Ōmarama and 100 kilometres from the nearest high school in Fairlie. The closest other area school is the Maniototo Area School.

Located in the Canterbury High Country, with Te Tiritiri-o-te-Moana, the Southern Alps at our door, our outdoor environment's beauty and closeness greatly influence our ākonga. We have a comprehensive outdoor education programme that includes all Y1 - 13 ākonga in a carefully graduated programme. We also have a lodge at Huxley (at the head of Lake Ōhau) for extending our EOTC programmes.

There is a 'whānau feel' at the school. Many of the ākonga have siblings at the school or relations who have attended TAS in the past. People in the community know our ākonga as individuals, and the community is involved at the school..

Approximately 20% of our ākonga are Māori, spread relatively evenly over eight iwi, 9% Asian and 2% Pasifika. We are a decile eight school and enjoy a diverse range of student abilities, parental backgrounds and expectations..

In our recent ERO review (2019), the following strengths were noted:

- Students experience positive classroom environments and a coherent curriculum which offers personalised pathways for learning.
- The school capitalises on opportunities provided by the local environment and regional expertise to extend learning.
- Positive, reciprocal learning relationships between kaiako and ākonga are clearly evident.
- Schoolwide culturally responsive practices are developing and reflect the learning and wellbeing of ākonga. There are systems in place to support priority learners.
- Leaders foster respectful, collegial relationships with kaimahi.

Recognising our commitment to Te Tiriti o Waitangi

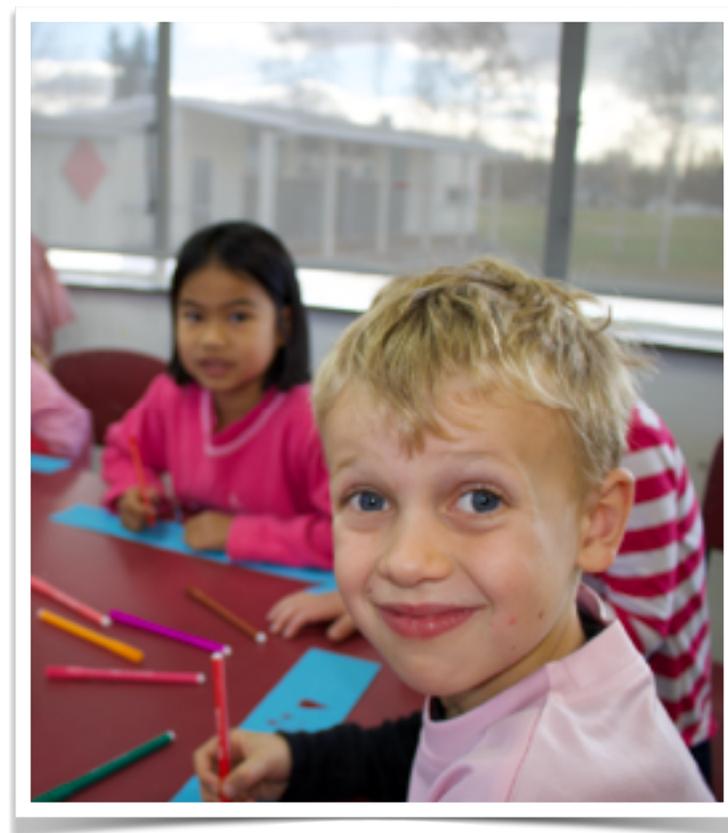
Twizel Area School honours our commitment to Te Tiriti o Waitangi in an Educational context.

Article 1: Kāwanatanga - Honourable Governance

- We understand our position as Crown agents and affirm Māori as tangata whenua.
- We govern our establishment honourably - decisions are made with those who are impacted the most by them.
- We endeavour to share decision making processes with whānau, hapū and iwi.
- We endeavour to produce communication that is meaningful, ongoing, reciprocal and transparent.

Article 2: Rangatiratanga - Agency

- Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.
- We endorse Māori achieving success as Māori.
- We endeavour to create systems where Māori have agency, voice and choice, the power to act.
- Māori diversity is recognised and valued and self determination is enacted.





Article 3: Ōritetanga - Equity

- In our establishment, in the interest of all, Māori have the same rights and opportunities as non-Māori.
- We endeavour to remove educational barriers and inequalities to ensure equitable educational outcomes.
- Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), equitable representation of Mātauranga Māori, Reo, tikanga etc.
- Māori perspectives and opinions, and the voices of Māori are equitably represented.

Article 4: 'The spoken promise' the right to have cultural and religious freedom.

Our teachers are committed to a continual professional development in Te Ao Māori, as required by the Education Council in retaining their practicing certificate.

Triennial Summary Plan

Find your passion, be supported and inspired.

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

| | 2022 | 2023 | 2024 |
|---------------------------------------|--|---|--|
| Curriculum and Assessment Development | <p>Introduction to NPDL (New Pedagogies for Deeper Learning), review of 'Collaboration/Whānaukataka' and our related teaching practices including culturally responsive practice</p> <p>Review of assessment practices with a view to using PaCT (Progress and Consistency Tool) to give overall judgement and progress records</p> <p>Engage with PLD (Professional Learning and Development) in the areas of Digital Fluency, DMIC (Developing Mathematical Inquiry Communities), NCEA (National Certificate of Educational Achievement) and PB4L-SW (Positive Behaviour for Learning - School Wide)</p> <p>Collect student and whānau voice on our current curriculum offerings in the Y7-13 area</p> | <p>Clear relationship developed between our WAKA vales, 6C's (NPDL's core values for learning), KCs (Key Competencies of the NZ Curriculum) and school goals.</p> <p>Integration of NPDL's '4 quadrants' into teaching and learning (Pedagogical Practices, Learning Partnerships, Leveraging Digital and Learning Environments).</p> <p>Use of PaCT in one learning area (Mathematics)</p> <p>Review curriculum offerings for Y7-13 learning areas</p> | <p>NPDL across the curriculum</p> <p>Use of PaCT across the curriculum</p> <p>Implement desired curriculum changes in Y7-13 learning areas</p> |

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

| | | | |
|-------------------------|--|--|---|
| Graduate Profile | Integration of processes around our WAKA values, PB4L-SW and development of Graduate Profile based upon recent community feedback Review Mentoring System Set aspirational achievement and progress targets for all students | Graduate Profile incorporated across school settings e.g. acknowledgements, teaching and learning, Prizegiving etc. Implement changes to mentoring system Set aspirational achievement and progress targets for all students | Full implementation of Graduate Profile for review in the following year by students and community Review mentoring system Set aspirational achievement and progress targets for all students |
| Mathematics | DMIC 1st Year of Mentoring (Y1-8 staff) | DMIC further mentoring and curriculum development | |
| NCEA | Continued engagement with provided professional learning and Accord Days (Year 9-13 staff) | Continued engagement with professional learning, use of trial materials, participation in NCEA trial for Science | New NCEA Level 1 implemented across our cohort as well as Literacy and Numeracy implementation for Y10. |
| New school build | Moving from the Master Planning phase to the Design Phase Incorporate our vision for the curriculum in the progression towards our new school | Build is intended to commence | Build intended to be ongoing |

Goal 2: Hauora
To strengthen resilience and wellbeing for all students and staff

| | 2022 | 2023 | 2024 |
|--|--|--|---------------------|
| Wellbeing Plan continual review | Annual NZCER (NZ Centre for Educational Research) Staff and Student Wellbeing Survey, followed by update of wellbeing plan Continued development of Wellbeing Professional Learning Group | | |
| PB4L | Intended implementation of Tier 1 Review Pastoral Support Systems Define Dean role at each level, create firm JD (job Description) | Tier 1 evaluation | Tier 1 continuation |
| Review wellbeing curriculum | Review Wellbeing Curriculum offerings across the school using the Te Whare Tapa Wha model Create a bank of Wellbeing Resources for students of all ages | Implement Wellbeing Curriculum based upon review | |

Goal 3: Learning Partnerships
To foster authentic learning partnerships with whānau and the wider community

| | 2022 | 2023 | 2024 |
|-------------------------------------|---|---|---|
| Board of Trustees Work Plan | Create, use and review an appropriate Board of Trustees Work plan Ensure regular self-review Report to community | | |
| Policy Reviews | Continue to use the Schooldocs Review Cycle to review and amend policies with the community | | |
| Digital Fluency | Use of 120 hour PLD provision to ensure Digital portfolios are underway in Years 1-8 Emergent use of Kamar, Seesaw, MyMahi and PaCT to share learning with whānau | Review digital portfolios with community and students Consider real time reporting via Kamar Continued and improved use of Kamar, Seesaw, MyMahi and PaCT to share learning with whānau | Use of Kamar, Seesaw, MyMahi and PaCT to share learning with whānau |
| Community Events | Create informal community events once per term | | |
| Local Curriculum Development | Provide students with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga, review whānau aspirations Develop local curriculum outcomes with external partners and Kāhui Ako, this includes implementation of the NZ Histories Curriculum | Develop Te Reo Māori me ona Tikanga Curriculum Implement local curriculum outcomes with external partners and Kāhui Ako | |

Goal 4: Professional Capabilities
To grow professional capabilities and collective capacity within our kura

| | 2022 | 2023 | 2024 |
|---|--|---|--|
| HR Audit | <p>Complete detailed audit of HR (Human Resources)</p> <p>Undertake internal audit and review of school administration and support functions</p> | <p>Review the structure/job descriptions of our leadership team</p> | |
| Professional Growth Cycle Review | <p>Review and adapt Professional Growth Cycle at the end of current cycle</p> <p>Ensure professional development and learning fits with school goals and direction</p> <p>Developing effective practice in DMIC</p> <p>Developing a thorough understanding of the curriculum levels and progressions, particularly Mathematics</p> | <p>Review and adapt Professional Growth Cycle at the end of current cycle</p> <p>Ensure professional development and learning fits with school goals and direction</p> <p>Develop effective practices around collaborative inquiry</p> <p>Developing a thorough understanding of the curriculum levels and progressions, particularly in literacy</p> | <p>Review and adapt Professional Growth Cycle at the end of current cycle</p> <p>Ensure professional development and learning fits with school goals and direction</p> <p>Use of learning progressions across the curriculum</p> |
| Culturally Responsive Practice | <p>Provide staff with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga</p> <p>Develop culturally responsive practices across the staff</p> <p>Ensure full involvement in our Kahui AKo and provide teachers with as many opportunities to collaborate with teachers across our schools</p> | | |
| School Finances | <p>Complete detailed audit of finance practices</p> | <p>Match Finance priorities to strategic direction</p> | |

Core Strategies 2022-2024

Developing future leaders by nurturing their emerging passions. Enabling our learners to be inspired, collaborate with others and achieve their personal goals.

Core strategies to achieve these goals

Core strategies to achieve these goals

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

- Investigate the needs, aspirations and interests of learners and their whanau
- Further develop our Graduate Profile and values system
- To improve learner's access to quality Mathematics and NCEA learning experiences
- Ensure NCEA Professional Development is undertaken as the system changes
- Ensure Mathematics and Digital Technology Professional Development is undertaken
- Share learning within the NPDL framework and incorporate aspects as we review our curriculum
- Sharing a collective view of culturally responsive practice and how this looks at Twizel Area School
- Professional learning and action in digital technologies curriculum, specifically Digital Fluency
- School wide internal review of our local curriculum so that it accurately reflects teaching and learning at Twizel Area School and our aspirations
- Digital fluency to support learning and whānau communication
- Identify and document links between responsive teaching practice and learner impacts
- Assessment schedule review - including practices
- Clear and consistent use of student voice to enhance opportunities for learning
- Monitor and track student progress, achievement and interventions on a regular basis
- Report to BoT in relation to achievement targets
- Provide students with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga
- Incorporate our vision for the curriculum in the progression towards our new school
- Collaborate with external agencies to ensure the new school build continues development at the expected pace and to the expected quality
- Set aspirational achievement and progress targets for all students

| Core strategies to achieve these goals | Core strategies to achieve these goals |
|---|--|
| <p>Goal 2: Hauora To strengthen resilience and wellbeing for all students and staff</p> | <p>Institute yearly wellbeing survey for students and staff to identify areas for future thought and planning around hauora Actively plan for and implement ways to improve and promote wellbeing Review our wellbeing plan and curriculum offerings Promote healthy relationships and focus on continual improvement ideally within the PB4L-SW framework Create a bank of resources to use around wellbeing Ensure effective pastoral support systems are in place</p> |
| <p>Goal 3: Learning Partnerships To foster authentic learning partnerships with whānau and the wider community</p> | <p>Create opportunities to be together in an informal setting Develop a clear BoT work plan Review policies as per plan Digital fluency to support learning and whānau communication Identify and document links between responsive teaching practice and learner impacts Provide students with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga Use of new Kamar, portal, website and newsletter to effectively share information and successes in a timely manner Use of SEESAW, Kamar, MyMahi and PaCT to share learning with whanau Use the new Te Ao Maori Leadership position to enhance conversations with whanau about aspirations Further development of whanau learning and mentoring conversations - Te whare tapa wha model Community consultation and review Develop our local curriculum alongside the other schools in the Kāhui Ako using an NPDL framework</p> |
| <p>Goal 4: Professional Capabilities To grow professional capabilities and collective capacity within our kura</p> | <p>Ensure professional development and learning fits with school goals and direction Complete detailed audit of HR and finance practices Review recently developed Professional growth Cycles at the end of each cycle Undertake internal audit and review of school administration and support functions Provide staff with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga Develop culturally responsive practices across the staff Review the structure/job descriptions of our leadership team Develop effective practices around collaborative inquiry Developing effective practice in DMIC (developing mathematical inquiring communities) Developing a thorough understanding of the curriculum levels and progressions, particularly in literacy and mathematics Ensure full involvement in our Kahui AKo and provide teachers with as many opportunities to collaborate with teachers across our schools</p> |

2022 Annual Plan

Be supported by our WAKA.

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

| Annual Objectives | Key Actions and Strategies | Resources and Personnel | Time frame and monitoring |
|---------------------------------------|---|-------------------------------------|--|
| Curriculum and Assessment Development | <p>Introduction to NPDL, review of 'Collaboration/Whānaukataka' and our related teaching practices including culturally responsive practice</p> <ul style="list-style-type: none"> • Collaboration with Kāhui Ako key staff working through agreed programme to introduce New Pedagogies for Deeper Learning (NPDL) • Commitment to PD sessions across the Kāhui Ako Schools and Jumbo Day • Review, using the NPDL rubric whānaukataka practices across the curriculum • Use the 4 quadrants to begin to enhance learning programmes and outcomes | SLT, Kāhui Ako Team, Core Education | Throughout the year, with Jumbo Day 17th March |
| | <p>Review of assessment practices with a view to using PaCT to give overall judgement and progress records</p> <ul style="list-style-type: none"> • Use of <u>Assessment for Learning Guide</u> to review assessment process across the school • PLD for all staff involved in teaching Mathematics for Years 1-10 in the use of PaCT | P, AP and Y1-10 teaching team | Term 1, activate PaCT for all relevant staff Terms 2-3, use PaCT informally for an assessment round Term 4, report Maths levels to whānau using PaCT |

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

Engage with PLD in the areas of Digital Fluency, DMIC, NCEA and PB4L-SW

- Follow Digital Fluency Plan with Core Education to facilitate 120 hours of professional learning with a view to generally increasing fluency and integration of Year 1-8 digital learning portfolios
- Work with DMIC Team to facilitate the first year of mentoring support. Dates set for 22nd Feb, 11th May and 22nd August. Provide time and resources for staff to implement coaching changes
- Use Accord Days to provide NCEA Professional Development as the new system continues implementation towards 2024. Accord Days set for 11th May, 22nd August and 1st-2nd December. Collaborate with either Kāhui Ako, Mackenzie College or Aoraki Schools for these days where possible.
- Implement the first stages of PB4L-SW with a specific identified team of interested parties using the support of the MoE allocated team. Provide 'Understanding Behaviour, Responding Safely Training for all staff to support the transition to PB4L-SW on 31st January.

DF - SLT, Digi Tech Staff

DMIC - SLT, Y1-8 teachers

NCEA - SLT, Y11-13 Staff

PB4L - SLT, identified support team

Use of planned dates and overall PLD Plans co-developed with providers

Collect student and whānau voice on our current curriculum offerings in the Y7-13 area

- Term 3 survey review of students and whānau and their opinions regarding current and future curriculum offerings (Y7-13)
- Course selection

SLT and Support Staff in charge of digital surveys

Term 2 develop survey
Term 3 data collection
Term 4 review and report

Professional Learning Groups

- Groups for 2022 could be composed of: Local Curriculum, PB4L, Mathematics, Digital Fluency and Wellbeing - staff to select area to work within - groups to present to wider staff at staff meetings on a regular basis

SLT, PLG leaders, whole staff

Meetings scheduled twice per term with report backs to whole staff biannually

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

| | | | |
|------------------|--|----------------------|--|
| Graduate Profile | <p>Integration of processes around our WAKA values, PB4L-SW and development of Graduate Profile based upon recent community feedback</p> <ul style="list-style-type: none"> • Publish information relating to our WAKA values • Review programmes to integrate or identify learning that enhances knowledge of WAKA values • Develop resources and collateral to support WAKA learning and acknowledge skill acquisition or display of value • Review and enhance graduate profile descriptors <p>Review Mentoring System</p> <ul style="list-style-type: none"> • Allocate mentors to Y11-13 students • Review mentoring system and goal setting practice against research • Survey students and whānau to review effectiveness of programme • Consider possibility for enhancement of the programme <p>Set aspirational achievement and progress targets for all students</p> <ul style="list-style-type: none"> • Teach SMART goal process to students • Ensure goals set through initial and ongoing reporting are SMART and reviewed over time | P, SLT, all staff | Throughout the year |
| Mathematics | <p>DMIC 1st Year of Mentoring (Y1-8 staff)</p> <ul style="list-style-type: none"> • Work with DMIC Team to facilitate the first year of mentoring support. • Dates set for 22nd Feb, 11th May and 22nd August. Provide time and resources for staff to implement coaching changes | P, AP and Y1-8 staff | 22nd Feb, 11th May and 22nd August + implementation time |
| NCEA | <p>Continued engagement with provided professional learning and Accord Days (Year 9-13 staff)</p> <ul style="list-style-type: none"> • Use Accord Days to provide NCEA Professional Development as the new system continues implementation towards 2024. Accord Days set for 11th May, 22nd August and 1st-2nd December. Collaborate with either Kāhui Ako, Mackenzie College or Aoraki Schools for these days where possible. | P, DP, NCEA Staff | 11th May, 22nd August and 1st-2nd December + implementation and trial time |

Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

New School Build

**Moving from the Master Planning phase to the Design Phase
Incorporate our vision for the curriculum in the progression towards our
new school**

- Incorporate our vision for the curriculum in the progression towards our new school - staff PD and research into their needs
- Collaborate with external agencies to ensure the new school build continues development at the expected pace and to the expected quality

P, SLT and wider staff
including support staff

Throughout the year

Goal 2: Hauora
To strengthen resilience and wellbeing for all students and staff

| Annual Objectives | Key Actions and Strategies | Resources and Personnel | Time frame and monitoring |
|---------------------------------|---|---|---|
| Wellbeing Plan continual review | <p>Annual NZCER Staff and Student Wellbeing Survey, followed by update of wellbeing plan</p> <ul style="list-style-type: none"> • Complete and analyse NZCER ‘Wellbeing at School’ Survey for Staff • Complete and analyse NZCER ‘Wellbeing at School’ Survey for Students • Use data analysis to inform update of 2021 Wellbeing Plan and share with the community <p>Continued development of Wellbeing Professional Learning Group</p> <ul style="list-style-type: none"> • PLGs to meet twice each term, develop and implement plan - current inquiry relates to updating the in-school Wellbeing sessions in line with research, student and staff feedback. | <p>P, SLT , staff and students</p> <p>Wellbeing PLG</p> | <p>Term 2 surveys Plan update by start of Term 4 (due to processing time).</p> <p>Throughout 2022</p> |
| PB4L | <p>Intended implementation of Tier 1</p> <ul style="list-style-type: none"> • Staff Meeting and vote scheduled for 1st Feb 2022, if successful.. • Planned implementation with selected team set for 22nd Feb, 14th March, 27th June and 5th August (programme determined by team) <p>Review Pastoral Support Systems</p> <ul style="list-style-type: none"> • To occur as part of PB4L implementation, or if rejected, full review of ‘Managing Relationships with Students’ guidance document <p>Define Dean role at each level, create firm JD</p> <ul style="list-style-type: none"> • Consult with Deans • Define JD | <p>P and MoE Team</p> <p>PB4L team</p> <p>P and Deans</p> | <p>Throughout the year</p> <p>Throughout the year</p> <p>Term 2</p> |
| Review Wellbeing Curriculum | <p>Review Wellbeing Curriculum offerings across the school using the Te Whare Tapa Wha model</p> <ul style="list-style-type: none"> • To be completed by the Wellbeing PLG using NZCER information, research, student and staff surveys <p>Create a bank of Wellbeing Resources for students of all ages</p> <ul style="list-style-type: none"> • To be completed by the Wellbeing PLG using research outcomes from their inquiry | <p>Wellbeing PLG</p> <p>Wellbeing PLG</p> | <p>By the end of 2022</p> <p>By the end of 2022</p> |

Goal 3: Learning Partnerships
To foster authentic learning partnerships with whānau and the wider community

| Annual Objectives | Key Actions and Strategies | Resources and Personnel | Time frame and monitoring |
|-----------------------------|--|--|-----------------------------|
| Board of Trustees Work Plan | Create, use and review an appropriate Board of Trustees Work Plan | BoT | Term 1 |
| | <ul style="list-style-type: none"> • Use of NZSTA resources to complete work plan and publicise • Self-review using workplace throughout the year • Use of newly developed learning area and assessment reports from identified learning areas on an ongoing and agreed cycle | BoT | Throughout 2022 |
| | Ensure regular self-review <ul style="list-style-type: none"> • As per developed plan and regular policy review Report to community <ul style="list-style-type: none"> • As per communications plan and on pertinent issues throughout the year, usually via letter or the school newsletter | BoT | Throughout 2022 |
| Policy reviews | Continue to use the Schooldocs Review Cycle to review and amend policies with the community <ul style="list-style-type: none"> • Termly notification via school newsletter of which policies are under review as well as publishing the complaints policy as good practice • Following the Schooldocs Plan for continual review and assurance • Review policy feedback and policies within BoT Meeting cycle | BoT | Throughout 2022 |
| Digital Fluency | Use of 120 hour PLD provision to ensure Digital portfolios are underway in Years 1-8 <ul style="list-style-type: none"> • As per plan outline with Core Education Emergent use of Kamar, Seesaw and PaCT to share learning with whānau <ul style="list-style-type: none"> • Staff in Years 1-8 to engage with Core education Digital Fluency PLD • Parents to begin to engage with Seesaw, feedback visible | P, Digital Technology Teacher and Core Ed Staff, Y1-8 teachers | As per plan throughout 2022 |

Goal 3: Learning Partnerships

To foster authentic learning partnerships with whānau and the wider community

| | | | |
|------------------------------|---|--|-----------------|
| Community Events | Create informal community events once per term <ul style="list-style-type: none">Suggested events: T1- Welcome BBQ, T2 - Arts Evening, T3 - Culture and Kai, T4 - Puzzles and Board Games | Staff | Termly |
| Local Curriculum Development | Provide students with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga, review whānau aspirations <ul style="list-style-type: none">Develop JD for key staff member to support this workNew curriculum offerings for 2022 mainly targeted initially to the Y1-10 students to allow for growth and development Develop local curriculum outcomes with external partners and Kāhui Ako <ul style="list-style-type: none">Work collaboratively with Kāhui Ako Schools to develop our local curriculumLocal Curriculum / NZ Histories PLG to meet twice per term with a view to developing cohesive curriculum documentStaff research sabbatical in Term 3/4 to support curriculum developmentAttend Kāhui Ako collaboration days to incorporate NPDL elements within the Collaboration / Whanakataka space and evaluate our use of Values/6Cs/KCs and 4 quadrants | P and leader of Te Ao Māori | Throughout 2022 |
| | | All staff, Kāhui Ako Staff and Kāhui Ako members | Throughout 2022 |

Goal 4: Professional Capabilities
To grow professional capabilities and collective capacity within our kura

| Annual Objectives | Key Actions and Strategies | Resources and Personnel | Time frame and monitoring |
|----------------------------------|--|-------------------------|---------------------------|
| HR Audit | <p>Complete detailed audit of HR</p> <ul style="list-style-type: none"> Review each staff HR file against audit list, renew or amend omissions and errors | P and EO | Throughout 2022 |
| | <p>Undertake internal audit and review of school administration and support functions</p> <ul style="list-style-type: none"> Work with BoT and NZSTA to establish needs and requirements of the new school in its administrative and support functions Work to bring administrative and support functions within allocated budgets or MoE allocations | P and BoT | Throughout 2022 |
| Professional Growth Cycle Review | <p>Review and adapt Professional Growth Cycle at the end of current cycle</p> <ul style="list-style-type: none"> Review documentation and delivery with staff Amend as per requirements, but within framework expectations Consult other schools on their updated processes | P and staff | Term 3 |
| | <p>Ensure professional development and learning fits with school goals and direction</p> <ul style="list-style-type: none"> Establish PLD booking online Review each booking against needs before approving Seek out PLD opportunities in the areas of DMIC, NPDL, PB4L-SW, PaCT, Wellbeing, Culturally Responsive Pedagogies and recommend to appropriate staff | P | Term 1 |
| | <p>Developing effective practice in DMIC (developing mathematical inquiring communities)</p> <ul style="list-style-type: none"> Ensure budget and professional support needs are met to facilitate this commitment | P and Y1-8 staff | Throughout 2022 |
| | <p>Developing a thorough understanding of the curriculum levels and progressions, particularly mathematics</p> <ul style="list-style-type: none"> Trial PaCT (and therefore learning progression framework) with Y1-10 Mathematics Staff | P and Y1-10 staff | Throughout 2022 |

Goal 4: Professional Capabilities

To grow professional capabilities and collective capacity within our kura

| | | | |
|--------------------------------|---|----------------------------------|-----------------|
| Culturally responsive Practice | <p>Provide staff with the opportunity to acquire knowledge of Te Reo Maori me ona Tikanga</p> <ul style="list-style-type: none">• Develop JD for key staff member to support this work• New curriculum offerings for 2022 mainly targeted initially to the Y1-10 students to allow for growth and development <p>Develop culturally responsive practices across the staff</p> <ul style="list-style-type: none">• Work with Kāhui Ako and Core education to provide learning experiences with staff across the year• Develop JD for key staff member to support this work <p>Ensure full involvement in our Kahui AKo and provide teachers with as many opportunities to collaborate with teachers across our schools</p> <ul style="list-style-type: none">• Work collaboratively with Kāhui Ako Schools to develop our local curriculum• Attend Kāhui Ako collaboration days to incorporate NPDL elements within the Collaboration / Whanakataka space and evaluate our use of Values/6Cs/KCs and 4 quadrants | P, SLT and leader of Te Ao Māori | Throughout 2022 |
| School Finances | <p>Complete detailed audit of finance practices</p> <ul style="list-style-type: none">• Work with BoT and NZSTA to establish needs and requirements of the new school in its finance functions• Work to bring all allocations within planned budget or MoE funding | P, BOT and EO | Throughout 2022 |

2022 Annual Targets

Primary and Middle School

Improvement Plan for 2022 - Mathematics

Link to Strategic Goals:

1. Responsive Curriculum
2. Hauora
3. Learning Partnerships
4. Professional Capabilities

Teacher Learning Needs:

DMIC
PB4L-SW
PLG

Background and Baseline Data:

77% of Year 1-10 learners achieved at or above NZC expectations at the end of 2020.

73% of Māori Year 1-10 learners achieve at or above NZC expectations at the end of 2020.

In 2021, the target was to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.

The outcome was: 70% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.

This has been selected as a continued goal due to disruptions over the last 2 years due to COVID. It has been hard to gain traction with the goal and PLG. Having now engaged with a selected PLD provider (DMIC) through Massey University, we feel better supported in improving our curriculum outcomes in the Mathematics learning area.

In 2022, the target is to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.

Student Achievement Target: To accelerate the achievement of 189 Year 1-10 students in Mathematics.

| When | What | Who | Indicators of Progress |
|--------------|---|-----------------------------|--|
| Term 1 | Identify target ākonga and cohorts using data, plan and implement appropriate interventions for 2022 | Teachers and Maths Leaders. | Priority Learner Register in place |
| 22nd Feb | Identify DMIC intervention ākonga and begin programme | Identified kaiako | DMIC sessions attended and on track |
| Term 1 - 4 | Deliberately teach strategies to enhance deeper thinking and understanding in maths. | Lead Teachers/Teachers | NPDL aspects incorporated in learning programmes Professional Growth Cycle outcomes |
| Term 1-4 | Encourage appropriately researched approaches to maths in all classes. | Lead Teachers/Teachers | DMIC sessions attended and on track |
| Terms 1-4 | Professional Learning Group establishment and regular meetings | Teachers / SLT | Meeting minutes |
| Term 2 and 4 | Provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8). | Teachers/DP/AP | Attendance at events and participation in enhancement activities |
| Term 1-4 | Analyse and report the progress and achievement of ākonga against the goal | AP | Reporting to BoT and wider community |
| Term 1-4 | Explore and share the wide range of resources available at school. | All Maths Teachers | Meeting minutes |
| Term 1-4 | Produce support materials for parents | Maths Teachers (Junior) | Receipt of support materials |

Secondary School

Improvement Plan for 2022 - NCEA

Link to Strategic Goals:

1. Responsive Curriculum
2. Hauora
3. Learning Partnerships
4. Professional Capabilities

Teacher Learning Needs:

NCEA Accord Days and Subject Area Collaborative Events
PB4L-SW
NPDL

Improvement Plan for 2022 - NCEA

Background and Baseline Data:

In 2021, the target was:

Ensure that support is provided to all NCEA ākonga in meeting their personal goals.

- At least 45% of ākonga to achieve Merit + endorsements for their certificate (national 2019 - 45.4%, TAS 2020 - 24%).
- Of our Year 12 and 13, 38% plan to transition along a vocational pathway, 100% of these ākonga will be supported in making secure transitions to work or further education and training.
- 57% of the current Year 13 to achieve a University Entrance Qualification (national 2019 - 54%, TAS 2020 - 83%).

The outcome was: Of those students who completed the year at TAS, and were entered for an NCEA qualification:

- 39% received a Merit or Excellence endorsement
- 100% of our students leaving to a vocational pathway met the requirements of transition
- 64% of Year 13 students attained University Entrance

This has been selected as a continued target due to the disruptions in 2020 and 2021 to normal NCEA programmes due to COVID. The Year 12 and 13 students in 2022 have never had a 'normal' NCEA year, as a consequence has lost the rigour of some of their programmes.

In 2022, the target is:

Ensure that support is provided to all NCEA ākonga in meeting their personal goals.

At least 24% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2021 - 19%).

Of our Year 12 and 13, 31% (5 ākonga) have goals to transition along a vocational pathway. At least 50% of the identified ākonga to achieve a Vocational Pathway Award at NCEA Level 2.

67% of the current Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%).

Student Achievement Target: To accelerate the achievement of 37 Year 11-13 students in their NCEA outcomes.

| When | What | Who | Indicators of Progress |
|---|--|---|---|
| Course selection/ timetable completed start of Term 1 | Students make a careful choice of study and or vocational pathways. The timetable is created to ensure that all ākonga receive their required courses. | DP, Senior Dean, Principal's Nominee | Course selections confirmed |
| Week 5 Term 1 | NCEA Teachers identify priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects. | DP | Priority Learner Register in place |
| Week 6 Term 1 | Students setting their own individual goals for achievement, introduction of MyMahi system for goal setting and progression tracking via Kamar | Principal's Nominee | Use of MyMahi |
| Week 6 - 11 Term 1 | SMART Goals shared with mentors, parents and whānau via Kamar/MyMahi | Mentors | Goals set and reported |
| Ongoing informal meetings and one formal meeting each of the first three terms. | Interim and formal (3x per year) mentoring conferences. Three mentor reports and one end of year subject report. | Mentors, ākonga and whānau | Reports sent |
| Ongoing throughout the year. | Monitoring of courses with deliberate acts of teaching. | Teaching staff | Reports to BoT on regular cycle |
| Ongoing throughout the year. | Setting and achieving milestones both short and long-term. Celebrating individual achievements within WAKA values system. | All staff | WAKA system in use and acknowledgements received |
| Ongoing throughout the year. | Revisiting both ākonga SMART goals. | Dean and Mentors | Goals reviewed in mentoring sessions |

| | | | |
|------------------------------|---|---|--|
| Ongoing throughout the year. | Summative and formative assessments. Results shared with ākongā and whānau using Kamar portal. | All staff | Kamar portal use |
| Ongoing throughout the year. | Students give feedback on relevance and difficulty of individual NCEA standards. | Students | Student survey results |
| Ongoing throughout the year. | PD to develop pedagogy for deeper learning and NCEA extension, as well as inclusion in PB4L-SW practices | P, DP | NPDL and PB4L-SW sessions attended and practices evident in classroom outcomes |
| Ongoing throughout the year. | Further engagement with Kahui Ako and NCEA review process through Accord Days and collaboration with other subject specialists. | P, DP, Across and within school kaiako from Kahui Ako | Professional Growth Cycle outcomes |