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| Our Values ***Whanonga Pono***Positive Attitude/TakatikaTrustworthy/WhirinakiConfidence/Maiatanga Considerate/Whakaaro nuiProblem Solvers/Whakaoti rapanga |
| Strategic GoalsStrategic 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 stepsStrategic Goal 3 Hapori piri( *Engaged Community)*To engage all stakeholders in our community and have them actively share regularly in the life of the schoolOutcome: 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
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| 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
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| 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
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Pirinoa School 3 Year Strategic Plan Overview

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| **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 framework1b 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 Profession1c 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 inquiryStaff 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 improvementAll 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. |

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| **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 Path2b 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 learning2c 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 levelsCreate 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 lifeStudents set clear learning goals each term following the SMARC process to support their learningPirinoa 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 lifeGoal 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 stepsStudents 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 PrincipalEnd 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 |

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| **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 interactions3b 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 MaraeIdentify key events of significance within our local area in conjunction with the release of the NZ Histories curriculumIdentify 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 MaraeCommunity 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 worldOur 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*

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| **Initiative** | **Actions** | **Person Responsible** | **Cost** | **Timeframe** |
| Initiative 1a | Review our current Professional Growth Cycle goals, identify and set 1 new goal for 2022 | All staffPrincipalEd Hodkinson Leadership Advisor | $150 | Prior to term 1 2022Teacher Only Day |
| Initiative 1b | Each staff member will select their Teaching as Inquiry topic | Senior TeacherAll 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 Inquiry1 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’ approachStaff to attend Growth Coaching Courses throughout the yearHave regular social and team building sessions throughout the yearStaff complete a wellbeing survey | All StaffSenior (Lead Teacher) and new teacherGrowth Coaching New Zealand All staffAll staff | Nil Cost$1000$1000Nil | Weekly Terms 1-4 202225 May 20222 June 20221 per termStart of Term 1 2022End of Term 4 2022 |

Maroutanga whai kiko; *Meaningful Curriculum*

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| **Initiative** | **Actions** | **Person Responsible** | **Cost** | **Timeframe** |
| Initiative 2a | Have signage created showing Values/visionLaunch our lighthouse Values and vision statement to communityExplicitly teach values and vision in classrooms/assemblies | Principal/BOTAll staffAll staff | $2000 | By Week 5 Term 1 2022By week 5 Term 1 2022Ongoing |
| Initiative 2b | Create visual representations of SMARC for display around schoolDeliver the SMARC goal approach through explicit teaching in classrooms/assembliesStudents set goals for the term; 1 learning goal, 1 personal goalShare this process with parents/whanau prior to 3 way conferencesUse 3-way conferences as a vehicle to share goals with family and whanau | Principal/BOTAll StaffAll staffAll staff/Whanau | $1500 | Beginning of Term 1 2022Ongoing throughout the yearTerms 1-4 2022Terms 1 and 3 2022 |
| Initiative 2c | Overnight Leadership camp for Year 8’sYear 7 and 8 pupils attend the National Young Leaders ConferenceYear 8 students enrol in the William Pike Challenge | Senior Teacher /PrincipalSenior Teacher /PrincipalSenior Teacher/Principal | $300$180$800 | Week 1 Term 1 2022Term 2 2022Term 1-4 2022 |

Hapori piri *Engaged Community*

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| **Initiative** | **Actions** | **Person Responsible** | **Cost** | **Timeframe** |
| Initiative 3a | Meet with Kohunui Hui group members to share our Strategic VisionWork 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 MaraeAs above |  | Prior to commencement of Term 1 2022By week 7 of term 1 2022 |
| Initiative 3b | Commence partnership between School and Marae with a Powhiri involving community stakeholdersWorkshops 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, BOTManawhenua, staff, Principal, BOT | $1000 | Term 2 2022Week 5 Term 2 2022Week 5 Term 3 2022 |
| Initiative 3c | Map all community based initiatives throughout 2022 involving school and partnersShare Strategic Plan with community via planned opportunities  | Principal, staff, stakeholdersStaff, Community, Principal |  | Week 8 Term 4 2021Week 3 Term 1 2022 |