

Strategic Plan 2023



DESCRIPTION OF OUR SCHOOL

Heriot School is a contributing primary school in the heart of rural West Otago. Our roll averages between 50-70 students and in 2023 we will begin the year with 85. An enrolment scheme is in place as of the beginning of 2023.

We are predominantly a rural farming community and most other businesses in our school whānau support our farming and rural community.

Our school staff, community, and Board of Trustees are committed to providing the best opportunities for our learners to improve their outcomes. We are determined to offer connections for our ākonga in order for them to develop as lifelong learners, to serve their community and others, as well as living full and happy lives.

Heriot School has a proud history of over 144 years and together, with a strong community involvement, we work to continually improve for our tamariki.

COMMUNITY GOALS

- We will provide a positive learning environment that is inclusive and safe
- We will ensure all students have the opportunity to reach their full potential in all New Zealand Curriculum areas (especially literacy and numeracy)
- We will support the development and growth of staff and students
- We will work and communicate clearly with parents to empower them in supporting their child's progress, achievement, and next learning steps
- We will manage and provide resources to effectively support digital technology and 21st century learning
- We will regularly review and adjust our performance to provide the best possible learning opportunities for students
- We will prioritise sustainability because we want to meet our needs and aspirations without compromising the ability of future generations to meet theirs

MĀORI DIMENSIONS AND CULTURAL DIVERSITY

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

[Page 9 – The New Zealand Curriculum](#)

Supporting Information

At Heriot School we aim to provide planning and delivery of high quality programmes for teaching and learning te reo Māori by using *Te Aho Arataki Marau mō te Ako I Te Reo Māori – Kura Auraki/ Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Year 1-13*.

Te reo Māori, the indigenous language of Aotearoa, New Zealand is a taonga and is guaranteed protection under the treaty of Waitangi. It was declared an official language in 1987.

Eight curriculum principles underpin curriculum decision making in New Zealand and one of these is headed “Treaty of Waitangi”

Te reo Māori is included in learning languages which is one of the eight learning areas in *The New Zealand Curriculum (Ministry of Education – 2007)*.

This learning area “provides the framework for the teaching and learning of languages that are additional to the language of instruction” – NZC Page 24.

It emphasises the inseparable links between language, culture and identity.

As students learn te reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group, and national identities.

Toi te kupu
Language is permanent

Toi te mana
Prestige is permanent

Toi to whenua
Land is permanent

Ko te reo rangatira e kōiri atu nei. The resonating sound of the prestigious Māori language.

Reflecting New Zealand's multi-cultural diversity

All cultures will be valued and accepted through the active encouragement of an inclusive school culture and ethos. All staff treat students as individuals with unique differences and cultural discourse that is respected.

Acknowledging the unique position of Māori culture We are improving our cultural understanding and building a better awareness of tikanga Māori and Te Reo Māori. We respect the Treaty of Waitangi, and we look to develop the professional knowledge level of staff. We seek assistance from Māori parents/caregivers and Kaumatua for input and to develop expertise where possible.

What reasonable steps will the school take to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum? Our school culture, classrooms and school celebrations will reflect Māori culture (through such things as our values, signage, waiata, and every day greetings). We will continue to build resources to support tikanga Māori programmes. Our curriculum statements will include components of tikanga Māori as appropriate to the topic and the class level.

What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it? All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of accommodation within the school. Alternative teaching and learning arrangements (such as enrolment at Correspondence School) would be discussed with parents.

What steps will be taken to discover the views and concerns of the school's Māori community?

On-going consultation with Māori whānau and the whole school community. The Board of Trustees has actively sought professional learning in developing cultural responsiveness and as a result have maintained the use of Hautū as a self-review tool.

Enjoying and Achieving Education Success as Māori

Excellent outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes

Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

Strengths-based: We will recognise and build on the strengths of Māori learners and their whānau

Productive partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system

Guiding principles from Ka Hikitia 2023

Work collaboratively (and in synchronisation where possible) with the other centres in our Pomahaka Kahui Ako to develop Te Ao Maori.

Continue to build kapa haka and Māori cultural celebration and recognition.

Continue to build on the relationships and resources working with Central Otago REAP and Whaea Jaki Eales, Whaea Ashlee Boyce offer us.

Tikanga Māori will flow into all areas of school operation and culture if we promote te reo by using it regularly. We can stimulate this promotion by using things consistently such as whakataukī and karakia (for example).

Staff development of culturally responsive practices. This will be evidenced in our individual professional growth cycles.

Foster Tuakana Teina in our school and amongst our community. Share this concept as modelling (and as we can) at all levels of interactions amongst our kura.

POUMAHAKA KĀHUI AKO

'Better Together'

Heriot School is part of the Pomahaka Kāhui Ako (Community of Learning) which consists of the following centres; Kidzway Early Learning Centre, Waikaka School, Waikoikoi School, Blue Mountain College, and Tapanui School.

As such, we have a commitment to not only achieving our own vision and school level strategic goals, but to collaboratively achieving the vision and challenges set by our Kāhui Ako.

Working together to empower students, develop pathways and release the potential of our 'Pomahaka' learners for life.

Goals

To improve engagement, motivation, hauora and achievement for effective transition using critical capabilities

To improve hauora, motivation, achievement and engagement through effective pedagogical practice within the Curriculum Refresh process.

Values

Whanaungatanga

relationships and collaboration

Hiranga

quality and sincere effort

Māramatanga

communication and change

The Pomahaka Kāhui Ako Strategic Plan is accessible on our google site;

<https://sites.google.com/waikaka.school.nz/pomahaka/home>

Meeting minutes and other information supporting our community of learning can also be found on this site.

Heriot School Strategic Goals 2023

<p>Strategic Goal 1 Reach our learning potential <i>What will this look like if we get it right?</i> All Heriot school ākonga/students will be supported to achieve their highest levels of learning progress and achievement Targeted learner progress will be accelerated. Student learning progress data -To have more than 75% of all learners achieving within or above their expected level of NZC attainment in maths and writing Akonga, parents and teachers can articulate their learning journey and next steps Student achievement function practitioner support</p>	<p>Strategic Goal 2 Strengthen and enhance our local curriculum <i>What will this look like if we get it right?</i> Having an informed, contributing community that works in a partnership with the school for improved student outcomes. Development of vision and values that are truly reflective of our current community Enhanced sense of team amongst staff, students, and whānau Respect for ourselves, for our school and for our community. Knowledge about where we have come from helps us understand where we are going.</p>	<p>Strategic Goal 3 Consistently improve our learning environment <i>What will this look like if we get it right?</i> Development of 5YA and 10YPP in 2023 Completion of outstanding school projects; Toilet remodel, Verandah cladding, Swimming Pool cladding, School Painting and Learning Support Coordinator office space. Successfully manage our enrolment scheme Manage any ongoing roll growth Development of sustainable and accurate reporting learning progress to students and whānau</p>
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National Education and Learning Priorities (NELP) Objective Links

<p>Learners at the centre 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>Barrier Free Access Ensure every learner /ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Quality Teaching and Leadership Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Learners at the centre 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>Future of Learning and Work Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Learners at the centre Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Barrier Free Access Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Quality Teaching and Leadership Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
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Key Actions that align our strategic goals with NELP

Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau
Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills
Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Support learners/ākonga to see the connection between what they're learning and the world of work	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

WHAT DOES THE DATA SAY?

Sufficient progress (6 months progress in 6 months) and Insufficient progress (less than 6 months progress in 6 months).

	MID YEAR Sufficient	END OF YEAR 22 Sufficient	MID YEAR Insufficient	END OF YEAR 22 Insufficient
Reading	82% (3% decrease)	90% (8% increase)	18%	10%
Writing	82% (3% increase)	90% (8% increase)	18%	10%
Maths	90% (2% increase)	88% (2% decrease)	10%	12%

Reading and writing shows an increase of learners making sufficient learning progress by 8%
Mathematics shows a 2% decrease of learners making sufficient learning progress.

	MID YEAR 2022 SUFFICIENT PROGRESS	END OF YEAR 2022 SUFFICIENT PROGRESS
Reading	82%	90%
Boys	80%	85%
Girls	85%	85%
Māori	75%	67%
Writing	82%	90%
Boys	83%	83%
Girls	88%	88%
Māori	50%	67%
Maths	90%	88%
Boys	89%	81%

Girls	95%	83%
Māori	75%	83%

Heriot School Expectations of Student Achievement against the New Zealand Curriculum

Our goal is to have our ākonga/student or learner achieving within or above our expectations. These are in line with the New Zealand Curriculum.

Reading student achievement data is **88%** within or above our expected level of progress.

Reading student achievement data was **75%** within or above our expected level of progress at MID YEAR.

Writing student achievement data is **72%** within or above our expected level of progress.

Writing student achievement data was **76%** within or above our expected level of progress at MID YEAR.

Maths student achievement data is **82%** within or above our expected level of progress.

Maths student achievement data was **80%** within or above our expected level of progress at MID YEAR.

Progress against Learning Target (from 2022 School Strategic Plan);

For our Y1-3 learners who are below in reading and writing (at minimum) to have made sufficient progress by the end of 2022

Table showing Gender % of Above, Within, Below (EOY in BLACK- Mid Year in Red)

	Reading		Writing		Maths	
	Within Above	Below	Within Above	Below	Within Above	Below
Girls 42 41	81% 85%	18% 15%	86% 80%	14% 20%	79% 80%	21% 20%
Boys 41 47	66% 85%	34% 15%	66% 64%	34% 36%	80% 81%	20% 19%

Boys have had a 19% increase while Girls have had a 4% increase within or above our expected level of achievement in READING. Girls have had a 6% decrease while Boys have had a 2% decrease within or above our expected level of achievement in WRITING. Both Girls and Boys have experienced a 1% increase within or above our expected level of achievement in MATHEMATICS.

Annual Plan 2023			
Goals	2023 Key Actions	What does it look like if we get it right?	Progress Comments Term 1, Term 2, Term 3, Term 4
Strategic Goal 1 Reach our learning potential			
Encourage strong relationships with ākonga & whānau	Meet the teacher opportunity Termly learning conferences Prioritise family communication	Shared understanding of classroom expectations Reflecting on learning steps and next steps Partnership	
Develop professional capability and collective capacity	Challenging professional development Invest in growing leadership (ie. release, PLD, communication/internal evaluation) Management unit applications Develop professional learning plan 2023 (including raising achievement) based on learner and school priorities Learning needs are the priority	Relational trust Staff/BOT are focussed on continuous improvement Striving to achieve equitable and excellent outcomes for all Staff/BOT adapt to meet our school priorities Evaluation, monitoring and reporting inform our progress	
Curriculum Refresh	Familiarise ourselves with the new curriculum through PLD and learning opportunities at school and KA Engage in all new learning opportunities (PLD, TOD, CAKE inquiry, PGC) Establish TODs allocated by the MOE (T2-2023)	Increased NZ Curriculum refresh knowledge and understanding from all staff Begin to explore and experiment with elements of the NZC refresh in planning and reporting <i>"That 100% of our teachers have a workable understanding of relevant curriculum areas by the end of 2025." - Kahui Ako Strategic Goal #2</i>	
Learner progress and achievement	Formulate and work through plans	Improved student achievement	

	<p>with Student Achievement Function Practitioner Chris Morris</p> <p>Review Heriot School Expectations against the NZC</p> <p>Respond to the needs of all diverse learners as indicated through assessment and monitoring</p>	<p>systems and outcomes</p> <p>Pathway to assessment to learn practices?</p> <p>Learning progress (equitable and excellent outcomes for all learners)</p> <p>Systematic and sustained school practice</p>	
<p>Strategic Goal 2</p> <p>Strengthen and enhance our local curriculum</p>			
Improved stakeholder communication and consultation	<p>Newsletter communication (school, class, BOT) is regular and consistent</p> <p>More regular community consultation and involvement where possible</p>	<p>Community see transparency and willingness for a mutually beneficial relationship between home and school</p>	
Review our vision and values	<p>Consult with Judy Miller</p> <p>Community Consultation</p> <p>Scrutinise with staff and students</p>	<p>Increased ownership and understanding of our place, our direction and our purpose</p> <p>Students, staff and the community take greater ownership and responsibility for increased learning progress, a stronger local curriculum and for improving outcomes for all learners.</p>	
Investment in genuine Poumahaka Kahui Ako relationship	<p>Principal to feedback to staff/BOT on all KA interaction</p> <p>Prioritise KA (CAKE) inquiry groups and meeting times/dates</p>	<p>Increased involvement and ownership of all Heriot staff in our KA</p> <p>Community interest and participation in KA events</p>	
Further development of our tunnel house and planting	<p>Relationship with Pomahaka water care group, Watershed Solutions, Rabobank, wider community.</p>	<p>Riparian seedling development</p> <p>Consultation and coordination with Craig Simpson</p> <p>Develop a local community area</p>	

	<p>Establish a (close) community waterway 'spot' for us to utilise</p> <p>Report next steps to BOT, community and concerned groups (above)</p>	with water-way planting	
Realising the intent of Te Tiriti o Waitangi	<p>Support and promotion of Māori language, knowledge and culture.</p> <p>Te Ao Māori sessions with Whaea Jaki and Whaea Ashlee. Working in with the Kahui Ako to share their resources to further promote things Māori in our school and community (eg. Matariki celebrations)</p> <p>Akongā, Kaiako, BOT, Whānau and community activity in referencing and linking 'our way' to Te Tiriti</p>	<p>Key shifts and calls to action (P11 Te Mātaiaho-The Refreshed NZ Curriculum)</p> <p>Give effect to our obligations to Te Tiriti Build a more inclusive bicultural sense of nationhood Include Te Tiriti in our local curriculum</p> <p>For all stakeholders to be aware of the three principles in education of Te Tiriti; Partnership Participation Protection and to take responsibility for enacting these.</p>	
<p>Strategic Goal 3 Consistently improve our learning environment</p>			
Develop 10YPP & 5YA	<p>Coordinate with Tom Jacobi (Otago SSL)</p> <p>Consult with BOT/Staff/Community to establish property development</p>	<p>Complete all outstanding 2022-23 projects; Learning Support Coordinator office External painting project Verandah cladding Swimming pool cladding Toilet & Special needs bathroom remodel</p> <p>Plans drawn up for property requirements</p>	

	priorities	Aluminium glass frontage (doors & windows) in the front of classrooms (S,M,J,NE) Shelving installed in Todd room Movable library storage shelving Storage space for all classes	
Behaviour Plan	Evaluate current plan and establish areas of development with Penny Review and partner with staff, students BOT Planning is based on data and observations of what we have seen over <u>recent</u> years	Improved behaviour Collective, consistent approach to behaviour Community/Whānau awareness and involvement Identify behaviours that are a concern and interrupt learning + triggers. Clearly identified behaviours that we want to see and encourage	
Work alongside the Education review Office to introduce the School Improvement Framework/ Te Ara Huarau	Colin to meet with Penny initially to establish learning focus (eg. choose one topic to explore and analyse) Work on one topic as a model Meet with Murray South (evaluation partner) Begin to work through school improvement framework continuum Explore other headings in the framework to work through (school and BOT as required)	Continually striving to improve and to do better in all aspects of our school Improved learner progress and achievement Increased knowledge and relation to Te Tiriti o Waitangi Inclusive learning climate Focus on wellbeing and safety Responsive curriculum planning Effective teaching Leadership and capability Partnerships Evaluation for improvement Stewardship	
Emphasis on universal well being/hauora	Vision and values review is the foundation for improving sense of	Learner wellbeing is at the heart of growing resilience and optimism	

	<p>belonging and purpose</p> <p>Nurture individual student as well as home and school partnerships</p> <p>Knowing our learners, their whanau and their strengths and challenges</p> <p>Promote and prioritise staff collegiality</p>	<p>Increased engagement and attendance</p> <p>Strong sense of belonging and connection to our school</p>	
Health and Safety	<p>BOT review our Health and safety portfolio BOT/Staff PLD - Colin & Michalle</p> <p>Record and report all risk incidences. Evaluate and minimise these as appropriate in staff admin agenda, maintenance and hazard registers</p> <p>Our school must establish better leadership, participation in, and accountability for everyone's health and safety.</p>	<p>Following NZ workplace safety law; the Health and Safety at Work Act 2015. Heriot School takes responsibility for managing the work-related risks that could cause serious injury, illness or death.</p> <p>Ongoing management and governance review of safety practices Safety is constantly promoted and our systems and approaches minimise risk for all</p>	

Heriot School Strategic Goals 2023-2025			
Goals	2023 Key Actions	2024 Possible Key Actions	2025 Possible Key Actions
Strategic Goal 1 - Reach our learning potential			
Encourage strong relationships with ākongā & whānau	Meet the teacher opportunity Termly learning conferences Prioritise family communication	Termly learning conferences Aspects of Google space sharing real time learning Reciprocal communication	Termly learning conferences Google space sharing real time learning Reciprocal communication
Develop professional capability and collective capacity	Challenging professional development Invest in growing leadership (ie. release, PLD, communication/internal evaluation) Management unit applications Develop professional learning plan 2023 (including raising achievement) based on learner and school priorities Learning needs are the priority	Professional development flows from 2023 goals and aspirations Adequate budgeting for PLD goals Adapt to less management units - potentially two with a decreased roll and staffing Professional Learning Plan derived from aspects of 2023 as well as	Professional development flows from 2024 priorities Retain DP position however staffing 2025 entitlement presents
Curriculum Refresh	Familiarise ourselves with the new curriculum through PLD and learning opportunities at school and KA Engage in all new learning opportunities (PLD, TOD, CAKE inquiry, PGC) Establish TODs allocated by the MOE (T2-2023)	Plan and prepare for 2 additional TODs for PLD in NZC refresh allocated by MOE Monitor involvement in CAKE - KA inquiry groups Participate in any PLD NZC refresh opportunities Curriculum delivery review	Schoolwide introduction of all NZC refreshed curriculum requirements Curriculum delivery review
Learner progress and achievement	Formulate and work through plans with Student Achievement Function Practitioner Chris Morris Review Heriot School Expectations against the NZC Respond to the needs of all diverse learners as indicated through assessment and monitoring	Ongoing partnership with Student Function Practitioner as necessary Carry through and evaluate all plans and requirements Systematic and sustained school practices, processes and actions improve outcomes for all learners	Ongoing evaluation of all plans and requirements as necessary Systematic and sustained school practices, processes and actions improve outcomes for all learners
Strategic Goal 2- Strengthen and enhance our local curriculum			
Improved stakeholder communication and consultation	Newsletter communication (school, class, BOT) is regular and consistent More regular community consultation and involvement where possible	Sustained regular communication Website (or similar) reintroduced Annual/Biannual community consultation School community picnic	Sustained regular communication Review our most successful avenues of communication with community
Review our vision and values	Consult with Judy Miller Community Consultation Scrutinise with staff and students	New vision and values fully implemented Incorporate into school life as appropriate Internal evaluation into outcomes	Incorporated vision and values into school life as appropriate Include any changes to logo, branding etc as necessary

Investment in genuine Poumahaka Kahui Ako relationship	Principal to feedback to staff/BOT on all KA interaction Prioritise KA (CAKE) inquiry groups and meeting times/dates	Change of Kahui Ako Lead Principal TBD Internal evaluation into overall impact of KA on our learners and community versus resource accessibility (as a KA member school)	Steps towards achieving genuine collaboration across all centres Ongoing evaluation into impact of KA on our learners and community
Further development of our tunnel house and planting	Relationship with Pomahaka water care group, Watershed Solutions, Rabobank, wider community. Establish a (close) community waterway 'spot' for us to utilise Report next steps to BOT, community and concerned groups (above)	Development of the 'hook' into links with local community groups to strengthen our local curriculum and these partnerships. Develop our local waterway area Explore other areas for community involvement and participation	Expansion of tunnel house Possible introduction of some animals eg. chickens, sheep/goats Develop our local waterway area Explore other areas for community involvement and participation
Realising the intent of Te Tiriti o Waitangi	Support and promotion of Māori language, knowledge and culture. Te Ao Māori sessions with Whaea Jaki and Whaea Ashlee. Working in with the Kahui Ako to share their resources to further promote things Māori in our school and community (eg. Matariki celebrations) Akongā, Kaiako, BOT, Whānau and community activity in referencing and linking 'our way' to Te Tiriti	Build partnership with Central Otago REAP - Whaea Jaki Eales Grow kapa haka group at Heriot School Further development of community links with local iwi and kaumatua Whānau hui consultation	Introduction of all 2025 NZC Refresh/ Te Mātaiaho requirements Further development of community links with local iwi and kaumatua Whanau hui consultation
Strategic Goal 3 - Consistently improve our learning environment			
Develop 10YPP & 5YA	Coordinate with Tom Jacobi (Otago SSL) Consult with BOT/Staff/Community to establish property development priorities	<u>All</u> projects completed from 2023 Rationalisation of school house Clean and prepare schoolhouse skyline garage for use Initiate 2023 5YA plans (eg. Aluminium frontage in classrooms) All resources and readers are organised in appropriate homes in Todd room shelving	Community consultation on property priorities Focus on school grounds and play areas Further initiation of 2023 5YA plans (eg. Aluminium frontage in classrooms)
Behaviour Plan	Evaluate current plan and establish areas of development with Penny Review and partner with staff, students BOT Planning is based on data and observations of what we have seen over <u>recent</u> years	Review and evaluation of 2023 behaviour plans Community consultation and input into evaluations SMS monitoring of behaviours. Use data to identify trends and patterns Celebrate successes in changed behaviour patterns and culture	Review and evaluation of current behaviour plans Community consultation and input into evaluations SMS (or similar as appropriate) monitoring of behaviours.
Work alongside the Education review Office to introduce the	Colin to meet with Penny initially to establish learning focus (eg. choose one topic to explore	ERO External Evaluation expected 2024 Work systematically through school	Develop plans to work on ERO's identified 'Where to Next' suggestions

School Improvement Framework/ Te Ara Huarau	and analyse) Work on one topic as a model Meet with Murray South (evaluation partner) Begin to work through school improvement framework continuum Explore other headings in the framework to work through (school and BOT as required)	improvement framework continuum (school and BOT as required) Hands on and onsite work-ons identified by us and our evaluation partner	Work systematically through school improvement framework continuum (school and BOT as required) Evidence documented and reported on (regarding our movement through the continuum) to school, BOT and community
Emphasis on universal well being/hauora	Vision and values review is the foundation for improving sense of belonging and purpose Nurture individual student as well as home and school partnerships Knowing our learners, their whanau and their strengths and challenges Promote and prioritise staff collegiality	Renewed passion for our school promoted by staff going the extra mile to get to know and support individuals and groups of learners. Strong sense of staff collegiality as evidenced in professional relationships and outcomes of learners Impact of covid and lockdowns are a distant memory as evidenced by; - improved attendance rates - changed behaviours and culture - overall improved sense of optimism - resilience regarding the future	Strengthened Home/School partnerships promote universal wellbeing amongst all stakeholders. Leading to improved outcomes for students. Builds trust and transparency seen in the desire to achieve our vision and undertake our new school values.
Health and Safety	BOT review our Health and safety portfolio BOT/Staff PLD - Colin & Michalle Record and report all risk incidences. Evaluate and minimise these as appropriate in staff admin agenda, maintenance and hazard registers Our school must establish better leadership, participation in, and accountability for everyone's health and safety.	Safety reports and monitoring indicates positive change in Health and Safety processes BOT review our Health and Safety portfolio Sense of collective responsibility for all Health and safety requirements (evidenced in such things as planning and risk management) EOTC PLD	BOT review our Health and Safety portfolio BOT/Staff PLD Ongoing EOTC programme development