Strategic Plan

TE PAEPAE O AOTEA
Kia eke atu ki Taupaenui o te tangata

BoT -Board of Trustees

BM -Business Manager

CDA -Creative Design Administrator

EA -Executive Assistant

JPL -Junior Pastoral Leader

PM -Property Manager

RbL -Relationship based Learning

SLD -Senior Learning Designer

SLT -Senior Leader Team

SPL -Senior Pastoral Leader

WCL - Whare Curriculum Leader

1. STRATEGIC GOAL 1

Strategic Focus	Manaakitanga
Strategic Goal	Enhance wellbeing by developing a school culture so ākonga can successfully participate in learning and contribute to the community

Objective (What)	Actions (How)	Outcomes (Why)	Led by
1.1 Use students, whānau and community voice to help inform our curriculum design and pastoral systems	1. Term 1 Uniform consultation - community wide. 2. Term 2 Collect whānau, student, staff voice using RbL methodology. 3. Term 3 Collect community, whānau, student, staff voice to review learning programmes. Student voice built into review of learning modules. 4. Term 4 Collect community, whānau, student, staff voice to review pastoral systems.	1. To determine the permanent Te Paepae o Aotea uniform. 2. To collect baseline data and identify major factors that contribute to student success. 3. Clear and specific feedback and feed forward to inform module planning for 2024. 4. Clear and specific feedback and feed forward to inform pastoral care systems for 2024.	1. BoT, SLT 2. SLT, RbL 3. SLT, SLD, WCL 4. SLT, SPL, JPL
1.2 Increase our engagement with and participation in our local community	1. Establish our guiding coalition. 2. Establish pathway connections eg BA5, Gateway, Careers, community contribution 3. Establish community links for extracurricular activities eg sports, band repertory, arts 4. Use of school site for community activities 5. Investigate adult learning options for 2024 6. Develop and maintain relationships with whānau through school events eg powhiri, bbq, classes hosting their parents early on, tours of the school, open days end of term 7. Comprehensive communication plan developed for the community	1. Authentic partnership with nga iwi. 2. Establish student placements and programmes. Build industry partnerships. 3. Develop a variety of experiences for students to be actively involved in the community. 4. Build relationships in the community. 5. Create a pathway for all learners in our community. 6. Create an inclusive culture where the community is comfortable to attend school events. 7. Open and transparent with the community. Community aware of school events and success.	1. BoT, SLT, iwi, appointed delegates. 2. SLT, transition and careers advisors and leads. 3. SLT, sports and arts coordinators. 4. BM, SLT, PM 5. SLT 6. All staff 7. SLT, CDA, EA

1.3 Develop and maintain a strong school culture through the explicit teaching of the Te Paepae o Aotea Values (PB4L)	1. Develop and implement explicit teaching in whānau hui of school values. 2. Staff development to support the teaching of school values.	1. Strong, positive and inclusive culture within the school. 2. Staff feel confident to deliver the explicit teaching of the school values.	1. SLT, JPL, SPL 2. SLT, JPL, SPL
1.4 Develop student leadership and ownership capabilities throughout the school	1. Develop and implement a formal leadership structure. 2. Provide multiple opportunities across the school environment eg community contribution, tuakana teina, lunchtime recreation activities. 3. Investigate, develop and implement a leadership development programme.	1. Structure in place and students appointed. 2. 25% are in some form of leadership throughout the school. 3. Programme developed.	1. SLT 2. All staff 3. SLT
1.5 Use appropriate data to advance our strategic pastoral and wellbeing initiatives	1. Use available data tools to inform pastoral and wellbeing initiatives: • PIVOT • PB4L data on kamar • AREA data • Stand down and suspensions • Pastoral hub eg guidance, student support referrals. • Referrals to outside agencies • Wellbeing at school data • HEEADSSS assessment – Year 9 students	1. Gather baseline AREA data. 2. Use AREA data to inform decision making.	All staff
1.6 The successful development and implementation of the social, physical and emotional mental fitness	1. Development of Hauora curriculum. 2. Professional development for Teacher capability. 3. Health consultation Term 4, 2022, use of these results.	1. Strong tuakana teina relationships. 100% of students participate in targeted Taha tinana programme until end of Year 10. 2. PLD plan includes specific hours dedicated to the development of teacher capability. 3. Baseline data to inform curriculum programme.	1. All staff 2. SLT 3. SLD – Physical Education Hauora Lead

STRATEGIC GOAL 2

Strategic Focus	Whanaungatanga
Strategic Goal	Improve educational outcomes for all students through improving relationships and staff capability across the school

Objective (What)	Actions (How)	Outcomes (Why)	Led by
2.1 Develop staff competency in Te Reo and Te Ao Māori	1. PLD offered, internal and external. 2. Time allocated for staff to learn and practice in a safe space. 3. Guiding coalition to play a critical role in this development.	1. Te Ao Māori/Te Reo Māori is integrated into all learning programmes across the school. 2. Increased staff capacity of Te Reo Māori, Te Ao Māori, Matauranga Māori. 3. Local dialect, tikanga, matauranga Māori is evident in all learning programmes across the school.	1. All Staff, Te Reo Lead, external facilitators 2. SLT 3. Guiding Coalition
2.2 Good teaching practice is achieved through an effective professional growth cycle that promotes Relationship based Learning (RbL)	1. Professional growth cycle developed and implemented. 2. Identify RbL Champions. 3. Develop and implement an RbL Plan, driven by voice and school wide expectations. 4. Co-construction meetings. 5. PLD specific to RbL.	1. All staff track and monitor their professional growth cycle. 2. Trained and accredited Impact Coaches leading RbL sessions. 3. Improved teacher capability and teaching. Area data is improved – attendance, engagement and achievement. 4. Shared best practise. 5. Improved teacher RbL capability.	1. All staff 2. SLT 3. Impact Coaches 4. Impact Coaches 5. All staff
2.3 The successful implementation of RbL strategies leads to accelerated progress for Year 7 -10 students	1. Development of Individual Learning Plan Template (ILP). 2. All students complete ILP in conjunction with whānau and teacher. 3. Termly review of ILPs for each student. 4. Use of achievement data to inform practice. 5. Every module/programme taught is reflected upon and evaluated. 6. Review and reflection programme is developed for middle leaders to report to senior leaders.	1. ILP developed and implemented. 2. All students have a completed ILP. 3. 95% of students reach their ILP goals set by student, whānau and teacher. 4. Evidence of progress in achievement data for each student. Eg value added. 5. Modules are adapted to meet student needs. 6. Ensure each curriculum area within the school is being taught effectively meeting NZC requirements.	1. SLT, middle leaders 2. All staff 3. All staff 4. All staff 5. All staff 6. SLT and middle leaders

2.4 The successful implementation of RbL strategies leads to accelerated progress for Year 11- 13 students	1. Development of Individual Learning Plan Template (ILP). 2. All students complete ILP in conjunction with whānau and teacher. 3. Termly review of ILP's for each student. 4. Use NCEA data to inform practice. 5. Every module/programme taught is reflected upon and evaluated. 6. Review and reflection programme is developed for middle leaders to report to senior leaders.	1. ILP developed and implemented. 2. All students have a completed ILP. 3. 95% of students reach their ILP goals set by student, whānau and teacher. 4. 95% of students reach their ILP NCEA goals set by student, whānau and teacher. 5. Modules are adapted to meet student needs. 6. Ensure each curriculum area within the school is being taught effectively meeting NZQA requirements.	1. SLT, middle leaders 2. All staff 3. All staff 4. All staff 5. All staff 6. SLT and middle leaders
2.5 Work with our Kahui Ako to implement strategies that support Relation based Learning practices across the cluster and within our school.	1. Appoint and induct Within School Teachers (WST). 2. Goals set for WST team. 3. Position descriptions set for WST team. 4. Engage at all levels within the South Taranaki Kahui Ako (STKA). 5. Support teachers to take professional development opportunities including leadership.	1. WSTsWST's appointed. 2. Goals set as part professional growth cycle. 3. Position descriptions set, understood and implemented. 4. Active engagement with STKA. 5. Teachers take up professional development and leadership opportunities.	1. SLT 2. WST, RbL Lead 3. WST, RbL Lead 4. All staff 5. 5. All staff
2.6 Develop staff capability to work in a flexible and digitally enabled learning environment	1. Professional development offered to staff. 2. All staff engaged in the school wide digital strategy. 3. Master building plan developed.	2. Staff capability increased in flexible and digital environments. 3. Digital strategy implemented. 4. Master plan complete and sent to Ministry of Education.	1. SLT 2. All staff 3. 3. BoT, SLT

STRATEGIC GOAL 3

Strategic Focus	Wananga
Strategic Goal	Designing rich opportunities and coherent pathways for all learners

Objective (What)	Actions (How)	Outcomes (Why)	Led by
3.1 Develop and implement coherent and meaningful learning programmes for Year 7 -10 students that build on a student's prior knowledge and lead to success in the senior school	1. Plan and implement professional development in the following areas: ● localised curriculum ● Aotearoa NZ histories ● Matauranga maori ● Integrated Curriculum Planner ● NZC refresh ● NCEA refresh ● Literacy and Numeracy 2. Gather and use of data from feeder schools. 3. Develop and implement a structure for Learning support in the school. Eg use of ENCO, LSC, RTLB, ORS 4. Develop and implement learning programmes that provide connections from Year 7 -13.	1. Delivered professional development. 2. Data from feeder schools used to inform 3. ILP. 4. Structure developed.	1. SLT, Middle Leaders 2. All Staff 3. SLT
3.2 Develop and implement coherent and meaningful learning programmes for Year 11 -13 students that build on a student's prior knowledge and lead to a successful transition to work or future study	1. Plan and implement professional development in the following areas: ● localised curriculum ● Aotearoa NZ Histories ● Matauranga maori ● Integrated Curriculum Planner ● NZC refresh ● NCEA refresh ● Literacy and Numeracy 2. Gather and use of data from junior school to create programmes that meet the needs of our learners.	1. Delivered professional development. 2. Data from feeder schools used to inform ILP. 3. Structure developed.	1. SLT, Middle Leaders 2. All Staff 3. SLT

	3. Develop and implement a structure for Learning support in the school. Eg use of ENCO, LSC, RTLB, ORS 4. Develop and implement learning programmes that provide connections from Year 7 -13.		
3.3 Use assessment tools that monitor student outcomes and provide next steps for learning	1. Implement the use of assessment tools to monitor student progress. 2. Monitor NCEA progress of students through student ILP/IEP.	1. Assessment tools provide next steps for learning. 2. Students meet their NCEA goals set in their ILP/IEP.	1. All Staff 2. All Staff
3.4 Promote academic achievement across the school ensuring students have equitable opportunity to access the New Zealand Curriculum	1. Develop the structure for celebrating success: ● Open days ● Assemblies ● Badge systems ● Prize giving	1. Student success is celebrated.	1. All Staff
3.5 Develop learning programmes that are connected to our local community.	1. Establish pathway connections eg BA5, Gateway, Careers, community contribution. 2. Establish strong links with outside education agencies. 3. Establish connections with local businesses/Industries to develop a strong gateway/work placement programme.	1. Connections are built within the community. 2. Students utilise other educational agencies to gain qualifications. 3. Students gain experience and employment with local businesses and industries.	1. Transition Careers lead 2. Transition, Careers lead 3. Transition, Careers lead
3.6 Develop learning programmes that focus on identity, belonging/connectedness, and purpose.	1. 1.Develop and implement learning programmes that promote the social, physical and emotional curriculum. 2. Whānau hui. 3. Tuakana / Teina 4. Develop and implement learning programmes that focus on our school identity through utilising the school narrative and local identity. 5. Develop and implement Community action day/enrichment programmes that connect with our local community.	1. Students will have a sense of belonging. 2. Students have a sense of school identity. 3. Students will have a sense of connectedness to our local community.	1. WPL 2. All Staff 3. All Staff