



Section 3:

Action Plan

2023

STRATEGIC ASPIRATIONS 2023 - 2026

FOUR Strategic Aspirations Guide our Journey:

Ākonga Focused Curriculum:

We will successfully implement a school curriculum based on the New Zealand National Curriculum (NZC) that is personalised to the needs and interests of our ākonga / learners. We will continuously seek ways in which to stimulate and engage ākonga.



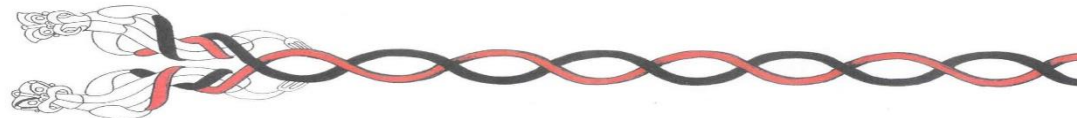
NELP: 1, 2, 3, 4, 5, 7

Engaging, Empowering Relationships:

We will enhance and develop our relationships with our students, our whānau / aiga / care-givers and the broader community.



NELP: 1, 2, 3, 4, 5, 7



Empowering School Culture:

We will have a school culture which values and acknowledges success, is inclusive of all, and recognises and respects the diversity of our school community.

NELP: 1, 2, 3, 4, 5, 6



Continuity and Change:

We will develop and embed practices that will enable the school to be sustainable. We will enable staff to strive to be their best selves.

NELP: 1, 2, 3, 4, 5, 6, 7



Ākonga Focused Curriculum : 2023 Action Plans					
Goal	Curriculum Engagement				
#1	A personalised curriculum shaped to the students interests and culture, and responsive to the changing needs, will continue to engage and challenge each learner. <i>NELP: 1, 2, 3, 4, 5, 7</i>				
Actions	Outcomes	Who	TimeFrame	Review	
1. Develop functional Individual Learning Plans that are inclusive of whānau and ākonga voice.	Relevant ākonga-focused learning underpins differentiated teaching programmes. Ākonga experience success and express preferences in their own learning.	AP & Leadership Teachers Therapists Whānau	Feb / March	July / November	
2. Use ākonga' histories, traditions, cultures and individuality as a starting point to develop teaching and learning programmes. Know our tamariki. Tapasa PD will be made available to staff. Focus for Within School Teacher [Kahui Ako]	Opportunities are created for tuakana / teina. Learners' identity - language, culture – and prior knowledge is obviously valued and validated. Learners will be guided and empowered to apply their skills in contexts that are authentic to them.	Leadership Team Pasifika Lead Team Teachers / TAs Therapists Whānau Tautai o le Moana	February - November	June / December	
3. Honour the Te Tiriti o Waitangi as a principle of the NZC with Tikanga Māori visibly respected and central to our kaupapa and Te Rēo Māori spoken, sung, and written in our curriculum planning.	Ākonga will experience te rēo and kaupapa Māori enabling them to understand and interact confidently within a Māori context. Te Rēo Māori will be evident in all curriculum planning. Conversational Te Rēo will be increasingly spoken by SKP staff.	Tumuaiki Leadership Team Te o Māori Lead Teacher Teachers / TAs Therapists	All year	June / December	



Ākonga Focused Curriculum : 2023 Action Plans

Goal

Mathematics Curriculum

#2

For ākonga in all areas of the school to make progress in numeracy, irrespective of their age and stage.

NELP: 1, 2, 3, 4, 5, 7

Actions	Success Criteria / Outcomes	Who	TimeFrame	Review
<p>1. Scaffold kaimahi's new knowledge of the Numicon programme into effective Math planning, teaching practice, and assessment.</p> <p>Release and Training for and by Lead team</p>	<p>Teachers plan and teach a balanced numeracy curriculum, which include sustained integration of planned and spontaneous learning opportunities. Syndicate leaders and Math team work with staff to improve ākonga achievement. Resource purchases effectively being used within classroom programmes</p>	<p>Math Co-ordinator Math Lead Team Numicon Consultant Principal BoT</p>	<p>April - November</p>	<p>June / December</p>
<p>2. Math co-ordinators to liaise with GLG co-ordinators to ensure teaching clarity and the use of assessment to inform practice is supported across Math programmes.</p>	<p>Teaching programmes have clear learning intentions, relevant learning experiences and clearly demonstrated success criteria. Assessment data and analysis shows increased student achievement in math</p>	<p>Math Co-ordinator Math Lead Team AFL Co-ordinator AFL Lead Team</p>	<p>May - November</p>	<p>June / December</p>
<p>3. Review our Math teaching practise using a Pasifika / Maori lens. What can we do differently to further engage our learners?</p> <p>Lead team to visit other specialist schools using Numicon and share observations / learning</p>	<p>Teachers exploring ways of connecting their knowledge of students and Math practises – Tapasa / Ka Hikitia in action, integrated through curriculum and across the day.</p>	<p>Math Co-ordinator Math Lead Team Focus Teachers Principal BoT</p>	<p>July - December</p>	<p>December</p>
<p>4. Begin to revise and update SKP Math Scheme.</p>	<p>At least two strands – Number and Statistics and Measurement – of the Math Scheme are updated and relevant. Scheme provides guidance for teaching staff and is accessible.</p>	<p>Principal Math Lead Team Teaching staff</p>	<p>June - December</p>	<p>December</p>

KNOW ~ ENGAGE ~ EMPOWER



Ākonga Focused Curriculum : 2023 Action Plans

Goal	Senior Ākonga Curriculum				
#3	Embed SKP Senior Ākonga Curriculum for learners aged over 16 years. Increase 'new' teachers' confidence and capabilities to deliver relevant and age appropriate learning. <i>NELP: 1, 2, 3, 4, 5, 7</i>				
Actions	Success Criteria / Outcomes	Who	TimeFrame	Review	
<p>1. Complete cycle 3 of the curriculum. Induct current teaching team in completed curriculum.</p> <p>Induct leadership team in completed curriculum</p> <p>Release and Training for and by Consultants</p>	<p>Staff have a shared vision and understanding of what the senior programme at SKP looks like so that learners continue to make progress within relevant core curriculum areas and key competencies.</p> <p>Ākonga are actively engaged and motivated to learn.</p>	<p>Sp Ed Consultants Syndicate Leader Principal BoT Leadership Team</p>	<p>April - November</p>	<p>June / December</p>	
<p>2. Mentor / support teachers to deliver curriculum</p>	<p>Teaching programmes have clear learning intentions, relevant learning experiences and clearly demonstrated success criteria. Teachers feel supported and empowered to deliver relevant learning programmes.</p>	<p>Sp Ed Consultants Syndicate Leader</p>	<p>May - November</p>	<p>June / December</p>	
<p>3. Embed internal moderation of learning which includes ākonga voice.</p>	<p>High expectations for learning are established across the syndicate with shared responsibility for this happening. Ākonga are part of the team. Tukana – Teina relationships developing.</p> <p>Ākonga identify with their programmes of learning.</p>	<p>Syndicate Leader Teachers Principal Ākonga</p>	<p>July - December</p>	<p>December</p>	
<p>4. Determine / review resources required for senior ākonga learning and use to support strategic purchasing and annual budget.</p>	<p>Ongoing resources, inclusive of personnel, are identified and approximate costs established. Strategic 3 year purchasing cycle developed for trial.</p>	<p>Principal Syndicate Leader Kaimahi BoT</p>	<p>August - December</p>	<p>December</p>	



Engaging Empowering Relationships: 2023 Action Plans				
Goal	Community Activity and Involvement			
#1	Re-establish authentic learning opportunities in real contexts, utilising our local community resources. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
Actions	Outcomes	Who	TimeFrame	Review
1. Strengthen and embed effective enrolment and transition processes	Ākonga, whanau / aiga are supported throughout the transition into school. Information is shared in a timely manner. Waitlists are managed. Liaison with EC facilities and MOE EI teachers is strengthened.	Transition Co-ordinator Principal Teachers / Therapists	Ongoing all year	July December
2. Access to community work experience is re-established as COVID restrictions are eased.	Students are safely supported to re-enter community facilities / locations to continue their work experience and learning.	AP Work experience team Principal / BOT	Ongoing all year	Termly December
3. Regular EOTC is actively encouraged and supported	Learners are safely supported to enhance their learning in relevant settings and contexts.	DP Teachers	Ongoing all year	Termly December

Engaging Empowering Relationships: 2023 Action Plans				
Goal	Relationships with Whanau / Aiga / Caregivers			
#2	Communication with whanau / Aiga / Caregivers and community is appropriate, accurate, timely and available <i>NELP: 1, 2, 3, 4, 5, 7</i>			
Actions	Outcomes	Who	TimeFrame	Review
1. Encourage all whanau / aiga to connect with Seesaw. Train any new teachers. Syndicate leaders to support teachers' posts. Portfolios to be posted to Seesaw. Monitor engagement levels.	Whanau / aiga / care-givers are informed of their child's progress, and of happenings in the school. Whanau / aiga / care-givers are using Seesaw more regularly	Deputy Principal Principal Teachers Pina	February - December	December
2. Extend a talanoa approach to whanau / aiga learning plan meetings. Further PD in Tapasa Turus. Feedback from whanau / aiga and staff sought and acted upon.	Whanau / aiga are involved in choosing their child's learning goals. Information is shared. Relationships are strengthened. Partnerships with whanau / aiga / care-givers are more evident with regard to learning	Assistant Principal Principal Tautai o le Moana	March - May	June December
3. Embed Family Liaison Position to strengthen school relationships with whanau / aiga / care-givers / students.	'Hard to reach' whanau / aiga are re-connected with school. Student attendance is improved. Whanau / aiga feel supported. Students feel supported	Principal BOT	June - December	December



Engaging Empowering Relationships: 2023 Action Plans				
Goal #3	Ākonga Agency Ākonga are actively engaged in their learning. They are individually empowered to have say, choice, control and ownership of their learning. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
Actions	Outcomes	Who	TimeFrame	Review
1. Ākonga input / voice into their own learning plans is actively sought for ALL ākonga.	Teachers actively reflect on the extent to which ākonga agency has been honoured in learning plans and activities / experiences to plan next steps.	Leadership Team Teachers / TAs	Terms 1 & 2 Ongoing	December
2. Assessment For Learning practices are strengthened / embedded to ensure students' input into what they need to learn; knowing why they need to learn it; and knowing how they might show that they have learnt it.	Student agency is evident where students are able to effectively communicate about their learning and share evidence of it in individually appropriate ways. Team leaders know their teams data and where to next decisions are supported.	GLG Team Within School Teacher Teachers Leadership Team	Ongoing monitoring	December
3. Assessment and reporting will include learner voice either directly or through considered interpretation of responses to learning and what this is communicating.	Students will reflect on, share and celebrate their learning. Partnerships with family and whānau, to equip every learner/ākonga to build and realise their aspirations, are strengthening	Leadership Team Teachers / TAs Whanau / Aiga	July November / December	December

Empowering School Culture : 2023 Action Plans

<p>Goal</p> <p>#1</p>	<p>Vision and Values</p> <p>Revisit and revitalise SKP School values, establishing relevance and personalising them to our current school context</p> <p><i>NELP: 1, 2, 3, 4, 5, 7</i></p>			
<p>Actions</p>	<p>Outcomes</p>	<p>Who</p>	<p>TimeFrame</p>	<p>Review</p>
<p>1. During Staff-only days re-share the vision and core values of the school, and what we want to achieve. Actively reinforce those notions in multiple ways throughout the year using a UDL approach.</p>	<p>SKP tikanga is clearly understood, valued, and demonstrated by all.</p>	<p>Principal Leadership Team</p>	<p>February - December</p>	<p>June, December</p>
<p>2. Nga pono / manaakitanga. Encourage ideas and opinions to promote collective responsibility and professional discussions. Actively encourage the earning of each other's respect.</p>	<p>Decisions will be informed by staff. Staff will be able to express different opinions without losing temper/becoming cross. Staff treat each other with respect in front of ākongā and whānau. Staff will be able to see their "hand" in the shape of the school.</p>	<p>Principal Leadership Team Kaimahi</p>	<p>February - December</p>	<p>June, December</p>
<p>3. Establish and execute a process for revitalising school values which includes ākongā and whānau voice.</p> <p>Constructed Pou that represent our core values will be situated around the school</p>	<p>School values will be visible and enacted in everyday interactions between whānau, ākongā and kaimahi.</p>	<p>Principal Leadership Team Whānau Kaimahi</p>	<p>June – December</p> <p>Term Four and ongoing in 2023</p>	<p>December</p>



Empowering School Culture : 2023 Action Plans				
Goal	Safe Environment			
#2	To ensure that our school environment continues to be safe places for all ākonga. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
Actions	Outcomes	Who	TimeFrame	Review
1. Utilise the Tapasa and TOW values to improve our practice and enhance ākonga and whanau / aiga confidence in, and respect for the school.	Teachers feel equipped with strategies to meet learning needs of our pasifika / māori learners. Students respect teachers. Aiga / whanau are engaged. In school discussions / support initiated.	Kathy Karl Vasau Lead team COL W/S Teacher	Feb - Nov	December
2. All staff are confident to use CPI and positive behaviour strategies. ALL staff are aware of restraint guidelines and requirements.	Trainers are recertified. All staff are CPI trained. Strategies and revisited and knowledge is refreshed. Outbursts are managed in a calm and safe manner. Personal safety techniques are known and utilised.	BOT / Principal CPI Lead Team All Staff Len Nel (Psych)	Ongoing as required	May - December
3. Continue to find ways to normalise Te Ao Maori, including strengthening our use of Te Reo Maori	Learners become familiar with Māori words, signs, symbols. Teachers are incorporating te ao Māori across the day. Evident in their planning and their teaching.	Te Ao Māori Co-ordinator Kathy Teachers	June - December	December

Empowering School Culture : 2023 Action Plans				
Goal	Haoura / Fonofale Develop confident, resilient ākonga who know, like, and understand themselves. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
#	3			
Actions	Outcomes	Who	TimeFrame	Review
1. Ākonga feel a strong sense of belonging, being known and valued, and confidence.	Students are attending school regularly, are engaged in their learning, and making progress against their individual goals. All cultures are acknowledged and recognised, and reflected in classrooms and school environment.	Principal / BOT All staff	Term one Ongoing	July December
2. Develop abilities of ākonga to manage their well-being needs holistically	Staff understand and respond timely to signs of anxiety. Strategies are developed for each individual and utilised to support well-being. Engagement and learning are supported to happen.	CPI Team Teachers, TAs, Therapy Team Leadership Team Len Nel	Term One Ongoing	Termly
3. Ensure all staff feel supported and valued at SKP	Staff reconnect after difficult COVID years. Work related stress levels are managed. Collegial relationships are strengthened. Co-operative approach to planning / teaching is evident. School is a happy environment for students. Staff retention.	Principal / BOT Leadership Team Tony Burkin Mentor Teacher All Staff	February - December	December



Continuity and Change : 2023 Action Plans				
Goal	Online Systems			
#1	To develop systems and practices that will enable the school to be sustainable. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
Actions	Outcomes	Who	TimeFrame	Review
1. Migrate school policies to SchoolDocs	Essentially paperless system that is understood by both the Executive Officer and the Principal. System is accessible when needing to work away from school office. Policies and procedures reflect current practise are up to date and easily accessible	Principal Leadership Team BoT School Docs	August to December	December and annually
2. Planning, digital resources and meeting notes kept in an online platform for staff to access. Online files are streamlined, combining therapy and class ākonga files. PD / induction given to staff as required.	Staff put planning and digital resources on shared drive. Staff can access meeting notes and PD online. All student files are held in digital portfolio on shared drive.	IT coordinator All staff	Start term 2 Ongoing all year	June December
3. Staff Handbook is updated and made available online. Code of Conduct booklet is added to shared drive.	School information that outlines expectations is communicated and easily accessible to all staff.	Principal BoT	June - December	December
4. Adopt AccessIt for asset register and use for ALL resources	Library migrated from MUSAC to AccessIt Therapy Resources Added IT resources added Curriculum Resources begun to be added	Principal BoT AccessIt Personnel	May – August October November	December



Continuity and Change : 2023 Action Plans				
Goal	Empower new BoT To refine / establish governance practices that will enable the school to be sustainable. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
#				
Actions	Outcomes	Who	TimeFrame	Review
1. Present Information digitally for BOT meetings.	Provide iPad access to all parent members. Ensure all can access school email address Create drive for BOT information – all members given access Communication emailed to staff on school email account	Principal IT co-ordinator BOT Secretary	February	June December
2. Support BOT to explore / undertake NZSTA training / opportunities	BOT is encouraged to ask questions and seek solutions that have a positive effect on the school. Bot are informed	Principal NZSTA	March – December	June December
3. Consider the establishment of a Board Welfare Fund to support whanau	Research how other schools are doing this Investigate feasibility and share with BOT	Principal Deepak Kumar (BOT) Pogia Leatitagaloa- Afamasaga	Ongoing	November



Continuity and Change : 2023 Action Plans				
Goal	Quality Learning Environments: Provide quality environments in which our ākonga can learn and our staff can teach. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
#3				
Actions	Outcomes	Who	TimeFrame	Review
1. Upgrade roofing across the admin / room 1 area	Area inside and outside is well lit. Staff and Students are safe. Area is attractive to visitors.	Principal Caretaker Yellowstone Holdings	Term Two	July
2. Mangere College Satellite: window coverings, work with MOE with Abolutions block instalment and levelling ground / verandah to field. Drainage is repaired.	Space allocated to us is functional, and as attractive as possible. Appropriate toilet facilities are available to all learners. Sunlight into classroom is managed. Kitchen sink is able to be used.	Principal Leadership Team Zoe Mangere College Principal / staff	Term two Ongoing all year	Termly
3. Pool: Ensure the water quality is consistently managed and suitable for swimming. {ppl covers are efficient and used effectively	Learners are able to use a functional pool daily. All are confident that pool is a safe environment. Health and safety is managed efficiently.	Executive Officer Principal / BOT Caretakers	February - December	December
4. Upgrade / review window coverings in base school	Vision Teacher & Principal to assess light requirements and discuss best options for window coverings. Bot to be consulted throughout. Improvements planned / started.	BOT / Principal Vision Teacher Class Staff	July - December	December
5. Trial monitor new bell system	Emergency Bells are more easily distinguished. Flexibility for bell sounds. Bell tones are more appropriate for all students – able to be tolerated and easily understood.	BOT / Principal Staff	March - September	October



Continuity and Change : 2023 Action Plans				
Goal	Kaimahi Capability To build staff (Leadership Team / Teachers / Teacher Aides / Therapists) capability to effectively teach learners. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
#4				
Actions	Outcomes	Who	TimeFrame	Review
1. Review and further develop whole school Induction programme	3 day Induction programme developed Digital information available to staff Further PD identifies Recommended reading available digitally Initial staff training taken place, feedback sought and applied where applicable.	Principal / BOT Induction Team Len Nel All staff	Terms 1 & 2, Ongoing	Termly
2. Build knowledge regarding visual supports & individual timetables / clear structures and routines in class.	Classroom environments contribute effectively to learning. Students are supported by reliable routines and clear information. Visual supports are consistent across the school and used routinely by all staff.	Leadership Team SLTs All staff	Term 1 Ongoing	Termly December
3. Review Behaviour Support Practices	Learners are supported by strategies that are effective for each individual. Staff feel empowered / supported to manage difficult situations PBS framework focused on Prevent, Teach, Reinforce and Respond is added to CPI model.	Co-ordinator Leadership Team SLT	Terms Three and Four	December



Continuity and Change : 2023 Action Plans				
Goal	Kaimahi Capability To establish a culture where Support Staff are valued, respected and well utilized team members. <i>NELP: 1, 2, 3, 4, 5, 7</i>			
#5				
Actions	Outcomes	Who	TimeFrame	Review
1. Revise Teacher Aide job description, including Itinerant TAs. Unpack with all staff.	Teacher Aides are clear about their job. Improved outcomes for all kaimahi and ākongā.	Principal DP	Terms 1 & 2	June, December
2. Review and improve Teacher Aide appraisal / Professional Growth Cycle process. TAs are part of the process. Inhouse PD provided as required.	High trust model is apparent. Teacher Aides are effectively reflecting upon their performance at work. They have input into future PD.	DP Principal Classroom staff	Term 2 start	June, December
3. Identify training needs and compile a strategy for Professional Development	Teacher Aides accessing relevant training to meet the need.	Co-ordinator Leadership Team SLT	Term Three	December
4. Professional development for teachers re working effectively with TAs.	Positive feedback from kaimahi. Increased job satisfaction.	Tony Burkin Syndicate Leaders		June, December
3. Explore concept of SKP certification Process	Plan developed. Staff skills and success are recognised. Professional learning is supported. Staff are valued.	Principal Leadership Team Len Nel	July - December	December



Empowering our learners, through respect, teamwork, and specialised education, to realise their potential.
Ehara taku toa i te toa takitahi, Engari he toa takatini

National Education and Learning Priorities [NELP]					
Objectives	<p>Learners at the centre</p> <p>Learners with their whānau are at the centre of education</p>	<p>Barrier free access</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Quality teaching and leadership</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Future of learning and work</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>	<p>World class inclusive public education</p> <p>New Zealand education is trusted and sustainable</p>
Priorities	<p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination, and bullying.</p> <p>2. Have high aspirations for every learner / ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p>3. Reduce barriers to education for all, including for Māori and Pacific learners / disabled learners / ākonga, and those with learning support needs.</p> <p>4. Ensure every learner / ākonga gains sound foundation skills, including language*, literacy and numeracy.</p> <p><small>*Oral language encompasses any method of communication the learner / ākonga uses as a first language, including New Zealand sign language.</small></p>	<p>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work.</p>	<p>8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only).</p>

The NELP are statutory documents enabled by the Education and Training Act 2020 that set out the government’s priorities for education. There are 5 Objectives and 7 priorities for Primary Schools. This set of priorities are designed to guide those who govern schools and kura, to focus their day-to-day work on things that will have a significant positive impact for children and young people.

KNOW ~ ENGAGE ~ EMPOWER