



PAPATOETOE
HIGH SCHOOL

Strategic direction 2020 - 2022

Te Pepeha mā te kura tuarua O Papatoetoe

Ko Maungakiekie te maunga
Ko Manukanuka o Hoturoa te awa
Ko Tainui te waka
Ko Waikato me Te Wai o Hua ngā iwi
Ko Te Ākitai te hapū
Ko Papatoetoe te Marae
Ko Hua Kaiwaka te tangata
Ko Whakatongia te Kakano te whareniui
Ko Te Maramatanga te waharoa
Tēnā koutou, tēnā koutou, tēnā tātou koutou



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PART 1: Vision Section

Digne Lampada Tradas - worthy to hand on the torch

Philosophy:

The school philosophy is summed up in its motto 'Digne Lampada Tradas' - "worthy to hand on the torch" and refers to the emphasis we place on developing pride, teamwork and a tradition of excellence.

Our school motto (Latin) refers to an essential aspect of the life of the ancient Greeks who believed in perfection of mind and body. At the Athenian Games, the most prestigious event was the torch relay race, which consisted of keeping the torch burning and handing it, still lit, to the next runner. Selection to be a torch bearer and member of the relay team was very competitive and, indeed, a high honour.

A modern day parallel is the Torch Relay that precedes the Olympic Games. People who carry the Olympic flame are chosen because of the excellent contribution they have made in their chosen field of endeavour, to their communities and to their country.

Our aim is for all members of our school to eventually leave us as fully participative members of the community through 'living the values of our school'. Their learning journey will empower them with access to suitable qualifications, a desire to continue their learning and the ability and willingness to 'hand on the torch' to those who follow.

On leaving Papatoetoe High School a mana enhanced student is:

- A committed learner *Valuing education and committed to being a life-long learner.*
- Self-determining *Equipped to be the lead agent in what happens next in their academic, occupational and social development.*
- Diverse in experience *Celebrates our rich and diverse environment. Develops acceptance, tolerance and self-awareness.*
- Resilient *Is equipped to respond to the challenges and opportunities of that life brings.*
- An effective communicator *Confident in expressing themselves and an active listener.*
- A proud, contributing member of society. *Values heritage and culture and is law abiding, engaged locally and nationally in an Aotearoa-New Zealand context.*
- Developing a global awareness *Has an environmentally sustainable approach to living in the world and awareness of differing world views and issues.*

Highly effective and professional teachers are crucial to our students reaching their potential. As such a Papatoetoe High School teacher:

- is culturally sensitive and responsive;
- develops and maintains positive relationships;
- enjoys their work and has a passion for teaching;
- is a teacher of literacy and promotes all forms of literacy;
- is open to learning and reflects on their own practice;
- uses the *Standards for the Teaching Profession* as a positive means of reflecting on and improving their own practice;
- is committed to improving educational outcomes for students
- facilitates learning to improve student outcomes.

What We Value at Our School:

❖ CELEBRATION OF DIVERSITY

The multicultural mix of our students and inclusion of students with special needs provides a unique and special opportunity to learn about each other from each other in a supportive and positive way.

- Accept and welcome differences.
- Learn from each other.
- Be tolerant.
- Understand the bicultural heritage of New Zealand and aspects of Tikanga Māori.

❖ COMMUNITY SPIRIT

Our school is a community within a community and it is important that we all play our part in promoting a sense of belonging and a caring attitude.

- Become involved.
- Promote the positive.
- Be helpful and prepared to go to the “extra mile”.
- Maintain positive partnerships and relationships with neighbours.

❖ CONTINUAL IMPROVEMENT

We constantly seek ways to improve all aspects of the school's operations.

- Set personal goals
- Reflect and evaluate
- Challenge your view of the world.
- Be open-minded.
- Have a go!

❖ COOPERATION

An attitude of “we not me” is fostered.

- Be a good team member.
- Be supportive.
- Be considerate of the needs of others.
- Share ideas, knowledge and experiences.
- Meet your obligations

❖ INTEGRITY

Our expectation is for all people in the school to be honest, trustworthy and ethical.

- Be honest and trustworthy.
- Follow through with your promises.
- Stand up for what you believe in.
- Do what is right and ethical.
- Be “professional” (well presented, punctual, loyal).

❖ LEARNER MOTIVATION

Learning is to have a high priority for all students and staff, who are encouraged to pursue excellence and to be self-motivated, and self-reliant.

- Have high expectations.
- Always do your best.
- Accept and learn from mistakes.
- Show perseverance – don't give up.
- Be enthusiastic and excited about learning.
- Pursue your dreams.
- Show innovation, inquiry and curiosity

❖ PRIDE

It is important that we acknowledge and celebrate the achievements of past and present students and staff.

- Have a sense of belonging.
- Believe in yourself and your contributions.
- Present yourself in a way that shows you care.
- Promote and defend our reputation.

❖ RESPECT

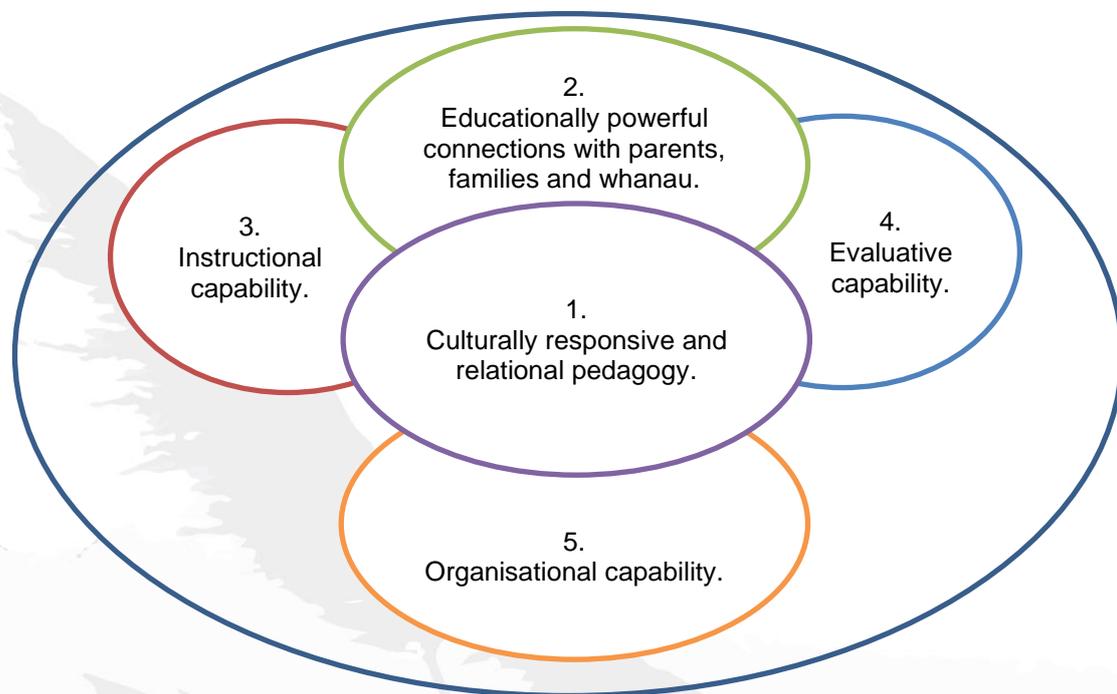
We place importance on showing respect for others, their property, the school's facilities and reputation.

- Be sensitive to the needs of others.
- Treat others as you expect to be treated yourself.
- Be polite and well mannered.
- Accept rules and follow them.
- Practice equity
- Value ecological sustainability
- Value the past – our traditions and reputations.

PART 2: Strategic direction

School Context

The board of trustees has adopted the five capabilities, identified by the Ministry of Education, that schools need in order to accelerate student achievement as the basis for prioritising future developments.



Strategy for Raising Māori Student Achievement:

The school recognises the National Education Priorities and our commitment to the principles of the Treaty of Waitangi. To that end we are committed to improving the learning outcomes for Māori students and to raising the awareness of NZ history and our bicultural heritage.

For our Māori students this means having:

- an opportunity to study Te Reo Māori to a senior level;
- an opportunity to participate in cultural activities;
- an understanding of the advantage of being Māori learners at Papatoetoe High School;
- an opportunity to become aware of their Māoriatanga;
- opportunities to enjoy educational success as Māori (refer <https://www.waikatotainui.com/assets/Uploads/Strategy-Files/57255277f7/18510-Ko-Te-Mana-Maatauranga.pdf>)

For our staff this means:

- meeting obligations of the Treaty of Waitangi as described in the professional standards for teachers and New Zealand Teachers Council Practising Teacher Criteria;
- improving understanding of Te Ao Māori;
- increasing their capability to work with Māori, and to effectively deliver for and with Māori students, whanau, iwi and communities;
- developing culturally responsive and relational pedagogy that embraces and includes New Zealand and international research on improving educational outcomes for indigenous learners;
- providing opportunity for Māori to learn and succeed as Māori;
- having access to and interacting with successful Māori.

For school management this means:

- analysing and responding to all relevant data for Māori students;
- setting specific targets, in response to data, related to improving success levels of Māori students;
- implementing and monitoring action plans designed to meet specific targets.

For our Māori community this means:

- they will be consulted with and given feedback on progress.

Strategic goals – 5 capability areas

1 Culturally Responsive and Relational Pedagogy.

How well does the school create a sense of belonging for all learners to help them connect with what they learn, how they learn and who they learn with?

How it is now:

Our students come from a diverse range of ethnic, cultural and socio-economic backgrounds. We have a high number of ESOL funded students and a significant proportion of our incoming year 9 students, each year, did not learn English as their first language. Second language learning is compulsory for all year 9 students including the offering of mother tongue languages of Te Reo Māori, Samoan and Hindi. Cultural identity is acknowledged and embraced throughout the school year. This can include involvement in cultural groups and the Rautoetoe programme.

As a cohort, those students identified as Māori achieve lower levels of NCEA academic success than non-Māori, have higher absenteeism and are less likely to remain at school until the end of year 13. The school has provided and continues to provide a variety of professional learning opportunities for staff to improve in Te Ao Māori and to develop their cultural responsiveness. A Māori based vertical form class (Rautoetoe) has been established in each of the four houses within the school. Our wharenuī, Whakatongia te kakano, is an important resource that showcases the culture of our school.

Learning Areas are expected to continue to develop learning programmes that are culturally appropriate. The school is committed to implementing and embedding practices and principles created from the Te Kotahitanga research project and the Kia Eke Panuku initiative.

Diverse learning needs are catered for via programmes such as the Richards Centre for students with physical disabilities, the ESOL Learning Area, GATE and the learning support learning area. Multi-level study is available and there is an increasing awareness of the need to individualise support and support the learning pathways for all learners.

Areas for future development:

- Increasing the teachers' awareness of each student's cultural identity;
- Increasing individualisation of support to students – concept of our school results are improved 'one student at a time';
- Advancement of cultural identity and for Māori learners to learn and achieve as Māori;
- Develop learning opportunities in Te Ao Māori and Pacific studies;
- Continue to provide opportunities for staff to develop and implement culturally responsive and relational pedagogies.

2 Educationally Powerful Connections with Parents, Families and Whanau

How well does the school create a welcoming and inclusive environment for parents, families and whanau to engage in their children's learning?

How is it now

Our year nine students and families are formally welcomed with a powhiri at the start of the year. Whakatongia te Kakano, the school's wharenuī, provides an excellent meeting venue for a range of hui with parent and whanau groups. The school is committed to implementation and embedding practices and principles created from past programmes such as Te Kotahitanga research project, the Kia Eke Panuku initiative and practices of the Starpath programme. We provide opportunities each year for parents, students and teachers to meet and discuss student progress and related issues. Parents have access to aspects of our student management system via a web-based parent portal that provides current information on academic achievements, attendance and other relevant data. The school enjoys strong support from the wider community in our extensive co-curricular programme. The school celebrates student success at well-attended prize giving ceremonies and special achievement events.

Areas for future development

- Continue to develop how we contact and communicate with parents via electronic means (email, text, apps, social media, face to face);
- Continue to improve school branding and imagery;
- Further develop our relationships with our local community and iwi;
- Further develop opportunities to recognise and celebrate student success.
- Broaden the range of curriculum outcomes reported on to reflect the key competencies of the NZC and other valued student outcomes.

3 Instructional Capability

How well do our teachers genuinely connect with and effectively teach all priority groups of learners? The government has identified Māori, Pasifika and students with special needs as priority learners.

How it is now

The school enjoys very loyal and dedicated staff that is characterised by a good blend of youth, experience and ethnicities. A compulsory weekly professional learning and development programme has enabled teaching staff to upskill in areas such as literacy development, PB4L (Whaitake), Te Ao Māori, academic mentoring, twenty-first century learning and boys' achievement and culturally responsive and relational pedagogy. Learning Areas set targets and have specific plans in place for Māori students and other priority learners. Comprehensive Learning Area milestone reports and annual plans report on progress against these targets. Special needs students are identified and supported in our learner support programme, Languages learning area, GATE programme and the Richards Centre. Our pastoral care team involving form teachers, deans, counsellors and nurses and outside agencies to support students with their academic, social and emotional needs.

Areas for future development

- Further embed academic mentoring practice of teachers;
- Strategize at a learning area level to meet the needs of priority learners;
- Continue to develop teacher pedagogy to be responsive to the needs of our priority learners;
- Continue appropriate induction of new staff into our professional learning programmes and pedagogical approaches;
- Develop and embed the Digital Technologies curriculum
- Continue to identify and provide support to those students who meet the requirements for special assessment conditions;
- Continue to develop our capability to provide contextualised learning and appropriate assessments.

4 Evaluative Capability

How effectively does the school capture and use evidence to make sound decisions that accelerate progress and ensure valuable outcomes for all learners?

How it is now

Comprehensive sets of student achievement data are collated and analysed at a whole school and Learning Area level. There is variability in the level of data analysis at the Learning Area level and how that information is then used to inform future developments. Where there is good practice data is disaggregated on an ethnic and gender basis and is used as evidence to improve learning.

Learning areas and the Deaning team are required to prepare milestone reports on a quarterly basis. Specific targets are set for priority learners using data sets available and this process is extended to Learning Area level.

All student progress and achievement is tracked and students receive individualised academic mentoring. These sessions provide students with the opportunity to set goals and evaluate their progress against them. Students engage in a self-review of progress as part of the mentoring cycle.

Areas for future development

- Continue the evolution of the Teaching as Inquiry process for all teachers;
- Continue to provide support to HoLAs to use the milestone report process as an evaluative tool, involving evidence-based decisions.
- Continue to assist students to identify and develop their own coherent learning pathway.
- Develop a cohesive and evaluative plan for promoting student and staff well-being.

5 **Organisational Capability**

How effectively does leadership in the school inspire a strong shared vision of accelerated learner progress and achievement, and then prioritise resources and drive through change to realise a vision.

How it is now

Raising levels of student achievement is the priority for the school and specific targets are set each year to promote high levels of success for all students and Māori students in particular. Continuous improvement is widely accepted by staff and change initiatives have been embraced. The school is relatively well resourced and has an extensive IT network including UFB and wireless. Buildings are well maintained but not all of them offer modern learning environments. Middle leaders are cognisant of the school's strategic goals and their part in meeting these targets. Senior leaders work closely with HoLA's to assist them in meeting Learning Area and school goals.

Areas for future development

- Continue to actively promote our annual targets and progress against them;
- Measure progress against a long-term campus development plan;
- Constant review of school's systems to embrace best practice;
- Strategic approach to recruitment.



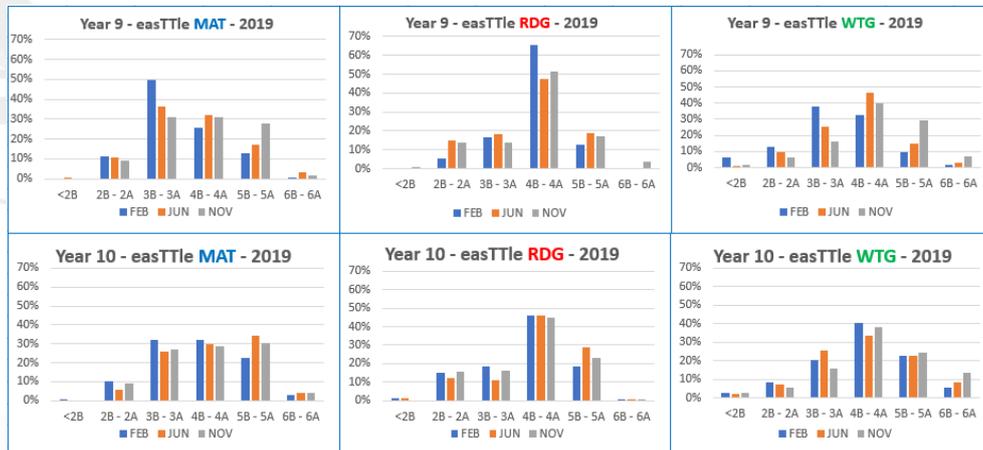
PART 3: Annual Plan

Annual target 1: Improve rates of students' achievement.

Target aligns with Strategic goal(s) as listed;

1. Culturally responsive and relational pedagogy.
2. Educationally Powerful Connections with Parents, Families and Whanau
3. Instructional Capability
4. Evaluative Capability

Baseline data and analysis:
asTTle 2019



Interim (January 2020) NCEA Roll based measure

Academic Year	Papatotoe High School				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2015	57.0	65.6	48.6	37.9	74.5	76.3	62.6	48.1	61.7	68.0	50.1	26.4
2016	67.2	77.0	49.1	38.5	75.3	78.4	64.2	48.8	63.4	70.8	53.9	28.1
2017	72.5	73.4	47.1	29.1	75.0	78.5	65.5	48.9	63.4	71.4	55.6	27.4
2018	74.2	84.8	60.9	37.7	72.4	77.6	66.1	48.9	58.4	69.5	56.9	27.8
2019	56.1	77.3	67.5	38.4	69.3	76.6	66.2	47.8	56.0	67.9	58.4	28.6

Actions to achieve target	Strategic Goal(s)	Led by	Time	Ongoing Monitoring /Review
<p>Year 9 target group</p> <ul style="list-style-type: none"> • Learner behaviours • <3B (not home room) • Priority learners • At risk pastoral <p>Learning areas utilise an inquiry approach to develop their curricula for this group.</p> <p>Learning area dialogue to commence whereby subject teachers and mentors track and monitor identified students.</p> <p>asTTle testing undertaken 3x per annum</p> <p>Develop teacher understanding of asTTle data and its use for evidence-based teaching</p> <p>Year 10 target group</p> <ul style="list-style-type: none"> • Learner behaviours • <3B • Priority learners 	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>DO</p> <p>SLT/HOD</p> <p>HOD</p> <p>PD/WL/DO</p>	<p>W6 T1</p> <p>W10 T1</p> <p>Ongoing</p> <p>W5 T1</p>	<p>CX to gather enrolment data from contributing school.</p> <p>SLT to then work with learning areas</p> <p>HoLAs – interventions detailed via milestone reporting and 16+ actions and discussions with line managers.</p> <p>Mentors – DO – interventions created and applied to target groups.</p> <p>asTTle – DO – ongoing data collection and plan</p> <p>asTTle – teacher professional development of understanding of data and next steps as outlined in asTTle reports</p>

• At risk pastoral				
<i>NCEA level 1 (Year 11 Māori)</i> Identification Students in these target groups are supported by appropriate programmes of work (established criteria)	1 2 3 4	DO	W10 T1 Ongoing	PTE XCEL workshops HoLAs – interventions detailed via milestone reporting and 16+ actions and discussions with line managers.
<i>Year 11 Mentoring group</i> Former Y10 target students	1-4	DO		



XCEL targeted students Explore ways to integrate targeted students within the learning support infrastructure if appropriate.	1 2 3 4	DO	Ongoing	XCEL – SLT to have an overview of the programme and work with students from their respective houses. XCEL workshops HoLAs – interventions detailed via milestone reporting and 16+ actions and discussions with line managers.
<i>Year 11-13 student requiring extra credits</i> Provide teaching programmes during exam study leave for selected students.	1 2 3	DO	T3 T4 W5 T2	XCEL workshops
<i>Overall NCEA achievement</i> • NCEA 1 – 80% • NCEA 2 – 85% • NCEA 3 – 65% • UE – 40%		All staff	T4	
<i>Actively promote achievement targets to students and staff</i>		SLT	T1	Design promotional campaign that keeps the learning and achievement targets in the forefront of learners’ minds. Obtain student voice around how this might work.
<i>Digital Technologies curriculum implementation</i> Support process of implementation of new Digital Technologies curriculum into existing courses. • Familiarisation process with full staff. • Cross curricular review group. • Utilise external facilitator support • Implementation for 2020 following implementation plan. PLD – continue to develop tools and pedagogy Grandparent BYOD programme into Y11	1 2 3 4	GR HoLAS SLT All	T1 Ongoing	Implementation Support Team PLD to support implementation across whole school curriculum. Continue to provide PLD both internal and external Community group to support BYOD implementation
<i>NCEA change package</i>	1 2	CX	T4	Utilise two teacher only days affording schools by the MoE
<i>Equity / excellence focus</i>		WB		
<i>asTTle understanding development</i>	1	DO	T1	Improve understanding and use of asTTle tool.
<i>Whanau engagement</i>	2 3	WB/DO		Continue to enhance mana whenua links to create improve outcomes for students and whanau

<i>Iwi engagement</i>	2 3	DO		Continue to enhance mana whenua links to create improve outcomes for students and whanau
<i>Attendance and lateness</i>	1 2 3	VK	T2	Work within school and CoL to start process of improving attendance and lateness to school.
<i>Learning support reimagining</i>	1 2 3	DO	T4	Work with team to develop behavioural plan as well as learning plan



Annual target 2: Promote student and staff well-being.

Target aligns with Strategic goal(s) as listed;

1. Culturally responsive and relational pedagogy.
2. Educationally Powerful Connections with Parents, Families and Whanau
3. Instructional Capability
4. Evaluative Capability
5. Organisational Capability

Baseline data and analysis:

- No school wide stakeholder survey undertaken in last 10 years. No data available.
- PB4L at Tier 2 as at Jan 2018
- Recognitions structure has been reinstated and is embedded.

Actions to achieve target	Strategic Goal(s)	Led by	Time	Ongoing Monitoring /Review
<i>Develop a wellbeing framework</i>		CX /DO		
<i>Careers central implementation</i>	1 2 3 4 5	GR / Careers	T1	Appoint Careers advisor and begin careers central roll out. Monitoring via reporting options built into software.
<i>Role of the Deans (linked to academic tracking with the House)</i>	2 4 5	DO		Map alignment between Assay tool and Careers Central tool. Develop feedback tool to gauge frequency/extent of tracking and mentoring conversations.
<p><i>Role of the mentor teacher</i> Continue to clarify the expectations of the mentor teacher in fulfilling their obligations around our school foci, including;</p> <ul style="list-style-type: none"> • Attendance focus – unjustified absences targets <ul style="list-style-type: none"> o 5.0% overall o 3.0% Y9 o 4.5% Y10 o 4.0% Y11 o 6.0% Y12 o 8.0% Y13 • Academic progress • Learning programme • Pathway plan • Home/school partnership <p>Re-imagine the form teacher section of staff handbook</p> <p>Look for way to ‘rebrand’ form time in keeping with our <i>Whaitake</i> focus.</p> <p>Report on key competencies.</p>	2 4 5	SLT Deans CX	Ongoing Ongoing Profile once per term T1 T1	<p>Rebranding from form teacher to mentor teacher</p> <p>Rebranding from form class to “mentor class” (or something similar) (FC to MC)</p> <p>KAMAR nomenclature changes</p> <p>Socialise attendance data to staff</p> <p>Mentor check-in conversation records in profile section of KAMAR.</p>
<p><i>Participation and service</i> Whole school focus around participation and service.</p> <ul style="list-style-type: none"> • Arts / Culture • Sports • Service • Other 		SLT Student Leaders	Ongoing	

Evaluate and refine the <i>Pou Arataki Māori</i> position.		DO		
Health and Safety <ul style="list-style-type: none"> Regular H&S meetings Review training of staff H&S reporting to board. 	2 5	CO/DET	Ongoing	Training record developed Training logs tracked Manual/instructions located appropriately Monthly reporting to the BOT via Principals Report
Whaitake (PB4L) <ul style="list-style-type: none"> Continue to develop Tier 2 interventions and enhance communication for staff, students, and whānau Use student voice to help guide direction. PLD opportunities are utilised (external) and provided for (internal). Continue using some PLD time and make more effective use of Whaitake Champions. De-privatising the pastoral data Teaching of positive behaviours embedded into classroom practice. Develop a Whaitake expectations matrix for staff 	1 2 3 4	SLT Whaitake (PB4L) team	Ongoing	SET survey undertaken as needed. KAMAR Pastoral entry data used as basis for discussion (and de-privatised) on a regular cycle. Student focus groups held. Review recognition system i.e. what to stop, start and continue (based on student feedback).

Annual target 3: Promote the highest levels of staff performance and accountability.

Target aligns with Strategic goal(s) as listed;

1. Culturally responsive and relational pedagogy.
2. Educationally Powerful Connections with Parents, Families and Whanau
3. Instructional Capability
4. Evaluative Capability

Baseline data and analysis:

Year	Basic	Developing		Integrating		Teachers observed
2015	4	11	19	8	3	45
	9%	24%	42%	18%	7%	
2016	4	30		11		59
	9%	60%		25%		
	7	16	21	9	6	
2017 (March)	12%	27%	36%	17%	9%	57
	7	37		15		
	12%	63%		26%		
2017 (August)	4	15	22	11	5	61
	7%	26%	39%	19%	8%	
	4	37		16		
2018 (May)	7%	65%		27%		54
	2	10	27	15	7	
	3.30%	16.40%	44.30%	24.60%	11.50%	
2018 (October)	2	37		22		56
	3.30%	60.70%		36.10%		
	4	6	24	17	3	
2019 (May)	7.40%	11.10%	44.40%	31.40%	5.50%	53
	4	30		20		
	7.40%	55.50%		37%		

- Co-construction began in 2016
- Reporting system in middle of change process
- BYOD in year 09 in 2018, year 10 in 2019
- Mentoring timetable changed in 2016 to allow longer PLD time and due to student feedback that mentoring was not meeting their needs.
- Uniform update in place for 2019.
- Centrally funded PLD hours used in 2018 - 320hrs

Actions to achieve target	Strategic Goal(s)	Led by	Time	Ongoing Monitoring /Review
<p><i>Culturally Responsive and Relational Pedagogies</i></p> <ul style="list-style-type: none"> • Engage with South Auckland Raising Māori Achievement Collective <ul style="list-style-type: none"> ➢ Hui whakarewa for new staff ➢ Shadow coaching professional development • Embed peer observation and feedback model established using the common observation tool. • Create a process to measure the use of the common observation tool. • Engage in Rongohia te Hau process 2 per annum • Target <ul style="list-style-type: none"> ▪ - 55% of staff at integrating by end 2020. ▪ No staff at basic by end 2020. 	1 2 3 4	VK	T3	<p><i>Measure the use of common observation tool</i></p>
			Ongoing	
			T1-T3	
			Ongoing	
<p><i>Co-construction practice (Y9 and 10 core classes)</i></p> <ul style="list-style-type: none"> • Based on learning behaviour data. • Comms expectations. • Use of data. • Agreed strategies. • Clarity of purpose. 	1 2 3 4	VK	T1 and T3	<p><i>Co-construction meetings to be facilitated by learning teachers</i></p> <p><i>Feedback from co-con meetings.</i></p>
			W1 T1 Then ongoing	

<p><i>Teaching as Inquiry</i></p> <ul style="list-style-type: none"> • Focus on priority learners • Use of quality data • Derived from aSTTle testing 	1 2 3 4	WB	T1 then ongoing	<p>Shared OneNote to be updated Regular check-ins at learning area level</p> <p>Continue to report progress through milestone reports</p>
<p><i>Teacher Appraisal</i></p> <p>Embed the Standards for the Teaching Profession into the appraisal process.</p>	3	WB	Ongoing	Continue staff PLD regarding evidence of meeting the standards
<p><i>EOTC processes</i></p>	2 4	WB	T1	
<p><i>Digital Technologies curriculum implementation</i></p> <p>Begin process of implementation of new Digital Technologies curriculum into existing courses.</p> <ul style="list-style-type: none"> • Familiarisation process with full staff. • Cross curricular review group. • Explore external PLD offerings. • Implementation plan for 2020. <p>PLD – continue to develop tools and pedagogy</p> <p>Grandparent BYOD programme into Y11</p>	1 2 3 4 5	GR HoLAs SLT		<p>Set up of Curriculum Team-Core Subjects</p> <p>PLD for core subject staff and support to implement units of work that integrate new curriculum progress outcomes in year 9 and 10</p> <p>Continue to provide PLD both internal and external</p>
<p><i>Reporting to the community Home/School Partnerships</i></p> <ul style="list-style-type: none"> • Evaluate effectiveness of existing communications • Establish stronger links with local iwi. • Explore language learning opportunities (Te Reo) for staff/whanau. <p><i>Reporting</i></p> <ul style="list-style-type: none"> • Embed Key Competency reporting across the school. • Embed real-time reporting systems and processes with expectations clear to all stakeholders. • Create an evaluative commentary document for stakeholders. • Undertake a review of the revised reporting system to identify gaps, areas needing further attention, etc 	2 1 1 / 2 1 2 2 3	CX DO SLT CX	Ongoing T3 T3	<p>Waikato-Tainui iwi Kawanata whanau survey</p> <p>Education Perfect – Te Reo</p> <p>Milestone report sub heading</p> <p>Maintain welcome interviews early in Term 1</p> <p>Student focus groups. Parent survey. HoLA feedback Review team feedback each term.</p>

<i>Kahui Ako engagement</i>	1 2 3 4 5	CO SLT	Ongoing	<p>Collaborate on the construction of an Achievement Plan with the team of Principals in the CoL.</p> <p>Once established, socialise the material with wider PHS staff.</p> <p>Establish links with PHS annual planning and CoL Ach Plan.</p>
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