|  |
| --- |
| Our Values ***Whanonga Pono***  Positive Attitude/Takatika  Trustworthy/Whirinaki  Confidence/Maiatanga  Considerate/Whakaaro nui  Problem Solvers/Whakaoti rapanga |
| Strategic Goals  Strategic Goal 1 Kaiako whai hua *(Effective Teachers)*  To have highly effective teachers who embed their teaching in sound pedagogy and reflective practices  Outcome: Our teachers are highly skilled and can continually reflect on their practice in an effective way through a robust Professional Growth Cycle Process to enhance learning for all students and manage their personal wellbeing individually and as a team.  Strategic Goal 2 Marautanga whai kiko (*Meaningful Curriculum)*  For all students to experience a deep, meaningful and well-balanced curriculum that is goal driven and learning is enhanced through our school values and the key competencies of the New Zealand Curriculum (TRUMP) Thinking, Relating to others, understanding language, symbols and text, managing self, participating and contributing  Outcome: Our students identify and set themselves specific goals that will empower them to drive their learning and identify their next learning steps  Strategic Goal 3 Hapori piri( *Engaged Community)*  To engage all stakeholders in our community and have them actively share regularly in the life of the school  Outcome: Our community and school have a sense of belonging and co-dependency, feeling interconnected through our regular reciprocal interactions. |
| Our Measures ***He rūri*** |
| Strategic Goal 1: Our staff are highly skilled practitioners and use a variety of tools to set clear annual goals to improve their professional learning and teaching practice. We work collaboratively and support each other in our personal development and wellbeing. |
| Strategic Goal 2: Students can confidently use a goal setting roadmap that allows them become drivers of their own learning and ‘own their learning’. |
| Strategic Goal 3: Our school and community have a shared vision and understanding of what we are trying to achieve in the next 3 years through regular, reciprocal interactions. |
| S.G.1 Initiatives:   * Teachers will embed their practice in sound pedagogy based on a clear Professional Development framework * Work collaboratively to develop our own Pirinoa version of Professional Growth Cycles to reflect on and strengthen our teaching practice against the 6 Quality Practice Standards for the Teaching Profession * Maintain a supportive collegial environment which prioritises staff wellbeing |
| S.G. 2 Initiatives:   * Review our current school values currently known as the Pirinoa Path * Implement a school-wide programme to enable students to be self-motivating and able to set realistic learning and social goals for themselves, incorporating teacher feedback and the ability to reflect self-assess for future learning * To feel ownership of our learning, connection and empowerment through the concepts of Tuakana/teina and Ako based relationships within our school |
| S.G. 3 Initiatives   * Re-establish our connection to Kohunui Marae through scheduled and regular interactions * Grow our knowledge of our local history and develop/incorporate it within our local curriculum with the support of local stakeholders * Develop mutually beneficial and robust partnerships with local entities to help foster the concept of Kaitiaki and promote sustainability within our learning programme |

Pirinoa School 3 Year Strategic Plan Overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Goals** | **Initiatives** | **2021 Outcomes** | **2022** | **2023** | **Measured by** | **Success is** |
| To have highly effective teachers who embed their teaching in sound pedagogy and reflective practices  \*QPT Quality Practice Templates (6 standards of a professional teacher)  PGC- Professional Growth Cycle (formerly known as appraisal) | 1a Teachers will embed their practice in sound pedagogy based on a clear Professional Development framework  1b Develop our own Pirinoa version of Professional Growth Cycles to reflect on and strengthen our teaching practice against the 6 Quality Practice Standards for the Teaching Profession  1c To maintain a supportive collegial environment which prioritises staff wellbeing | Staff reflect on their current practice and carry out a gap analysis alongside the 6 QPT’s individually and collegiately.  Staff use this model to select personal goals and use the Triple 5 approach to monitor and support each other in their inquiry  Staff are consulted with regularly to ascertain their needs in order to provide a work environment that positively influences their health and personal wellbeing. | A professional Development framework is followed based on our school-wide focus and underpins our collaborative inquiry through a needs assessment.  Staff employ the ‘Teaching as Inquiry’ model to investigate the effectiveness of their own teaching practice.  Staff regularly engage in a variety of workshops designed to enhance personal and collegial wellbeing. | Our assessment for learning drives our collaborative inquiry.  Teaching as Inquiry model firmly embedded in our practice, we purposefully reflect against the QPT’s as part of our annual PGC, staff are engaged in meaningful personal development.  Staff monitor their own and others wellbeing and are able to support each other to reduce work related stress and improve overall mental health. | Student achievement data particularly in focus areas of learning, show year on year improvement  All staff successfully attest to the Quality Practice Standards and highlight personal improvement in their annual PGC’s.  90-100% positive feedback received from staff (assessed by start and end of year wellness surveys). | Highly skilled and motivated teachers who experience fulfilment and a sense of personal achievement that transfers to positive learning outcomes for all learners. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Goals** | **Initiatives** | **2021 Outcomes** | **2022** | **2023** | **Measured by** | **Success is** |
| For all students to experience a deep, meaningful and well-balanced curriculum that is goal driven and learning is enhanced through our school values and the key competencies of the New Zealand Curriculum | 2a Review our current school values known as the Pirinoa Path  2b To be self-motivating and able to set realistic learning and social goals for themselves, incorporating teacher feedback and the ability to reflect and self-assess for future learning  2c To feel ownership of our learning, connection and empowerment through the concept of Tuakana/Teina and Ako based relationships within our school | Reflect on our current Pirinoa Path values and in consultation with the staff, board, students and community consider revising and updating. Trial new concepts within the farmework of the current PB4L programme.  Develop a goalsetting framework that will encourage teacher/peer feedback, self-evaluation and reflection at all year levels  Create opportunities for students to work together regularly within our daily programmes and promote leadership pathways for senior students | Our lighthouse values are incorporated into our school wide PB4L programme and applied to all areas of school life  Students set clear learning goals each term following the SMARC process to support their learning  Pirinoa School has a clear leadership programme for year 8 students that equips them to take a leadership role within the school | Students regularly demonstrate the school lighthouse values through all aspects of daily school life  Goal setting is an integral part of our school, students continually demonstrate their ability to set clear learning goals and effectively evaluate their progress and identify their next learning steps  Students at all levels work together for mutual benefit and understand the concept of manaakitanga | The school culture and environment consistently reflects the Lighthouse values  >95 % of our students demonstrate the SMARC approach when identifying and evaluating learning goals (through annual assessment and sampling by the Principal  End of term student self evaluations shows that ‘ability to work with others’ either meets or is better than the agreed target (set by the Board/Principal annually) | Students ‘own’ and live our values, applying them to all aspects of daily life, they set clear goals and are empowered through positive interactions and manaakitanga |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Goals** | **Initiatives** | **2021 Outcomes** | **2022** | **2023** | **Measured by** | **Success is** |
| To engage all stakeholders in our community and have them actively share regularly in the life of the school | 3a Re-establish our connection to Kohunui Marae through scheduled and regular interactions  3b Grow our knowledge of our local history and develop/incorporate it within our local curriculum with the support of local stakeholders  3c Develop mutually beneficial and robust partnerships with local entities to help foster the concept of Kaitiaki and promote sustainability within our learning programme | Share our strategic vision with our kia-rahi / kahui ako to create a pathway to establishing closer links with Kohunui Marae  Identify key events of significance within our local area in conjunction with the release of the NZ Histories curriculum  Identify current existing partnerships with local entities and those yet to be established within the community | To have in place a schedule of annual reciprocal visits between Pirinoa School and Kohunui Marae  Community groups share and participate in a range of learning experiences within the school wide curriculum  Students actively take part in initiatives within the community that promote sustainability and kaitiakitanga enhance our community | Pirinoa School and Kohunui Marae are extensions of each other and interact regularly throughout the year  Students have an awareness of the many roles of people and groups within the Pirinoa community and how this relates to the wider world  Our community is invested in Pirinoa School providing further opportunities for students learning to expand beyond the school gate | Scheduled Pirinoa School events are well supported by at least 50% attendance by families/whanau  Annual community surveys to establish engagement level at the start of the year. With year-on-year improvement in engagement levels  >95% of our students (at every level of the school) are involved in one or more major community improvement initiative | Our whānau and community are valued and feel informed as a fundamental part of helping children succeed. |

2022 Annual Plan

Kiako whai hua; *Effective Teachers*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Initiative** | **Actions** | **Person Responsible** | **Cost** | **Timeframe** |
| Initiative 1a | Review our current Professional Growth Cycle goals, identify and set 1 new goal for 2022 | All staff  Principal  Ed Hodkinson Leadership Advisor | $150 | Prior to term 1 2022  Teacher Only Day |
| Initiative 1b | Each staff member will select their Teaching as Inquiry topic | Senior Teacher  All Staff | $1200 (For release) + 1MU  $1000 (to cover release) | Nat will have 1 days release every term to work with staff on their Inquiry Topics Start of each term)  Each staff member will have 1 day release annually to visit another school who aligns to their Spiral of Inquiry  1 Staff PLD Meeting per term to be set aside for SOI feedback and presentation in Terms 2 and 4 |
| Initiative 1c | A component of weekly staff meetings will be to use the ‘Triple 5’ approach  Staff to attend Growth Coaching Courses throughout the year  Have regular social and team building sessions throughout the year  Staff complete a wellbeing survey | All Staff  Senior (Lead Teacher) and new teacher  Growth Coaching New Zealand  All staff  All staff | Nil Cost  $1000  $1000  Nil | Weekly Terms 1-4 2022  25 May 2022  2 June 2022  1 per term  Start of Term 1 2022  End of Term 4 2022 |

Maroutanga whai kiko; *Meaningful Curriculum*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Initiative** | **Actions** | **Person Responsible** | **Cost** | **Timeframe** |
| Initiative 2a | Have signage created showing Values/vision  Launch our lighthouse Values and vision statement to community  Explicitly teach values and vision in classrooms/assemblies | Principal/BOT  All staff  All staff | $2000 | By Week 5 Term 1 2022  By week 5 Term 1 2022  Ongoing |
| Initiative 2b | Create visual representations of SMARC for display around school  Deliver the SMARC goal approach through explicit teaching in classrooms/assemblies  Students set goals for the term; 1 learning goal, 1 personal goal  Share this process with parents/whanau prior to 3 way conferences  Use 3-way conferences as a vehicle to share goals with family and whanau | Principal/BOT  All Staff  All staff  All staff/Whanau | $1500 | Beginning of Term 1 2022  Ongoing throughout the year  Terms 1-4 2022  Terms 1 and 3 2022 |
| Initiative 2c | Overnight Leadership camp for Year 8’s  Year 7 and 8 pupils attend the National Young Leaders Conference  Year 8 students enrol in the William Pike Challenge | Senior Teacher /Principal  Senior Teacher /Principal  Senior Teacher/Principal | $300  $180  $800 | Week 1 Term 1 2022  Term 2 2022  Term 1-4 2022 |

Hapori piri *Engaged Community*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Initiative** | **Actions** | **Person Responsible** | **Cost** | **Timeframe** |
| Initiative 3a | Meet with Kohunui Hui group members to share our Strategic Vision  Work together to plan a series of 2 visits between the school and Marae | Within Schools COL Leader/Kiarahi from Kahui Ako/tangata whenua of Kohunui Marae  As above |  | Prior to commencement of Term 1 2022  By week 7 of term 1 2022 |
| Initiative 3b | Commence partnership between School and Marae with a Powhiri involving community stakeholders  Workshops held to promote Te Ao maori and connect with our local histories kōrero tuku iho (history, stories of the past, traditions, oral tradition) | CoL Leader, community leaders, Tangata Whenua, staff, students, Principal, BOT  Manawhenua, staff, Principal, BOT | $1000 | Term 2 2022  Week 5 Term 2 2022  Week 5 Term 3 2022 |
| Initiative 3c | Map all community based initiatives throughout 2022 involving school and partners  Share Strategic Plan with community via planned opportunities | Principal, staff, stakeholders  Staff, Community, Principal |  | Week 8 Term 4 2021  Week 3 Term 1 2022 |