

ANNUAL PLAN 2023 – AKO TAHI – SUPPORT KAIMAHI AS LEARNERS

STRATEGIC GOAL	STRATEGIC INITIATIVES	Actions	WHO? <small>(Accountable)</small>	WHO? <small>(Responsible)</small>	START DAY	COMPLETED BY	RAG STATUS	Cost	MEASURE OF SUCCESS	PROJECT COMMENTARY
Support Kaimahi as Learners (Our People)	Embed a high trust model of reflective practice.	1. Embed growth coaching to drive reflective practice/teacher inquiry. <ul style="list-style-type: none"> a. Continue to create a coaching culture at NCS focusing on staff appraisal process. b. Induct new staff. c. Team Leaders holds recorded coaching session once each term with each team member, with agreed relevant goal. d. Professional conversations to be established as our way of discussing students in all settings. e. Tutor teachers to use coaching framework with Beginning Teachers 	SLT	M.L.G Unit Holders All staff	Term 1	Week 8 Term 4			<ul style="list-style-type: none"> • Spontaneous and professional conversations about enhancing student learning. • The language of Growth Coaching embedded in our professional conversations. • We are solutions-focused on our work and discussions. • Our move away from Appraisals to Professional Growth Cycles embeds Growth Coaching as a key body of evidence. 	
		2. Use the Hero Platform as the foundation for recording all reflective practices and structures	AP	All Staff	Tern 1	Week 8 Term 4			<ul style="list-style-type: none"> • Staff use Hero to record all reflections and data needed for registration and professional practice 	
	Prioritise staff wellbeing.	1. Continue to develop staff wellbeing initiatives based Mitey and Healthy Active Learning 2. PD on wellbeing & resilience (Mitey) 3. Our TERA values are the foundation of our professional relationships and interactions – Kaimahi profile	Principal/ DP Wellbeing WST	All staff	Term 1	Term 4			<ul style="list-style-type: none"> • Increased staff morale • Staff use strengths-based teaching in class and for own wellbeing. • Staff take responsibility for own wellbeing and ask for assistance when needed. • Professional relationships are respectful, trusting and maintain mana of all 	

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ANNUAL PLAN 2023 – AKO – GROW LEARNER CAPACITY

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Grow Learner Capacity	Develop initiatives to enhance literacy and numeracy skills across school	1. All efforts are made to increase attendance and punctuality across the school.	P	All Staff	KAoW TOD	Week 1 Term 1			<ul style="list-style-type: none"> Records of student attendance continue to show an upward trend. Impact of Covid19 is significantly diminished. Decrease in absences due to vacations 	
		2. Emphasis on numeracy and literacy initiatives within classroom practices, with close monitoring of achievement: <ul style="list-style-type: none"> a. Reading Recovery remains an integral part of the learning support landscape. b. Continue to fund Māori Medium targeted literacy support. c. Continue to support the Pasifika Champions Initiative d. Continue to support ESOL programmes, ensuring these are not impacted due to unforeseen absences 	SLT	MLG	Week 4 Term 1	Week 6 Term 4		MOE funds 0.7FTE & BOT funds 0.3FTE.	<ul style="list-style-type: none"> Quantitative data shows clear increase in student achievement across the school in literacy (reading and writing) and numeracy 	
									Within MM funding structure	
					MOE funding					
					MOE funding					
		3. Access specialised support to focus on target students:	SENCOs	All teachers	Term 1	Week 1 Term 2			<ul style="list-style-type: none"> Teachers use GROWTH coaching and KA Teacher Actions to identify ways of growing learner agency for their students 	
	Empower students to take ownership of their learning.	1. Refine and further develop Learning Through Play in Year 0 – 1 2. Plan gradual and supported transition to Year 2 across the year	DPS	Āhuru Mōwai Team	Term 3	Term 4			<ul style="list-style-type: none"> Play based model provides smooth transition from ELC to Primary Education, while still ensuring students are meeting developmental progressions. Transition to Year 2 is smooth and successful 	
		3. Build on Student Councillor Model (Tuakana/Teina) and provide targeted opportunities for student leadership, including Students Coaching Students for Year 5&6 Auraki students	P	Yr. 6 Team	Term 1	Term 4			<ul style="list-style-type: none"> Enhanced Tuakana/Teina activities to promote TERA, student-led practices and grow leadership. Tuakana feel empowered and responsible to live our TERA values 	
		4. Provide specific human resources to advocate for greater Pasifika student voice and agency to ensure success is acknowledged and valued. 5. Provide opportunities for Pasifika to shine and demonstrate their strengths	P	Pasifika Champion Team	Week 1 Term 1	Ongoing		0.2 position	<ul style="list-style-type: none"> Pasifika Students' values and skills are celebrated and acknowledged throughout the school. Strengthened home-school relationship with our Pasifika families 	This is now in place
	Targeted PD to meet needs of all students – agency for wellbeing.	1. Prioritise time for Wellbeing sessions (Mitey & Healthy, active Living) <ul style="list-style-type: none"> a. Embed sessions in whole staff calendar. b. Ensure consistent attendance to ensure concepts and initiatives are implemented across the school 	P	WST	Term 1	Week 3 Term 4			<ul style="list-style-type: none"> Teachers understand the link between agency and wellbeing for students. Teachers feeling supported through P.L.D, to enhance student agency and wellbeing 	Embed KAoW initiatives in this area as well
2. Provide targeted PLD and support for staff in understanding and implementing Tapasa Programme		P/DP	Pasifika Champion Team All Staff	Week 2 Term 2	Week 5 Term 4			<ul style="list-style-type: none"> All staff are aware of how their actions and intentions impact Pasifika and all minorities success in the classroom and at school 	This will be done through KAoW funding an initiative	

ANNUAL PLAN 2023 – DEVELOP A LOCAL CURRICULUM THAT MEETS THE NEEDS OF OUR LEARNERS

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		1. Update Website Documents and Information to ensure they reflect new Vision and Learner Profiles	P	SLT	Term 1	Term 2			<ul style="list-style-type: none"> All Website documentation is current 	
ANNUAL PLAN 2022 – DEVELOP A LOCAL CURRICULUM THAT MEETS THE NEEDS OF OUR LEARNERS	Curriculum – review current curriculum, identify strengths and areas for improvement.	2. Unpack key elements of new GP and map these horizontally and vertically	CC & DP	Curriculum Team	Term 2	Week 5 Term 3			<ul style="list-style-type: none"> Mapping shared with staff for input and agreement 	
		3. Review GP and articulate how the profile relates to key competencies.	CC	Curriculum Team	Week 8 Term 2	Week 8 Term 3			<ul style="list-style-type: none"> Key competencies/capabilities tagged to GP at all year levels across curriculum 	
		4. Articulate key competency progressions and TERA values (with direct correlation with GPs) both vertically and horizontally.	DPs & CC	Curriculum Team	Week 8 Term 2	Week 8 Term 3			<ul style="list-style-type: none"> Completed rubrics of progression through 6-year school journey with achievement tagged to KCs, TERA values and GP 	
		5. Align key competency progressions with qualitative and quantitative assessment procedures at each year level.	CC	Curriculum Team	Week 8 Term 3	Week 8 Term 4			<ul style="list-style-type: none"> Agreement sought and received for our assessments of the revised KCs and the tagged yearly steps of the GP to fit above rubrics 	
		6. Present new curriculum documents to school community	P & CC	Curriculum Team	Week 1 Term 2	Week 1 Term 3			<ul style="list-style-type: none"> Whānau attend hui in significant numbers and engage with process of consultation/kōrero 	
		7. Embed new curriculum into all elements of learning	P & CC	All Staff	Week 1 Term 3	Ongoing			<ul style="list-style-type: none"> Staff hui PD throughout Term 4 to explore new curriculum with Kaimahi ready for implementation in 2022 	
		8. Expand range of assessing & reporting systems through HERO	P & CC	Curriculum Team	Week 3 Term 1	Ongoing			<ul style="list-style-type: none"> Greater breadth of reporting on students Key Competencies through Hero 	
		Implement a comprehensive Kaitiaki programme for our school community	1. Build on 2022 Enviro-schools progress and ensure smooth transition to new Enviroschools	Enviro School Co-ord	Staff	Week 9 Term 1	Ongoing			<ul style="list-style-type: none"> Strategic plan developed
		2. Create and publish a Kaitiaki plan throughout the school, including all stakeholders within the school	Enviro School Co-ord	Staff	Week 9 Term 2	Ongoing			<ul style="list-style-type: none"> Silver Status as Enviro School fully embedded. Plan published and known across the school. Embedded in local curriculum 	

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ANNUAL PLAN 2023 – ENSURE PROPERTY MEETS THE CURRENT AND FUTURE NEEDS OF OUR COMMUNITY

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Ensure Resources Meet the Current And Future Needs of Our Community	Develop clear property plan to meet future needs.	1. Ensure immediate property issues are resolved and property is fit for purpose for 2022	BOT Co-chairs	P	Term 2 2022	Week 2 Term 2 2023		MOE Funded	• We have enough space to ensure all students and staff are accommodated in 2022 & 2023	
		2. Engage with MOE to determine growth requirements for short, mid, and long-term needs.	P	SLT	Term 3 2019	Term 3 2022		MOE funded	<ul style="list-style-type: none"> • A growth plan is supported, approved, and funded by both MOE and community. • Our constitution and special character are formalised, allowing clarity in roll and whanau projections. 	
		3. Review ongoing maintenance needs and ensure school is adequately funded to meet those needs	P	Property Manager	Term 3 2022	Term 2 2023		\$18K per year	• 10 ya is completed and implemented	
	Finalise constitution to create clarity in our commitment towards Te Tiriti O Waitangi	1. Alternative Constitution document is completed and ready to present to MOE	BOT Co- Chairs	BOT	Term 4 2022	Term 1 2023		\$2,000	• Completed Documented presented to MOE for approval	
		2. Co-governance structure is strengthened through clarity on membership and representation of Te Whao Urutaki	Co-Chairs	Te Whao Urutaki	Term 2 2022	Term 1 2023			• All members and representatives of Te Whao Urutaki understand and supports the co-option process	
	Review staffing structures to ensure fit for current and future purpose	1. Review leadership staffing structure to ensure it meets future needs of the school	P	AM	Term 1 2023	Term 4 2023			• The school's staffing structure aligns with the funds allocated by the Ministry of Education allocations and does not put the school at a financial risk.	
		2. Rationalise the Support Staff structure to ensure it meets future needs of the school and is financially viable	P	BOT & NZSTA	Term 2 2023	Term 4 2023			• The school's staffing structure aligns with the funds allocated by the Ministry of Education allocations and does not put the school at a financial risk.	

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