

PAKURANGA HEIGHTS SCHOOL1416

STRATEGIC ANNUAL PLAN 2024-2025

Ratified by The Board, November 2023

Strategic Plan

January 2024 to December 2025

<p>Strategic Goal</p> <p><i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Link to Board Primary Objective</p> <p><i>From Section 127 Education and Training Act 2020</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Link to Education requirements</p> <p><i>National Education Priorities NELPS National strategies, plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p>What we expect to see?</p> <p><i>Anticipated result of successful completion of our objectives</i></p> <p><i>What evidence will we see?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes will we expect to see because of the goals set and actions we take?</i></p> <p>Refer Regulations 7(g)</p>	<p>How will we make progress towards our strategic goal?</p> <p><i>The high-level tangible steps that will work towards achieving our strategic goals – see annual implementation plans.</i></p> <p><i>Based on the identities, needs and aspirations of our school community.</i></p> <p><i>Giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p>How we will measure success.</p> <p><i>How will we measure success?</i></p> <p><u>Reflection questions</u> <i>How will we know how well we have achieved our goals? How will we evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will we use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will we gather to support our evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
<p><u>Goal 1</u></p> <p>Students learn, achieve and progress in the breadth and depth of the New Zealand Curriculum</p> <p><i>(The refreshed NZ Curriculum for full implementation by 2027 with our community)</i></p>	<p>All of section 127 (1) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia</p> <p>Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>Poutama Reo</p> <p>Te Mātaiaho Curriculum Document</p> <p>Maths and Stats Refresh Document</p> <p>English Refresh Document Common Practice Model</p> <p>The Te Mātaiaho</p> <p>Curriculum Implementation Supports Document</p> <p>Science, Technology & Arts Refresh Documents (when released)</p> <p>Literacy & Communication and Maths Strategy</p> <p>Te Marautanga o AotearoaHei Raukura Mō te Mokopuna Ako Framework</p>	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.</p> <p>Students, teachers, and parents and whānau participate in curriculum design and decision making</p> <p>Curriculum design and enactment is responsive to the aspirations of students, parents, and whānau, drawing on and adding to their funds of knowledge.</p> <p>Curriculum design and enactment ensures that every student is learning and makes sufficient progress to achieve curriculum expectations and standards.</p> <p>Our local school curriculum actively reflects the NZ Curriculum Refresh and our communities' priorities for their children.</p>	<p>We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua.</p> <p>We will consult with local hapu /iwi to help determine the matauranga Māori, te reo Māori, and tikanga included in the local curriculum.</p> <p>We will continue to build awareness and grow understanding of NZ Curriculum Refresh</p> <p>We will engage in professional development opportunities by Ministry of Education</p>	<p>Annual tracking of our local school curriculum development and implementation plan against the Curriculum Refresh implementation guidance</p> <p>Annual consultation and feedback methods to measure engagement and understanding of our local school curriculum.</p> <p>Continue to report annual learning and progress achievement data analysis with respect to our local school curriculum.</p> <p>Annual wellbeing and belonging measures</p>

Strategic Goal	Link to Board Primary Objective	Link to Education requirements	What we expect to see?	How will we make progress towards our strategic goal?	How we will measure success.
<p>Goal 2</p> <p>Assessment for Learning develops students' assessment and learning to learn capabilities</p>	<p>All of section 127 (2) applies</p>	<p>NELP Priorities: 2, 3, 4, 5, 6 The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>The Action Plan for Pacific Education 2020-2030</p>	<p>Increased student agency Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome.</p> <p>Assessment activities are inclusive, authentic and fit-for-purpose. Students identify their own learning needs and develop and use self-assessment skills to evaluate their own and others' work against clear criteria.</p> <p>Students provide feedback to teachers about the quality and effectiveness of teaching and learning.</p>	<p>We will continue to build awareness and grow understanding of Assessment for Learning</p> <p>We will engage in professional development opportunities.</p> <p>Ensure teachers adjust their teaching strategies, and by ensuring students adjust their learning strategies.</p> <p>Ensure assessment, teaching, and learning are inextricably linked as each informs the others.</p> <p>Assessment optimises learning opportunities.</p>	<p>Observations and evidence of increasing:</p> <ul style="list-style-type: none"> ❖ Learning focused relationships ❖ Clarity about the learning ❖ Assessment literacy ❖ Effective feedback/feedforward ❖ Self and peer assessment ❖ Reflection on learning
<p>Goal 3</p> <p>Students participate and learn in caring, collaborative, safe and inclusive learning communities</p>	<p>Section 127 -1 (a,b,c,d) applies</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>The Te Mātaiaho Implementation supports pack.</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Child Protection Policy</p> <p>Ka Hikitia – Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>Poutama Reo</p>	<p>Students articulating their understandings of manaakitanga and whanaungatanga and the importance of everyone's opportunity to learn.</p> <p>Relationships are respectful and productive; difference and diversity are valued. Focused on learning.</p> <p>Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning.</p> <p>Students experience positive transitions between learning contexts.</p> <p>The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork.</p>	<p>We will consult with our community.</p> <p>We will continue to build awareness and grow understanding of safe inclusive learning environments.</p> <p>We will engage in professional development opportunities</p>	<p>Annual wellbeing and belonging measures.</p> <p>Annual data analysis comparing progress from year to year.</p> <p>Student agency and feedback through student leaders</p>

Strategic Goal	Link to Board Primary Objective	Link to Education requirements	What we expect to see?	How will we make progress towards our strategic goal?	How we will measure success.
<p>Goal 4</p> <p>Collective capacity to do and use evaluation, inquiry and knowledge building to sustains improvement and innovation.</p>	<p>All of section 127 (2) applies</p>	<p>NELP Priorities: 2, 4, 6</p> <p>Professional Growth Cycle – NZ Teachers Council</p>	<p>Engaging in evidence-based decision-making increases teacher efficacy and agency.</p> <p>Leaders and teachers are data literate: posing focused questions, using relevant data, clarifying purpose(s), recognising sound and unsound evidence, developing, understanding of statistical and measurement concepts, and engaging in thoughtful interpretation and evidence-informed conversations</p> <p>Professional learning, mentoring, and coaching develop the knowledge, skills, and confidence required.</p>	<p>Engage in professional development opportunities</p> <p>School wide systems and clear understandings.</p> <p>Observations and feedback and feedforward</p>	<p>Observations of improved classroom practice</p> <p>Improved data literacy and use of data-reports and team analysis</p> <p>Staff feedback</p> <p>Tangible evidence of improvement and innovation at individual, team, and school wide levels</p>
<p>Goal 5</p> <p>Community collaborations enrich opportunities for students to become confident, connected, actively involved lifelong learners</p>	<p>All of section 127 applies</p>	<p>NELP Priorities: 1, 2, 3</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Child Protection Policy</p> <p>Ka Hikitia – Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p> <p>Te Hiranandani Poutama Reo</p>	<p>Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour.</p> <p>School and community work together to support students to make effective transitions at critical points on their educational journey.</p> <p>The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement, and wellbeing</p>	<p>We will continue to develop the relationship with tangata whenua</p> <p>We will engage in ongoing Ministry of Education professional development opportunities for school leaders and teachers.</p>	<p>Annual consultation methods to measure success and ideas going forward.</p> <p>Annual student wellbeing and belonging measures.</p> <p>Observations, team and individual teacher feedback</p>

Annual Implementation Plan – Annual Targets

Strategic Goal 1	Students learn, achieve and progress in the breadth and depth of the New Zealand Curriculum <i>(The refreshed NZ Curriculum for full implementation by 2027 with our community)</i>
Annual Target	We will build awareness and grow understanding of the refreshed NZ curriculum.
What we expect to see by the end of the year	
<ol style="list-style-type: none">1. High aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.2. Students, teachers, and parents and whānau participate in curriculum design and decision making.3. Curriculum design and enactment is responsive to the aspirations of students, parents, and whānau, drawing on and adding to their funds of knowledge.4. Curriculum design and enactment ensures that every student is learning and makes sufficient progress to achieve curriculum expectations and standards.5. Our local school curriculum actively reflects the NZ Curriculum Refresh and our communities' priorities for their children.	

Annual Implementation Plan – Annual Targets

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
<p>Action 1</p> <p>Establish and deliver our refreshed curriculum, local school curriculum and cultural competence professional learning development program for school leaders and teachers.</p>	<p>Senior Leadership Team</p> <p>Curriculum leaders</p>	<p>Leadership Unit Allocation</p> <p>PLD Budget</p> <p>Staffing (FTTE) allocation</p> <p>Te Mātaiaho Curriculum Document</p> <p>Maths and Stats Refresh Document</p> <p>English Refresh Document</p> <p>Common Practice Model</p> <p>Implementation supports pack.</p> <p>Curriculum Implementation Supports Document</p> <p>Science, Technology & Arts Refresh Documents (when released)</p> <p>Literacy & Communication and Maths Strategy</p> <p>Te Marautanga o Aotearoa</p> <p>Hei Raukura Mō te Moko-puna</p> <p>Ako Framework</p>	<p>Term 1 - Term 4</p>	<p>Evaluation of our curriculum professional development plan for school leaders and teachers.</p> <p>Teacher surveys and feedback on Te Mātaiaho and local school curriculum PLD</p> <p>Teachers feedback on cultural competency PLD e.g., Tātaiako: cultural competencies for teachers of Māori learners & Tapasā: cultural competency framework for teachers of Pacific learners</p> <p>Support visit feedback including next steps and progress indicators.</p> <p>Professional Growth Cycle which identifies current focus, progress, new learning, and next steps</p>

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
<p>Action 2</p> <p>Partner with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of the curriculum refresh and the school curriculum, including how it is delivered and by whom.</p>	<p>School Board</p> <p>Principal</p> <p>Senior Leadership Team</p>	<p>Leadership Unit Allocation</p> <p>Operations Budget</p> <p>Te Mātaiaho Curriculum Document</p>	<p>Term 1 - Term 4</p>	<p>Community feedback (that they feel that their suggestions and ideas were valued)</p>

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
<p>Action 3</p> <p>Undertake clear and authentic engagement with our school's community understand their aspirations for their children.</p>	<p>School Board</p> <p>Principal</p> <p>Senior Leadership Team</p>	<p>Leadership Unit Allocation</p> <p>Operations Budget</p> <p>Ministry of Education's Toolkit on school planning and reporting for school boards, principals, and staff</p>	<p>Term 1 - Term 4</p>	<p>Community feedback (that they feel they and their children belong, are heard and their aspirations will be reflected in the school curriculum)</p> <p>Teacher's feedback (that they feel they belong, are heard and their aspirations are reflected in the school curriculum)</p>
<p>Action 4</p> <p>Learn about our rohe (area) areas and tangata whenua as part of our strategy to give effect to Te Tiriti o Waitangi</p>	<p>School Board</p> <p>Principal</p> <p>Senior Leadership Team</p>	<p>Leadership Unit Allocation</p> <p>Operations Budget</p> <p>Published documents and research about our area, children and tangata whenua and all information we have about tangata whenua aspirations for their children.</p> <p>Identified local community connections and expertise</p>	<p>Term 1 - Term 4</p>	<p>Evaluation of our developing relationships and networks with tangata whenua (success will be when tangata whenua report that the relationship is strong)</p> <p>Our local school curriculum reflects our deepened understanding of our area's history and people</p>

Strategic Goal 2	Assessment for Learning develops students' assessment and learning to learn capabilities
Annual Target	We will develop student and teacher efficacy using Assessment for Learning strategies and capabilities
What we expect to see by the end of the year	
<ol style="list-style-type: none"> 1. Increased student agency 2. Teachers and students co-construct challenging but realistic learning goals and success criteria, 3. Assessment activities are inclusive, authentic and fit-for-purpose. 4. Student providing feedback to teachers about their perception of the quality and effectiveness of teaching and learning taking place. 	

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
Action 1 Increasing student agency	Senior Leadership Teachers	Budget allocation	Terms 1 -Term 4	Surveys -Peer and teacher Self-Assessment Behavioural Observations Goal attainment Focus Groups
Action 2 Co-construction of learning goals and success criteria	Senior Leadership Teachers	Budget allocation	Terms 1 -Term 4	Students can clearly articulate their current learning and how they know they are successful. Visual evidence of LIs and SC in every classroom.
Action 3 High quality assessments	Senior Leadership Teachers	Budget allocation PaCT Training (Progress and Consistency Tool)	Terms 1 -Term 4	Evidence of moderation of assessment activities in each team. PACT assessments reflect teachers OTJs
Action 4 Student feedback to teachers	Senior Leadership Teachers	Survey	Terms 1 -Term 4	Evidence of student voice being heard and acted upon. PGC and other reflections

Strategic Goal 3	Students participate and learn in caring, collaborative, safe and inclusive learning communities
Annual Target	Developing student agency by ensuring an environment and culture where the school values are embedded
What we expect to see by the end of the year	
<ol style="list-style-type: none"> 1. Students articulating their understandings of manaakitanga and whanaungatanga and the importance of everyone's opportunity to learn. 2. Relationships are respectful and productive; difference and diversity are valued. Focused on learning. 3. Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning. 4. Students experience positive transitions between learning contexts. 5. The learning community is characterised by respect, empathy, relational trust, cooperation, and teamwork 	

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
<p>Action 1</p> <p>Students articulating their understandings of manaakitanga <i>(expressing kindness and respect for others, emphasising responsibility and reciprocity)</i></p> <p>and</p> <p>whanaungatanga <i>(forming and maintaining relationships and strengthening ties between kin and communities)</i></p>	<p>Senior Leadership Team</p> <p>SENCo (Special Education Needs Coordinator)</p> <p>Staff</p> <p>Cultural Leaders</p>	<p>Budget</p> <p>Peer Mediator Budget Allocation</p> <p>Student As Coaches Budget Allocation</p>	Term 1 – Term 4	<p>Observations and behaviour tracking</p> <p>Positive behaviour identification methods for teachers by students (Role modelling desired outcomes/behaviours)</p> <p>Surveys – school culture/ climate</p> <p>Values Assemblies</p> <p>Peer Mediator – feedback</p> <p>Students as Coaches Feedback</p>
<p>Action 2</p> <p>Relationships are respectful and productive; difference and diversity are valued. Focused on learning.</p>	<p>Board of Trustees</p> <p>Senior Leadership Team</p> <p>SENCo (Special Education Needs Coordinator)</p> <p>Staff</p> <p>Cultural Leaders</p>	<p>Tapasa – Teacher Resource for Pacific learners</p> <p>Ka Hikitia</p> <p>Action Plan for Pacific Education 2020-2030</p>	Term 1 – Term 4	As Above

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
<p>Action 3</p> <p>Instructional organisation e.g. the grouping of pupils for educational experience and instruction, task design, modelling, and grouping practices develop community and promote active learning.</p>	<p>Board of Trustees</p> <p>Senior Leadership Team</p> <p>SENCo (Special Education Needs Coordinator)</p> <p>Staff / student</p> <p>Outside agencies eg: RTLB</p>	<p>Te Mātaiaho Curriculum Document</p> <p>Common Practice Model</p> <p>Te Marautanga o Aotearoa</p> <p>Hei Raukura Mō te Mokopuna</p> <p>Ako Framework</p>	<p>Term 1 – Term 4</p>	<p>Feedback from teachers / students– PMI on current systems</p> <ul style="list-style-type: none"> ❖ Surveys ❖ Focus groups. ❖ Team feedback
<p>Action 4</p> <p>Students experience positive transitions between learning contexts. (students' perceptions of the course and the teaching/learning requirements)</p>	<p>Senior Leadership Team</p> <p>SENCo (Special Education Needs Coordinator)</p> <p>Staff</p>	<p>NZCER Survey for students</p> <p>(The self-review tools explore how different layers of school life contribute to creating a safe and caring climate.)</p> <p>Allocated staff time.</p>	<p>Term 1 – Term 4</p>	<p>NZCER Survey outcomes</p> <p>Focus groups feedback.</p> <p>Report to Board</p>

Strategic Goal 4	Collective capacity to do and use evaluation, inquiry and knowledge building to sustain improvement and innovation.
Annual Target	Developing data literacy and ensure sustainability to grow student and teacher efficacy and agency.
What we expect to see by the end of the year	
<ol style="list-style-type: none"> Engaging in evidence-based decision-making increases teacher and student efficacy and agency. Leaders and teachers are data literate: posing focused questions, using relevant data, clarifying purpose(s), recognising sound and unsound evidence, developing understanding of statistical and measurement concepts, and engaging in thoughtful interpretation and evidence-informed conversations Professional learning, mentoring, and coaching develop the knowledge, skills, and confidence required. 	

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
<p>Action 1</p> <p>Ensuring collective understanding of what evidence-based decision-making is and what it isn't.</p> <ol style="list-style-type: none"> Collecting evidence. Once you've identified an issue you'd like to solve and developed a hypothetical solution, you can begin gathering evidence that could help you test your plan's likelihood of success. ... Interpreting evidence. ... Applying insights 	<p>Senior Leadership Team</p> <p>SENCo (Special Education Needs Coordinator)</p> <p>Staff</p> <p>Outside consultants</p>	<p>Budget Allocation</p> <p>Staffing Allocation</p>	<p>Term 1 -Term 4</p>	<p>Teacher feedback</p> <p>Student Survey and/or focus groups.</p> <p>Support staff feedback</p>
<p>Action 2</p> <p>Ensure all teaching staff and to a lesser degree Learning Assistants are data literate and understand importance for this.</p> <p>(Assessment, teaching, and learning are inextricably linked as each informs the others.</p> <p>Assessment is a powerful process that can either optimise or inhibit learning, depending on how it is applied.)</p>	<p>Senior Leadership Team</p> <p>SENCo (Special Education Needs Coordinator)</p> <p>Staff</p> <p>Outside consultants</p>	<p>Budget Allocation</p> <p>Staffing Allocation</p>	<p>Term 1 -Term 4</p>	<p>Staff can define and explain competently what data literacy is.</p> <p>Assessment of current and post data literacy levels.</p> <p>A data literacy framework is created.</p> <p>A data-driven culture is evident in team and school wide discussions.</p> <p>Monitor and evaluate the impact throughout the year.</p>

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
<p>Action 3</p> <p>Ongoing training and resources are in place and ensure a data mentorship programme in place.</p>	<p>Senior Leadership Team</p> <p>SENCo (Special Education Needs Coordinator)</p> <p>Senior Staff</p>	<p>Budget Allocation</p> <p>Staffing Allocation</p>	<p>Term 1 -Term 4</p>	<p>Programme in place</p> <p>Staff feedback</p> <p>Future sustainability more assured</p>

Strategic Goal 5	Community collaborations enrich opportunities for students to become confident, connected, actively involved lifelong learners
Annual Target	To reenergize our school vision <i>'Reaching new heights together'</i>
What we expect to see by the end of the year	
<ol style="list-style-type: none"> 1 Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour. 2 School and community work together to support students to make effective transitions at critical points on their educational journey. 3 The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement, and wellbeing 	

Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
Action 1 Teachers, parents, whānau and community joint activities e.g. parent sessions	Senior Leadership Team SENCo (Special Education Needs Coordinator) Staff Parents / Guardians / Whanau	We will engage in ongoing Ministry of Education professional development opportunities for school leaders and teachers	Terms 1 – Term 4	Annual consultation methods to measure success and ideas going forward. Tracking of parent attendance at school events
Action 2 Enhance and develop procedures and links to preschool and intermediates to assist transitions.	Senior Leadership Team SENCo (Special Education Needs Coordinator) Staff Parents / Guardians / Whanau	Staffing allocation Budget allocation	Terms 1 – Term 4	Annual student wellbeing and belonging measures. Student feedback post transition onto intermediate schools.
Action 3 Develop stronger links to community-based organisations and utilize their resources when possible, to enhance student learning opportunities, achievement, and wellbeing.	Senior Leadership Team SENCo (Special Education Needs Coordinator) Staff Parents / Guardians / Whanau	We will continue to develop the relationship with tangata whenua Local sports clubs, educational opportunities /facilities eg: Howick Village, marae	Terms 1 – Term 4	Observations Team and individual teacher feedback