

WOODLANDS PARK SCHOOL



INCLUSIVE. COURAGEOUS. SUCCESSFUL "Poipoia te Kakano kia Puawai"

Nurture the seed and it will blossom



Deepen inclusive practices



Make courageous, discerning
choices with children and whanau



Grow children's identity as
unique, successful learners

STRATEGIC PLAN 2019-2021

ANNUAL PLAN 2020

OUR STRATEGIC GOALS

<p>S U C C E S S</p>	<p>STRATEGIC GOAL 1</p> <p>RAISING STUDENT PROGRESS AND ACHIEVEMENT</p>	<p><u>WE ARE COMMITTED TO:</u></p> <ul style="list-style-type: none"> • Providing authentic and engaging learning programmes • All teachers demonstrating the ability to apply knowledge of learning progressions and assessment findings to develop children's understanding of themselves as learners • Ensuring student progress is measurable and celebrated 	<p><u>WE WILL:</u></p> <p>By the end of 2021 our students will;</p> <ul style="list-style-type: none"> • Be able to articulate their own learning <p>Through Woodlands Park School;</p> <ul style="list-style-type: none"> • Providing authentic, engaging, cognitively challenging, purposeful teaching practices <p>Which will be evidenced by;</p> <ul style="list-style-type: none"> • Student's ability to articulate their learning progress with confidence at any time and enjoy successful learning outcomes
<p>- Z U R I S T I C E</p>	<p>STRATEGIC GOAL 2</p> <p>STRENGTHEN WELL BEING FOR ALL THROUGH HAUORA</p>	<p><u>WE ARE COMMITTED TO:</u></p> <p>The integration of Te Whare Tapa Wha Taha tinana - Physical health Taha hinengaro - Mental health Taha whanau - Family Health Taha wairua - Spiritual health</p> <ul style="list-style-type: none"> • Ensuring ALL students feel safe and have a place of belonging • Strengthening teacher and teacher aide capacity to support the additional needs of all students - IEP reflect needs being met through hauora. 	<p><u>WE WILL:</u></p> <p>By the end of 2021 our students will;</p> <ul style="list-style-type: none"> • Experience an embedded culture that values holistic well being through Te Whare Tapa Wha <p>Which will be evidenced by;</p> <ul style="list-style-type: none"> • All Stakeholders can articulate the 5 walls of Te Whare Tapa Wha, understand the importance of Hauora and express ways to strengthen these 'walls'. • ALL children experience success and their progress is celebrated
<p>C O U R A G E O U S</p>	<p>STRATEGIC GOAL 3</p> <p>EXPERIENCE, LEARN ABOUT AND CONNECT WITH TE AO MAORI</p> <p>Te reo (language) Tikaanga (customs) Treaty (principles)</p> <p>ERO Te Ao Link</p>	<p><u>WE ARE COMMITTED TO:</u></p> <ul style="list-style-type: none"> • The school values being the foundation of our school's culture; Manaakitanga, Whanaungatanga, Rangatiratanga and Kaitiakitanga. • Children having a sense of belonging, connected, strong in their identity and resilient. • Children connecting with their environment and understanding the history and language which is unique and endemic to Aotearoa 	<p><u>WE WILL:</u></p> <p>By the end of 2021 our students will;</p> <ul style="list-style-type: none"> • Demonstrate connectedness to people (whanau), places (whenua/environment) and identity (whakapapa). <p>Which will be evidenced by;</p> <ul style="list-style-type: none"> • The development of the three whanau groups in the school; -Whanau Kowhai (Junior school) -Whanau Pohutukawa (Middle school) -Whanau Harakeke (Senior school) • Children confidently presenting their pepeha • Children engaging in powhiri • Children understanding the importance of the Treaty of Waitangi and the history of Aotearoa

Our Strategic Plan (2019) 2020-2021

Please note there is a slight disconnect between 2019 and 2020 goals; stakeholder gaps analysis, Ministry of Education and ERO expectations under new leadership in 2019 has driven the need for rewriting and setting the strategic vision for schooling improvement and mandated changes within the wider curriculum framework.

Strategic Goal	2019	2020	2021
<p><u>STRATEGIC GOAL 1</u></p> <p>RAISING STUDENT PROGRESS AND ACHIEVEMENT</p> <p><u>We are committed to:</u></p> <ul style="list-style-type: none"> • Providing authentic and engaging learning programmes • Our students confidently speaking about their own learning • Ensuring student progress is measurable and celebrated <p><u>We will:</u> By the end of 2021 our students will;</p> <ul style="list-style-type: none"> • Be able to articulate their own learning <p>Through Woodlands Park School;</p> <ul style="list-style-type: none"> • Providing authentic, engaging, cognitively challenging, purposeful teaching practices <p><u>This will be evidenced by:</u></p> <ul style="list-style-type: none"> • Student's ability to articulate their learning progress with confidence 	<p>90% of students will achieve within expected curriculum levels for reading, writing and maths.</p>	<p>90% of students will achieve within expected curriculum levels in reading, writing and maths.</p>	<p>Our students achieve within the expected levels in reading, writing and maths.</p>
	<p>Develop specific areas for development based on data (Action plan) .</p>	<p>Strategic Curriculum Teams understand the importance of collective teacher efficacy and identify gaps and opportunities leading to shared understandings of "best practice" pedagogy to support teaching and learning programmes across the curriculum.</p>	<p>Strategic teams analyse data and assess teacher impact through effect size. Critical feedback informs continued development. Visible Learning PD through Cognition to support further growth in capability and capacity for teachers.</p>
	<p>iCOL workstream and KODAF continue discussions for creating learning progressions in Writing.</p>	<p>Learning progressions are developed in Writing across all levels led by the writing strategic team leader, DP and iCOL teacher. Support through the COL and leadership building capacity PD to be accessed.</p>	<p>Learning progressions are trialled and implemented school wide leading towards a model of progressions which align to the curriculum and various credible assessment tools. Literacy learning progressions are displayed in all classrooms across the school. Progressions are referred to by students.</p>
	<p>Embedding of Personalised Learning which shows "distance travelled" by students (individualised progress). - Implementation with year 4/5/6 children. Investigate incorporation of Personalised Learning (demonstrating learning gain) into reporting format.</p>	<p>All teachers participate in regular, purposeful classroom visits and observations providing formative feedback. Framework to be developed by SLT WL for student feedback analysing quality and effectiveness of teaching and learning.</p>	<p>Classrooms reflect an environment which support participation, engagement and agency. Learning programmes are cognitively challenging, purposeful and relative to real life contexts. Goal setting, self monitoring and deliberate practice allow control of learning, meta-cognitive skills, self efficacy and agency.</p>
	<p>In-School CoL research inquiry investigating engagement and students' self-perceptions as a learner as this relates to learning outcomes for children</p>	<p>Teachers are confidently analysing information to inform next steps on an ongoing basis across the curriculum.</p>	<p>Teachers are competent in seeking and interpreting evidence allowing learners to manage their own learning through being active in their learning.</p>
	<p>Personalised Learning introduced for year 5/6 children</p>	<p>Students are taking ownership of assessment information, engaging in dialogue with their teachers about this information and using it to develop next steps. Developing common language</p>	<p>Students are using assessment information to establish next steps and strengths ensuring these are measurable. Student teacher dialogue is centered on</p>

		e.g. Where am I going? (what are my goals); How am I going? (What progress is being made toward the goal); Where to next? (What activities need to be undertaken to continue progress?) How will I know when I've got there? (Criteria is clear).	identification of strengths and next steps. Students are encouraged and supported to take an active lead role in learning conversations.
Finalise whole school Self-Perception as a Learner tool; implement across years 3-6. At least 75% of children can identify themselves as empowered and successful learners.	Inquiries are authentic with key understandings derived from the 'big question'. Teachers scaffold students towards increasing independence using the school model that leads to application of new learning (Kath Murdoch). Localised and integrated curriculum is led by SLT and WL, designed on the aspirations of students, whanau and teachers. Student Inquiry produces tangible evidence of related learning outcomes visible in the school environment.		Students have greater input and ownership of inquiries leading to improved engagement. Students are more familiar with the school model that leads to application of new learning. Students are beginning to think about how learning can be applied locally as well as globally.
	Student progress and achievement is celebrated regularly at class, whanau and school level including family. Progress for all is an expectation at Woodlands Park School. Regular dialogue focused on celebrating progress is part of whanau meetings and CRT hui. Prizegiving and end of year celebrations reviewed through stakeholders gaps analysis.		Student progress and achievement continues to be celebrated at all levels throughout the school, including regular acknowledgement through digital online forums (digital newsletter). Dialogue for staff is embedded. End of year celebrations reflect the school's expectation that all of our students achieve
Embedding of WPS Successful Learning Behaviours – incorporated into reporting to parents for years 0-3	Key Competencies are reflected in planning and assessment. School values are explored and common understandings of these are integrated within the classroom and school environment.		Key competencies, school values are embedded in planning and assessment. Graduate profile indicators to be developed.
Key areas for further development are identified and provision for additional PLD to embed these are made leading to greater student confidence (agency) in managing own learning. <i>Leaders to identify next steps in their leadership practice and are supported by SLT to find suitable PLD (2019).</i>	Team Leaders attend Middle Leadership Conference (APPA or similar) to strengthen their capability of leadership, networking and driving change. Ongoing PD through Cognition - Driving change. Feedback and reflection discussed weekly including documentation (eTAP), and sharing (if applicable) at staff meetings/admin. Linked to professional appraisal goals. <u>Professional Development for all staff</u> Nathan Wallis - The developing brain Kathryn Berkett- Cognitive development Responding to trauma (SLT, WL) Michelle Coxhead - (Refer Strat Goal 3) Waveny - Digital Fluency Sheena Cameron - Literacy Writing (Beginning Teacher PD) and SLT PD		<i>Leaders to identify next step in their leadership practice and are supported by SLT to find suitable PLD (2020).</i> Leaders are confident, capable and supported to help lead the school towards its strategic vision.
Review reporting to parents: - Survey parents/whanau to ascertain what they	Reporting to Parents Review of current report mid year and end of year		Develop and implement recommendations from the 2020 review of reporting to

	want to know about their child's learning. Embed the use of Seesaw across all classes; finalise expectations regarding reporting to parents via SeeSaw – years 4-6.	Review of current learning conversations *Priority Learners/ Maori & Pasifika Learners (hui/fono) review for communication and reporting - development of Maori & Pasifika strategy for communication.	parents.
	<i>Addition to the 2019 strat goals</i> (application for PLD in 2019 for support with the understanding and integration of the new technology curriculum mandated for 2020). PD commences Term 4.	Digital Fluency - investigation of the new curriculum by IT strategic team with support of PLD coordinator. Google Apps for Education to be rolled out across the school which will allow teachers to be more creative with the learning and curriculum design. Strategic team ensures alignment of developing and designing for the digital outcomes strand of the curriculum. Transition to a more creative approach to digital technologies rather than just consuming online tools that are more widely used now such as Mathletics and Reading Eggs. (80 hours PD assigned for 2020). Support for staff according to learning levels ensuring a personalised approach which is needs based.	Integration of the Digital Technologies curriculum across all curriculum areas from years 1-6. Continuation of capabilities and confidence of lead teachers. Increased creativity using digital devices and technologies linked to existing teaching programmes and 2021 inquiry goals. Unpacking of the e-learning frameworks to align with these goals.
Strategic Goal	2019	2020	2021
<u>STRATEGIC GOAL 2</u> STRENGTHEN OUR WELL BEING THROUGH HAUORA <u>We are committed to:</u> <ul style="list-style-type: none"> The integration of Hauora; Building inclusive practices for all children by all teachers The integration of Te Whare Tapa Wha Taha tinana - Physical health Taha hinengaro - Mental health Taha whanau - Family Health Taha wairua - Spiritual health Ensuring ALL students feel safe and have a place of belonging Strengthening teacher and teacher aide capacity to support students with additional needs 	Personalised Learning extended to year 4/5/6 students Students' voice incorporated into reporting through personalised learning records for years 3-6. WPS Self-review Waka as part of teachers' appraisals (ILP and ILEs). Gap analysis to inform IT next steps for 2019 and actioned to align with new Technology curriculum requirements.	Build common understanding of Hauora from the Health curriculum including the model of Te Whare Tapa Wha with whole staff. http://rethink.org.nz/wp-content/uploads/2017/08/Building-Wellness-Worksheet.pdf Team building for whole staff to build common understanding. *INQUIRY Whole school inquiry based on HauOra - Te Whare Tapa Wha (localised and integrated curriculum) in T1/2.	Te Whare Tapa Wha is visible throughout the classrooms/school. All stakeholders begin to identify with the Maori model of health and are committed to ensuring that the school continues to adapt to ensure relevancy. Reporting to parents reflect Te Whare Tapa Wha.
	PD in the area of assessment with a focus on ipsative assessment All teachers (yrs 3-6) and key teacher aides participate in Google read and Write trial (Learning Support Fund) Participation in Kotuitui (CoL) development of curriculum level learning progressions BBL assessment of essential skills for learning for all high needs children.	Next Steps arising from student wellbeing survey are implemented and reflected on. A review of how best to collect, and ensure retention of student wellbeing information is undertaken and next steps identified. (NZCER data analysis support) iCOL inquiry and SLT WL.	Information from wellbeing surveys used to improve all aspects of Hauora.
	At least three quarters (75%) of teachers participate in differentiated PD driven by strategic direction and teachers' own identified priorities Shifts in inclusive practices identified and viewed through appraisal processes (PD follow-up review process, WPS Tātaiako self-review,	The Health & PE Strategic team Develop a range of developmentally appropriate learning opportunities in sexuality education which includes critical thinking, reflection, and social-action skills related to issues of equity, gender, body image, sexualisation, risk, and safety.	The Health & PE Strategic team continue to work with all stakeholders to ensure the development of the sexuality curriculum outcomes are being met. The bi-annual health curriculum statement is reviewed.

<p>WE WILL:</p> <p>By the end of 2021 our students will;</p> <ul style="list-style-type: none"> Experience an embedded culture that values holistic well being through Te Whare Tapa Wha <p>Which will be evidenced by;</p> <ul style="list-style-type: none"> All Stakeholders can articulate the 5 walls of Te Whare Tapa Wha, understand the importance of Hauora and express ways to strengthen these 'walls'. ALL children experience success and their progress is celebrated 	<p>attestation processes).</p>		
	<p>Diversity days which celebrate identity and culture</p>	<p>Embedding diversity days which celebrate identity and culture e.g. Diversity Day, Matariki, Diwali, Pasifka, Chinese New Year, Eid.</p>	<p>Continue to reflect diversity through celebration including students who will identify, plan and coordinate diversity days.</p>
	<p>http://rethink.org.nz/wp-content/uploads/2017/08/Building-Wellness-Worksheet.pdf</p>	<p>Connect with and invite Alumni - (connections with past pupils) regular guest speakers into the school to strengthen connections (taha whananu). Digital forum on website established. (Senior Leadership Team)</p>	
		<p><u>Learning Support Coordinator Role</u> Develop a positive, warm and welcoming learning environment for parents and students which reflects the values of the school (Rainbow Room). The LSC will work closely with SLT and the COL LSCs to directly support students through inclusion in the school ensuring that students are able to participate, make progress and successfully transition. (access to wider agency support through networking with LSCs in the COL).</p> <p>The LSC will work to lift teacher capability to better meet the needs of learners, strengthening their connections with early childhood and intermediate sectors for transition, including successful IEP goals). This is also supported by the Transition leader.</p> <p>The LSC will continue to strengthen the support for parents/whānau in their understanding of the learning support process including additional support contacts.</p> <p>Teacher aides will have the opportunity to work collectively as a team led by the LSC. A form of appraisal will begin to be developed based on job descriptions for teacher aides.</p> <p>Rainbow Reading to be reviewed and reported on.</p>	<p>Specific support is identified and accessed for teachers to support ongoing needs with strategies to ensure that IEP goals are successful. Professional development is sourced and coordinated by LSC to support building teacher capacity across the school. This includes gifted and talented.</p> <p>Parent support groups are driven by the school where there is an identified need.</p> <p>Support is provided to all learners through an encouraging and collaborative approach including the wider community.</p> <p>Student's learning plans and progress are focused and include whānau engagement.</p> <p>Teacher aide development is meaningful and relevant to their current context of professional learning.</p> <p>Reading Recovery to be reviewed and reported on.</p>
<p>Strategic Goal</p>		<p>2020</p>	<p>2021</p>
<p>STRATEGIC GOAL 3 EXPERIENCE, LEARN ABOUT AND CONNECT WITH TE AO MAORI</p> <p>Te reo (language) Tikaanga (customs) Treaty (principles) We are committed to; The school values being the foundation of our school's culture; Manākitanga, Whanaungatanga, Rangatiratanga and Kaitiakitanga.</p> <p>Children having a sense of belonging,</p>	<p><i>Treaty of Waitangi Principles</i> <u>Partnership</u> - Establish regular hui with whānau, engaging in genuine relationships to support future school planning. <u>Protection</u> - valuing, validating and protecting local knowledge, normalising te reo, practicing tiikanga, ensuring equity, Māori perspectives integrated within Inquiry. <u>Participation</u> continue to support home-school relationships, school environment reflects biculturalism of Aotearoa.</p>	<p>Staff begin to unpack the school Māori values (Manākitanga, Whanaungatanga, Rangatiratanga, Kaitiakitanga) and align these with existing values in the school - streamlining language/vocabulary and shared understanding. Students are exposed to the school values and are explicitly taught the meaning of each value through classroom, whanau and school-wide integration. The school values are beginning to be displayed in English and Māori throughout the school to ensure our whole community is aware of and committed to these. These are the foundation of our culture and demonstration of these values are celebrated.</p>	<p>The values are visible and referred to constantly. The values will be referred to in both English and Māori orally by teachers. These are the basis for maintaining our positive school culture - the foundation of our culture. They are consistently celebrated in a variety of ways. Fortnightly certificates will reflect these values. Explicit teaching of the values in class. Students reports reflect their progress in demonstrating the school's values.</p>

<p>connected, strong in their identity and resilient. Children connecting to their environment which is unique and endemic to Aotearoa</p> <p>Actively protecting and preserving the Māori language, connecting with the culture of the community and whānau.</p>		<p>Te Reo - Students understand the importance of Te Reo Students use different technology to support their learning of Te Reo Māori. Teachers integrate Te reo phrases/vocabulary in their everyday teaching. Māori phrases and kupu are evident in classrooms including days of the week, months and seasons of the year. Professional development supports learning for teachers.</p>	<p>All staff are confident with integrating basic te reo where relevant. School wide environments reflect bilingual signage. The school continues to</p>
<p>By the end of 2021 our students will;</p> <p>Demonstrate connectedness to people (<i>whānau</i>), places (<i>whenua/environment</i>) and identity (<i>whakapapa</i>).</p> <p>Which will be evidenced by; The development of the three whanau groups in the school;</p> <ul style="list-style-type: none"> Children confidently presenting their pepeha Children engaging in powhiri Children understanding the importance of the Treaty of Waitangi 		<p>Students practice and apply tikanga through;</p> <p>Understanding the concept of <i>whānau</i> (through the establishment of whānau across the school)</p> <p>Practicing the principles of Tuakana/Teina (buddy classes)</p> <p>Learning about and participating in powhiri</p> <p>Learning about their local environment and understanding their relationship to the whenua (land)</p> <p>Developing confidence in pepeha (identity) creating a sense of belonging (school pepeha).</p>	<p>Through inquiry students are able to access learning of the history of NZ.</p>

Our Annual Plan 2020

Strategic Goals	Our Commitment	WHO	SMART GOAL	Resourcing	Review
<p>STRATEGIC GOAL 1 Raising student achievement</p> <p>We are committed to;</p> <ul style="list-style-type: none"> Providing authentic and engaging learning programmes Our students confidently speaking about their own learning <p>We will; By the end of 2021 our students will;</p> <ul style="list-style-type: none"> Be active learners through engagement that leads to improved 	<p>Curriculum Priorities to be identified based on data to inform effective programmes.</p> <p>Time allocated during Tuesday professional Learning meetings to meet including Whanau Leader release each Tuesday.</p> <p>Providing authentic and engaging learning programmes</p>	<p>All</p> <p>All</p>	<p>By the end of Term 1 strategic teams have analysed data (qualitative/quantitative) from 2019 and identified gaps/needs (teacher practice and resourcing). Each team has identified priorities and developed an action plan to meet these needs. Action plan is carried out. Development of Learning progressions for writing commences in Term 1 by the Writing Team.</p> <p>By the end of the year strategic teams have determined the initiatives that have the biggest impact on acceleration. By the end of the year teachers will ensure that key understandings of inquiry are taught throughout the delivery of an integrated and localised curriculum.</p>	<p>Professional Development Budget</p> <p>Whanau/Team Leader Release Staffing Budget</p> <p>Curriculum Budget</p>	<p>Term 1 Week 9 Set goals and further timeframe</p> <p>Term 3 Week 10</p>

<p>outcomes</p> <p><u>This will be evidenced by:</u></p> <ul style="list-style-type: none"> Students ability to articulate and manage their learning 	<p>Professional development to reflect a higher cognitive level of understanding of the brain development of our learners.</p>	<p>All (Nathan Wallis Kathryn Berkett)</p>	<p>By the end of Term 1 staff have participated and engaged in PD to support their understanding of the developing brain. Learnt strategies are implemented and integrated into their relevant teaching programmes/ environments by the end of the year.</p>	<p>Professional Development Budget Whanau leader release Staffing Budget</p>	<p>Term 4 Week 7 Reflection</p>
	<p><i>Effective Leadership for driving change.</i> Whanau Leaders will attend APPA Leadership Conference - (or similar).. Support for continued growth in distributive leadership. Feedback and reflection an ongoing expectation.</p>	<p>Middle- Whanau Leader Leadership</p>	<p>By the beginning of Term 1 whanau leaders have developed an annual overview of PD to support their capacity in driving educational change. This will be monitored by the relevant appraisers. By the end of Term 2 SLT and Whanau leaders have participated in change leadership PD with Cognition Education.</p>	<p>Professional Development budget</p>	<p>End of Term 2 - reviewed for remaining half of the year.</p>
	<p><i>Effective Leadership for driving change.</i> Deputy Principals to lead curriculum and assessment as well as effectively spearheading new initiatives, working collaboratively with all stakeholders to ensure success, monitored by the Principal. DP's will attend relevant professional development throughout the year to support their growth in leadership.</p>	<p>Deputy Principals Principal</p>	<p>By the end of Term 1, both DP's have explicit job descriptions and have developed an engaging inquiry linked to appraisal and leadership goals which reflect the school's vision. By the end of the year role descriptions and inquiry have been effective and successful.</p> <p>By the end of the year, the Principal has attended and participated in relevant schooling improvement development throughout the year (Te Akatea Principals Association) (Evaluation Associates). Principal continues to be supported in First Time Principals Programme and external appraisal for schooling improvement. Principal is supported to attend Te Akatea Maori Principals Association PD.</p>	<p>Curriculum Budget Professional Development Budget Principal's Budget</p>	<p>By the end of Term 3.</p>
	<p>Teachers are participating in regular and purposeful classroom visits and observations - Framework is developed to collect formative feedback from students about the effectiveness of teaching and learning programmes (in writing).</p>	<p>Whanau Leaders English - Writing Strategic Team</p>	<p>From Term one 2020 Teacher Inquiry will remain the reflective tool for teachers to inquire into their practice. This will continue to be embedded into teacher appraisal with a strong emphasis on priority learners and identified outcomes.</p> <p>By the end of Term 2 the Writing Strategic team has gathered evidence of best practice pedagogy and is trialling this schoolwide.</p>	<p>Staffing (Tuesday release of Whanau Leaders).</p>	

	<p>Students are taking ownership of assessment information, engaging in dialogue with their teachers about this information and using it to develop next steps.</p> <p>Senior Leadership ensures teacher inquiries are linked to priority learner outcomes.</p>	Teachers	<p>By the beginning of Term 1 teachers are using a range of student information and data from the end of 2019 to inform their planning and practice. <i>Priority learners identified.</i> By the end of the year students have been able to articulate their writing goals through Seesaw and at learning conversations. By the end of the year students have been exposed to the consistent language of assessment and are beginning to articulate their learning through shared school wide understanding of effective feedback e.g. Where am I going? (what are my goals); How am I going? (What progress is being made toward the goal); Where to next? (What activities need to be undertaken to continue progress?) How will I know when I've got there? (Criteria is clear).</p>		Term by Term
	<p>Learner progress and achievement is celebrated with class, whanau, families and school wide. Continuation of teacher expectation that every student is able to make progress.</p> <p>Digital Fluency - investigation of the digital technologies curriculum through ongoing support and external professional development for all teachers.</p>	<p>ALL</p> <p>Digital Team Teachers</p>	<p>By the end of Term 1 senior leadership have reviewed and collaboratively designed a system of celebrating success. This includes fortnightly digital newsletter, whanau hui (assemblies) and other forms of recognition. By the end of the year, an appropriate review of end of year celebrations has been streamlined to reflect the successes of all within the school year.</p> <p>By the end of Term 3 all teachers have an understanding of the expected outcomes including computation and vocabulary and are integrating these outcomes throughout their learning programmes.</p>	Curriculum budget	Term 4
STRATEGIC GOAL 2 Hauora	Our Commitment	WHO	SMART GOAL	Resourcing	Review
	Inclusive practice		Next steps arising from the wellbeing survey are		

<p>STRENGTHEN OUR WELL BEING THROUGH HAUORA</p> <p><u>We are committed to:</u></p> <ul style="list-style-type: none"> The integration of Hauora; Building inclusive practices for all children by all teachers The integration of Te Whare Tapa Wha <p>Taha tinana - Physical health Taha hinengaro - Mental health Taha whanau - Family Health Taha wairua - Spiritual health</p> <ul style="list-style-type: none"> Ensuring ALL students feel safe and have a place of belonging Strengthening teacher and teacher aide capacity to support students with additional needs 			implemented and reflected upon.		
	<p>From Term 1 2019, a hauora focus will be deliberately integrated into classroom practice to support learner wellbeing.</p> <p>Students will contribute to the creation of an outdoor space which reflects the principles of Te Whare Tapa Wha and HauOra.</p>		<p>Throughout the year teachers and students will develop and build a physical HauOra space in the school which represents Te Whare Tapa Wha. This is based on learning from Inquiry in Term 1-2.</p>	Curriculum Budget EFS Inquiry	
	<p>Taha Tinana Diversity of activities are reviewed and school wide participation analysed alongside results of Health and PE community consultation</p>		<p>By Term 1 2020 a schoolwide balanced Health and PE plan will have been co-constructed and implemented consistently. Opportunities to participate in a wide range of diverse activities will be introduced.</p> <p>By the end of the year the Health and PE team have consulted with all stakeholders and have a plan of action to support the mandated requirement of sexuality education being taught (Year 6 specifically).</p>		
	<p>Taha Hinengaro - Mental Health</p> <p>A wellbeing team is established to support the health and wellbeing of staff. All students needs are monitored and are prioritised for support where needed. (vulnerable children). Sparklers programme/and or authentic</p>		<p>By the end of Term 2 students have designed and created spaces in the school which reflect a connection and knowledge of the outdoor environment including sensory gardens, Māori medicinal gardens and sculpture. Friday 18- 22 May whole school participation in activities which reflect Pink Shirt Day (22/5). Monday 5 -11 October Mental Health awareness Identity - Diversity Days are strongly driven by student voice and culture is celebrated.</p>	<p>Inquiry and curriculum budgets.</p> <p>Property - grounds</p>	
	Taha Whanau		<p>Alumni - by the end of the year students will have participated and experienced 'taha whanau' through a diverse range of alumni who have visited the school</p>	Curriculum budget	
	<p>Taha Wairua EFS Connecting to the environment through EFS & Inquiry through the arts.</p>		<p>By the end of the year students are aware of the connection to identity through Pepeha. Teachers have planned and given students the opportunity to access the natural environment and understand that the environment supports our identity as well as our sense of well-being. By the end of Term 1 students have participated in a Whanau planting ceremony to recognise their place of belonging in the school.</p>	Inquiry budget	
	Regular meetings between LSC	LSC	In 2020, termly LSC/Teacher Aide meetings to	Learning Support	

<p>By the end of 2021 our students will;</p> <p>Leading to: ● Demonstrated connectedness to people (whanau), places (whenua/environment) and identity (whakapapa).</p> <p><u>This will be evidenced by:</u> The development of the three whanau groups in the school;</p> <ul style="list-style-type: none"> ● Children confidently presenting their pepeha ● Children engaging in powhiri ● Children understanding the importance of the Treaty of Waitangi 	<p>integration of te reo me ona tikanga.</p>		<p>Te Reo and English.</p> <p>By the end of the year teachers have integrated new phrases/vocabulary every week of each term.</p>	<p>\$200 - online resource</p>	
<p>Leaders in the school - including DPs and Principal will contribute to the explicit teaching of Te Ao Maori.</p>	<p>SLT</p>	<p>Senior leaders. Weekly Whanau hui values (hui time) - Whanau Pohutukawa and Whanau Harakeke will understand the importance of learning the school pepeha. Whanau Pohutukawa and Whanau Harakeke will participate in waiata and haka including haka powhiri.</p>			