



Home to Innovative Learners and Leaders

PAPAKURA

Intermediate

Tū Rangatira: Believe | Strive | Achieve

2022-2024 CHARTER

PRINCIPAL'S ENDORSEMENT

R. Kaukau

DATE

March 2023

PAPAKURA INTERMEDIATE CONTEXT

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A School By Any Other Name

According to the earliest map we have onsite, our school was designed in the 1950s and was initially called 'the new intermediate for Papakura', followed by 'Papakura East' in the school's earliest class photos. We were named 'Papakura Normal Intermediate' in 1961 and then officially opened as 'Papakura Intermediate School' in 1962, with the original plaque taking pride of place at the front of our school. Being the first intermediate school in Papakura, we take pride in boasting a long and memorable history that has accumulated alumni of 60 years of graduates! In 2000, we re-branded in an effort to change the public's negative perception of the school, changing the name to 'Mansell Senior School' so it was different from other schools in the area, to signal a move to becoming a Senior School and to encapsulate what it means to be a leader who selflessly and continuously serves our community. In 2015 we consulted the community on 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' because collaborating closely with surrounding schools is positive so sharing the Papakura name is advantageous, and the term 'intermediate' describes our point of difference as we specialize in educating emerging adolescents. What we did not change was 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 Papakura community, country and global community. In 2017 we returned to the name that reflects our long and rich history, with the school buildings being renamed also to carry the names of great leaders, as we strive to provide a Home to Innovative Learners & Leaders.

Papakura Intermediate & Te Tiriti o Waitangi

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

We are approximately 75% Maori, 24% Pasifika & 1% of various ethnicities. We practice and promote full Treaty partnership 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 Puhī, 6% Tuhoe, 6% Te Arawa, 27% of 12 other hapū)
- creating cultural competencies & conditions for equity
- inquiring into the unique history & tikanga of Papakura
- establishing a relationship with the Tainui iwi and local hapū and supporting their educational priorities
- localising our school and Kāhui Ako curriculum to tell the pūrakau (stories) and tāhuhu kōrero (history) of mana whenua
- nurturing our reciprocal relationship with Ngati Tamaoho while acknowledging our 6 other local hapū (Ngati Paoa, Ngai Tai ki Taamaki, Ngati Te Ata, Ngati Whanaunga, Te Ākitai Te Waiohua)
- involving local schools and community organisations such as Papakura Marae, local Whanau Centres & our YMCA ECE

Protection at P.I. means...

- protecting Māori identity, language, 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 tangata whenuatanga

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

Our School Logo - Tū Rangatira

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. Styling 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 PHILOSOPHY

Mission & Vision

Tū Rangatira: Believe | Strive | Achieve
Home to Innovative Learners and Leaders

Innovative Curriculum

OUR LOCALISED CURRICULUM

CORE	
English	Mathematics
STRIVE INQUIRY	
Social Sciences	Science
STRIVE TECHNOLOGY	
Robotics	Biotechnology
Coding	Fashion Technology
Food Technology	Matauranga Maori
SPECIALIST	
Leadership	P.E. and Health
Music	Reo Maori
The Arts	Languages

Context

P.I. PRIDE ENVIRONMENT

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

Values

Beliefs and Values

P.I. PRIDE



Learner Profile

LEARNER DISPOSITIONS

Innovator	Learner	Leader
Collaborator	Reader & Writer	Orator
Inquirer	Mathematician	Protector

Learning Charter

PRINCIPLES OF EFFECTIVE LEARNING



Practices

PAPAKURA INTERMEDIATE PATHWAY TO 2025

Home to Innovative Learners and Leaders
Tū Rangatira: Believe | Strive | Achieve



VALUES	KAITIAKITANGA	WHANAUNGATANGA	RANGATIRATANGA
GOALS	Culturally Located Learners	Community Minded Learners	Self-Determined Leaders
STRATEGY 1	Whānau Partnership <i>Know my child – know their identity, language & culture – know our whānau</i>	Community Partnership <i>He waka eke noa We are in this together</i>	Learner Support <i>Ko te tamaiti te pūtaki o te kaupapa The young person is at the heart of the matter</i>
STRATEGY 2	P.I PRIDE Culture <i>Know our school – roll the P.I. way</i>	P.I. Learning Charter <i>Quality, leading, teaching & learning</i>	P.I. Learner Profile <i>Learner voice, choice & ownership</i>
STRATEGY 3	Localised Curriculum <i>Ko Papakura ko au – ko au ko Papakura I am Papakura – Papakura is me</i>	Connected Curriculum <i>Individual inquiry – as a collaborative community – for a global cause</i>	Core Curriculum <i>Core to all curriculum areas are reading, writing & mathematics</i>
OUTCOMES	Learners will BELIEVE in and be at home in themselves, P.I. & the world	Learners will STRIVE to connect & collaborate with others	Learners will ACHIEVE success by leading their own pathways

OUR P.I. PRIDE ENVIRONMENT AND LOGO

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3-Year Outlook for Goal 1 – Culturally Located Learners

Learners will BELIEVE in and be at home in themselves, P.I. & the wider world

Whānau Orientation	2021 Current Context	2022 An Achieving School	2023 An Impactful School	2024 A Leading School
Whānau led learner profile	Learner & whānau whanaungatanga at SoY occurs in various ways but sits outside the P.I. Learner Profile	Learners & whānau consulted on what to include in a personalised P.I. Learner Profile	Learners & whānau engage with personalised P.I. Learner Profile during trialled Whanaungatanga Day	Personalised section of P.I. Learner Profile in use, Whanaungatanga day in use & best practice documented
Language & culture canvas	Language & culture demographics are available via SMS but not utilised across teams, whānau or the school	Learners & whānau surveyed on home language/s & culture/s with a plan devised to share & use the data	Language & culture demographics are depicted across teams, whānau & the school & used to formulate initiatives	Annual analysis of languages & cultures are depicted & initiatives are in use, e.g., whakapapa linking
Home language promotion	All correspondence home is in English. Language Weeks are celebrated with varying degrees of engagement.	Plan devised to create correspondence home in home languages. Language weeks implemented & reviewed.	Whānau feedback sought on trialled correspondence in home languages and strengthened language weeks	Action plan devised to increase the promotion and use of home languages throughout the school
P.I. PRIDE Culture				
P.I. PRIDE scholwide systems	P.I. PRIDE strategy team established. School-wide PB4L systems in place. 53% of report behaviour is minor..	School wide systems are improved. Restorative chats are normalised. 55% of reported behaviour is minor.	School wide systems are improved. School assemblies are strengthened. 61% of report behaviour is minor.	School wide systems are improved through strategy team's leadership. 65% of report behaviour is minor.
Health & wellbeing post-COVID initiatives	Health and PE curriculum taught as a specialist class. Learner (NZCER tool) & staff wellbeing reported on to BoT.	Health trialled as own specialist area. Mental wellness assessed & planned through Mitey professional learning.	Health curriculum overview created. Learner wellbeing assessed (NZCER & Mitey) & planned for with Mitey PLD.	Community consulted on Health & PE curriculum. Matched learner wellbeing data shows improvement.
P.I. environment post-COVID initiatives	School has a long and rich history but is not outwardly visible - 1 ILE building & astronomical playground.	Sustainability projects trialled. Meaning given to outside spaces. Property improvements made.	ILE project for Mansell Building. Further develop sustainability projects - Garden to Table, nursery.	Innovative professional learning space created.
Localised Curriculum				
Tikanga & Reo Māori at P.I.	ILC strategy team created. Dr Ann Milne's white spaces audit explored. No Māori language pathway. Tikanga used sporadically across school.	Mihimihi, karakia & haka normalised. Physical spaces audited & improved to be culturally sustaining. Whānau consulted on Māori language pathway	Documents & policies audited & improved to be culturally sustaining. Whānau consultation on language pathway extended to more whānau.	Action plan devised to build culturally sustaining practices. Application for Māori bilingual class submitted if community endorsed.
Iwi led learner profile <i>Kāhui Ako ki Papakura collaboration</i>	P.I. learner profile review with Dr Ann Mine found it lacking in clear indicators for cultural success	Kāhui Ako led engagement with iwi & mana whenua used to draft cultural section of P.I. Learner Profile	Learners & whānau engage with the cultural section of P.I. Learner Profile during trialled Whanaungatanga Day	Cultural section of P.I. Learner Profile is in use & best practice documented
Papakura curriculum <i>Kāhui Ako ki Papakura collaboration</i>	A Kāhui Ako priority with pockets of expertise across schools. P.I. has built up a good but basic knowledge base	Expert across & within school leaders appointed, iwi engaged & plan formulated to localise our curriculum	School engaged in learning relevant to the history, pūrakau & matauranga of Tainui, local hapu & Papakura	School engaged in learning and recording a localised Papakura curriculum

3 Year Outlook for Goal 2 – Community Minded Learners

Learners will STRIVE to connect & collaborate with others

Community Partnership	2021 Current Context	2022 An Achieving School	2023 An Impactful School	2024 A Leading School
<p>Whānau led engagement <i>Kāhui Ako ki Papakura collaboration</i></p> <p>Wider community engagement</p> <p>Talent recruitment & retention</p>	<p>Fluctuating engagement from 300+ at 2019 performance showcase to 50% average at learner conferences.</p> <p>Participate in key community events (Rangatah, Matariki ki Papakura) & share relevant inquiry outcomes.</p> <p>Basic promo documents, website & Facebook used. Featured in Gazette. Succession planning in place.</p>	<p>Learners & whānau consulted & engagement model reviewed. Whānau Fono Space reopened.</p> <p>Learner led ‘whāngai i te hau tapu’ ceremony inquired into & hosted for community during Matariki time</p> <p>New school website developed. P.I. Philosophy promo video created. P.I. Playbook updated to completion.</p>	<p>Whanaungatanga Day trialled. Plan in place to fully utilise Whānau Fono Space to empower whānau.</p> <p>Inaugural Papakura Intermediate Night Markets planned, trialled & evaluated with P.I. local community</p> <p>Induction & PCT programmes reviewed & strengthened. Source support with marketing strategy.</p>	<p>Whānau engagement is improved through action planning. 70% real time conference participation.</p> <p>Papakura Intermediate Night Markets established as an annual event for Papakura community</p> <p>Leadership pathways reviewed & strengthened. Marketing strategy in place.</p>
P.I. Learning Charter				
<p>Collaboration at P.I. <i>Kāhui Ako ki Papakura collaboration</i></p> <p>Relationship based practice</p> <p>Digital technologies curriculum</p>	<p>3 years Culture of Collaboration PLD. Visible in learner profile. Coaching model & team agreements in place.</p> <p>Some Year 1 PLD. Impact coaches appointed. Voices collected. Basics of North-west framework understood.</p> <p>Digital technologies team established. Device monitoring system in place. Blended learning in place but ad hoc.</p>	<p>P.I. collaborative practices reviewed & documented.</p> <p>4 impact coaches trained. Family-like learning contexts are created across all learning zones.</p> <p>E-learning curriculum capability assessed using eLPF and targets set (consolidate ‘engaging’ level of eLPE)</p>	<p>Tuakana/teina trialled by one team from enrolment. P.I. Learner Profile ‘collaborator’ baseline data collected.</p> <p>Impact coaching training extended. Practice improved through individual spirals of inquiry.</p> <p>Vision, processes & practices are aligned (‘extending’ level of eLPE). Digital technologies documented.</p>	<p>Tuakana/teina trialled schoolwide. Improved matched P.I. Learner Profile ‘collaborator’ data.</p> <p>Impact coach habituated across school. Practice improved through individual spirals of inquiry.</p> <p>Community has innovated, inquired & reflected (‘empower’ level of eLPE)</p>
Connected Curriculum				
<p>Inquiry curriculum development</p> <p>Specialist curriculum development</p> <p>Technology curriculum development</p>	<p>Inquiry strategy team established. Inquiry used to build P.I. knowledge & connect all curriculum contexts at P.I.</p> <p>Teachers teach areas of passion & expertise. Curriculum area & quality of provision varies year to year.</p> <p>4 clients in 2016 up to 10 in 2021 & down to 9 in 2022. No reported client satisfaction data. No Mātauranga Māori. Varied quality of provision.</p>	<p>The STRIVE inquiry process will be understood and used. Full bank of inquiry tools developed.</p> <p>Specialist curriculum programme model is implemented & reviewed</p> <p>Technology curriculum programme model is implemented & reviewed. 9 external clients in place. Client satisfaction baseline data collected.</p>	<p>Whole-school inquiry collaboration strengthened to develop authentic products for first P.I. Night Market</p> <p>Systematic approach to specialist curriculum provision is defined, established and documented</p> <p>Career education and use of employers, industry & community in technology reviewed & documented. Improved client satisfaction data.</p>	<p>Inquiry at P.I. reviewed & best practice documented</p> <p>Specialist curriculum achievement data collected and analysed by teaching teams</p> <p>Career education in technology strengthened. Improved client satisfaction data. 9 external clients remain engaged in the programme.</p>

3 Year Outlook for Goal 3 – Self-Determined Leaders

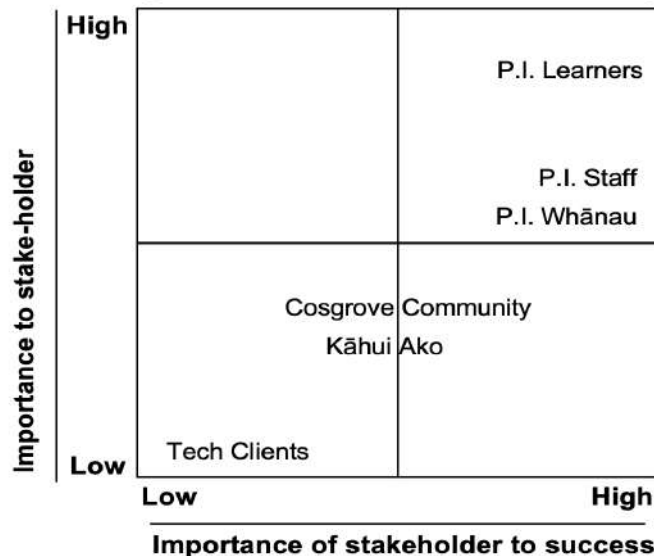
Learners will ACHIEVE success by leading their own pathways

Learner Support	2021 Current Context	2022 An Achieving School	2023 An Impactful School	2024 A Leading School
Learner support coordination	4 LSCs in place across Kāhui Ako. P.I. Senior Leader does SENCO role. More than 50% on SENCO register.	New SENCO & LSCs inducted.. P.I. referral system devised. LSC roles, responsibilities & space established.	Individual education plan templates & best practice documented. IEPs in place for learners of high need.	Individual education plans in place for learners of high need. Response time to referrals reduced to 2 weeks.
Targeted interventions	Success with some interventions - 1-1 counselling, Fast Forward, SWiS mentoring, various leadership prog.	Fast Forward program strengthened. ELL programme established. RTLB group interventions explored.	Learning assistant staffing increased. Transition forms reviewed. Transition plans in place for Cosgrove & KRS.	Learning assistant staffing increased. Gifted & Talented programme established.
Student leadership & extra curricular activities	Opportunities provided in sports, performance & cultural groups & individual leader responsibilities.	Leadership opportunities used to engage learners post-COVID	Student leadership leader appointed. Leader disposition development in various roles reviewed.	New leadership opportunities & extra curricular opportunities introduced to cater to changing youth interests
P.I. Learner Profile				
Learner agency at P.I. <i>Kāhui Ako ki Papakura collaboration</i>	3 years Leading Learning PLD. Mind Lab PLD. Agency visible in learner profile. Varied practices across school.	Learner agency practices revisited, refined & documented. P.I. 'learner' profile baseline data collected.	Impact coaching of agentic practices in place across school. Improved matched P.I. 'learner' data.	Impact coaching of agentic practices habituated across school. Improved matched P.I. 'learner' data.
Learner profile review	Literature review informed profile written & used to sporadically assess disposition development & report.	P.I. Learner Profile reviewed with new progressions uploaded to Spotlight. Review guidelines documented	P.I. Learner Profile reviewed in line with emerging research, evidence and Kāhui ki Papakura findings	P.I. Learner Profile long term review schedule developed & best practice documented
Formative assessment practices	Learner profile mainly used to assess at reporting time. Profile on Spotlight but drive used to assess & report.	Profile integrated into long-term and weekly planning Real time reporting trialled with one team.	Profile used more often as a planning & teaching tool. Real time reporting trialled schoolwide.	Spotlight used for planning, teaching, assessing and reporting on learner profile progress & achievement
Core Curriculum				
Build literary capability	Sound planning in place. Varied practices. Fast Forward intervention effective. Leader led PLD.	Targeted reading and writing PLD workshops in place for Core Team. School wide writing cycle created.	Impact coaching of effective literacy in place. English curriculum leader/s appointed.	Impact coaching of effective literacy practices habituated across teams. Group interventions identified.
Build mathematics capability	Massey Uni DMIC PLD in place - teachers in Years 1-3. Planning & practices shared. Assessment varies.	DMIC practices are normalised across school. DMIC appropriate assessment practices are used.	Mathematics curriculum leader/s appointed. Core Team inquiry into effective assessment practices.	Impact coaching of effective DMIC practices habituated across teams. Group interventions identified.
Accelerated learning targets <i>NB: historically low learning levels at enrolment to be addressing during Kāhui Ako collaboration on assessment literacy, best practice & shared targets</i>	All learners at critical curriculum Levels 1 & 2 in reading & math will make accelerated gains to Level 3 to have basic literacy / numeracy in life	All learners at critical curriculum Levels 1 & 2 in reading & math will make accelerated gains to Level 3 to have basic literacy / numeracy in life	All learners at critical curriculum Levels 1 & 2 in reading & math will make accelerated gains to Level 3 through individual spirals of inquiry	All learners at critical curriculum Levels 1 & 2 in reading & math will make accelerated gains to Level 3 through individual spirals of inquiry

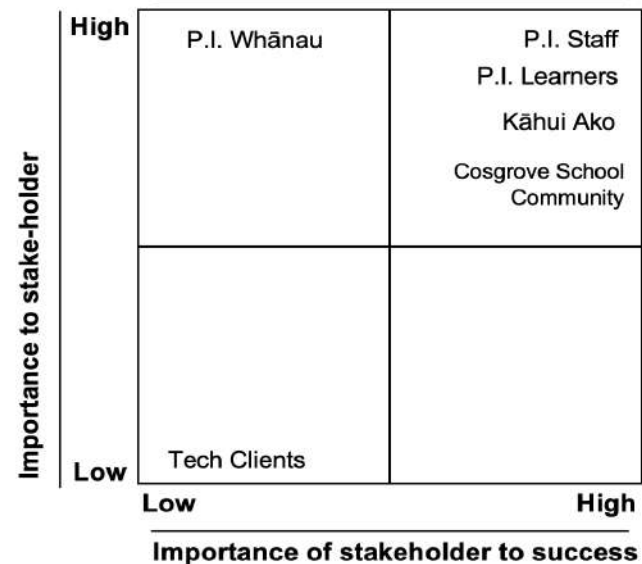
Stakeholder Analysis in 2021

STAKEHOLDER	INFLUENCE	INTEREST	WHAT WE NEED / EXPECT	WHAT THEY NEED / EXPECT	CURRENT RELATIONSHIP	DESIRED RELATIONSHIP	ACTION REQUIRED
P.I. Staff	High	High	Buy-in, energy & commitment. Responsive, inclusive & positively impactful expert practice. Expert relationship management.	The conditions to teach effectively. Professional growth. Strong leadership Support with relationship management.	4	5	In-class coaching. Intro diff ways to engage whānau. Use real-time reporting. Improve leader-teacher-home coms re: behaviour.
P.I. Students	High	High	Buy-in to need for whānau engagement. Meet & model our values & expectations. Engage, progress & achieve in learning.	Positive engagement with whānau. Effective teaching & progress in learning. Celebration of progress & achievement.	4	5	Strengthen enrolment interviews & formal whānau engagement. Increase learner autonomy over pathways & reporting.
P.I. Whānau	High	Medium	Buy-in to need for whānau engagement. Understanding of learning levels. Two way communication. Presence & engagement.	School to be safe & learning focused. Child to be happy, progressing, achieving and thriving. Equitable education.	3	5	Use whānau's preferred method of communication for Term 1 initial contact. Plan for Whānau to whānau engagement.
Cosgrove School	High	Medium	Successful provision of Year 1 - 6 education. Buy-in to the relationship. Effective transition.	Successful provision of Year 7 - 8 education. Responsive support when / if needed.	3	5	Continue Kāhui Ako discussions & annual engagement plans. Share relevant PLD.
Kāhui Ako Schools	Medium	Medium	Commitment & capability to achieve outcomes. Shared & improved practices across the board.	Successful provision of Year 7 - 8 education. Responsive support when / if needed.	4	5	Appoint across school leaders. Commence across school collaboration. Share data.

Burning Issue #1: P.I. learner presence & whānau engagement amidst a pandemic



Burning Issue #2: Historically low learning levels at Year 7





Home to Innovative Learners and Leaders

PAPAKURA Intermediate

Tū Rangatira: Believe | Strive | Achieve

2017-2019 STRATEGIC PLAN **EVALUATION**

PRINCIPAL'S ENDORSEMENT

R. Kaukau

DATE

December 2021

P.I.'S PROGRESS OVER TIME

Situational Analysis - 1961 to 2017

1961 - 2014 Historical Context

Opening as Papakura Normal Intermediate in 1961, we had previously had a long and strong reputation in the community. As Papakura's first intermediate, the roll peaked at 500-600 students in its early years. Following 1989's education reform, 6 out of 7 contributing schools moving to Year 1-8 and the roll spiralled downwards from 300+ students in 1990 to less than 100 in 2015.

2014 - 2017 Context

In 2014 learner enrolment, presence, engagement, achievement and 'success as self' was at a critical low with the school being on the verge of closure. The 2014-2017 strategic plan aimed to: develop a healthy & safe school culture; introduce an innovative curriculum; accelerate learning in literacy & numeracy; and, strengthen whānau partnership. 15 out of 20 [2014 - 2017 strategic goals were achieved](#) within the first 2 years, including:

2014	2017
School not viable: roll averaged 84 in 2014; roll hit an all time low of 71 in 2015; MoE requested its closure.	School made viable: first roll growth in 2017 following 35 years of decline; whānau starting to engage.
Poor behaviour: fights in & out of school; 61.4% in PB4L SET.	Improved behaviour: rejoined MoE PB4L; gained 100% in PB4L SET.
Weak culture: little pride in school;; bad reputation; inconsistent vision, values, expectations & branding.	Community determined culture: vision, values, expectations, school name, logo, uniforms, food policy.
Limited curriculum: knowledge based; no specialist curriculum; traditional technology program.	Innovative curriculum: inquiry based; learner profile for 21st learners; authentic tech program..
Privatised practice: closed top-down appraisal; teaching as inquiry.	Shared practice: collaborative spirals of inquiry; team sharing.
Whānau engagement limited: 2% attendance at learning conferences.	Improved engagement: high of 78% in 2014; 75 computer graduates.

Strategic Priorities being Evaluated - 2017 to 2021

2017 - 2019 Context

Building on from the school's 2014-2017 strategic goals, an ambitious 2017-2019 strategic plan was developed to accelerate Papakura Intermediate from being...

- a 'safe school' in 2016 ([2014-2017 Outcomes](#)) to become:
- a learning school in 2017 ([2017 Analysis of Variance](#))
- an achieving school in 2018 ([2018 Analysis of Variance](#)) and
- a leading school in 2019 ([2019 Analysis of Variance](#))

P.I.'s Pathway to 2020 (**page 3 of this evaluation document**) aimed to:

1. create the conditions for success by: developing a strong P.I. PRIDE environment; sourcing purposeful digital resources; and creating innovative learning spaces (evaluation on **pages 4 to 7**)
2. develop a community of learners by: making learning visible; developing our STRIVE innovative curriculum; and accelerating literacy and numeracy (**pages 8 to 13**)
3. connect us leaders by: developing a student leadership curriculum; lead the way for strengthening learner transitions; making our mark in the world (**pages 14 to 17**)

2020 - 2021 Context

In response to the emerging pandemic ([2020 Analysis of Variance](#)) and having an Acting Principal ([2021 Analysis of Variance](#)) the decision was made to sustain the existing strategic plan while prioritising our COVID-19 response and other initiatives (managing Learner Support Coordinators, introducing MoE lunch scheme, etc). On **pages 18 and 19** are succinct summaries of the impact COVID-19 on the school's success in 2020 and 2021 respectively.

Stakeholder Map & Analysis

We use this tool as an intermediate school to identify burning issues that require stakeholders engagement. In 2016 (**page 20**) these were community perception & internal capability. In 2021 they are post-pandemic engagement & low entry learning levels.

Note the strategic plan's outcomes are coded in the following colours:

Achieved	Achieved but Later	Not Achieved
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Implications going Forward - 2021 to 2025

Outcomes

The majority of strategic priorities indicate we are now 'an achieving school' with isolated examples of being 'a leading school' (strong & visible vision & values, innovative technology programme showcased in the EdGazette; sizable roll growth) and isolated but crucial examples of still being 'a learning school', e.g., managing behaviour, making learning visible for learners, educators & whānau and accelerating literacy and numeracy will all remain key priorities for P.I. moving forward.

Levers for Change - what had a positive impact?

- Strong & shared vision and pathway forward - and ensuring people see their purpose in the big picture
- Student led initiatives - astronomical playground, language weeks, PI PRIDE expectations at assembly, wellbeing initiatives through inquiry. etc.
- People - those with general buy-in & commitment; those with capacity to grow & are coachable; core relentless drivers committed to doing what is required; and key promoters in the community.
- Focus on internal capability - recruitment & retention of talent; pathways for growth; emphasis on high performing teams; move to distributed leadership.
- Quality and timely whole staff professional learning - Leading Learning to frame P.I. philosophy, MindLab to determine research informed learner profile, etc
- Differentiated & targeted PLD to invest in individuals - DMIC, uLearn, Springboard Trust, PCT courses, etc.
- COVID-19 - whānau engagement & blended learning.

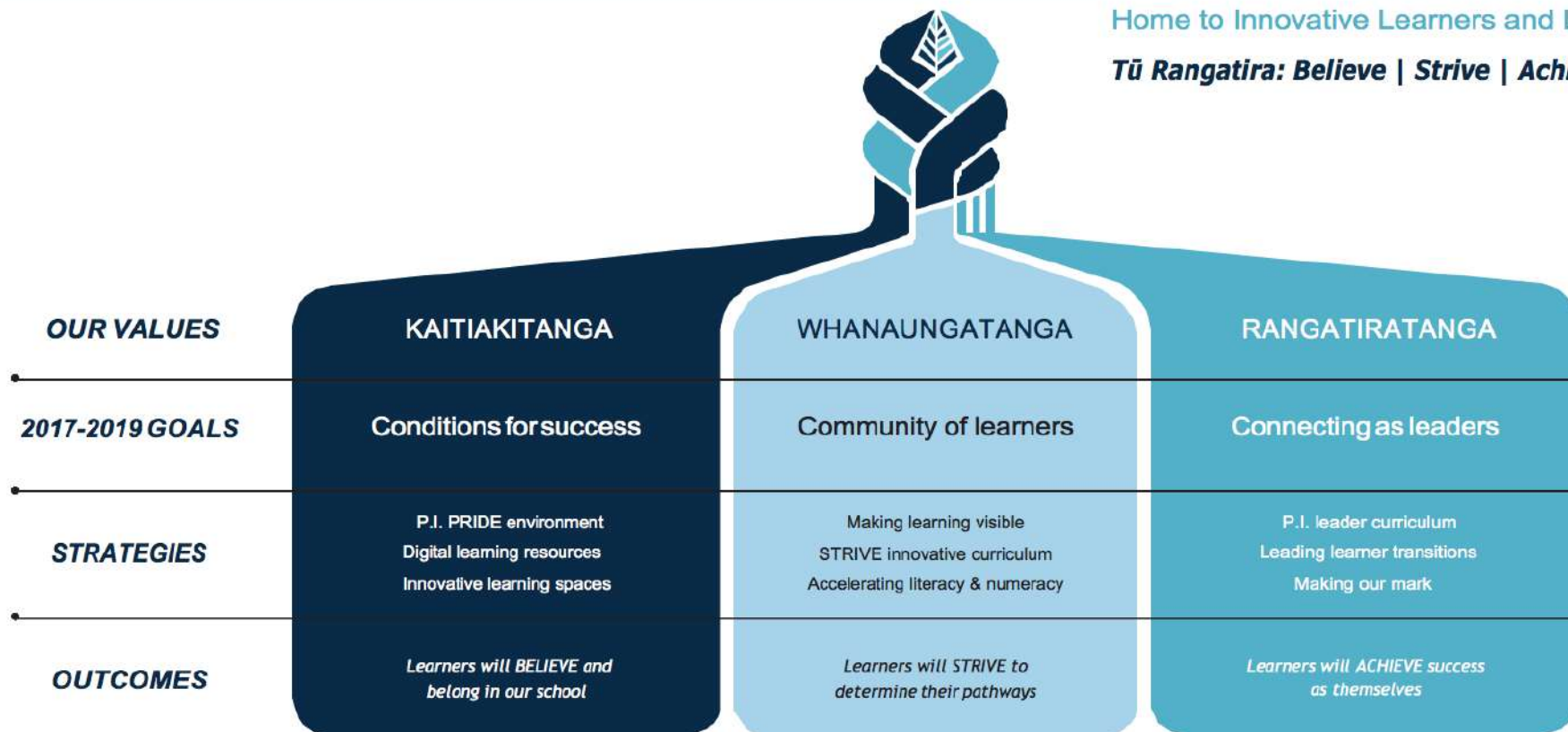
Themes in Variance - what had no or a negative impact?

- COVID-19 - 2+ years of disrupted learning time.
- Internal capability in key areas - localised curriculum development & building identity, language & culture.
- Staff dissonance - professional vs personal code; "behaviour management vs teaching"; varying degrees of buy-in; espoused vs theory in action.
- Learner entry levels - historically low learning levels & high learning and behavioural needs.

PAPAKURA INTERMEDIATE PATHWAY TO 2020

Home to Innovative Learners and Leaders

Tū Rangatira: Believe | Strive | Achieve



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

Outcome of Goal 1 Strategies – To Create Conditions for Success

Learners will BELIEVE in and belong in our school

P.I. PRIDE Environment	2016 A Safe School	2017 A Learning School	2018 An Achieving School	2019-2020 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 <i>SET data A1</i>
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 <i>SET overall</i>
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 <i>e-tap</i> Learners will believe & belong <i>(SW tool #1, TW tool #9)</i>
Digital Learning Resources				
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 N/A	Maintain roll-over plan of old/new devices & budget them 100% student access to devices 100% usage of mimio tools N/A <i>observation</i>
Digital collaboration spaces	Google Docs 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 <i>platform data</i>
Innovative Learning Spaces				
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 <i>product</i>
Outside learning spaces	School has a long and rich history but this 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 playground areas established <i>product</i>

Goal 1 Initiatives & Outcomes

P.I. PRIDE Environment					
Initiatives	Year	Milestones & Measures	Outcome	Variance	Evidence
Make our vision, values and expectations visible	2017	PI PRIDE signage visible and accessible in all spaces across the school	Achieved	No variance	PI school property & P.I. Playbook
	2018	Shared language visible in all environments & curriculum plans	Achieved	No variance	PB4L expectations & lessons & throughout planning
	2017	Baseline data collected for having a sense of belonging at school	Achieved	No variance	2017 Term 1 Wellbeing at School results and analysis report.
	2018	Baseline data collected for having a sense of belonging at school	Achieved	No variance	2018 SW & TW wellbeing data
	2017	75% of our community know our PI values & expectations	Achieved	Exceeded as 100% of the community know P.I. values & expectations	2017 PB4L SET data A.
	2018	90% of our community know our PI values & expectations	Achieved	No variance	MOE acceptance in to Tier 2 2018 TIC & 2018 (BoQ) Assessments
Strengthen our P.I. PRIDE school culture	2019	Tikanga Māori is integrated into daily routines, assemblies & school events	Achieved	No variance	FoY PLD evaluation 2019 Rangatahi Festival Evaluation
	2019	Pasifika Language Weeks are celebrated and integrated into school culture	Achieved	No variance	2019 Pasifika Language Weeks Report.
	2021	Māori & Pasifika languages are celebrated with authenticity	Not Achieved	2 of 6 language weeks were celebrated due to the timing of lockdowns.	N/A
	2019	Māori Astronomical Playground is built and outside playing areas developed	Achieved	No variance	2019 Playground Project Presentation & 2019 Sports Curriculum Report
	2020	P.I. PRIDE school culture is documented and accessible to stakeholder	Achieved	No variance	P.I. Playbook
	2020	Teacher PB4L practices are articulated & improved (appraisal goal 2)	Achieved	No variance	2020 Coaching Doc & 2020 PB4L Teacher Assessments
	2020	2021-2023 Strategic Plan developed to strengthen learners' identity, language & culture	Not achieved in 2020 Achieved in 2021	Alert level changes stopped community input & PLD. Kāhui Ako declined PLD hrs.	This 2022-2023 Strategic Plan
	2021	Assembly feedback gathered, analysed & used to improve assemblies	Not Achieved	Repeated lockdowns and covid alert level restrictions. Only 5 Assemblies this year.	N/A
Develop consistent school-wide systems for teaching and rewarding expected behaviour	2017	PI PRIDE description documented	Achieved	No variance	P.I. PRIDE Description and Plan
	2017 2018	PI PRIDE action plan used effectively	Partially Achieved in 2017 Achieved in 2018	2017 AoV - Reactive systems rather than preventative; over reliance on coach	2017 P.I. PRIDE / PB4L plan 2018 P.I. PRIDE / PB4L Plan
	2017	90% school systems established	Achieved	Exceeded as 100% of systems established	2017 PB4L Schoolwide Evaluation Tool data (SET)
	2018	95% school systems established	Achieved	No variance	MOE acceptance to Tier 2
	2017	Data used to assess patterns of behaviour and problem-solve	Achieved	No variance	2017 PB4L minutes
	2018	BoQ tool used for deep evaluation of school PB4L systems:	Achieved	No variance	2018 Benchmarks of Quality Assessment (BoQ)
	2018	Inform community of our systems for teaching and rewarding behaviour	Achieved	No variance	2018 newsletters & P.I. facebook
Target school wide PB4L systems to	2019	Bank of P.I. PRIDE lessons and exemplar videos created	Achieved	No variance	Bank of P.I. PRIDE lessons

small-groups	2019	All level 1 & level 2 readers engage in Fast Forward Reading programme	Achieved	No variance	2019 FoY Achievement Report
Establish consistent response strategies and practices for managing minor behaviour	2017 2018	Response strategies are described and documented	Partially Achieved in 2017 Achieved in 2018	2017 AoV - Time not allocated to making this a priority.	2017 Majors & minors chart 2018 Majors & minors chart
	2017 2018	SMART observation tools created	Not Achieved in 2017 Achieved in 2018	2017 - limited resource, capability and access to MOE PB4L team	PB4L strategy observation tool
	2017	Baseline data collected on whether learners belong	Achieved	No variance	87% Y7 have a strong sense of belonging to our school (WB)
	2017	68% minor behaviour as a response to Tier 1 PB4L interventions	Not Achieved	Inconsistent data reporting. Staffing changes.	60% of behaviour problems were minor & 40% were major problems
	2018 2019	80% minor behaviour as a response to Tier 1 PB4L interventions	Not Achieved in 2018 Not Achieved in 2019	Inconsistent data reporting. Staffing changes. High needs on LS register.	2018 - 55% of behaviour problems were minor & 45% were major problems
Develop school-wide approaches for wellbeing	2019	2018-2019 wellbeing data analysed & shared with all stakeholders	Achieved	No variance	Reporting wellbeing to stakeholders.
	2019	Staff wellbeing practices evaluated and reported to the Board	Achieved	No variance	2019 Staff wellbeing report
	2019	Student wellbeing practices identified through P.I. inquiry	Achieved	No variance	Term 2 inquiry & 2019 Student wellbeing report
	2020	Student wellbeing data is analysed & plans are in place to improve wellbeing	Not Achieved	NZCER wellbeing tool offline for entire school year of 2020	N/A
Strengthen Learner Support	2020	Learner Support Coordinator roles are defined and action plans are in place	Achieved	No variance	2020 LSC Reports for Kāhui Ako
	2020	Learner Support systems reviewed, documented & strengthened	Achieved	No variance	2020 LSC Reports for Kāhui Ako
Adopt a distributed leadership approach to improving our P.I. PRIDE school culture	2021	2021 P.I. PRIDE Strategy Team Action Plan implemented & evaluated	Achieved	No variance	2021 P.I. PRIDE Strategy Team Action Plan
	2021	P.I. PRIDE expectations are taught and reinforced across the school	Achieved	No variance	2021 P.I. PRIDE Workshop The P.I. Playbook
	2021	Rewards & badges system used across school	Not Achieved	Not prioritied during repeated lockdowns & COVID alert level restrictions	N/A
Adopt a distributed leadership to improving how we take into account learners' identity, language and culture (ILC)	2021	2021 Identity, Language Culture Strategy Team Action Plan implemented & evaluated	Achieved	No variance	2021 ILC Strategy Team Action Plan
	2021	All P.I. students & staff will know the Papakura pepeha, their own pepeha and how to mihi, karakia and waiata	Not Achieved	Differentiated PLD workshops needed. Low commitment from staff to engage.	N/A
	2021	Audit of 'white space' in school completed	Achieved	No variance	Auditing the white spaces draft
	2021	2022 plan developed for strengthening how we account for ILC at P.I.	Not Achieved	Repeated lockdowns prevented onsite momentum.	Auditing the white spaces draft
	2021	Every learner has access to a nutritious lunch in school every day	Achieved	No variance	Term 1 Report & Term 2 Report
	2021	Healthy School Lunches programme is evaluated	Achieved	No variance	Term 1 Report & Term 2 Report

Digital Learning Resources					
Initiatives	Year	Milestones & Measures	Outcome	Variance	Evidence
Retire and access replacement devices	2017	Plan for retiring & accessing devices	Not Achieved in 2017 Achieved in 2019	Staffing changes resulted in reduced capability and achieved outcomes	2017 - 2020 Device tracking sheet
	2018	Tech & library devices are funded & upgraded	Achieved	No variance	
	2018	Plan developed for technology asset upgrade	Achieved	No variance	
	2017	Externally fund 20 chromebooks	Not Achieved in 2017 Achieved in 2018	Staffing changes reduced capability to achieve outcome. 12 of 20 purchased.	
	2017	50% student access to devices	Not Achieved in 2017 - 38% access Achieved in 2018	Reasons outlined above and unexpected roll growth occurred	
	2018	75% student access to devices	Achieved	No variance	
	2017	50% usage of mimio tools	Not Achieved	Not prioritised in classes. Later replaced with more relevant technology.	N/A
Explore digital spaces for collaboration and sharing learning	2017	Website, blog & collaboration platform established	Partially Achieved in 2017 Achieved in 2020	Staffing changes resulted in reduced capability and achieved outcomes	Papakura Intermediate learning sites
	2018	Blogs and website in use by all staff Evidence: blog links & website	Partially Achieved in 2018 Achieved in 2020	Website functions not accessible or user-friendly for staff	
	2017	Baseline data collected for usage of collaboration platform	Achieved	No variance	100% of learners are using Hapara
Innovative Learning Spaces					
Initiatives	Year	Milestones & Measures	Outcome	Variance	Evidence
Convert classrooms into innovative learning spaces	2017	Create ILE & repurpose tech spaces	Achieved	No variance	Innovative learning zones plan
	2017	1 block of innovative spaces created	Achieved	No variance	5 Year Property Plan
	2018	Zones & breakouts are refurbished	Achieved	No variance	Capital Expenditure in Budget
	2018	Library revived and repurposed	Achieved	No variance	Capital Expenditure in Budget
Give meaning to existing learning spaces around the school	2017	ILE learning trialled & documented	Achieved	No variance	Term 4 Inquiry Evaluation
	2020	Vision for P.I.'s environment is documented & accessible	Achieved	No variance	Property Masterplan
	2020	5 Year Property Plan is developed in line with vision	Achieved	No variance	10YPP & 5YA
Develop outside learning spaces	2017	Maara kai, art trail & digital orientation established	Partially Achieved Maara kai developed	Art trail & digital orientation didn't align clearly with inquiry learning focuses	Maara kai onsite
	2018	Art trail established	Not Achieved	Didn't align with authentic learner inquiry outcomes. There is a need to target student and staff project planning capability.	N/A
	2018	Digital orientation created	Not Achieved		N/A
	2018	Bike trail established & in use	Achieved	No variance	Bike trail onsite
	2018	Adventure playground planned	Partially Achieved in 2018 Achieved in 2019	Sourced funding. Cost increase by \$20 to \$60,000	Te Papa Takaro o Te Tātai Arorangi onsite & 2019 Playground Project Presentation

Outcome of Goal 2 Strategies – To Develop a Community of Learners

Learners will STRIVE to determine their pathways

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	Tataiako competencies unpacked Cultural lens on enviro & planning Tangata Whenuatanga unpacked	Competencies integrated into docs Curriculum review with cultural lens Ako unpacked <i>PTC 4, 6, 8 evidence</i>	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 – learner & collaborator	Use model across spaces & curriculum Students drive collaborative learning Improved dispositions data	Agentic & collaborative learning used across spaces & curriculum Improved dispositions data <i>rubric</i>
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
STRIVE Curriculum				
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 <i>inquiry evaluation</i>
STRIVE inquiry tools Individual inquiry as a collaborative community for a 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 <i>profile rubric</i>
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 client satisfaction collected 7 external technology client schools	Review & strengthen menu items Showcase in Education forums Improved client satisfaction data 8 external technology client schools <i>satisfaction survey & staffing</i>
Literacy & Numeracy				
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
	7 out of 20 made accelerated gains to meet the math standard	15 out of 20 learners - accelerated gains to meet the maths standard	30 out of 40 make accelerated gains to meet maths & reading standard	35 out of 40 make accelerated gains to meet maths & reading <i>standard</i>
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
Digital appraisal evidence	Google Doc used to share & record info. Evidence collecting varied.	Google Site appraisal document used and linked to other Google Docs	Digital appraisal standard practice Establish bank of evidence exemplars	Develop & strengthen appraisal site Share quality learning exemplars

Goal 2 Initiatives & Outcomes

Making Learning Visible					
Initiatives	Year	Milestones & Measures	Outcome	Variance	Evidence
Develop culturally responsive practices	2017	Teachers appraised against PTCs 3, 9 and 10 and evidence collected	Achieved	No variance	2017 Appraisal Documents Learning principles & Tataiako links
Increase student agency and collaboration	2017	P.I. philosophy description documented	Achieved	No variance	The P.I. Playbook
	2017	Innovative Learning description documented	Achieved	No variance	The P.I. Playbook
	2020	P.I. Innovative Curriculum (full) is documented & accessible to stakeholders		No variance	The P.I. Playbook
	2017	Learner profile created and baseline data collected	Not Achieved in 2017 Achieved in 2018	Extended community consultation on learner profile into 2018	P.I. Learner Profile & underpinning Literature Review
	2019	P.I. Learner Profile rubrics created & feedback gathered for tool evaluation	Achieved	No variance	2019 P.I. Learner Profile Rubric Master.
	2019	P.I. Learner Profile based mid-year & End of Year reports created	Achieved	No variance	2019 P.I. Mid-Year Report & the 2019 P.I. End of Year Report.
	2020	Learner profile rubrics and reports are digitised and accessible in real time	Partially Achieved in 2020 Learner profile digitised	Report not prioritised and digitised during COVID-19 alert level changes	Learner profile rubrics on e-Tap Spotlight
	2018	Baseline data collected for learner and collaborator dispositions	Not Achieved	Limited professional learning time to collaborate on this focus	N/A
	2018	Students are driving more of their own learning (with learner rubrics)	Not Achieved	Unable to assess as no baseline data has been collected from rubrics	N/A
	2018	Consolidate use of Hapara platform	Partially Achieved in 2018 Achieved in 2020	Allowing time for teachers to explore own use & evaluate as teams	Papakura Intermediate learning sites
	2018	Use innovative learning model across spaces and curriculum	Partially Achieved in 2018 Achieved in 2019	Mind Lab learning was prioritised in 2018 but systems set up for 2019	Collaborative weekly & LTP planning
Develop teacher & leader capability	2018	Staff develop expertise in digital and collaborative learning	Achieved	No variance	Blogs & Appraisal Learning
	2018	Staff are driving more of their own learning.	Achieved	No variance	T2 PLD Survey
	2018	Appraisal is digitised	Achieved	No variance	Google site
	2018	Planning is done collaboratively	Partially Achieved in 2018 Achieved in 2019	Prioritised inducting staff into planning basics & set up system for 2019	Collaborative weekly & LTP planning
	2018	Team agreements and norms are developed	Achieved	No variance	Tech T; Core T; Leadership T
	2018	Leader roles & responsibilities are defined and documented	Achieved	No variance	Leader Job Descriptions
	2018	Leadership team agreement and norms are established	Achieved	No variance	Leadership Team Agreement
Build the professional capability of teaching	2019	P.I. Teaching & Learning Site created to document P.I. philosophy	Achieved	No variance	P.I. Teaching & Learning Site
	2019	Teacher appraisal system digitised & aligned with Our Code, Our Standards	Achieved	No variance	P.I. Teaching & Learning Site

and learning teams	2019	All teaching staff engage in first year of DMIC (math) professional learning	Achieved	No variance	2019 PLD Overview
	2020	P.I. Learning Charter is documented & accessible to stakeholders	Not Achieved	COVID-19 Alert level changes. Little time to release leaders to document.	N/A
	2020	Blended learning is documented & resourced across the school	Achieved	No variance	P.I. Googlesites
	2020	Teacher practices are articulated & improved (appraisal goal 1)	Achieved	No variance	2020 Coaching Doc, 2020 snapshots of teacher learning. P.I. Google Sites
Build the professional capability of individuals	2019	Whole school professional learning evaluated regularly for effectiveness	Achieved	No variance	2019 PLD Folder in Ldrship 1 & 2019 Evaluation .
	2019	Team based professional learning experiences introduced	Achieved	No variance	2019 PLD Overview
	2019	Targeted professional learning 'tasters' introduced to staff to opt in to	Achieved	No variance	2019 PLD Folder
Develop quality teaching & leading across the school	2021	2021 PLD planned, implemented & evaluated	Achieved	No variance	2021 PLD Overview, T1 RBP & Com, T3 Writing, T3 Reading, T3 Inquiry
	2021	Positive shifts in practices as reflected in the Relationship's First PLD framework assessment	Not Achieved	Repeated lockdowns. Only 3 staff PLD sessions. See report below on last page	N/A
	2021	Impact coaching is habituated across learning zones	Not Achieved	Repeated lockdowns. Only 3 staff PLD sessions.	N/A
Make learning visible for whānau	2017	60% whānau participation in 3-way conferences	Not Achieved	48% participation - analysis in evidence	Data in principal's BoT report
	2017	100% understand report language & 100% understand learning pathways	Achieved	No variance	Data in principal's BoT report
	2019	75% whānau participation in mid-year reporting conferences	Not Achieved	55% participation - analysis in evidence	October principal's report for whānau statistics & feedback.
	2020	75% whānau participation in mid-year reporting conferences	Not Achieved	Alert level changes - changed to phone calls & virtual meetings for whānau	Data in principal's BoT report
STRIVE Curriculum					
Initiatives	Year	Milestones & Measures	Outcome	Variance	Evidence
Localise our school curriculum	2017	STRIVE innovative curriculum description documented	Achieved	No variance	The P.I. Playbook
	2017	Matauranga Maori essence statement documented	Achieved	No variance	The P.I. Playbook
	2017	Baseline data collected for learner dispositions	Not Achieved in 2017	Learner profile not established	N/A
Develop inquiry curriculum	2018	Inquiry curriculum is defined, described and documented	Partially Achieved in 2018 Achieved in 2019	Inquiry learning was ad hoc - varying understanding across staff. PLD focus.	The P.I. Playbook
	2018	Baseline data collected for innovator and protector dispositions	Not Achieved	Limited professional learning time to collaborate on this focus	N/A
	2018	Student reports align with curriculum & inquiry learning experiences	Achieved	No variance	2018 Student report template
Adopt a distributed leadership approach to improving our inquiry learning	2021	2021 Inquiry Strategy Team Action Plan implemented & evaluated	Achieved	No variance	2021 Inquiry Strategy Team Action Plan
	2021	STRIVE inquiry process will be understood and used	Achieved	No variance	STRIVE PLD, STRIVE Resources, Inquiry Learning Tools.

curriculum	2021	Inquiry will be supported by authentic experiences	Achieved	No variance	Term 1 inquiry evaluation
	2021	Bank of inquiry tools developed	Not Achieved	Differing team priorities.Lacked scheduling explicit planning time for collaboration	STRIVE Resources. Inquiry Learning Tools.
Develop specialist curriculum	2018	Specialist curriculum is defined, described and documented	Partially Achieved in 2018 Achieved in 2019	Strengths-based matching method developed in 2018. Documented in 2019	The P.I. Playbook
	2018	Student reports align with curriculum & specialist learning experience	Achieved	No variance	2018 Student report template
Trial innovative technology curriculum	2017	Tech 'a la carte' menu trialed	Achieved	No variance	2017 Technology Evaluation
	2017	Competency checklists developed	Achieved	No variance	Technology Competencies Checklist & Evaluation
	2017	6 client schools participate	Achieved	No variance	2018 Technology Timetables
Develop technology curriculum	2018	Technology curriculum is defined, described and documented	Partially Achieved in 2018 Achieved in 2019	Need PLD to build collective understanding of tech progressions	The P.I. Playbook
	2018	Baseline data collected for innovator dispositions	Not Achieved	Limited professional learning time to collaborate on this focus	N/A
	2018	Student reports align with curriculum & technology learning experiences	Not Achieved Achieved in 2019	Team leader left. Lack of internal capacity & knowledge of progressions.	2019 End of Year Student Report Master
	2018	Client satisfaction baseline data collected	Achieved	No variance	2018 Technology Client Survey Results
Adopt a distributed leadership approach to developing our digital technologies curriculum	2021	2021 Digital Tech Strategy Team Action Plan implemented & evaluated	Achieved	No variance	2021 Digital Technology Strategy Team Action Plan & Meeting Minutes
	2021	Devices will be looked after & stored well (use device damage data)	Achieved	No variance	P.I. 2021 Contract. Modules, PI Digi Tools. Inquiry process & tools
	2021	Database of P.I. Applications curated	Achieved	No variance	P.I. App Database
	2021	Vision, processes & practices are aligned (consolidate extended level of eLPE)	Not Achieved	Prioritised resources, code care & basic management of tools.	
	2021	Assessment of school's e-capability established	Achieved	No variance	T1 Digital Tools Teacher Survey T2 Digital Tech BoT Report
	2021	Digital Technology at P.I. defined and documented	Not Achieved	Repeated lockdowns and covid alert level restrictions. See report below on the last page.	N/A
	2021	2022 Digi-Tech Strategy Team Action Plan created	Not Achieved		N/A
Literacy & Numeracy					
Initiatives	Year	Milestones & Measures	Outcome	Variance	Evidence
Digitise the appraisal process	2017	Appraisal documents and relevant evidence is linked (PLG notes, PLD notes, etc.)	Partially Achieved in 2017 Achieved in 2018	Decision to defer until Teacher Council completion of new Code & Standards	P.I. Appraisal Google Site
Review & strengthen P.I. inquiry & knowledge building cycle	2017	Analysed achievement data at class, team and school level	Partially Achieved in 2017	Change of teachers in 3 out of 4 classes affected consistency and quality of analysis at class and team level	N/A

	2018	Analysed achievement data at class, team and school level	Achieved	No variance	2018 Mid-year data & 2019 Time 1 - Time 2 Data Discussion Document
Model and develop effective inquiry buddy coaching	2017	Leaders lead coaching support	Not Achieved in 2017	Lack of capacity due to being short-staffed all year; deputy principal undertaking unexpected teaching responsibilities; and decision to consolidate existing inquiry buddy system and observation tools.	
	2020	Coaching model is trialled with Senior Leaders & implemented across school	Achieved	No variance	2020 Coaching Document
Explore targeted interventions for high needs learners	2018	Fast Forward Intervention established for struggling readers	Achieved	No variance	Learner Support Timetables
	2020	All level 1 & level 2 readers engage in Fast Forward Reading programme	Achieved	No variance	2020 FF Table & 2020 Time 1 Data Report
	2020	Assessment & planning practices for Level 1 & 2 readers are reviewed	Not Achieved	Blending learning planning prioritised in response to COVID-19	COVID-19 Response Document P.I. Blended learning approach
Develop teacher expertise in core curriculum teaching	2018	Core curriculum is defined, described and documented	Not Achieved in 2018 Achieved in 2019	Limited professional learning time to collaborate on this focus. Evaluating &	The P.I. Playbook
	2018	Baseline data collected for reader, writer, orator & mathematician dispositions	Not Achieved	evolving systems deferred confirming & documenting to 2019	N/A
	2018	Provisionally Certified Teachers receive induction and mentoring support targeted at teaching English & Mathematics	Achieved	No variance	PCT Meeting Minutes
Achievement Targets					
Accelerate Learning	2017	Target - 15 out of 20 learners make accelerated gains to meet the mathematics standard. Outcome - Not achieved. 6 students made accelerated gains but only 3 to the standard, 13 made matured gains & 1 less than a year. Variance - Change of teachers in 3 out of 4 classes affected consistency and quality of teaching and learning. Still developing consistent base practice across school for matured gains. 'Teaching as inquiry' was new to staff. Evidence - 2017 EoY Target student achievement report & 2017 EoY achievement report.			
	2018	Target - 20 out of 30 to make accelerated gains to meet the expected level in mathematics. Outcome - Not achieved. 12 out of 30 made accelerated gains to meet the expected level (40% up from 30% in 2017) & 14 (47%) made matured gains. Variance - expected roll growth, staffing changes and class changes. Staff participating in the Mind Lab programme reduced the amount of PLD time on core curriculum. Evidence - EoY Achievement Reports			
	2019	Target 1 - To accelerate the learning of 20 target students who are below/well below the expected level in reading to be at the expected level in reading. This was a targeted 6 month inquiry from Term 1 to Term 2. Outcome: Not Achieved. 10 out of 20 students (50%) made accelerated gains of more than 1 year in 2 terms and 2 out of 20 students (10%) made accelerated gains to their expected level in reading . Evidence - 2019 Mid-Year Progress Report on Student Achievement: Target Students for details of analysis of variance including impact of COVID-19. Target 2 - To accelerate the learning of all students working at critical levels 1 & 2 of the curriculum in reading, to be at the level 3 of the curriculum so they have basic literacy skills for life. This was a targeted 9 month inquiry from Term 2 to Term 4. Outcome: Not Achieved. 33 out of 35 students (94%) of students read past the break-through stage of Gold Level 21 to level 3 of the NZC. 2 students require in-depth assistance in 2020. Evidence - 2019 End of Year Report on Student Progress & Achievement - Target Students Only for details of analysis of variance including impact of COVID-19.			
	2020	Target - To accelerate the learning of all students working at critical levels 1 & 2 of the curriculum in reading, to be at the level 3 of the curriculum so they have basic literacy skills for life. Intervention Details - Fast Forward is a reading programme developed for Year 5 - 8 learners who are experiencing difficulties with literacy, with the aim to engage and increase their reading ability and confidence by appealing to the student's interest level and reading level. In 2020 at P.I., Fast Forward had been implemented by Learning Assistants with all priority learners with an intention of integrating this into class routines. Data was collected in Term 1 & Term 4 2020 using a range of assessment tools (STAR test which assesses word recognition and comprehension, running records which assesses decoding strategies and e-asTTle which assesses reading comprehension), teacher observation of learning and conversations with learners. Using matched data, there are 54 priority learners in this data set made up of 41 Year 7 & 13 Year 8 learners, 33 Maori, 18 Pasifika, 2 European, 1 of other ethnicity, 40 males and 14 females. There were 62 priority learners at the start of the year. Outcomes - At the start of the year, the Time 1 data showed 100% (54) of learners started the year at a critical reading level, within Level 1 or 2 of the curriculum. At the end of the year, the Time 2 data showed 76% (41) of learners moved into Level 3 of the curriculum and now have basic literacy skills for life. Proportionally, Year 7 learners made greater gains than our Year 8 learners, with 89% of Year 7 moving into Level 3 while only 77% of Year 8 made these gains. Proportionally, male learners made slightly greater gains than our females, with 85% of males moving into Level 3 while 79% of females made these gains. Proportionally, Pasifika made significantly			

		<p>greater gains than our Māori, with 83% of Pasifika moving into Level 3 while only 51% of Māori made these gains. Analysis of Variance. Our 2019 student achievement data showed a positive impact on student achievement so we were planning for greater improvement in 2020. However, in 2020, the success of the intervention was marred in 2020 by only having 98 days of instructional Fast Forward lessons with attendance averaging 77% across the school and a fair number of priority students not returning to school immediately following changes down. See Page 6 of the 2020 Analysis of Variance for detailed data on the impact of the COVID-19 Alert Level changes on all learners, including our priority learners.</p>
	2021	<p>Student Achievement Target 1 - To accelerate the learning of all students working at critical levels 1 & 2 of the curriculum in reading, to be at the level 3 of the curriculum so they have basic literacy skills for life. Target 2 - To accelerate the learning of all students working at critical levels 1 & 2 of the curriculum in mathematics, to be at the level 3 of the curriculum so they have basic literacy skills for life. Discussion - Target 1 Time 1 data collected - data was collected using a range of assessment tools (STAR test which assesses word recognition and comprehension, running records which assesses decoding strategies and e-asTTle which assesses reading comprehension), teacher observation of learning and conversations with learners. 2021 Report on Student Achievement - Time 1 data: Reading, 2021 Report on Student Achievement - Time 1 data: Writing. Target 1 Intended intervention - Fast Forward is a reading programme developed for Year 5 - 8 learners who are experiencing difficulties with literacy, with the aim to engage and increase their reading ability and confidence by appealing to the student's interest level and reading level. In 2020 Fast Forward had been implemented by Learning Assistants with all priority learners with an intention of integrating this into class routines with impactful results - 76% (41 learners of 54) of target learners moved from reading a critical reading level of Level 1 or 2 of the curriculum into Level 3 of the curriculum, now having basic literacy skills in life. Target 2 Time 1 data collected - data was collected using the standardised e-asTTle mathematics assessment, teacher observation of learning and conversations with learners. 2021 Report on Student Achievement: Mathematics. Target 2 Intended intervention - the Developing Mathematical Inquiry Communities (DMIC) teaching approach was introduced school-wide in 2019 and this is the first year we will use the targeted teaching approach as an initiative to accelerate learning of our lowest achieving mathematicians. Outcome - 12 November bulletin: Reporting to parents and school communities on student performance. We're conscious that the COVID-19 disruptions may have impacted your board's normal reporting cycles. Your board should consider what is reasonable and pragmatic in light of alert level restrictions and communicate with your school community, so their expectations are in line with the practice. As learners have been in very different learning circumstances, your school may need to consider different ways to report on progress from the traditional approach (including mathematics and literacy, and/or te reo matatini and pāngarau) to ensure reporting is meaningful to parents and students. When reporting it will be important to share aspects of the distance learning programme that the learner has engaged with, this could include how they have grown in key competencies. Parents are still likely to want to understand how their children are progressing in curriculum areas and there is an opportunity to share your anecdotal observations from online forums, conversations and work completed of the growth and success learners have experienced this half year. If you have further questions on reporting to parents and the school community on student progress and achievement, please contact your local office.</p>

Outcome of Goal 3 Strategies – To Connect as Leaders

Learners will ACHIEVE success as themselves

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 <i>profile rubric</i>
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
Tuakana-teina mentoring	Enrolments dependant on word of mouth and limited marketing	Tuakana-teina mentoring with Y6 COS to replicate MATES Y8 process	Extend tuakana-teina mentoring to include Y7-8 and document	Digitise mentoring process using preferred collaboration platform
	Roll declined to 80 students 0 scholarships offered	Roll increases to 100 students 4 scholarships offered for 2018	Roll increases to 120 students 6 scholars enrolled at P.I.	Roll stabilises at 120 students 8 scholars enrolled at P.I. <i>e-tap</i>
Y 0 - 13 Learning Pathways				
Y 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 <i>survey</i>
Y 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 <i>TBC</i>
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 <i>product</i>
Making our Mark				
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 <i>site feedback</i>
Showcase points of difference	Inquiry outcomes have good but low presence. Rehu Tai was 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 <i>NET promoter score</i>

Goal 3 Initiatives & Outcomes

P.I. Leader Curriculum					
Initiatives	Date	Milestones & Measures	Outcome	Variance	Evidence
Construct a leadership curriculum	2017	Leader dispositions profiled	Achieved	No variance	P.I. Learner Profile
	2017 2019	Leadership curriculum is documented	Not Achieved in 2017 Achieved in 2019	Leadership dispositions are now developed thru leader opportunities	The P.I. Playbook
	2017 2018	Baseline data collected on leader dispositions	Not Achieved in 2017 Not Achieved in 2018	Decision to access more PLD & evidence to finalise learner profile dispositions	N/A
Strengthen current leadership opportunities	2017	Leadership descriptions & programmes documented	Not Achieved in 2017 Achieved in 2018	Leadership dispositions are now developed thru leader opportunities	2019 Student Leadership Set-Up 2020 Student leadership at P.I.
	2017 2018	Baseline data collected on leader application of dispositions	Not Achieved in 2017 Not Achieved in 2018	Decision to access more PLD & evidence to finalise learner profile dispositions	N/A
	2019	Leadership opportunities are broadened and strengthened	Achieved	No variance	2019 Student Leadership Set-Up
	2019	P.I. PRIDE badge system established and aligned with P.I. Learner Profile	Not Achieved	Learner profile & logo progression took longer & didn't prioritise in Term 4	N/A
	2020	P.I. study club programme is reviewed and reported on to both MOE & BOT	Not Achieved in 2020 Achieved in 2021	Reporting. Coordinator left school with work incomplete	Study Club Contracts & Reports
Y 0 - 13 Learning Pathways					
Initiatives	Date	Milestones & Measures	Outcome	Variance	Evidence
Create smoother learning pathways with local schools	2017 2018	Annual plan negotiated with Kelvin Road & Cosgrove Schools	Partially Achieved in 2017 Achieved in 2019	Time to develop relationships & buy-in. Change in leaders at both schools.	2017 Engagement Plan 2018 Pre-Enrolment Schedule
	2017	Community consulted on bi-lingual or immersion pathways	Partially Achieved	Consultation hui with whānau & local schools (PHS, KRS, KPC). Two rumaki class schools (KRS & KPC) to consult communities - no feedback. Competing interests.	
	2017 2018	Points of difference showcase	Achieved	No variance	Maori language week 2-day wānanga Open Day feedback & evaluation
	2017	Roll increased to 100 students	Achieved	No variance	ENROL Roll numbers & P.I. Roll Projections
	2018	Roll increased to 130 students	Achieved	No variance	ENROL Roll numbers & P.I. Roll Projections
Inquire into the use of tuakana-teina mentoring to transition students between settings	2017	Tuakana-teina transition draft plan established	Achieved	No variance	Cosgrove Gifted and Talented programme onsite
	2017	Points of difference showcased in education forums	Achieved	No variance	Great Potentials documentation. Local newspapers & school newsletters.
	2017	4 scholars enrol at P.I.	Achieved	No variance	Enrolled students
Promote technology programme locally	2017	Technology promotional document created	Partially Achieved in 2018 Achieved in 2019	Simple version used for potential clients in 2017. Awaired programme evaluation & appointment of new Team Leader.	2019 Technology Programme Brief
	2017	7 tech client schools at P.I.	Achieved	No variance	2017 Technology Timetable
Determine	2019	P.I. classification & strategic priorities planned	Achieved	No variance	2019 BOT folder of minutes

Year 0-13 learning pathways		for near future			
	2019	Kāhui Ako ki Papakura achievement challenge articulated and planned	Not Achieved in 2019 Achieved in 2020	Progress slowed by working at each school's pace & new focus on LSCs	Kāhui Ako ki Papakura Achievement Challenge
	2020	2021 enrolment scheme is introduced in consultation with all stakeholders	Achieved	No variance	Papakura Intermediate Enrolment Scheme
	2020	Kāhui Ako Achievement Challenge is articulated & shared with stakeholders	Achieved	No variance	Kāhui Ako Achievement Challenge
Making our Mark					
Initiatives	Date	Milestones & Measures	Outcome	Variance	Evidence
Showcase points of difference	2017	P.I. Pals & Alumni list established	Achieved	No variance	Alumni list in office
	2018	Develop presence in the community	Achieved	No variance	Rangatahi Festival. Rehu Tai. Local council & town centre events.
Market the school	2017	Attract new talent to our school	Achieved	No variance	Increased staffing, retention, breadth and depth of curriculum offering
	2017	Baseline data collected from NET promoter score	Not Achieved in 2017	Not prioritised in 2017. Trialled in 2018 whānau workshop. Time appropriately.	N/A
	2018	Broaden market strategy	Not Achieved	Time not allocated at end of year to engage with Springboard mentoring in a marketing focus - deferred to 2019.	N/A
	2018	Baseline data for community perception collected	Not Achieved		N/A
Make out mark	2019	Successfully host 2019 Rangatahi Festival for Papakura Schools	Achieved	No variance	2019 Rangatahi Festival Evaluation
	2019	Sports representation increased at Counties Manukau sporting events	Achieved	No variance	2019 Sports curriculum report
	2020	P.I. website is established with usable content for all	Achieved	No variance	Papakura Intermediate website
	2020	1km of Te Wairoa River is restored by P.I. learners for the Kohukohui Project	Not Achieved	NZ Alert 4 lockdown day before planting. Trips postponed all year.	COVID-19 Response
	2020	Inaugural event of "Papakura Intermediate's Night Markets" created	Not Achieved	COVID-19 Response planning prioritised instead	COVID-19 Response
Developing Internal Leadership					
Management Priorities for Acting Principal in 2020					
Initiatives	Date	Milestones & Measures	Outcome	Variance	Evidence
Manage property projects in line with the 2020 P.I. Masterplan & stakeholders	2021	Property projects & maintenance overseen by Board of Trustees sub-committee	Not Achieved	Not prioritised in 2021. Lockdowns affected communication lines.	N/A
	2021	Commercial kitchen built	Achieved	No variance	Commercial kitchen
	2021	Minor project works established	Not Achieved	Repeated lockdowns affected schedule	N/A
	2021	School hall renovated	Achieved	No variance	School hall
	2021	Whānau Fono Space established for LSCs & stakeholders	Not Achieved	Repeated lockdowns affected schedule	N/A
	2021	Property maintenance & painting schedules	Achieved	No variance	Cyclical maintenance schedule

		reviewed & updated			
	2021	Weta Workshop Zone 2 meets all Health & Safety requirements to provide construction curriculum	Achieved	No variance	H&S Inspection Report - Weta
Proactively manage the COVID-19 pandemic in line with NZ government's plan	2021	P.I. is prepared to eliminate (L4), restrict (L3), reduce (L2) & prepare (L1) for COVID-19	Achieved	No variance	2021 Covid-19 Resurgence Plan 2021 Alert Level 3.2 Plan
	2021	P.I. Blending learning plan reviewed & strengthened	Not Achieved	Not prioritised as project paperwork was the focus during lockdowns	N/A
Develop 2022-2024 strategic plan	2021	Community consulted on Health Curriculum	Achieved	No variance	2021 Health & Wellbeing Survey & Survey Analysis
	2021	Community consulted on P.I. curriculum & culture	Not Achieved	Not prioritised for Kāhui Ako achievement challenge. Related teacher only day cancelled re: COVID.	N/A
	2021	2022-2024 Strategic Plan drafted	Achieved	No variance	2022-2024 Strategic Plan

The COVID-19 Effect in 2020

Alert Level Timeline

The Alert Level Timeline below depicts the nation's response to the COVID-19 pandemic.

Term	Week	Dates	Level	Context	Learning	Ave Att
1	1 - 9	28/01 - 23/03	0	Onsite instructional teaching	39 days	76%
	9	24/03 - 25/03	0	Locking down	0 days	0
	9	26/04 - 27/04	4	Setting up online	0 days	0
Holidays		28/04 - 14/04	4	School holidays	0 days	0
2	1 - 3	15/04 - 28/04	4	Online teaching	8 days	39%
	3 - 5	29/04 - 17/05	3	Online teaching (6 onsite)	13 days	39%
	6 - 8	18/05 - 07/06	2	Online teaching onsite	14 days	72%
	9 - 12	08/06 - 03/07	1	Online teaching onsite	19 days	75%
Holidays		04/07 - 19/07	1	School holidays	0 days	0
3	1 - 4	20/07 - 11/08	1	Onsite instructional teaching	17 days	80%
	4	12/08 - 12/08	3	Locking down (0 onsite)	0 days	0
	4 - 5	13/08 - 17/08	3	Setting up online (0 onsite)	0 days	0
	5 - 6	18/08 - 30/08	3	Online teaching (2 onsite)	8 days	26%
	7 - 10	31/08 - 23/09	2.5	Online teaching onsite	18 days	41%
	10	23/09 - 25/09	2	Online teaching onsite	2 days	39%
4	1 - 10	12/10 - 09/12	1	Onsite instructional teaching	42 days	78%

Analysis & Discussion

In 2020, the school year 190 days and these were made up of:

- 151 days learning onsite (with an average of 70% student attendance)
- 29 days learning offsite (with an average of 33% attendance), and
- 10 days without learning off site (locking down, Easter, ToD, etc)

Of the 151 days learning onsite:

- 53 days (1 term and 3 days) were spent observing strict health & safety measures so learners were learning solely online in team bubbles, with an average of 57% of students attending
- **98 days (or 1 term, 9 weeks and 3 days) were spent providing instructional teaching and learning opportunities, with an average of 77% of students attending during this time**

Internal evaluation found the following areas negatively impacted by COVID-19:

- student attendance, wellbeing, progress and achievement
- staff attendance, wellbeing and engagement
- school achievement of annual plan outcomes with 15 of 24 achieved

Internal evaluation found the following areas positively impacted by COVID-19:

- student appreciation and engagement in instructional teaching
- staff capability to teach & adapt online
- the school's blended learning curriculum
- the school's pandemic planning

Planning for COVID-19 greatly impacted our ability to achieve our annual plan outcomes. As of January 2020, our [*COVID-19 Alert Level Responses - P.I. Protocols](#) document is 26 pages in length with numerous plans, resources and supports linked in. Goals & strategies established in this action plan aim to:

1. plan to eliminate, restrict, reduce and prepare for COVID-19
2. communicate key information to all stakeholders
3. develop good practices for distance learning
4. support home learning by getting whānau kai
5. support home learning by getting whānau connected
6. secure and protect the school property

The COVID-19 Effect in 2021

Alert Level Timeline

The Alert Level Timeline below depicts the nation's response to the COVID-19 pandemic.

Term	Week	Dates	Level	Context	Learning	Ave Att
1	1 - 2	02/02 - 14/03	1	Onsite instructional teaching	8 days	79%
	3	15/02 - 17/02	3	Offsite with no teaching	3 days	0
	3 - 4	18/02 - 27/02	2	Onsite independent learning	7 days	72%
	4 - 5	28/02 - 06/03	3	Offsite with no teaching	5 days	0
	5 - 6	07/03 - 14/03	2	Onsite independent learning	5 days	73%
	7 - 11	15/03 - 16/04	1	Onsite instructional teaching	21 days	68%
Holidays		19/04 - 30/05	1	School holidays	0 days	0
2	1 - 10	03/05 - 09/07	1	Onsite instructional teaching	48 days	77%
Holidays		12/07 - 25/07	1	School holidays	0 days	0
3	1 - 4	26/07 - 17/08	1	Onsite instructional teaching	17 days	76%
	4 - 5	18/08 - 23/08	4	Lockdown - setting up online & distributing learning packs	4 days	0
	5 - 9	24/08 - 21/09	4	Offsite learning from home	21 days	0
	9 - 10	22/09 - 01/10	3.3	Offsite learning from home	8 days	0
Holidays		04/10 - 17/10	3.3	School holidays	0 days	0
4	1 - 4	18/10 - 09/11	3.3	Offsite learning from home	16 days	0
	5	10/11 - 17/11	3.2	Offsite learning from home	6 days	0
	5 - 9	18/11 - 15/12	3.2	Onsite teaching - Part time (4 day split timetable)	16 days 8 days Y8's 8 days Y7's	Y8 - 25% Y7 - 19%

Analysis & Discussion

In 2021, the school year 190 days and these were made up of:

- 106 days learning onsite (with an average of 74% student attendance)
- 59 days learning offsite (average of 22% of students engaging in learning online)
- 16 days learning part-time (with an average of 22% attendance)
- 9 days without learning off site (locking down, Easter, ToD, etc)

Of the 106 days learning onsite:

- 12 days (2 weeks and 2 days) were spent observing strict health & safety measures so learners were learning solely online in team bubbles, with an average of 72% of students attending
- **94 days (or 1 term, 8 weeks and 4 days) were spent providing instructional teaching and learning opportunities, with an average of 75% of students attending during this time**
- 16 days (3 weeks and 1 day) were spent learning in a part time capacity. Specifically 8 days for Y8 students with an average of 25% attendance, 8 days for Y7 students with an average of 19% attendance.

Internal evaluation found the following areas negatively impacted by COVID-19:

- student attendance, wellbeing, progress and achievement
- staff attendance and wellbeing

Internal evaluation found the following areas positively impacted by COVID-19:

- student appreciation and engagement in instructional teaching
- increased opportunity for staff to reflect and adapt practice
- strengthened relationships with whānau
- Whānau appreciation for weekly contact and support
- strengthened relationships amongst teams and staff as a whole
- Having both online and hard pack learning available the entire time
- the school's pandemic planning

Significant challenges for students and whānau at home:

- boredom and frustration
- lack of motivation and routine
- no devices or internet
- struggling to make ends meet financially e.g. bills and food
- increased levels of stress, anxiety and uncertainty

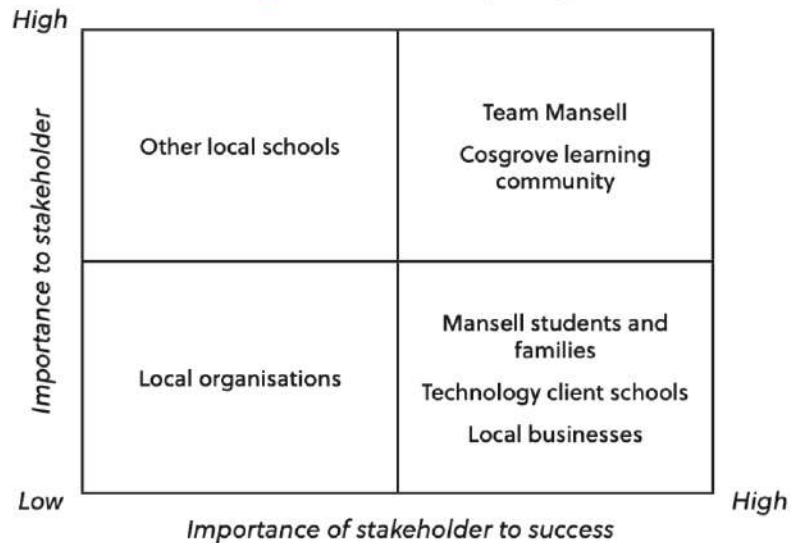
Concerns expressed by whānau moving into 2022

- being behind in learning
- no transition to High School
- social withdrawal especially for students who struggle socially
- high levels of anxiety amongst children

Stakeholder Analysis in 2016

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



Burning Issue 2 Limited internal capability

