

Strategic Goal 1**Every student is a successful lifelong learner**

Outcome	How?	Who?	By when?	Costs	Progress
1.1 Demonstrate strong literacy and mathematics understandings and skills – level 3 and above	<p>Ongoing tracking of the progress of all students</p> <p>Ongoing PD for all teachers in the effective teaching of literacy and mathematics</p> <p>Identify students who are achieving above level 4 of the curriculum and provides extension and enrichment programmes – extension maths, extension reading and extension writing programmes, Cantamath, Otago Problem Solving</p>	<p>Class teachers</p> <p>All teachers and teacher aides</p> <p>Class teachers Lead teachers, maths and literacy Extension teachers Gifted and Talented Coordinator</p>	<p>All year</p> <p>One staff meeting a term and as required by individuals</p> <p>Identify Term 1 and establish a register of needs</p>	<p>\$12,000 – resources and PD</p> <p>Learning Support .8 teacher salary</p>	

	<p>Identify students who are achieving at early level 3 or below and develop targeted learning plans /IEPs to meet individual needs. (see Target Groups Plans)</p> <p>Confirm Year 7 targeted students in literacy and maths and develop individual learning programmes</p> <p>Regular moderation meetings in reading, writing and maths for teachers to ensure consistent standards and expectations across the school and to provide PD.</p>	<p>Class teachers Lead teacher's literacy and maths Learning Support Coordinator</p> <p>Lead teacher's maths and literacy Learning Support coordinator</p> <p>Class teachers</p>	<p>Identify Term 1 and year long tracking to ensure accelerated learning</p> <p>Term 1 and 2 and ongoing tracking</p> <p>3 times a year in year groups and at each house meeting</p>		
1.2 Achieve success across all the learning areas of the NZ Curriculum	Curriculum plans and programmes provided in every learning area of the NZ Curriculum and accessible to every student	Specialist teachers in the Arts, Technology, Science, PE and te reo Māori	All learning areas Informally reviewed each year via appraisal requirements	\$30,000 Resources and PD	

	<p>Formal Review cycle of curriculum areas</p> <p>School wide drama/music production. All students able to audition.</p> <p>Students who require support with English as a second language in order for them to achieve success across all learning areas receive individual, small group and/or class support</p>	<p>English and mathematics Science PE and Sport</p> <p>Performing Arts teacher and all staff</p> <p>ESOL teacher and all teachers</p>	<p>Mid and end of year Term 2 Term 3</p> <p>Term 2/ 3</p> <p>Individuals' progress tracked formally twice a year</p>		
1.3 Are curious and enjoy intellectual engagement	<p>Second year of implementing New Pedagogies for Deep Learning – Communication, Citizenship, Creativity, Character, Critical thinking</p>	<p>Specialist and class teachers</p> <p>Year level coordinators</p>	<p>Regular PD for all teachers as well as PD opportunities for individuals</p>	<p>\$8,000 resources and PD</p>	

	<p>Provide opportunities for all students to deepen their understanding in all areas of learning using NPDL framework</p> <p>Use of Deep Learning Progressions used in Inquiry Units to measure student intellectual and creative engagement eg. Year 8 Market Day project Term 3</p> <p>Professional development for teachers with NPDL facilitator and, staff meetings</p> <p>Attendance at National NPDL conference</p>	<p>Specialist and class teachers</p> <p>12 teachers</p>	<p>Ongoing</p> <p>July holidays</p>	<p>\$7,000</p>	
<p>1.6 Are technologically fluent and take a discerning approach to the use of technology</p>	<p>Digital citizenship programme</p> <p>Specialist food, hard materials and digitech teachers</p>	<p>LRC coordinator</p> <p>Digitech teachers</p> <p>All teachers</p> <p>3 technology teachers</p>	<p>Term 1 and ongoing</p>	<p>LRC Coordinator salary</p>	

	Integration of technology into all aspects of class and school wide programmes and procedures as deemed best practice	All teachers	Ongoing		
	Parent/whānau support with tamariki for safe and ethical use of social media . Resources for parents/whānau on website	PTA to organise speaker for parents/whānau Digitech teachers	Term 3 Term 3	\$1,000	
	Ensuring school systems support safe use of all aspects of technology	Digitech teachers Admin team	Ongoing		
	Bring your own devices an option for students School devices also now provided so each student has access to a device at any time	Digitech teachers and LRC coordinator	Regular monitoring of accessibility of devices for all students	\$25,000 Chromebooks And other devices for student use	
	Implementation of Digital technologies Curriculum – review of what we do already		Term 2/3/4		

1.7 Students who are Māori experience success as Māori, in all aspects of their learning	Students consulted to identify learning needs and collaborative approach	te reo Māori teacher Deputy Principal Principal	Term 2	2 teacher release about \$15,000	
	Whānau hui with kapa haka performance and consultation		Term 2	\$4,000 kapa haka tutor	
	Identification of whānau prepared to be part of a focus group		Term 2		
	(see Strategic Plan for Māori students achieving success as Māori 2019)		Term 1		
	Achievement of Māori students tracked in all curriculum areas	All teachers	Ongoing		

2. Every student is confident in their language and culture as citizens of Aotearoa New Zealand

Outcome	How?	Who?	By when?	Cost	Progress
2.1 Respects and values diversity and difference: cultural, linguistic, gender, special needs and abilities	Student participation in Pink Shirt Day and activities	Number of Students	May	\$3,000	
	Student engagement in bicultural and multicultural activities eg. Kapa haka, Cultural Food Day	Number of students	End of year		
	Monitoring of students' feelings about inclusiveness through Well-Being Survey and Transition to Heaton Survey	Pastoral Care team	Surveys completed and analysed in Term 2		
2.2 Promotes fairness, social justice and respects human rights	Student participation in 40 Hour Famine	All students	Term 2		
	Student engagement and understanding in Inquiry Unit about human rights	Teachers' assessment and reflection	Term 2		
	Tracking of students at risk of not feeling a sense of belonging	Pastoral Care team and House teams	Ongoing		

3. Every student is socially and emotionally competent, resilient and optimistic about the future

Outcome	How?	Who?	By when?	Cost?	Progress
3.1 Enjoys a sense of belonging and connection to school, family, whānau, friends and community	Transition programme and ongoing monitoring of student involvement, achievement and attendance	Principal and Pastoral Care team, BOT	Ongoing	\$10,000 PD	
3.2 Feels included, cared for and safe and secure	Ensure a range of inclusive learning and extracurricular activities Focus on the development schoolwide respectful relationships Address physical and emotional safety issues quickly – class, house, principal level Ensure inclusive and partnership relationships with parents/whānau	Principal, house leaders, Pastoral Care team, all staff, BOT	Ongoing		

<p>3.5 Are physically active and show self-belief</p>	<p>All students are involved in class PE at least twice a week and a sport on Tuesday afternoons There are a wide range of different sports, at different levels available for students All students demonstrate persistence and a willingness to give things a go, no matter what their ability in any particular area Playground is designed to provide many different types of opportunities for physical activity (Refurbishment plan for school) Learning programmes /extracurricular opportunities are individualised to ensure each student experiences a sense of achievement and success</p>	<p>Dedicated sport/PE coordinator so that the school can offer the maximum number and range of sporting opportunities</p> <p>Sport/PE review data, 2019 – identify strengths and needs of students and resources needed for the future</p> <p>Pastoral Care team track and provide options for individuals who are not achieving or at risk of not achieving</p> <p>Individuals who are not attending (unexplained/unjustified) at least 95% of the time are tracked and learning plans/interventions put in place</p>	<p>Term 4 collation of data</p> <p>Term 4</p> <p>Ongoing</p> <p>Fortnightly</p>	<p>Costs of refurbishment?</p>	
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<p>3.7 Are resilient and adaptable to new, changing and challenging contexts</p>	<p>Schoolwide focus on developing strong relationships, resilience through class programmes/activities and schoolwide activities such as Pink Shirt Day</p> <p>Ensure the values of the school are actively promoted a, expected and modelled in all aspects of the functioning of the school All members of the community have regular input into determining the future philosophy and physical character of the school. (Refurbishment of the school)</p> <p>Analysis of transition to Heaton survey and Wellbeing at school survey</p>	<p>Pastoral Care team which includes Mana Ake liaison person and workers, develops class/school wide systems to track and to develop interventions for individuals who demonstrate they are having difficulty with resilience and adaptability</p> <p>Consultation and communication with all stake holders as the school moves through the Refurbishment process</p> <p>Principal, Pastoral Care and senior management team</p>	<p>Fortnightly meetings</p> <p>At least twice a year</p> <p>Term 2</p>		
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4. Every student participates and contributes confidently in a range of contexts- cultural, local, national and global

Outcome	How?	Who?	By when?	Cost?	Progress
<p>4.1 Think critically and creatively, applying knowledge from different disciplines in complex and dynamic contexts</p>	<p>Specialist teachers and class teachers provide integrated learning programmes across all areas of the curriculum particularly in Inquiry topics and using NPDL framework and progressions</p>	<p>All teachers</p>	<p>Ongoing</p>	<p>NPDL costs as outlined</p>	
	<p>Teachers provide opportunities in learning programmes for students to develop skills to think critically and creatively</p>	<p>All teachers</p>	<p>Ongoing</p>		
	<p>One Inquiry unit for each Year level is evaluated in-depth by teachers to ascertain level of thinking skills</p>	<p>Year 7 and Year 8 coordinators</p>	<p>Term 4</p>		

<p>4.4 Understands, participates in and contributes to cultural, local, national and global communities</p>	<p>Provide opportunities for students to participate and contribute to cultural, local, national and global communities. In particular 40 Hour Famine, cultural groups in the school, Market Day, global communities through NPDL network</p>	<p>All staff</p>	<p>Ongoing</p>		
<p>4.5 Are values-based decision makers</p>	<p>Ensure school wide consistency in expecting values-based decision making reiterated through school systems, student/student relationships, staff/student relationships, assemblies etc Supporting students' requests to support others eg. Pink Shirt Day</p>	<p>Senior staff at regular meetings</p>	<p>Ongoing</p>		