

Discovery School Strategic Plan (2026)

We engaged in community consultation during 2025, which resulted in a slight change in our strategic goals. This strategic plan supports us to live our vision which was changed in 2025. Consultation informed this plan, alongside what we know about our Ākonga (engagement, progress -and achievement), the Education Act and other official guidance for boards.

	<p>Our Vision: Whanake rā tātou kia pai ai te āpōpō We thrive and grow today for a better tomorrow</p> <p>Our values: Whakaute - Respect Ngākau Tapatahi - Integrity Hiranga - Excellence Kawenga - Responsibility</p>				
	Strategic Goals Grow our knowledge of Te Ao Māori		Learn through a refreshed, rich local curriculum that meets the needs of Ākonga		
Whakatauki	He aha te mea nui o te ao? He tangata, he tangata, he tangata <i>What is the most important thing in the world? The people, the people, the people</i> Whakamaua te pae tata kia tina <i>Take hold of your potential so it becomes your reality</i>				
Rationale	We acknowledge the unique place of mana whenua & are firm in our belief that we should honour te Tiriti o Waitangi. It is important for us all to grow in our knowledge & use of te reo me ona tikanga Māori. Community voice identifies this as a key goal.		The NZ Curriculum is currently under review. This has, and continues to be, in a constant state of change. We need to understand curriculum requirements, along with the needs of our Ākonga, and make informed, professional decisions about how to best meet them through the delivery of a rich curriculum learnt through engaging contexts.		
2026 Initiatives (Targets)	1.1 Confirm and implement our draft progressions for te reo Māori 1.2 Increase understanding, knowledge & use of te reo me ona tikanga Māori 1.3 Provide a range of programmes that allow Te Reo Champions and Ākonga Māori to flourish		2.1 Begin to implement the refreshed curriculum 2.2 Develop and begin to implement our conceptual curriculum to support curriculum delivery and learning through real life contexts 2.3 Refine our school wide assessment practices and deepen teacher understandings of data literacy Monitor and improve attendance, progress and achievement outcomes for Ākonga		
Measures	<ul style="list-style-type: none"> Further increase in Te Reo funding level (July roll return) Increased engagement of whānau Māori in school activities Increase in Ākonga knowledge and confidence Continued evidence of work partnering with Ngāti Toa Rangatira 		<ul style="list-style-type: none"> Teacher confidence/ capability & Student Voice Surveys Evidence in planning Age appropriate focus for learning across the school Data analysis at school and class level shows use of assessment to identify progress and next learning steps 		
High Level Success Outcomes	<ul style="list-style-type: none"> Strong relationship with Ngāti Toa Rangatira, working in partnership to support our Ākonga Te reo me ona tikanga Māori embedded in practices by staff and Ākonga Our commitment to honouring te tiriti o Waitangi is clear 		<ul style="list-style-type: none"> Ākonga learning through relevant contexts that meet their needs and acknowledge our place Staff understand new curriculum requirements and are ready to begin implementation of a full package, including assessment, when available 		
Legislation & National Priorities	<u>Board primary objectives</u> 1a, 1b (i, ii, iii) & 1d (ii, ii, iii)		<u>Board primary objectives</u> 1a, 1b (ii, iii), 1c, 1d (i, ii, iii), 2a & 2b (ii, ii, iii)		
	<u>Ka Hikitia:</u> Te Whānau (respond to Ākonga in the context of their whānau), Te Tangata (free from racism, stigma & discrimination), Te Kanorautanga (Māori as diverse Ākonga), Te Tuakiritanga (identity, culture & language), Te Rangatiratanga (authority & agency)				
Core Practices	Quality Teaching Quality Leadership		Effective Partnerships Progress & Achievement for All		Ākonga at the Centre

Giving effect to Te Tiriti o Waitangi

Our school remains committed to honouring and giving effect to Te Tiriti o Waitangi in our governance, school culture and learning programmes. Our school's commitment to the principles of Te Tiriti o Waitangi is fundamentally about equipping all our students with core life skills essential for success in modern Aotearoa New Zealand. As a foundational document of Aotearoa New Zealand, Te Tiriti provides a framework that enhances our students' education by promoting equity, inclusion, and cultural identity. These are not just academic concepts; they are vital competencies that enable our students to function effectively in diverse environments, develop a deep understanding of our nation's history and unique bicultural context, and cultivate leadership, determination, and strong community relationships. The principles of Te Tiriti continue to inform our school's decision-making and curriculum. We believe that this commitment enriches the educational experience and better prepares all ākonga for achievement and success in their lives beyond school. The first strategic goal and its targets are wholly focused on this and it is evident as you read through. The second goal also links closely to this with a focus on learning about and implementing the curriculum, with elements of provision of an inclusive, rich curriculum that honors te Tiriti o Waitangi.

Attendance

Regular and consistent attendance is central to our school's commitment to student success, wellbeing, and equitable outcomes for reasons outlined below:

- Achievement Link: Every day counts. Irregular attendance directly impacts a student's ability to access the curriculum, build foundational knowledge, and progress and achieve expectations. Consistent presence ensures continuity of learning and minimises attainment gaps.
- Welfare and Belonging Link: Our school provides a safe, structured, and supportive environment. Regular attendance is key to promoting a strong sense of belonging, fostering positive peer relationships, and ensuring early identification and intervention for student health, welfare, or mental health concerns.
- Future Pathways: Developing strong habits of attendance and punctuality prepares students for secondary school. It is a vital life skill.

We have an attendance management plan, outlining processes for recording and monitoring attendance.

2025 data from MOE attendance reports for our school shows 81% of students attended regularly in Term 1, 78% in Term 2 and 64% in Term 3. While it is not surprising that the winter term has lower data, we look to improve attendance figures in 2026, aiming for 85% Term 1, 82% in Term 2 and 68% in Term 3.

Learning Support Coordinator

We have been allocated staffing for a Learning Support Coordinator and have permanently appointed a new staff member to start in this role at the beginning of the year. There will be some additional mahi to complete around role clarity and how the new role will work to support learners. This will involve close work with the SENCO and teachers. The LSC will meet with members of the Leadership Team fortnightly, and the SENCO weekly. They will also join Learning Assistant meetings.

10 Year Property Plan

We are at the early stages of developing our next 10 Year Property Plan. The board will work in collaboration with the MOE and relevant contractors to confirm a plan that meets Ministry priorities and enhances the learning environment for our tamariki. This will be a major piece of work for the board in 2026.

Communication

2025 community consultation identified the need for streamlining our communication to parents, mainly with regards to the number of communication channels. This is partly met with the actions around moving reporting from Seesaw to the Hero portal. In addition to this, there is a need to create a clear communication overview for parents (1 pager) that outlines what tools are used for communication and for what purpose. This is an additional task for 2026 for the Leadership Team and Board.

Annual Plan 2026

Grow our knowledge of Te Ao Māori	<p>Current Position: We have been working over recent years to grow our understanding and use of te reo me ona tikanga Māori. This included increased learning and use of te reo Māori by staff, with a number taking formal te reo Māori courses in their own time. We worked alongside Ūpane (Ngāti Toa) and engaged with them in professional learning to support strategic direction. A mana whenua rep is co-opted the board, appointed by Ngāti Toa Rangatira. The school continues to strengthen our mahi, partnering with the Māori Achievement Collaborative. We have an active whānau Māori group and work with ākonga Māori to grow understandings of whakapapa.</p>				
Initiative (Target)	Key Actions	Responsibility	When	Resources	Expected Outcomes & Measures
1.1 Confirm and implement our draft progressions for te reo Māori	Embed the draft Te Reo Māori progressions into all long-term and unit plans	Teachers	Termly	Curated resources	Planning show clear evidence of the new progressions being used to inform teaching and learning
	Mihi o te ata taking place daily in classrooms across the school for increased periods of time	Teachers	Ongoing	School Slides	Mihi o te ata reflects progressions
	Hold a formal consultation hui with Whānau Māori and Mana Whenua representative to validate the draft progressions, then shared with the board	Māori Lead	T1-2	Whānau group & Board Rep	Document confirming the progressions reflects local whānau and Mana Whenua priorities is in place by end of T2
	Conduct a school-wide audit of instructional time for te reo Māori (via teacher reflection & timetables) and compare this to the 2025 levels of 4b reo provision	Principal	Mid T2	Timetables	Increase in number of classes reaching 3 hours per week since mid Term 2 2025
	Trial the use of the L1-L2 checklist as an assessment tool to establish a baseline for ākonga Māori & random sample of 3 more per class, supported by using self/peer-assessment where appropriate	Rōpū Whakapapa Lead Teacher (& Teachers	T1 RW T2 sample	Checklists	Baseline data is recorded for all target ākonga Māori and selected sample of tamariki, showing 80% of ākonga can accurately identify their L1-L2 next step
	Conduct a progressions moderation where each team contributes samples of how progressions are taught, to verify accurate alignment and identify barriers	Māori Team	Late T3	Samples of planning & student work	All teachers can produce evidence of using progressions to plan classroom programmes - a review identifying any changes to the progressions confirmed
1.2 Increase understanding, knowledge & use of te reo me ona tikanga Māori	Provision of staff te reo Māori learning opportunities	Principal	T 2 & 3	Tutors	60% of teachers taking up optional te reo lessons
	Plan and implement opportunities to kōrerō Māori, with leaders modelling this and quick fire quiz for staff	LT	Quickfire T1 T4, ongoing	Card resources to support	LT minutes show deliberate actions to increase the use of te reo Māori and a 20% increase in staff knowledge by T4
	Team Leaders ensure all professional learning goals include an aspect of normalising/sustaining practice	Teachers	Term 1	Teacher time/effort	100% of teachers have implemented professional goals to support increased understanding of te reo / tikanga
	Staff professional development around tikanga and knowledge of te ao Māori	Leadership Team & Māori Team	Ongoing	MAC support	At least 4 staff meetings facilitated by the end of Term 4, attended by all teaching staff
	Processes for mihi whakatau, poroaki & pōwhiri documented and checked with Mana Whenua.	Māori Team	By end T2	Mana Whenua Rep	Documented processes in place and implemented

	<p>Launch the names for our teaching teams, ensuring tamariki understand the reo Māori, why they were named as they are and how it links to our vision.</p> <p>Look into and plan a staff Noho Marae so they can learn ahead of tamariki</p> <p>Staff participate in team building activity to support cultural understandings</p> <p>Practise mihi whakatau in classes by setting up opportunities for this (e.g buddy classes, school visit) and ensuring all new tamariki are welcomed when they start school</p> <p>When planning, identify links to Mātauranga Māori</p> <p>Explicit teaching in all classes about our team names, the reo within unpacked and linked to local purakau</p>	<p>Conceptual Curriculum Lead & Teachers</p> <p>LT & MAC facilitator</p> <p>LT</p> <p>Māori Team & teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Launch T1 Ongoing use</p> <p>T4</p> <p>T1</p> <p>Buddy T1 Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>School made resources to assist</p> <p>Marae & MAC facilitator</p> <p>Provider of activity</p> <p>Another school to visit</p> <p>Planning</p> <p>Shared understanding</p>	<p>Team names are understood and used by everyone by the end of Term 4 and people can explain their meaning</p> <p>Staff have attended a noho marae</p> <p>100% of staff have increased understandings of cultural practices as a result of our team building activity</p> <p>Visitors to classrooms are always welcomed using tikanga Māori and new students are welcomed on their first day, regardless of when they start</p> <p>Evidence in planning of learning links to Mātauranga Māori</p> <p>All children and staff know the names, correct pronunciation and related stories</p>
1.3 Provide a range of programmes that allow Te Reo Champions and Ākonga Māori to flourish	<p>Develop a clear plan for Kapa Haka performance group, including performances for audiences termly</p> <p>Rōpū Whakapapa continue to develop depth of knowledge, including Mara Kai</p> <p>Ākonga Māori MAC survey to seek perspectives</p> <p>Ako Ambassadors are equipped to play lead roles in classrooms to support learning</p> <p>Begin to consider opportunities for tamariki to write in te reo Māori</p>	<p>Māori Lead & Kapa Haka Teacher</p> <p>Rōpū Lead Teacher</p> <p>Principal/Rōpū Lead</p> <p>Ako Ambassadors Lead Teacher</p> <p>Māori Team & Teachers</p>	<p>Plan T1, ongoing</p> <p>Ongoing</p> <p>T1 & T4</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Audience opportunities</p> <p>Experts Release Time</p> <p>Google form</p> <p>Release Time</p> <p>Classroom activities</p>	<p>Kapa Haka performance group plan is fully documented and whānau report high satisfaction</p> <p>Mara Kai developed by the end of the year and learning presented to whānau</p> <p>80% of ākonga Māori increased student survey ratings</p> <p>Evidence of Ako Ambassadors providing support in classes, with positive feedback from teachers</p> <p>Termly record in team minutes shows increased opportunities</p>
Possible 2027 Actions	Embed Matauranga Māori in conceptual curriculum plans, Noho Marae for Rōpū Whakapapa and Marae Visits for tamariki				
Learn through a refreshed, rich local curriculum	<p>Current Position: Our staff engaged in MOE testing of draft curriculum refresh material prior to the change in government. In 2024, we worked hard to learn the new curriculum for Maths (Y0-8) and English (Y0-6), while doing our best to implement it. This was a challenge, particularly without the provision of aligned assessment tools. Staff undertook professional development in structured literacy approaches and effective maths programmes. We now face a substantially different (2025) version of both the English and Maths curriculum documents that we are required to begin to implement in 2026. In 2025, we have worked to develop an understanding of how conceptual curriculum can provide an overarching process for ensuring curriculum requirements are met, while linking learning together within contexts that bring learning to life and in ways that our tamariki can relate to and engage in. We see the conceptual curriculum as the best approach to deliver on our new school vision.</p>				

Initiative (Target)	Key Actions	Responsibility	When	Resources	Expected Outcomes & Measures
2.1 Begin to implement the refreshed curriculum	<p>Teachers are supported to explore and use the new content (staff and team meetings)</p> <p>Continue to implement structured literacy approaches across the school</p> <p>Develop school guidance that outlines expectations for teachers in implementing reading and writing programmes and include this within the overarching conceptual curriculum plan</p> <p>Implement the Numicon (Y1-3) and Oxford (Y4-8) programmes to support effective maths programmes</p> <p>Give feedback on Learning Area drafts for areas of the curriculum other than Maths & English so that our voices can be considered</p> <p>2024 English & Maths curriculum documents used to plan, while referring to and learning about the 2025 versions - this allows us time to learn about the new versions without compromising quality teaching</p> <p>Programme planning in other learning areas to be guided by the current curriculum versions (2023 Social Sciences & 2007 for PE/Health, Science, Technology, The Arts and Learning Languages (Y7/8)</p>	<p>Leadership Team</p> <p>Teachers</p> <p>Literacy Team & LT</p> <p>Teachers</p> <p>Leadership Team</p> <p>Teachers</p> <p>Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 2</p> <p>Term 1 start</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Online resources</p> <p>SL Resources</p> <p>Meeting time</p> <p>Numicon & Oxford</p> <p>Online drafts & TOD time</p> <p>Online resources & team meetings</p> <p>Curriculum and aligned resources</p>	<p>80% of team and staff meetings allow time allocated for staff to collaboratively explore, discuss and plan</p> <p>Classroom observations / walk throughs show evidence of teachers consistently using structured literacy approaches</p> <p>A draft literacy implementation guide is ready by the end of Term 2 for staff to review and give feedback on</p> <p>Planning shows evidence of all teachers using resources, alongside others, to effectively support ākonga to progress</p> <p>A formal submission of feedback provided to the MOE and shared with the board, reflecting the collective voice of the staff</p> <p>Team Leaders quality assure plans, confirming they meet 2024 requirements, while identifying changes for future years</p> <p>All planning is linked to the appropriate curriculum documents and the school is beginning to implement the new curriculum at a pace that is manageable for teachers and allows for embedding practice</p>
2.2 Refresh our local curriculum through the development of a conceptual curriculum	<p>Professional development for teachers around what conceptual curriculum is and what it might look like</p> <p>Continue to talk about our vision daily with our tamariki to ensure them, our staff and our community understand our 'why'</p> <p>Develop an overarching conceptual curriculum plan that templates other curriculum plans that sit within it</p> <p>Plan and implement a 'guided' learning programme under the concept of <i>relationships</i> that takes our tamariki through to a culmination of celebrating our 50th anniversary in June.</p> <p>Plan and implement a learning programme under the</p>	<p>CC Lead Teacher</p> <p>CC Lead Teacher, LT and Teachers</p> <p>CC Lead Teacher & LT</p> <p>Teachers (supported by CC Lead)</p> <p>Teachers</p>	<p>T1</p> <p>Ongoing</p> <p>T1</p> <p>T1 & T2</p> <p>T3 & T4</p>	<p>TOD Time</p> <p>Class time / opportunities</p> <p>Time to collaborate</p> <p>Teaching resources & time</p> <p>Teaching</p>	<p>100% of staff attend and can articulate key components of a conceptual curriculum</p> <p>Staff and student surveys show our staff and tamariki can accurately articulate the school's vision and how it links to daily learning/work</p> <p>A finalised Conceptual Curriculum Framework is confirmed and is templated to include all learning area requirements</p> <p><i>Relationships</i> unit plan is successfully implemented across all year levels, and whānau/community feedback on the 50th-anniversary culmination event confirms strong community connection to the concept</p> <p><i>Sustainability</i> unit plan is implemented by the end of Term</p>

	<p>concept of <i>sustainability</i> that incorporates the Porirua Assembly Climate (iwi led) recommendations and learning about our team names</p> <p>A 2-3 year Conceptual Curriculum plan focused on achieving our vision, that incorporates resources and learnings from Ūpane in 2024 and team names</p> <p>Develop processes for planning/back mapping curriculum coverage (including student, teacher and whānau voice) - this is to be documented within our conceptual curriculum framework</p> <p>Gather student/teacher voice and completed back mapping ahead of completing 2027 curriculum overview plan</p> <p>Develop a process for ensuring our values are fit for purpose within our vision</p>	<p>(supported by CC Lead)</p> <p>Leadership Team, CC Lead and staff input</p> <p>Leadership Team</p> <p>Leadership Team & CC Lead</p> <p>Board</p>	<p>By end of T4</p> <p>By end of T3</p> <p>Week 4 Term 4</p> <p>Term 3</p>	<p>resources, time & PAC report</p> <p>Teaching resources & time</p> <p>LT Time</p> <p>Survey</p> <p>Sub Committee</p>	<p>4, and student work samples confirm clear integration of both the iwi-led recommendations and the meaning of the team names within the learning outcomes</p> <p>Conceptual Curriculum Roadmap is ratified by the Board, clearly articulating the sequence of concepts, expected resources, and integration of mana whenua stories</p> <p>A formal back mapping protocol is documented within the Conceptual Framework, completed for 2026 and used to inform 2027 planning to ensure 100% curriculum coverage linked to conceptual outcomes</p> <p>A summary report capturing student and teacher voice, alongside the completed back-mapping analysis, is used to inform the 2027 year overview</p> <p>A Values Review Protocol documented/approved, outlining consultation that results in a final set of 3-5 contemporary school values that directly align with the school's vision</p>
2.3 Refine our school wide assessment practices and deepen teacher understandings of data literacy	<p>Confirm assessment tools for the year, so that teachers have clarity and alignment with regards to what tools are used, when, and for what purpose</p> <p>As assessment tools are provided by the MOE, review processes and plan/implement professional development to enhance teachers' and leaders' understanding and use of tools and data provided</p> <p>Continued professional development for staff required or for new developments on Hero</p> <p>Establish guidelines for using Hero for reporting to parents and provide professional development for teachers in using Hero for reporting</p> <p>Year overview of reporting/sharing posts planned and quality control/consistency checks carried out</p> <p>Seek feedback from whānau about reporting processes/ease of understanding and act upon trends</p> <p>Induction of new staff in the use of Hero and provision of support for any staff who need continued support with the programme that was new in 2025</p>	<p>Leadership Team</p> <p>Leadership Team</p> <p>Principal & Deputy Principals</p> <p>Leadership Team</p> <p>Leadership Team & Team Leaders</p> <p>Principal & Deputy Principals</p> <p>Leadership Team</p>	<p>Before TOD</p> <p>Ongoing</p> <p>Ongoing</p> <p>T1</p> <p>T1 (plan) & 3x/term</p> <p>T3</p> <p>T1, then ongoing</p>	<p>Time</p> <p>MOE tools</p> <p>Hero Webinars & Staff Mtgs</p> <p>TOD Time</p> <p>LT time</p> <p>Survey</p> <p>Time & Hero Webinars</p>	<p>Assessment Schedule and Tool Register is confirmed by the beginning of Term 1, ensuring 100% of teachers understand requirements</p> <p>Staff are confident in the use of any new assessment tools</p> <p>Staff confidently use HERO to support school operations and student progress</p> <p>A clear, consistent, school-wide 'Hero Reporting Guide' is in place and understood by staff</p> <p>100% of teachers reporting in line with guidance</p> <p>Whānau survey on reporting confirms 80% satisfaction with the clarity and ease of understanding of Hero reports</p> <p>100% of new staff complete the Hero induction within their first month, and a staff are confident using Hero for school operations</p>

	<p>Use Hero progress data to enhance reporting of achievement data to the board</p> <p>Develop processes for recording priority learner plans in Hero</p> <p>Regular data literacy and strategy discussions around data and priority students in team meetings and 1-1</p> <p>Explore the use of Hero pages to develop records conversations within and across teams - likely to include:</p> <ul style="list-style-type: none"> - priority learner practice sharing - LT behaviour analysis - data conversations - pulse point surveys of school culture - student voice surveys 	<p>Leadership Team</p> <p>LSC & SENCO</p> <p>Team Leaders & LSC</p> <p>Teachers (Leadership Team first)</p>	<p>T1 (2025 data) & T3</p> <p>Wk 5, T1</p> <p>Termly in teams + 1-1</p> <p>Set up T1, then ongoing</p>	<p>Time & Hero Webinars</p> <p>Hero & Time</p> <p>CRT & Team meeting time</p>	<p>Achievement and progress data to the board is updated to include progress data, demonstrating measurable gains</p> <p>Priority Learner Plans housed within Hero, ensuring 100% are easily accessible to relevant staff and reviewed termly</p> <p>Team Meeting Minutes confirm that data inquiry and priority student progress are standing agenda items, leading to documented, collective teaching interventions</p> <p>Hero Pages were set up by the end of Term 1, with 100% of teaching teams actively using the dedicated Hero page(s) from Term 2 onwards, to document and share evidence of practice and analysis for priority learners and key strategic initiatives (e.g., student voice trends).</p>
Possible 2027 Actions	Embedding and refining conceptual curriculum, continue to embed assessment and data literacy practices, review our school values, continued new curriculum implementation				

Core Practices Supporting Strategy - Our Business as Usual

Practices	Process	Description
Quality Teaching with Ākonga at the Centre	Differentiated approaches so that learning programmes focus on student needs & interests	<ul style="list-style-type: none"> ● Priority Ākonga identified with specific actions planned that are beyond BAU ● Teachers plan group activities, using a range of flexible grouping approaches ● Use of a range of strategies to cater for diverse Ākonga ● IEPs - planned and implemented ● Student needs taken into account by teachers with programme adaptations made ● Ākonga understand and can talk about their next learning steps ● Student goal setting ● Learning conversations ● Use of Learning Assistants to support Ākonga, through deliberate actions planned by teachers ● Student agency - choice for Ākonga and focus on developing their strengths talents and interests ● Provision of a variety of tasks (collaborative, independent, etc.) ● Programmes support the school vision and values, and development of resilience in our Ākonga
	Rich learning opportunities	<ul style="list-style-type: none"> ● Continued celebration of Pacific and Māori language weeks and celebrations ● Use of our local community resources and areas to support learning ● Provision of camps and other EOTC activities to support learning ● Planning for authentic, real life, purposeful learning

		<ul style="list-style-type: none"> • Engagement with whānau & community to support learning • Use of outside agencies to support our learning programmes (e.g. visiting speakers)
	Knowing our Ākonga	<ul style="list-style-type: none"> • Meeting with parents at the beginning year to share information about Ākonga • Teachers spend time with children getting to know them (e.g. before school) • Transition conversations and support between classes, syndicates and other education providers • Turangawaewae unit at the beginning of the year • Regular, ongoing communication through seesaw with parents • Strong relationships between teachers and Ākonga
Quality Leadership	Well being	<ul style="list-style-type: none"> • Regular 1-1 check ins with staff around change & pulse point surveys to gather staff feedback • Strong, professional relationships • Understanding each others' needs • Team building activities & sharing practice within and across teams • Staff appreciation, gratitude weeks and a strong social club • Regular discussions at around staff needs and being responsive to these • Pinch point planning • Team norms developed and referred to regularly for all teams across the school • Learning/playground surveys of student voice
	Leadership PD	<ul style="list-style-type: none"> • Professional development with a focus on how we can be the best leadership team possible? • Coaching for leaders around goals • Understanding our people, their strengths and areas for development • Attendance at courses and school visits to keep up to date
	Property	<ul style="list-style-type: none"> • Ensure property contracts met by all parties • Conduct emergency drills each term • Implementation of 10YPP • Maintenance of heating systems
Effective Partnerships	Pasifika Parent Group	<ul style="list-style-type: none"> • Pacific coordinator in place to lead planning of language weeks and cultural events • Termly meetings with the group, learning together • Regular communication through a closed facebook group • Co-opted board member with Pasifika perspective
	Whānau	<ul style="list-style-type: none"> • Engagement with whānau to support cultural celebrations and use of te reo me ona tikanga Māori • Termly meetings with the Whānau group, learning together and partnership meetings each term • Regular communication through a closed facebook group • Co-opted board member with Māori perspective
	General	<ul style="list-style-type: none"> • Regular communication through newsletters and facebook • Raising issues early and following up with parents promptly when issues are raised with us • Strong professional relationships

		<ul style="list-style-type: none"> • Face to face or phone contact wherever possible
Progress & Achievement for all	Data literacy	<ul style="list-style-type: none"> • Targets/actions developed collaboratively with staff based on data and shared knowledge • Coaching for all teachers with regards to ensuring student progress • Regular team discussions – who needs support / what strategies are successful and why? • Termly monitoring – who are we trying to shift? How can we do this? What support is needed? • Undertake an in-depth analysis of achievement information; respond to any disparity and plan to accelerate student progress