Home to Innovative Learners and Leaders

PAPAKURA
Intermediate

Tū Rangatira: Believe | Strive | Achieve

STRATEGIC PLAN
2017 - 2019 | MOE Number 1422

INTRODUCTION

WHAT'S THE STORY BEHIND THE NAME?

A School By Any Other Name...

We were known by a number of names while the school was being designed in the 1950s – according the earliest map we have in the office we were called "the new intermediate for Papakura", as well Papakura East, Papakura Normal Intermediate when opening in 1961 and then Papakura Intermediate from 1962. Being the first intermediate school in Papakura, we take pride in boasting a long and memorable history that has accumulated alumni over 50 years of graduates!

Mansell Senior School – A vision for a Better School

In 2000, we re-branded in an effort to change the public's perception of the school and create a positive impact within the community. We changed names to Mansell Senior School because we wanted a name that was different from other schools in the area, to signal the intention of becoming a Senior School, and to encapsulate what it means to be a leader who selflessly and continuously serves our community.

Mansell on the Move – 2 Years of Review

In 2015, we this kick-started our community consultation into the name that best represented the school we were evolving into and we were satisfied by our community's overwhelming desire and decision to adopt our original name, Papakura Intermediate. In 2016, collaborating closely with surrounding schools is positive so sharing the Papakura name is advantageous. The term 'intermediate' also describes our point of difference – we specialize in educating emerging adolescents. What did not change were our strong desire to be a school that grows students who will live the legacy of Clarrie Mansell's name – to be learners and leaders, confident and competent, contributors and servers, and just genuinely good citizens for our community and country.

Papakura Intermediate – We Look Back To Go Forward

In 2017, we have returned to our former name as it reflects the long and rich history of the area, the families and school community. Our school buildings carry the names of great leaders as we strive to provide a Home to Innovative Learners & Leaders.

WHAT DO WE COME TOGETHER ON?

Ko Pukekiwiriki te maunga
Ko Te Pahurehure te ara wai
Ko Ngāti Tamaoho te hapū
Ko Tainui te waka
Ko Maanukanuka o Hoturoa te Moana
Ko Papakura te rohe

We are approximately 75% Maori, 24% Pasifika and 1% of various ethnicities. We practice and promote full Treaty parnership between Māori and Pakeha while valuing the contributions of all cultures.

Partnership at P.I. means...

- having genuine relationships with our Māori students and whanau (in 2016 Māori were made up of 35% Tainui, 26% Nga Puhi, 6% Tuhoe, 6% Te Araway, 27% of 12 other hapū)
- creating cultural competencies & conditions for equity
- inquiring into the unique history & tikanga of Papakura
- nurturing our reciprocal relationship with Ngati Tamaoho while acknowledging our 6 other lcoal hapū (Ngati Paoa, Ngai Tai ki Taamaki, Ngati Te Ata, Ngati Whanaunga, Te Ākitai Te Waiohua)
- involving local schools and community organistions such as Papakura Marae, local Whanau Centres & our YMCA ECE

Protection at P.I. means...

- protecting Māori identity, langugage, culture & tāonga
- valuing and protecting local knowledge (place-based learning)
- considering and understanding Māori perspective through our specialist Matauranga Māori curriculum
- normalising te reo Māori and tikanga for all learners
- championing tangatarua and tangatawhenuatanga

Participation at P.I. means...

- having Māori representation on our Board of Trustees
- engaging Māori at all levels including decision-making
- reflecting the biculturalism of Aotearoa in our environment
- Māori achieving success as Māori
- inviting all learners of diverse backgrounds to share & celebrate their cultures, languages and identities

WHAT DOES OUR NEW LOGO MEAN?

Design process

Designs were submitted from students and whanau. Ex-student/local-artist Jacqueline Ritete provided design aspects from te ao Māori. Local Design Impact team took our synthesised concepts and breathed life into them.

Stylised indigenous flora

Stylising a symbol of nature depicts our commitment to holding on to the past while pushing innovatively into the future. Hero Potini gifted us information about native flora from Ngati Tamaoho's cultural values assessment of the Mangapikopiko, the wetland ecosystem now known as Papakura & formerly known as Wharekawa – the first tree on the list? The kahikatea.

Emerging adolescence

Papakura Intermediate specialises in teaching and transitioning youth through the most pivotal growth period of their lives. Like our students who drive the future of our ancestors, families and societies, the leaf of the adolescent kahikatea is pivotal in drawing in the sun's energy, converting it and effectively feeding and giving life to the whole tree. The juvenile kahikatea leaf top-centre of the logo, is safe-havened between home & school and past & future, as it stands tall to forge upwards and outwards into the world.

The symbolism of 3 weaving into 1

This gives meaning to:
- Our school vision - Tū Rangatira, believe, strive, achieve
- Our school values - to take pride in ourselves (rangatiratanga), our relationships with others (whanaungatanga) and our environment (kaitiakitanga)
- Our people – family at home, whanau at school and self
- Our time – past, present and future

Leadership

The three teal lines symbolise the heru (a traditional comb) most often indicating leadership among Maori. Leadership is an integral part of our school vision: Home to Innovative Learners and Leaders.
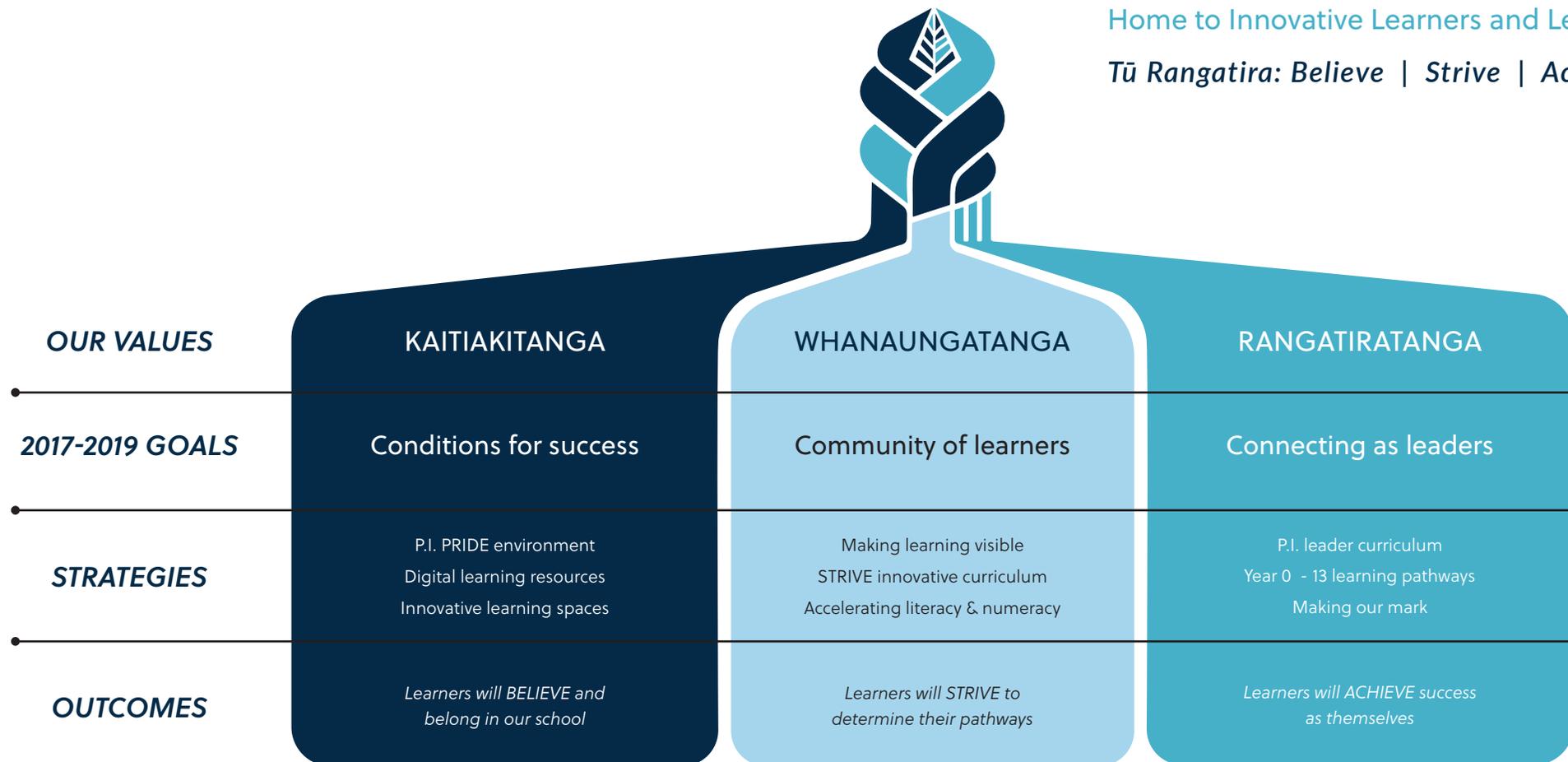
Colours

Navy blue is from the early Papakura Intermediate uniforms, the teal from Mansell Senior School's & both create interesting positive and negative shapes in the design, which are brought together in a weave shape by the white spacing.

PAPAKURA INTERMEDIATE PATHWAY TO 2020

Home to Innovative Learners and Leaders

Tū Rangatira: Believe | Strive | Achieve

	KAITIAKITANGA	WHANAUNGATANGA	RANGATIRATANGA
OUR VALUES			
2017-2019 GOALS	Conditions for success	Community of learners	Connecting as leaders
STRATEGIES	P.I. PRIDE environment Digital learning resources Innovative learning spaces	Making learning visible STRIVE innovative curriculum Accelerating literacy & numeracy	P.I. leader curriculum Year 0 - 13 learning pathways Making our mark
OUTCOMES	*Learners will BELIEVE and belong in our school*	*Learners will STRIVE to determine their pathways*	*Learners will ACHIEVE success as themselves*

OUR P.I. PRIDE ENVIRONMENT AND LOGO

Pride – like the Kahikatea that once dominated New Zealand's forests, P.I. takes pride in being at the centre of our local place, Papakura

Resilient – like the Kahikatea that has survived since ancient Jurassic times, P.I. shows resilience in being Papakura's longest-existing intermediate school

Inclusive – like the Kahikatea that intertwines its roots with its neighbours for support in swampy grounds, P.I. includes all learners

Determined – like the Kahikatea that grows to be New Zealand's tallest tree, P.I. is determined to stand tall as a leading intermediate school in New Zealand

Excel – like the Kahikatea that supports whole ecosystems on their trunks & branches, P.I. excels in providing a Home to Innovative Learners & Leaders

KAITIAKITANGA
GOAL 1 CONDITIONS FOR SUCCESS

Strategy 1 P.I. PRIDE Environment

	2016 A SAFE SCHOOL	2017 A LEARNING SCHOOL	2018 AN ACHIEVING SCHOOL	2019 A LEADING SCHOOL
VISIBLE VISION AND VALUES	New values introduced and taught Visible in classes with posters 71% know MSS expectations	Prompts for vision, values & expectations visible & documented 75% know PI values & expectations	Shared language visible in all environments & curriculum plans 90% know PI values & expectations	Vision, values & expectations visible and articulated 95% know values & expectations *SET data A1*
SCHOOL-WIDE PB4L SYSTEMS	Expectations taught & rewarded Untrained team followed process 89% school systems established	System for teaching & rewarding Use data to assess & problem-solve 90% school systems established	Extend system to community BoQ tool used deep evaluation 95% school systems established	Systems are coherent & effective Transition to Tier 2 PB4L training Exploring Tier 2 systems *SET overall*
MANAGE MINOR BEHAVIOUR	Behaviour response strategies defined but completely inconsistent 61% behaviour problems are minor No baseline data to evidence learners will believe & belong	Strategies described & documented SMART observation tools created 68% behaviour problems are minor Improved data to evidence learners will believe & belong	Extend strategies to support staff & whanau through workshops 80% response to Tier 1 support Improved data to evidence learners will believe & belong	Consolidate strategies & practice Plan & documentation updated 80% response to Tier 1 *e-tap* Learners will believe & belong *SW tool #1, TW tool #9*

Strategy 2 Digital learning resources

RETIRE AND ACCESS DEVICES	2016 A SAFE SCHOOL	2017 A LEARNING SCHOOL	2018 AN ACHIEVING SCHOOL	2019 A LEADING SCHOOL
RETIRE AND ACCESS DEVICES	Blend of 6 devices used in school School purchased 30 chromebooks 35% student access to devices 0% usage of mimio tools	Plan for retiring & accessing devices Externally fund 20 chromebooks 50% student access to devices 50% usage of mimio tools	Externally fund devices including chromeboxes for tech & library 75% student access to devices 100% usage of mimio tools	Maintain roll-over plan of old/new devices & budget them 100% student access to devices 100% usage of mimio tools *observation*
DIGITAL COLLABORATION SPACES	Googledocs used for collaboration Website used but not updated No baseline data to evidence learner usage of preferred platform	Collaboration platform established Websites & class blogs established Improved data for usage of preferred collaboration platform	Consolidate platform use Extend blogs to all staff Improved data for usage of preferred collaboration platform	Extend platform to whanau & Cosgrove students 100% learner usage of preferred collaboration platform *platform data*

Strategy 3 Innovative learning spaces

	2016 A SAFE SCHOOL	2017 A LEARNING SCHOOL	2018 AN ACHIEVING SCHOOL	2019 A LEADING SCHOOL
INNOVATIVE LEARNING SPACES	Innovative furniture introduced Tech & normal classes single cell 0 innovative spaces created 0 specified tech planning spaces	Create ILE & repurpose tech spaces ILE learning trialled & documented 1 block of innovative spaces created 0 changes to tech planning spaces	Investigate model for ILE learning time across spaces & curriculum 0 block of innovative spaces created 3 tech spaces repurposed	Establish innovative learning time as standard practice 1 innovative space created 3 tech planning spaces created *product*
OUTSIDE LEARNING SPACES	School has a long and rich history but is not outwardly visible 0 adventure playgrounds available	Add meaning to spaces with digital orientation, art trail and maarakai 0 adventure playgrounds available	Library repurposed Technology-ILE route, bike trail & playground made 1 adventure playground established	Learners will access a range of meaningful learning spaces 2 adventure playgrounds established *product*

WHANAUNGATANGA
GOAL 2 COMMUNITY OF LEARNERS

Learners will STRIVE to determine their pathways

Strategy 1 Making learning visible

	2016 A SAFE SCHOOL	2017 A LEARNING SCHOOL	2018 AN ACHIEVING SCHOOL	2019 A LEADING SCHOOL
CULTURAL RESPONSIVENESS	Tataiako incorporated into appraisal Cultural lens on environment checks Inquiry into being kaitiaki o Papakura	Taitaiako competencies unpacked Cultural lens on enviro & planning Tangatawhenuatanga unpacked *PTC 3, 9, 10 evidence*	Competencies integrated into docs Curriculum review with cultural lens Ako unpacked *PTC 4, 6, 8 evidence*	Cultural competencies personalised through professional learning plans Champion teacher profiled
STUDENT AGENCY & COLLABORATION	Individual profiles present but not used. Collaboration varies. No baseline data	Explore theories, practices & models Teachers lead collaborative learning Baseline data – leaner & collaborator	Use model across spaces & curriculum Students drive collaborative learning Improved dispositions data	Agentic & collaborative learning used across spaces & curriculum Improved dispositions data *rubric*
VISIBLE LEARNING FOR WHANAU	Student-led conferences established 40% conference participation 100% understood report language 100% understood learning pathways	Review conference logistics 55% conference participation 100% understand report language 100% understand learning pathways	Reporting review with families 70% conference participation 100% understand report language 100% understand learning pathways	Trial 2 student-led conferences 75% conference participation 100% understand report language 100% understand learning pathways

Strategy 2 STRIVE innovative curriculum

	2016 A SAFE SCHOOL	2017 A LEARNING SCHOOL	2018 AN ACHIEVING SCHOOL	2019 A LEADING SCHOOL
LOCALISE OUR CURRICULUM	STRIVE process introduced Inquiry planning co-constructed Inquiries contextualised to our values	Define & document P.I. curriculum Introduce thinking/learning tools Curriculum description developed	Attain Enviroschools Bronze award Explore Health related awards Consult community for relevance	Showcase local curriculum Promote online and in media Curriculum evolved & localised *inquiry evaluation*
STRIVE THINKING AND LEARNING TOOLS *Individual inquiry, collaborative community, global cause*	Rubrics trialled with no evidence Light share of thinking/learning tools No baseline for inquiry dispositions	Rubrics used with evidence to assess Establish bank of learning tools Baseline data – inquirer	Evidence learning throughout process Broaden & strengthen learning tools Improved inquiry dispositions data	Evidence moderated & shared Learning tools aide STRIVE process Improved inquiry dispositions data *profile rubric*
INNOVATIVE TECHNOLOGY CURRICULUM	Stock standard 3 programs offered Innovative plan devised In-depth client school interviews held 4 external technology client schools	Tech 'a 'le carte' menu trialled Competency checklists developed No baseline for client satisfaction 6 external technology client schools	Authentic inquiry aspect trialled Differentiation in place Baseline collected 7 external technology client schools	Review & strengthen menu items Showcase in Education forums Improved client satisfaction data 8 external technology client schools *satisfaction survey & staffing*

Strategy 3 Accelerating Literacy & Numeracy

	2016 A SAFE SCHOOL	2017 A LEARNING SCHOOL	2018 AN ACHIEVING SCHOOL	2019 A LEADING SCHOOL
P.I. INQUIRY & KNOWLEDGE-BUILDING CYCLE	Cycle established & mostly followed 1-1 coaching for assessment analysis	Commit to cycle aspects all year 1-1, team & school analysis of data	Introduce organic learning sessions Weight OTJs to learning evidence	Streamline & showcase community Share quality learning exemplars
INQUIRY BUDDY COACHING	Buddied but inconsistent support Observation tools & release created	Introduce coaching model Leaders lead coaching support	Buddy tech and class teachers Buddies drive coaching support	Organic coaching approach used across spaces & curriculum *PTC 11, 12, 5 evidence*
DIGITAL APPRAISAL EVIDENCE	Googledoc used to share & record info. Evidence collecting varied. 7 out of 20 made accelerated gains to meet the math standard	Googlesite appraisal document used and linked to other Googledocs 15 out of 20 learners - accelerated gains to meet the maths standard	Digital appraisal standard practice Establish bank of evidence exemplars 30 out of 40 make accelerated gains to meet maths & reading standard	Develop & strengthen Share quality learning exemplars 35 out of 40 make accelerated gains to meet maths & reading standard

RANGATIRATANGA
GOAL 3 CONNECTING AS LEADERS

Learners will ACHIEVE success as themselves

Strategy 1 P.I.Leader Curriculum

	2016 A SAFE SCHOOL	2017 A LEARNING SCHOOL	2018 AN ACHIEVING SCHOOL	2019 A LEADING SCHOOL
LEADERSHIP CURRICULUM	Academy trialled in 2014 - teacher capability & AM timetabling needed No baseline for leader dispositions	Construct and document curriculum Leadership dispositions profiled Baseline data collected	Develop community based projects P.I. Pals lists updated and prioritised Improved data of leader dispositions	Strengthen and showcase by promoting online & in media Improved data of dispositions *profile rubric*
LEADERSHIP RESPONSIBILITIES	Introduced & maintained – teacher & student commitment needed 88% participation in leader or extra-curricular responsibilities	Strengthen current opportunities Responsibilities & training described 88% participation in leader or extra-curricular responsibilities	Strengthen & broaden opportunities Leadership training videos made 90% participation in leader or extra-curricular responsibilities	All learners will develop leadership dispositions 92% participation in leader or extra-curricular responsibilities *e-tap*
TUAKANA-TEINA MENTORING	Enrolments dependant on word of mouth and limited marketing Roll declined to 80 students 0 scholarships offered	Tuakana-teina mentoring with Y6 COS to replicate MATES Y8 process Roll increases to 100 students 4 scholarships offered for 2018	Extend tuakana-teina mentoring to include Y7-8 and document Roll increases to 120 students 6 mentees enrolled at P.I.	Digitise mentoring process using preferred collaboration platform Roll stabilises at 120 students 8 mentees enrolled at P.I. *e-tap*

Strategy 2 Year 0 - 13 Learning Pathways

	2016 A SAFE SCHOOL	2017 A LEARNING SCHOOL	2018 AN ACHIEVING SCHOOL	2019 A LEADING SCHOOL
YEAR 6 - 9 TRANSITION PATHWAYS	Regular contact with COS & KRS 2-day wananga highly successful	Plan engagement with KRS & COS Enrolment expectations & process	Consolidate engagement plan Transition expectations & process	Strengthen engagement plan and extend to other schools *survey*
YEAR 0 - 13 LEARNING PATHWAYS	BOT EOI for Community of Learning No baseline data for achievement	CoLs application, plan & staffing Define achievement challenge	CoLs, norms and plan underway Baseline data collected	Review and strengthen CoLs Improved data *TBC*
MAORI IMMERSION PATHWAYS	Consulted Year 5-8 parents and 53.5% wanted a bi-lingual option	Consult on immersion pathways and identify desire & numbers for class	Staff and initiate an immersion class Immersion class trialled	Review and strengthen program Immersion class established *product*

Strategy 3 Making our mark

	2016 **A SAFE SCHOOL**	**2017** **A LEARNING SCHOOL**	**2018** **AN ACHIEVING SCHOOL**	**2019** **A LEADING SCHOOL**
ONLINE PRESENCE	Facebook rather than website used Low attendance at inquiry outcomes	One feed for website blogs FB twitter P.I. PaLS and Alumni list established	Connect to local school & other sites Profile and promote PI Alumni	Annual promotion plan established PaLS and Alumni engaged in school *site feedback*
SHOWCASE POINTS OF DIFFERENCE	Inquiry outcomes good but low presence. Rehu Tai successful.	Actively promote inquiry outcomes Excel in current available events	Showcase tuakana-teina & tech Broaden event participation	Showcase success in varying forums Strengthen event participation
MARKET THE SCHOOL	Brand established Few business & council connections	Brand launched with renaming Principal mentor for marketing	Broaden market strategy Develop local partnerships	Strengthen market strategy Look further for partnerships *NET promoter score*

Home to Innovative Learners and Leaders

PAPAKURA
Intermediate

Tū Rangatira: Believe | Strive | Achieve

ANNUAL PLAN
2017

KAITIAKITANGA
GOAL 1 CONDITIONS FOR SUCCESS

Learners will BELIEVE in and belong in our school

Strategy 1 P.I. PRIDE environment

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Make our vision, values and expectations visible	Align vision, motto, values & expectations with Papakura Intermediate (PI) branding	Teaching staff	January Staff only days		PI PRIDE signage visible and accessible in all spaces across the school (environment checklist) 75% of our community know our PI values & expectations (SET data A) Baseline data collected for having a sense of belonging at school (SW & TW tool)	
	Unpack the meaning of our school logo through the Term 1 inquiry	Students, staff and community	Term 1	Kahikatea trip $1000 inquiry		
	Explore whakatauki that will give depth and meaning to our values	Shanandore, Bec, Allen, Ted	Term 1			
	Create a shared language for prompting our school values & expectations	PI PRIDE Team	Term 2			
	Create signage and posters with our new values, expectations & logo explanation	PI PRIDE Team	Term 1	Posters – PB4L Signage - 5YA		
	Source an apt person to write a school haka	Bec, Shanandore, Allen, Ted	Term 1 inquiry outcome	Koha $300		
	Use well-being tool to review progress	Leadership & BOT sub-committee	Term 1, 2 & 4	$100-$300		
Develop consistent school-wide PB4L systems for teaching and rewarding expected behaviour	Develop PB4L purpose statement, PI PRIDE team functions and data-based action plan	PI PRIDE Team	Week 2 Term 1	1 salary unit	PI PRIDE action plan used effectively PI PRIDE description documented Data used to assess patterns of behaviour and problem-solve (Team Implementation Checklist) 90% school systems established	
	Review and update all SMART tools	PI PRIDE Team	Week 4 Term 4			
	Engage in internal-led professional learning on school-wide systems	PI PRIDE Team	1 x a term	0.5 staffing for internal PLD		
	Teach, reinforce and acknowledge classroom expectations	PI PRIDE Team & their teams	Daily	Tier 1 PB4L manuals		
	Use data effectively for decision making and regular communication	PI PRIDE Team	Fortnightly	MOE liaison $0		
	Use a TIPS (team-initiated problem solving) approach to problem-solving	PI PRIDE Team	Fortnightly from Term 2	Cluster support $0		
	Create a bank of expectation lessons for regular instruction	PI PRIDE Team & their teams	Fortnightly			
	Use TIC to monitor and evaluate progress based on measurable outcomes from action plan	PI PRIDE Team	Monthly	Cluster support if needed $0		

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Establish consistent response strategies and practices for managing minor behaviour	Set relevant school-wide appraisal goals	Leadership team	Term 1 Week 4		Teachers and leaders can explain and use good practice to manage minor behaviour 68% student behaviours are 'minor'	
	Develop group and class social norms	All staff	Term 1 Week 1			
	Engage in internal-led professional learning to understand minors, majors & response strategies	PI PRIDE Team	1 x a term	Booklets - class management		
	Develop behaviour response observation tool	PI PRIDE Team	Term 1			
	Coach inquiry buddies to improve practice	Leadership Team	Weeks 4,5,9,10			
	Coach support staff on strategies	Bec & Karen K	Monthly			
	Trial hot-spot learning times to actively review active supervision & restorative practices	PI PRIDE Team	Weeks 3 & 8			
	Train & maintain mediator support in playground	Vila	Week 1 termly	$200 – PB4L		

Strategy 2 Digital learning resources

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Retire and access replacement devices	Complete stocktake of all digital devices	Amber	Holidays		Plan in place for devices 50% student access to devices	
	Dispose of un-usable devices & reallocate others	Amber	Holidays			
	Create plan to revolve devices each year	Bec & Amber	Term 1			
	Develop 2017 external funding plan	Shanandore	Term 1	0.2 staffing		
	Source funding for 8 chromebooks (totalling 50)	Shanandore	Monthly	$3,500 funded		
	Source funding for 10 iMacs in graphics room	Bec & Amber	Term 4	$20,000 funded		
	Purchase devices for electronics/robotics class	Catherine	Term 4	$5,000		
Explore digital spaces for collaboration and sharing learning	Train Tech Angels & teachers to use mimios	Amber	Term 1	Online videos	Website, blog & collaboration platform established 50% usage of mimio tools Baseline data collected for usage of collaboration platform	
	Create new school website	Amber	Holidays	$2,300		
	Create class blogs	Amber & Teachers	Term 1			
	Engage in professional learning into how to use new collaborative platform	Amber	2 x a term	$825		

Strategy 3 Innovative learning spaces

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Convert classrooms into innovative learning spaces	Research, zone & organise innovative spaces	Bec & Amber	Holidays	5YA	1 block of innovative spaces created	
	Organise classroom furniture & devices for both cell teaching and innovative learning	Bec & Amber	Holiday TODs	5YA	Technology spaces aligned with 'a le carte technology menu'	
	Research norms for zones & necessary pedagogy	Bec & Amber	Holiday TODs	Furnware docs		
	Observe in ILEs at other schools	Bec & Amber	Terms 2-4			
	Trial flexible use of tech rooms	Tech Team	Term 3			
Give meaning to outside learning spaces around the school	Inquire into leaders worthy of having our spaces named after them	Class teachers	Week 4 Term 1		Maara kai, art trail & digital orientation established	
	Rename all spaces and buildings at ceremony	Bec	Term 1 inquiry	$5000 5YA		
	Convert gardens to fully functioning Maara Kai	Shanandore	Term 1	e-Max grant		
	Create a visual art trail around school	Class teachers	Term 4 inquiry	$800 inquiry		
	Create digital orientation of school	Amber	Term 4 inquiry	$1000 inquiry		
	Continue applying for funding for our school bike tracks & bikes as well as a playground	Shanandore	Monthly	$10,000 external funds		
	Source demolition work for L shape block	Bec & Tony	Monthly	Unconfirmed		

WHANAUNGATANGA
GOAL 2 COMMUNITY OF LEARNERS

Learners will STRIVE to determine their pathways

Strategy 1 Making learning visible

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Develop culturally responsive practices	Align teacher appraisals with Tataiako competencies related to tangatawhenuatanga	Bec	Term 1		Teachers appraised against PTCs 3, 9 and 10 and evidence collected	
	Provide professional learning on Tangatawhenuatanga to all staff	P.I. Drivers	Term 2			
	Walk through classroom environments & review of planning with cultural lens	Inquiry buddies	Term 2 Week 3			
Increase student agency and collaboration	Develop our P.I. philosophy with mission, values, beliefs, learning charter, learning theory, curriculum statement and context description	Leadership & Jo	Term 1	PLD hours	P.I. philosophy description documented

Innovative Learning description documented

Learner profile created and baseline data collected | |
	Establish models and norms for collaboration in zoned areas	Amber & Core Team	Term 1	PLD hours		
	Plan, implement, monitor & evaluate innovative learning time in one curriculum area	Staff & Jo	Holiday TODs Terms 2 - 4	PLD hours		
	Create a learner profile with rubric progressions	Leadership & Jo	Term 2	PLD hours		
	Explore personalised learning plans	Leadership & Jo	Term 3	PLD hours		
Make learning visible for whanau	Survey parents on how and when they want to be engaged about their child' learning	Bec	Term 1 whanau hui	$100	60% whanau participation in 3-way conferences

100% understand report language & 100% understand learning pathways | |
| | Review 3-way conference logistics and plan for higher level of engagement | Bec & Amber | Term 1 | | | |
| | Create mid-year report that aligns with new curriculum and review end of year report | Bec & Amber | Term 1 Hols | $1200 | | |

Strategy 2 STRIVE innovative curriculum

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Localise our school curriculum	Define and describe our PI curriculum - individual inquiry as a collaborative community for a global cause	Leadership & Jo	Terms 1-4	PLD hours	STRIVE innovative curriculum description documented	
	Integrate & consult on health curriculum and whole school camp	Amber	Term 2	$23,000	Matauranga Maori essence statement documented	
	Integrate Enviroschools learning and initiatives into inquiry planning	Shanandore	Terms 1-4	Inquiry budget		
	Inquire into traditional Maori-based technologies and learning with Matauranga Maori curriculum	Shanandore	Terms 1-4	Technology budget		
Develop STRIVE thinking and learning tools	Establish bank of thinking and learning tools including inquiry rubric	Leadership & Jo	Term 2	PLD hours	Baseline data collected for learner dispositions	
	Co-construct learner rubrics and plan to gather evidence to support assessments	Leadership & Jo	Terms 2-4	PLD hours Inquiry budget		
Trial innovative technology curriculum	Stocktake, budget and resource new technology areas	Individual tech teachers	Terms 1-4	$8000	Tech 'a le carte' menu trialled	
	Review technology assessment rubrics and with external facilitator	Leadership	Term 1		Competency checklists developed	
	Regularly and robustly review new technology 'a le carte' menu with leadership team	Shanandore	3 x following modules		6 client schools participate	
	Develop learner led competency checklists to prepare for inquiry-based technology in 2018	Tech team	Term 2			
	Create client satisfaction survey	Tech team & Bec	Term 3			

Strategy 3 Accelerating literacy and numeracy

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Review and strengthen the P.I. inquiry & knowledge building cycle	Build assessment capability by analysing data at class, team and school level	Bec & Amber	Terms 1, 3 & 4		Analysed achievement data at class, team and school level	
	Engage in Professional Learning Groups focused on teacher & target group learning	Bec & Amber	Weeks 2 and 5 each term		15 out of 20 learners make accelerated gains to meet the maths standard	
	Engage in professional learning relevant to teacher inquiries	Leadership & Jo	Weeks 3 and 8 each term			
	Engage in facilitator of leader in-class support focused on teacher & target group learning	Leadership & Jo	Weeks 3 and 8 each term			
	Engage in inquiry buddy or leader observations, receiving and effective giving feedback	Communication leaders & buddies	Weeks 4&5 and Weeks 9&10			
	Analyse evidence of teacher and target students making progress towards learning goals	P.I. Drivers	Weeks 4 and 9			
	Undertake target group observations & gather evidence of student learning & progress	Core Team teachers	Weeks 6 and 1			
Model and develop effective inquiry buddy coaching	Trial first inquiry buddy observation and reflect on practice	Inquiry buddies	Term 1		Leaders lead coaching support	
	Use shadowing approach to moderate inquiry buddy observation & feedback approaches	Bec & Amber	Term 2 Week 4			
	Frontload and model effective observation techniques and a model for coaching	Bec & Amber	Term 3			
	Leaders to explore coaching method for class observations	Leadership & Jo	Terms 3 - 4			
Digitise the appraisal process	Staff to opt in to trialling appraisal documentation and evidence collection on established Googlesite	Amber	Term 1		Appraisal documents and relevant evidence is linked (PLG notes, PLD notes, etc.)	

Strategy 1 P.I. leader curriculum

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Construct a leadership curriculum	Explore models of community based learning - civic, environmental, service, social justice, etc.	Amber & Bec	Term 1		Leader dispositions profiled Leadership curriculum documented Baseline data collected on leader dispositions	
	Articulate leader dispositions for learner profile and rubrics for learners to self-assess	Students, staff, leadership	Term 1			
	Develop a leadership curriculum overview	Amber & Bec	Term 1			
	Connect with local businesses and organisations for community based projects related to inquiry	Amber & Bec	Terms 1 - 4			
	Plan, implement, monitor & evaluate leadership curriculum through specialist curriculum	Amber	Terms 1 - 4	$200 a term -inquiry		
	Create database of P.I. alumni and schedule for assemblies, inquiry outcomes or visits	Bec	Holidays Terms 1 - 4	$100 advertising		
Strengthen current leadership opportunities	Define purpose, roles and councillor tasks. Councillors to take part in Young Leaders day.	Amber	Terms 1- 4	$400	Leadership descriptions & programmes documented Baseline data collected on leader application of dispositions	
	Define purpose, roles and Tech Angels tasks. Train through Robotics or find another source.	Amber	Terms 1- 4	$200		
	Define purpose, roles and Kaitiaki tasks. Develop appropriate training experiences.	Shanandore	Terms 1 – 4	$200		
	Define purpose, roles and Sport Coaches tasks. Train through Counties Manukau.	TIC Sports	Terms 1 – 4	Counties Manukau		
	Identify Performance Leaders and define roles. Train alongside Papakura High School groups.	Agalelei	Terms 1 – 4			
	Identify Year 7 leaders with leadership potential and train at David Tua leadership programme.	Star	Term 4	$2,100		
	Inquire into or create other new leadership opportunities to introduce to the school	Student councillors	Term 1 inquiry	$200		

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Introduce tuakana-teina mentoring with Year 6 students	Replicate and implement weekly MATES mentoring model with 10 Y6 Cosgrove students	TIC	Terms 2 & 3	0.5 Salary unit $2400 SWIS	Tuakana-teina transition draft plan established	
	Integrate David Tua training into mentoring	Amber & Star	Term 4		Points of difference showcased in education forums	
	Evaluate inquiry with all stakeholders	TIC & Bec	End Term 3			
	Access & award 4 scholarships to students (uniform, camp, tech, stationery at $280 each)	Bec	Term 3	$1120 PI pals sponsorship	4 scholars enrol at P.I.	

Strategy 2 Year 0 - 13 learning pathways

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Create smoother Year 6 – 9 transition pathways	Develop a plan on how to engage Cosgrove Primary throughout the year	Bec & Amber	Term 1		Enrolment expectations and process is documented	
	Develop a plan on how to engage Kelvin Road School throughout the year	Bec & Amber	Term 1 – 2 with new principal			
	Prioritise attendance at Principal & AP/DP association meetings as well as local leader PLGs	Bec & Amber	Monthly W3&8 Termly	$240 subscriptions		
	Student leaders to teach local schools a haka for our end-of-term naming ceremony	Teacher in Charge	Term 1			
	Engage Year 5-8 students of KRS & Cosgrove in our Maori language experiences	Bec & Amber	Term 2	$1000 inquiry		
	Consult & promote enrolment at KRS & Cosgrove schools' student-led conference nights	Bec	Term 3	$400 Prospectus		
	Provide promotional road-shows to both schools	Bec & Amber	Term 3			
	Provide technology open-days to both schools	Tech teachers	Term 4	As in budget		
	Showcase technology and performances to community at PI annual open night	Tech teachers	Week 2 Term 4	$100 ads $400 materials		
Create Year 0 – 13 learning pathways	Actively engage in the establishment of a local Community of Learning into Papakura High by following outlined process	Bec	Terms 1 - 4		Achievement challenge defined	

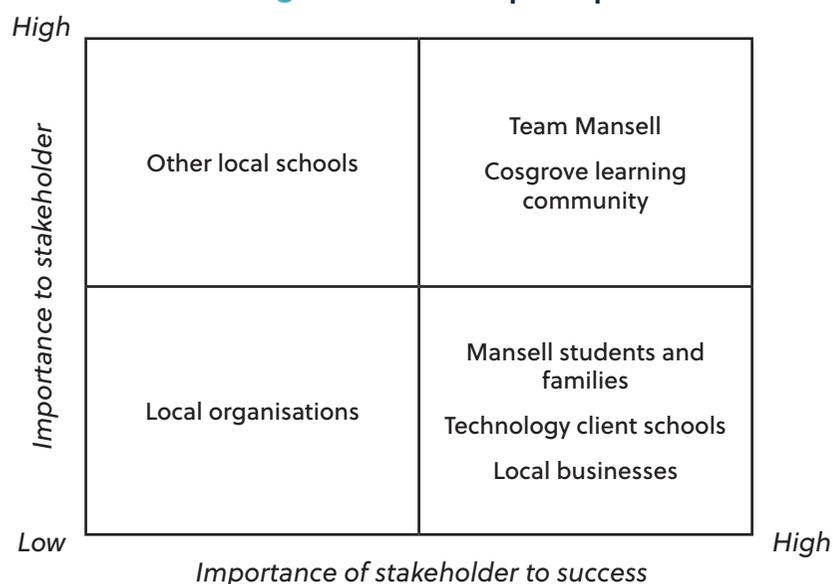| INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Explore Maori immersion pathways	Further consult community on bi-lingual or immersion pathways for te reo Maori speakers	Bec	Term 1	$100	Community consulted on bi-lingual or immersion pathways	
	Actively support consultation and development of pathway at our school and/or others	Bec	Terms 1 – 4	$200		
	Create definitive plan of strengthening Te reo Maori across P.I. & Technology curriculum	Bec & Shanandore	Terms 2-3			

Strategy 3 Making our mark

INITIATIVES	TARGETED ACTIONS	RESPONSIBILITY	TIMEFRAME	RESOURCING	MILESTONES & MEASURES	MONITORING
Develop our online presence	Actively recruit P.I. Pals and alumni members using our school Facebook and website	Staff	Terms 1-4	$1500 Term 1 inquiry	P.I. Pals & Alumni list established	
Showcase points of difference	Create opportunities to engage positively with local schools – Rehu Tai, our inquiry events, etc.	Bec	Terms 1-4		Excel in current available events	
	Create opportunities to engage positively in local Papakura events – Rangatahi, Fireworks, etc.	TIC Kapa haka TIC Pasifika	Terms 1-4	$200 PI pride		
	Create PI PRIDE float for Christmas Parade	Tech Team	Term 4	$200 inquiry		
Market the school	Launch brand with high-impact renaming ceremony	Bec	Term 1	$500 inquiry & sponsorship	Brand launched with renaming Baseline data collected from NET promoter score	
	Assess and plan for key influencers, detractors using NET promoter score	Bec	Term 2			
	Develop and distribute prospectus and professional pamphlets for stakeholders	Bec	Mid Term 2	$500 marketing		
	Promote school to consultants and Universities	Bec	Terms 2-3			
	Actively advertise school in courier & handouts	Bec	Terms 3-4	$500 marketing		
	Source principal mentor for marketing	Bec	Terms 2-3			

STAKEHOLDER ANALYSIS

STAKEHOLDER	INFLUENCE	INTEREST	WHAT DO WE NEED/EXPECT?	WHAT DO THEY NEED/EXPECT?	CURRENT RELATIONSHIP	DESIRED RELATIONSHIP	ACTION REQUIRED
Team Mansell	High	High	Effective practice. Expert relationship management. Motivation & commitment.	Leadership. Learning and growth. Strong support with behaviour. Balanced life.	5	5	Be intentional with pastoral care. Coach teachers in roles. Survey staff for leader learning.
Mansell students and families	High	High	Progress & achievement. Meet expectations. Be advocates for MSS 24-7.	Teach well and add value. Safe learning environment. Visible achievement.	3	5	Don't slip to softness on majors. Provide a wider range of forums for parents / whanau engagement.
Cosgrove learning community	High	Medium	Continued participation. Honest feedback. Advocates.	Be informed. Regular flexibility. Quality programmes.	3	5	Continue with cyclical review.
Technology client schools	High	Medium	Enrolments. Confidence in us. Collaboration. Advocates.	Quality. Be the best. Safe school. Teach & add value.	3	5	Nurture relationships. Engage students, staff and whanau regularly.
Other local schools	High	Low	Open to considering MSS. Change provider to us.	Be informed with better information.	2	4	Keep inviting. Access mentor to help initiate business relationships.

Burning Issue 1   Poor perception

High

Importance to stakeholder

Other local schools	Team Mansell Cosgrove learning community
Local organisations	Mansell students and families Technology client schools Local businesses

Low ————————————————————— High

Importance of stakeholder to success

Burning Issue 2   Limited internal capability

High

Importance to stakeholder

	Team Mansell Cosgrove learning community Mansell students and families Technology client schools
Other local schools	

Low ————————————————————— High

Importance of stakeholder to success