



Ruawai Primary

Empowering Learning
Whakamana Akoranga

2019–2021 **Strategic Plan**



Ruawai Primary

Empowering Learning
Whakamana Akoranga



Respect
Whakaute



I am courteous

Responsibility
Takohanga



I am caring

Resilience
Manawaroa



I am positive



Aspirational Profile for Ruawai Primary Learners

We aim to become and remain...



Ruawai Primary

Empowering Learning
Whakamana Akoranga

Ever-Growing Learners



Curious & Inquisitive

Literate & Numerate

Digitally Fluent

Problem Solvers

Engaged Learners



Collaborators

Innovators

Active

Kaitiaki

Connected Learners



Sociable & Inclusive

Adaptable

Compassionate

Self-Managing

Individual Learners

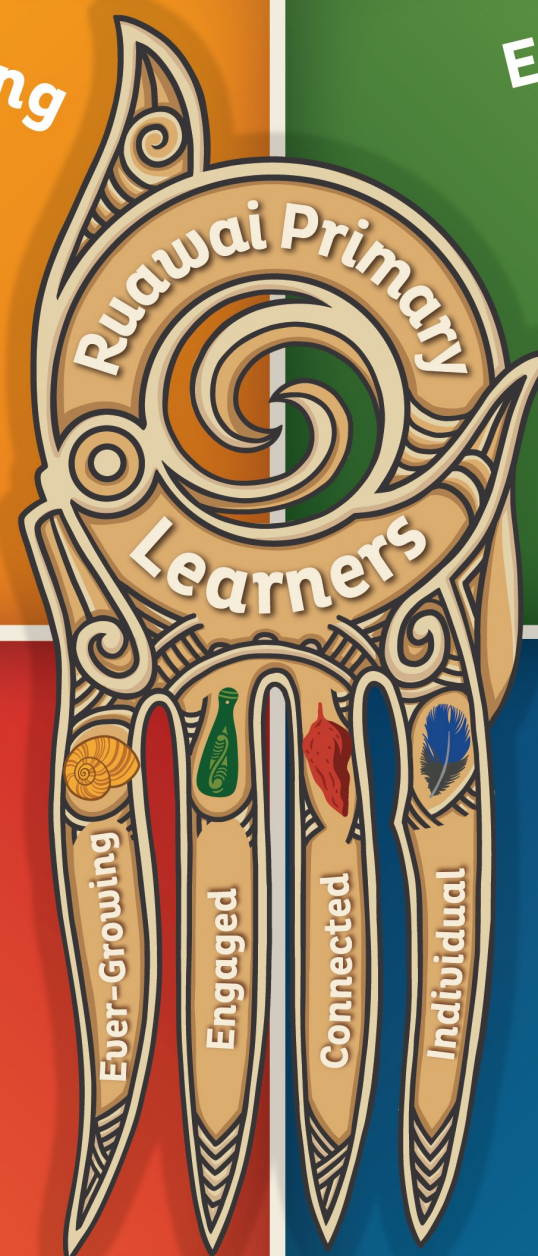


Self Confident

Fair & Respectful

Culturally Aware

Located



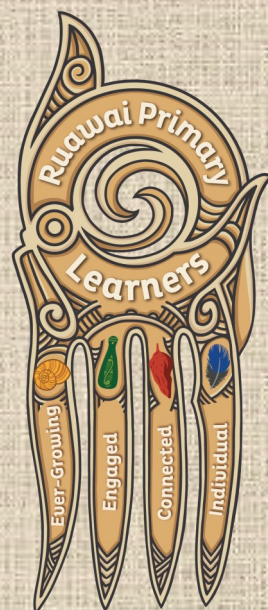
the
Heru

The heru symbolizes the uplifted symbol of Ngāti Whātua tribal authority and esteem or mana - something uniquely Ngāti Whātua to draw pride from and aspire to. It was the practice of Ngāti Whātua leaders to be at the forefront of travelling parties. These leaders could be easily recognised by the heru adorning the top knot of their hair.



Strategic Plan









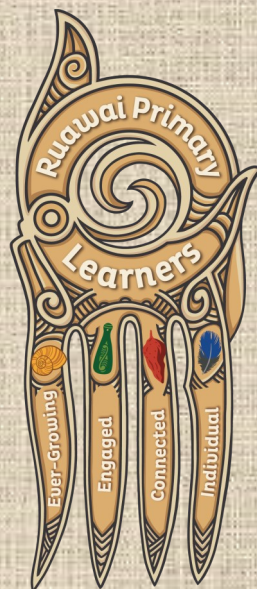
Ruawai Primary
Empowering Learning
Whakamana Akoranga



Vision: *To develop and nurture INDIVIDUAL learners who are ENGAGED, CONNECTED, and EVER-GROWING.*

2019–2021 Strategic Goals at a Glance

2019-2021 strategic goals	Goal 1: Grow kaiako as learners			Goal 2: Grow learner capability		Goal 3: Grow home-school partnership	
							
2019-2021 strategic initiatives	1. To revitalise and reinvigorate the teaching of science and art	2. Improve the application of reflective practice through increased collaboration	3. Develop a common language and set of principles with staff that demonstrates our true belief that every child	1. Integrate the Enviroschools kaupapa into all areas of our curriculum (Kaitiakitanga)	2. To establish an 'I can & I will' culture within our school	1. Develop a program of externally facing community based projects across the school	2. School service programme designed where parents donate 10 hours of their time to the school
Success measure by end of 2021	⇒ Sciences and art are embeded into the Ruawai Primary curriculum and culture. Our learners desires to be innovative, curious and inquisitive are valued and met	⇒ As a result of kaiako inquiries, teachers and principals are responding, adapting and innovating to accelerate learner progress via purposeful TAI cycles	⇒ All staff have a sincere and deep understanding of the importance of positive language in relation to our learners achievement	⇒ Ruawai Primary has had a positive impact on our local and national environment which is sustainable and ever-growing	⇒ All learners understand that "you have to go through hard before you get to easy" and are prepared to give challenging tasks a go	⇒ Ruawai Primary has had a positive impact on our community and the connection between home and school is strengthened	⇒ Over 80% of our whānau have completed the school service programme
2019 actions	• STEAM PLD	• Collaborative inquiries	• Growth Mindset PD with teachers	• Integrated curriculum units	• Learning Pit	• 2X community projects per class	• School service programme designed and trialled



Vision:

To develop and nurture **individual** learners who are **engaged**, **connected**, and **ever growing**.



Strategic goal 1:

Grow kaiako as learners



2019 Strategic initiative 1:

To revitalise and reinvigorate the teaching of science and art

Baseline measure:

Key:

Kaiako = Teacher

PLD = Professional Learning Development

PBL = Play Based Learning



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2018–2020 Strategic Plan



2018 measure: Foundation Year

Input measure:

Time in PLD (Te Ao Māori & PBL) and Growth Coaching sessions

\$1000 - PBL PLD

Output measure:

Professional Learning plan developed

50% of whole school are reported as 'Achieving at a high level' in Te reo Māori

Kaiako have attended any available PBL PLD that is of high quality

Outcome measure:

Enhanced culturally responsive teaching practices

Enhanced reflective practices through GROWTH coaching

Enhanced school-wide pedagogy of Play Based Learning

2019 measure: Self Review Year

Input measure:

Time in PLD (STEAM)

\$1000 STEAM

Output measure:

PLD application accepted

PLD plan developed and implemented

1x Science session per week

Outcome measure:

Science and art are **beginning** to be implemented into the Ruawai Primary curriculum and culture.

Our learners desires to be innovative, curious and inquisitive are valued and **beginning** to be met

2020 measure: Consolidation Year

Input measure:

Time in PLD (STEAM)

\$1000 STEAM

Output measure:

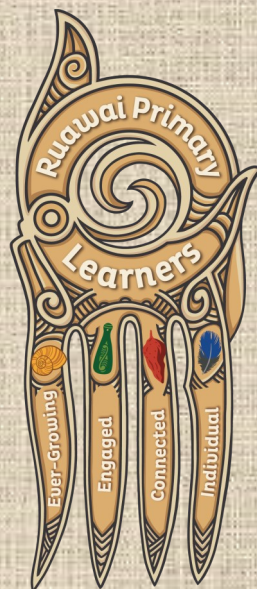
2-3 science sessions per week

Senior learners complete 1 science inquiry per year.

Outcome measure:

Science and art is now a consolidated practice at Ruawai Primary and is **beginning** to be embedded in our curriculum and culture.

Our learners desires to be **innovative**, **curious** and **inquisitive** are valued and be met



Vision:

To develop and nurture **individual** learners who are **engaged**, **connected**, and **ever growing**.



Strategic goal 1:

Grow kaiako as learners



2019 Strategic initiative 2:

Improve the application of reflective practice through increased collaboration

Baseline measure:

National Standards Results:

2017 Mid Year

Reading = 76%

Writing = 69%

Maths = 76%



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2018–2020 Strategic Plan



2018 measure: Foundation Year

Input measure:

Time
\$800

Output measure:

80% of teachers are entering and using data on e-tap correctly & effectively

Robust analysis of data by senior team to inform next steps for improvement

TAI is supported with some e-tap data and tracking is monitored

82% At or ABOVE in Reading, Writing & Maths

Outcome measure:

Improved outcomes for our learners via effective TAI cycles.

Enhanced tracking of all learners

2019 measure: Self Review Year

Input measure:

Time
\$500

Output measure:

Robust analysis complete and purposeful next steps identified collaboratively

Collaborative and purposeful inquiries are completed

84% At or ABOVE in Reading, Writing & Maths

Outcome measure:

Improved outcomes for our learners via effective collaborative TAI cycles.

Improved collaboration between teachers

Enhanced tracking of all learners

2020 measure: Consolidation Year

Input measure:

Time
\$500

Output measure:

Robust analysis complete and purposeful next steps identified collaboratively

Collaborative and purposeful inquiries are completed

86% At or ABOVE in Reading, Writing & Maths

Outcome measure:

Improved outcomes for our learners via effective collaborative TAI cycles.

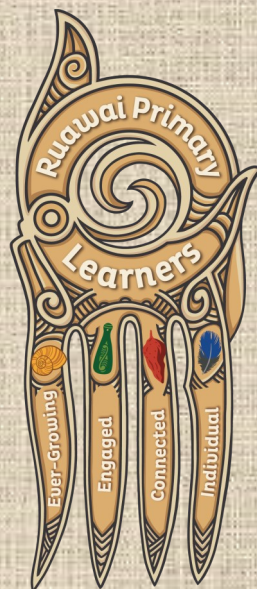
Improved collaboration between teachers

Enhanced tracking of all learners

Key:

TAI—Teaching as Inquiry

E-TAP—This is our student management system



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2018–2020 Strategic Plan

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Strategic goal 1:

Grow kaiako as learners



2019 Strategic initiative 3:

Develop a common language and set of principles with staff that demonstrates our true belief that every child can succeed.

Baseline measure:

Kaiako & Ākonga range between a 'Fixed' and a 'Low Growth' mind-set on the mind-set continuum (see appendix 2)

Key:

Kaiako—Teacher

Ākonga—learner

2018 measure: Foundation Year

Input measure:

Time
\$2000 PLD

Output measure:

School-wide systems and procedures are being **developed** and **trialled**.

Kaiako have a 'Low Growth to Mixed' mind-set on the Mind-set Continuum (average score)

Ākonga have a 'Low Growth to Mixed' mind-set on the Mind-set Continuum (average score)

Outcome measure:

Kaiako have a clear and accurate understanding of Mind-sets, including the role of positive and negative Mind-set Movers that contribute to a person's Mind-set over time

A Growth Mind-set is seen as a teaching strategy. Benefits of a Growth Mind-set are advocated. Ākonga are encouraged to "adopt" a Growth Mind-set

2019 measure: Self Review Year

Input measure:

Time
\$500 PLD

Output measure:

School-wide systems and procedures are **established** and **implemented**.

Plan is developed and ready for implementation

Principles and common language-set has been established and trialled

Outcome measure:

Kaiako have a deep understanding of Mind-sets and are actively developing their own Growth Mind-set.

Ākonga increasingly value the process of learning

All staff have strengthened their understanding of the importance of positive language in relation to our learners achievement

2020 measure: Consolidation Year

Input measure:

Time
\$2000 PLD

Output measure:

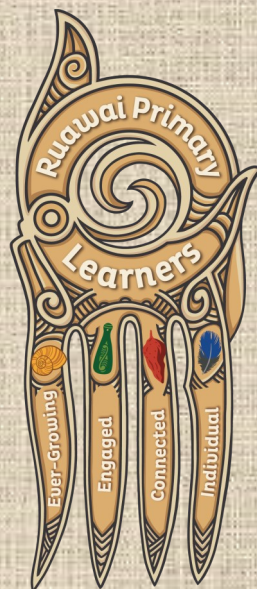
School-wide systems and procedures are **embedded**.

Kaiako have a 'Growth to High Growth' mind-set on the Mind-set Continuum (average score)

Ākonga have a 'Growth to High Growth' mind-set on the Mind-set Continuum (average score)

Outcome measure:

There is a school-wide commitment to the importance of developing a Growth Mind-set in learners, teachers, leaders and parents.



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2018–2020 Strategic Plan

Vision:

To develop and nurture **individual** learners who are **engaged**, **connected**, and **ever growing**.



Strategic goal 2:

Grow learner capability



2019 Strategic initiative 1:

To establish an 'I can & I will' culture within our school

Baseline measure:

2017 Year 3 Key competencies:
Percentage of learners who were graded as **ALMOST ALWAYS** demonstrating the Key Competencies=

1. Thinking = 0%
2. Relating to others = 17%
3. Managing-self = 0%
4. Participating & Contributing = 33%

2018 measure: Foundation Year

Input measure:

Time
\$2000 (Equipment)

Output measure:

84% At or ABOVE in Reading, Writing & Maths for our Year 3 Learners

Key competencies = 33% in each of the 4 areas.
= Assessments not completed yet.

Outcome measure:

All Year 0-4 Akonga are beginning to become **problem solvers**, **collaborators**, **innovators**, **self-managers** and **kaitiaki** of our environment

2019 measure: Self Review Year

Input measure:

Time
\$500 (Design & Printing)

Output measure:

85% At or ABOVE in Reading, Writing & Maths for our Year 3 Learners

Key competencies = 66% in each of the 4 areas.

Outcome measure:

All Year 0-4 Akonga are developing as **problem solvers**, **collaborators**, **innovators**, **self-managers**, **Literate & Numerate**

Learners are beginning to identify where they are in the learning pit

2020 measure: Consolidation Year

Input measure:

Time

Output measure:

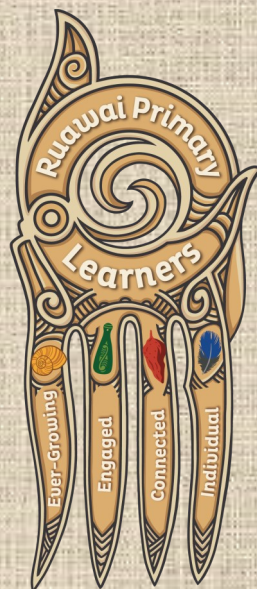
86% At or ABOVE in Reading, Writing & Maths for our Year 3 Learners

Key competencies = 80% in each of the 4 areas.

Outcome measure:

All Year 0-4 Akonga are competent **problem solvers**, **collaborators**, **innovators**, **self-managers**, **Literate & Numerate**

Learners are able to identify where they are in the learning pit



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2018–2020 Strategic Plan

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Strategic goal 2:

Grow learner capability



2019 Strategic initiative 2:

Integrate the Enviroschools kaupapa into all areas of our curriculum (Kaitiakitanga)

Baseline measure:

We are currently working towards the Bronze award

Key:

Kaitiaki– Guardian

Kaupapa– Policy, plan or purpose

2018 measure: Foundation Year

Input measure:

Time
\$1000

Output measure:

Bronze award

Outcome measure:

Staff & learners are **beginning** to understand what it means to be 'kaitiaki' of our local environment

Staff and learners are **beginning** to understand the 4 key areas and 5 guiding principals of the Enviroschools kaupapa

2019 measure: Self Review Year

Input measure:

Time
\$1000

Output measure:

Bronze award & working towards silver award

School-wide integrated units developed

Outcome measure:

Staff & learners are **exploring** different methods of **demonstrating** 'kaitiaki' of our local environment

Staff and learners are **beginning** to **demonstrate** the 4 key areas and 5 guiding principals of the Enviroschools kaupapa

2020 measure: Consolidation Year

Input measure:

Time
\$1000

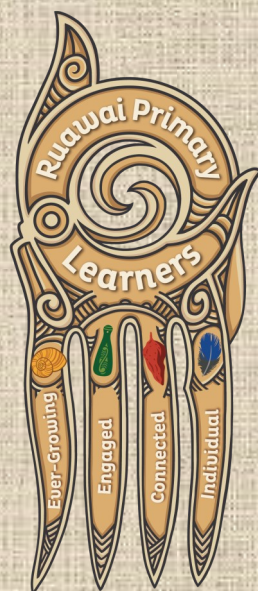
Output measure:

Silver award

Outcome measure:

Staff, learners & community have a **deep understanding** of the importance of being 'kaitiaki' of our local environment

Staff, learners & community **consistently demonstrate** the 4 key areas and 5 guiding principals of the Enviroschools kaupapa



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2018–2020 Strategic Plan

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To develop and nurture **individual** learners who are **engaged**, **connected**, and **ever growing**.



Strategic goal 3:

Grow home-school partnership



2019 Strategic initiative 1:

Develop a program of externally facing community based projects across the school

Baseline measure:

1x Reading Together happening in term 2

72% attendance at mid-year conferences for Year 4-6 learners

2018 measure: Foundation Year

Input measure:

Time

\$300 (resources & catering)

Output measure:

1x Reading Together programme. Second teacher trained to also facilitate in the future (increase sustainability)

1x Maths Whizz (50% attendance)

80% attendance at mid year conferences

Outcome measure:

Parents and whānau **begin** to understand the importance that their own input has on their child's learning journey.

2019 measure: Self Review Year

Input measure:

Time

\$300 (equipment)

Output measure:

2x Projects per class are completed

5-6 parents or whānau are present at each of the projects

Outcome measure:

Positive connections with whānau have been further developed.

Further goodwill has been developed between school and community

2020 measure: Consolidation Year

Input measure:

Time

\$300 (equipment)

Output measure:

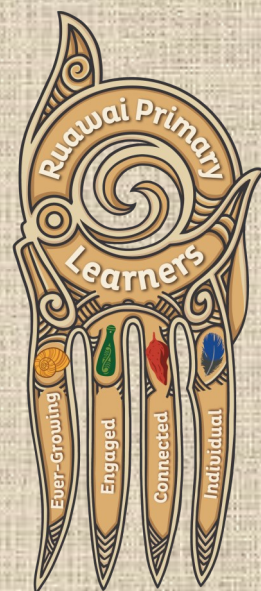
2x Projects per class are completed

8-10 parents or whānau are present at each of the projects

Outcome measure:

Positive connections with whānau have been further developed.

Further goodwill has been developed between school and community



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2018–2020 Strategic Plan

Vision:

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Strategic goal 3:

Grow home-school partnership



2019 Strategic initiative 1:

School service programme designed where parents donate 10 hours of their time to the school.

Baseline measure:

Whānau seldom visit Discovery sessions to observe the learning that is taking place.

12 whānau members attended our open-day session at show day

2018 measure: Foundation Year

Input measure:

Time



Output measure:

1-2 Whānau visit each Discovery session to observe in a range of provocations

This initiative was not achieved. Lots of time and effort was put into this, but we found that whānau were too busy

Outcome measure:

Whānau begin to see our Aspirational profile in action

2019 measure: Self Review Year

Input measure:

Time

Output measure:

All required systems are developed and tested

20 parents enroll and complete the school service programme

Outcome measure:

Whānau experience the variety and breadth of learning opportunities taking place and begin to explore other opportunities that could be added to the experience

2020 measure: Consolidation Year

Input measure:

Time

Output measure:

2-3 Whānau visit Discovery sessions to engage and contribute in a range of provocations

Outcome measure:

Whānau experience the variety and breadth of learning opportunities taking place and contribute by adding new opportunities to the experience



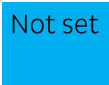
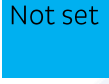
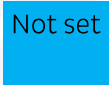
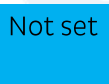
2019 Annual Plans



2019: Self Review Year

	Initiative	Alignment to Aspirational Profile	Actions	Who	Start Date	Completion Date	R.A.G Status	Measure of Success
Strategic Goal 1: Grow kaiako as learners	1. To revitalise and reinvigorate the teaching of science and art	Problem Solvers Curious & Inquisitive Digitally fluent Innovative Collaborative Adaptable Self-Managing Located	1. Complete STEM PLD application for 2019 2. Explore and Identify goals and objectives 3. Integrate STEAM pedagogy into all curriculum areas	CG, SH JM JM	W6 T4 2018 W3 T1 W3 T2	W5 T2 W6 T2 Ongoing	<div></div> Not set Not set	1. STEAM application is complete 2. Goals and objectives are finalised and agreed upon 3. Lesson planning and lessons confirm that STEAM is being delivered
	2. Improve the application of reflective practice through increased collaboration	Literate & Numerate Collaborative Active Adaptable Self-Confident	1. Teachers to identify similar challenges and opportunities that can lead to a collaborative inquiry 2. Develop effective meeting procedures and overview of meeting dates 3. Carry-out collaborative inquiries	CG CG CG	W5 T1 W7 T1 W3 T2	W3 T2 W3 T2 W4 T4	Not set Not set Not set	1. Robust analysis complete and purposeful next steps identified collaboratively 2. Collaborative and purposeful inquiries are completed
	3. Develop a common language and set of principles with staff that demonstrates our true belief that every child can succeed.	Curious & Inquisitive Active Compassionate Fair & Respectful Culturally aware	1. Develop the Growth Mindset Roll-Out plan 2. Implement the Growth Mindset plan	AS AS	W6 T4 2018 W3 T1	W2 T1 Ongoing	<div></div> Not set	1. Plan is developed and ready for implementation 2. Principles and common language-set has been established and trialled
Strategic Goal 1: Grow kaiako as learners		Term 4 2018	Term 1 2019	Term 2 2019	Term 3 2019	Term 4 2019	Term 1 2020	
1. To revitalise and reinvigorate the teaching of science and art		<div>Action 1</div> <div>Action 2</div> <div>Action 3</div>						
2. Improve the application of reflective practice through increased collaboration		<div>Action 1</div> <div>Action 2</div> <div>Action 3</div>						
3. Develop a common language and set of principles with staff that demonstrates our true belief that every child can succeed.		<div>Action 1</div> <div>Action 2</div>						

2019: Self Review Year

	Initiative	Alignment to Aspirational Profile	Actions	Who	Start Date	Completion Date	R.A.G Status	Measure of Success
Strategic Goal 2: Grow learner capability	1. Integrate the Enviroschools kaupapa into all areas of our curriculum (Kaitiakitanga)		1. Design a term by term (odd years & even years) integrated Enviroschools plan	SM	T4 2018	W3 T1 2019		1. Integrated Enviro plan is designed
			2. Implement the 'odd years' Enviroschools plan	SM	W2 T1	W10 T4		2. Our learners have a deep understanding of the impacts of waste and how we can reduce the amount that we
	3. To establish an 'I can & I will' culture within our school	Problem Solvers Literate & Numerate Innovators Active Compassionate Adaptable Self-Managing Self-Confident	1. Develop an implementation plan for our learners	AS	T4 2018	W10 T4		1. Plan developed
			2. Finalise 'Learning Pit' model utilising learner voice and teacher input	AS	W2 T1	W10 T2		2. Learning Pit is finalised and published
			3. Start embedding the 'Learning Pit'	AS	W1 T3	Ongoing		3. Learners can identify where they are in the learning Pit

Strategic Goal 2: Grow learner capability	Term 4 2018	Term 1 2019	Term 2 2019	Term 3 2019	Term 4 2019	Term 1 2020
1. Integrate the Enviroschools kaupapa into all areas of our curriculum (Kaitiakitanga)	<div>Action 1</div> <div>Action 2</div>					
2. To establish an 'I can & I will' culture within our school	<div>Action 1</div> <div>Action 2</div> <div>Action 3</div>					

2019: Self Review Year

	Initiative	Alignment to Aspirational Profile	Actions	Who	Start Date	Completion Date	R.A.G Status	Measure of Success
Strategic Goal 3: Grow home-school partnership	1. Develop a program of externally facing community based projects across the school	Literate & Numerate Problem Solvers Active Kaitiaki Sociable & Inclusive Self-Confident	1. Each class to brainstorm ideas for their own community project (2x per year)	CG	W7 T1	W2 T2	Not set	1. A list of potential projects that will have a positive impact on our community is created.
			2. Each class to facilitate 2 community projects throughout the year	CG	W2 T2	W1o T4	Not set	2. Projects are completed and positive connections with whānau have been strengthened.
	2. School service programme designed where parents donate 10 hours of their time to the school.	Located Kaitiaki	1. Complete a quick scan/survey to test the amount of community interest in a project such as this.	CG	T4 2018	W3 T1		1. Survey is completed with over a 70% return rate
			2. Create systems– List of skill sets, tracking of hours, acknowledgment procedures etc.	MJ	W2 T1	W2 T2	Not set	2. All required systems are developed and tested
			3. Implement the school service programme	MJ	W2 T2	W3 T2	Not set	3. 20 parents enroll and complete the school service programme

Strategic Goal 3: Grow home-school partnership	Term 4 2018	Term 1 2019	Term 2 2019	Term 3 2019	Term 4 2019	Term 1 2020
1. Develop a program of externally facing community based projects across the school	<div>Action 1</div> <div>Action 2</div>					
2. School service programme designed where parents donate 10 hours of their time to the school.	<div>Action 1</div> <div>Action 2</div> <div>Action 2</div>					



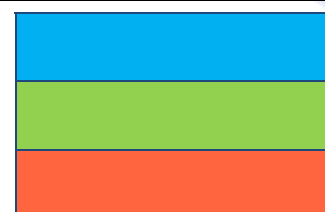
2019: Self Review Year

Goal	Initiative	Term 4 2018	Term 1 2019	Term 2 2019	Term 3 2019	Term 4 2019	Term 1 2020
Grow kaiako as learners	1. To revitalise and reinvigorate the teaching of science and art	<div>Action 1</div> <div>Action 2</div> <div>Action 3</div>					
	2. Improve the application of reflective practice through increased collaboration	<div>Action 1</div> <div>Action 2</div> <div>Action 3</div>					
	3. Develop a common language and set of principles with staff that demonstrates our true belief that every child can succeed.	<div>Action 1</div> <div>Action 2</div>					
Grow learner capability	1. Integrate the Enviroschools kaupapa into all areas of our curriculum (Kaitiakitanga)	<div>Action 1</div> <div>Action 2</div>					
	2. To establish an 'I can & I will' culture within our school	<div>Action 1</div> <div>Action 2</div> <div>Action 3</div>					
Grow home-school partnership	1. Develop a program of externally facing community based projects across the school	<div>Action 1</div> <div>Action 2</div>					
	2. School service programme designed where parents donate 10 hours of their time to the school.	<div>Action 1</div> <div>Action 2</div> <div>Action 2</div>					

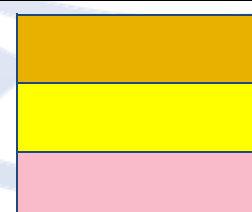


2019: Delegation of Responsibilities

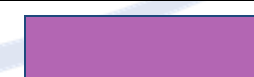
Goal	Initiative	Term 4 2018	Term 1 2019	Term 2 2019	Term 3 2019	Term 4 2019	Term 1 2020
Grow kaiako as learners	1. To revitalise and reinvigorate the teaching of science and art	JM / CG	JM	JM	JM	JM	
	2. Improve the application of reflective practice through increased collaboration	CG	CG	CG	CG	CG	
	3. Develop a common language and set of principles with staff that demonstrates our true belief that every child can succeed.	AS	AS	AS	AS	AS	
Grow learner capability	1. Integrate the Enviroschools kaupapa into all areas of our curriculum (Kaitiakitanga)	SM	Action 2	Action 2	Action 2	Action 2	
	2. To establish an 'I can & I will' culture within our school	AS	AS	AS	AS	AS	
Grow home-school partnership	1. Develop a program of externally facing community based projects across the school		CG	CG	CG	CG	
	2. School service programme designed where parents donate 10 hours of their time to the school.	MJ	MJ	MJ	MJ	MJ	



Curtis **Gaylor**
Janiece **McPherson**
Adele **Slatter**



Regina **Nengerman**
Serah **Mehrtens**
Denise **Hewetson**



Michelle **Jenyms**