

Korakonui School - Strategic Plan 2020 -2022

Strategic Goal 1 - Engage - every learner learning every day

Success is: Strong visible practices, knowledge and environments are evident to ensure all students are engaged in learning every day.

Stewardship: The board relentlessly scrutinise the effectiveness of the school in achieving valued student outcomes

| Develop student agency within all learning programmes | Success is when: <i><u>Student agency</u> is entrenched in all areas of decision making, and kept at the core of all programmes.</i> <i>Classroom environments demonstrate a culture of partnership between teachers and learners</i> | | |
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| 2020 | 2021 | 2022 | |
| Student Agency <i>Student voice is captured to determine effectiveness of learning programmes and to set future focus areas.</i> Classroom environments <i>Innovative strategies are trialled as required to meet the needs of individual students, or collectively where other strategies have not shown results. Student voice is to be collected as part of results review processes.</i> | Student Agency <i>Student voice informs direction of learning programmes, and influences learning priority areas within Korakonui School's commitment to providing a responsive curriculum.</i> <i>Student voice is embedded in all reflection and self review cycles</i> <i>All stakeholders will consider student voice as integral to all decisions that directly related to innovative practices within Korakonui School - evidence to be collected of effectiveness of innovative strategies must include student voice</i> Classroom environments <i>Regular reflection on innovative strategies will ensure teachers are varying their practice based on the needs of individual students, or collectively where other strategies have not shown results.</i> | Student Agency <i>The use of student voice to inform directions of learning programmes is embedded as a key component of providing a responsive curriculum.</i> <i>Student voice is embedded in all reflection and self review cycles</i> <i>Student voice will be integrated into all decision making processes that directly relate to innovative practices within Korakonui School - all evidence of effectiveness classroom practice will include student voice</i> Classroom environments <i>Teaching strategies are reviewed, flexible to students needs and adapted as needed based on regular reflection of effectiveness.</i> | |
| Key Metrics (Measured through): <i>Student voice: is collected and evident within inquiries twice a year, and regular learning programme reflections (on-going by teachers) and is the direct link between student achievement data and learning programme design. This is measured through observation process three times per year.</i> <i>Korakonui Golden Circles: are embedded into Korakonui School decision making processes. This tool is utilised by BOT, and Staff to ensure learning and strategic decision are based strategic plans as outlined for 2020-22</i> | Outcomes Success is when: <i><u>Student agency</u> is entrenched in all areas of decision making, and kept at the core of all programmes.</i> <i>Classroom environments demonstrate a culture of partnership between teachers and learners</i> | Resources Required <i>Beginning of Year Staff Retreats - \$3500</i> <i>Senior Leadership Release Time - Teacher Release Time Regular time to meet, engage with formal observation process & (0.2 per week of Teacher's Salary- \$150 per day)</i> <i>Release days are used for observations of each other.</i> <i>\$680 x 3 = \$ 2040</i> | |
| Design and embed a responsive curriculum | Success is when: <i>Quality evaluations of data and knowledge of learners from basis of learning programme design</i> <i>Strong links are visible between assessment, and the inquiry process which impacts on student achievement</i> <i>Teachers are actively involved in developing their craft of teaching</i> | | |

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| <p>Strengthen quality inquiry processes to ensure deep understandings of our learners are developed, barriers and limitations are identified. Collaborative problem solving sessions occur regularly to provide strategies that support the needs of our learners.</p> <p><i>Whole staff to contribute to developing Korakonui School Key Principles, as a guiding document for ‘How’ our goals happen within learning spaces to develop consistency across the school.</i></p> <p>Social and Emotional development needs of learners are recorded and programmes are in place for students that need support. Behaviour modification plans are in place for students as required. Learning programmes are responsive to these needs.</p> <p>Senco is continually involved in any professional learning related to school wide or individual needs, and staff are included in this as necessary including support staff.</p> <p>Review, and develop the Korakonui School Maths Curriculum over 2020 <i>School wide teaching strategies drafted, assessment and evaluation systems trialled, reflected upon and documented to capture current effective practice.</i></p> <p><i>Professional Learning in Literacy is embedded within literacy programmes.</i></p> <p><i>Hands on/ Student Led Curriculum is developed - this includes play based learning, project based learning and is shared through an exhibition of learning approach.</i></p> <p><i>Leadership team are actively involved in professional learning programmes that will further empower them to lead within the school... in their roles as curriculum innovators. This includes current and future focused learning areas. This encompasses utilising international research, and external and internal expertise</i></p> | <p><i>Learner centred Curriculum Plans are developed and review processes have begun.</i></p> <p><i>Key principles are reviewed and form the basis of staff reflection on their own practice.</i></p> <p><i>Learning programmes show evidence of multi-dimensional approaches to ensure that Every learner is engaged in learning programmes, which are specific to their needs. This is evident through academic, social and emotional needs being identified, and catered for in a planned and deliberate way. Systems for evaluation will be trialed.</i></p> <p><i>Professional development with staff. Staff are implementing this in their programmes. Philosophies/strategies are included as part of the key principles document.</i></p> <p><i>Consolidate and review teacher practice in literacy. Professional learning in curriculum integration (Effective literacy learning is authentic and through a context). Students are writing across the curriculum.</i></p> <p><i>Multi-dimensional learning is evident within classroom programmes - programmes have clear and consistent evidence of hands on learning experiences inclusive of play based and project based learning. Evaluation is being trailed through exhibitions of learning with an authentic audience.</i></p> <p><i>Leadership team are actively involved in professional learning programmes that will further empower them to lead within the school... in their roles as curriculum innovators. This includes current and future focused learning areas. This encompasses utilising international research, and external and internal expertise</i></p> <p><i>Leadership Team introduce and lead new learning and research with staff - providing it aligns with the strategic direction of the school.</i></p> | <p><i>Learner centred Curriculum Plans are embedded in the culture of Korakonui School, further developed and review processes happen regularly.</i></p> <p><i>Key principles are embedded and form the basis of staff reflection on their own practice. This forms part of the appraisal process.</i></p> <p><i>Learning programmes show evidence of multi-dimensional approaches to ensure that Every learner is engaged in learning programmes, which are specific to their needs. This is evident through academic, social and emotional needs being identified, and catered for in a planned and deliberate way. Evaluation will be integrated</i></p> <p><i>Embedded as part of teacher practice and these are reflected upon by staff and forms part of the appraisal process.</i></p> <p><i>Consolidate and review teacher practice in literacy. Curriculum integration is embedded and part of our key principles document. Learning is authentic and through context. Students are writing across the curriculum.</i></p> <p><i>Exhibitions provide an audience and a deadline at the summation of a project. Students present their learning journeys with their peers/parents/teachers, which includes reflection on the ‘soft skills/competencies’ they have learnt/developed along the way.</i></p> <p><i>Leadership team are actively involved in professional learning programmes that will further empower them to lead within the school... in their roles as curriculum innovators. This includes current and future focused learning areas. This encompasses utilising international research, and external and internal expertise</i></p> <p><i>Leadership Team introduce and lead new learning and research with staff - providing it aligns with the strategic direction of the school.</i></p> |
| <p><i>Key Metrics (Measured through):</i> <i>Regular self review process:</i> of mid-year and end of year student achievement data. Twice per year</p> <p><i>Regular review of staff inquiries:</i> are the basis of reporting to the BOT on student achievement data. Inquiries are included in self review of mid-year and end of year data.</p> <p><i>Staff appraisal process:</i> - inclusive of evidence of shifts in practice collated through inquiry process</p> | <p><i>Outcomes - Success is when:</i> <i>Quality evaluations of data and knowledge of learners from basis of learning programme design</i></p> <p><i>Strong links are visible between assessment, and the inquiry process which impacts on student achievement</i></p> <p><i>Teachers are actively involved in developing their craft of teaching</i></p> | <p><i>Resources Required</i> <i>Staff Meeting times - at least 3 times a term to discuss students needs, unpacking assessment data and informal observational data collectively.</i> <i>Collective problem solving session through staff meetings to discuss responsive programme design.</i> <i>On-going reflections are at team level.</i></p> |

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| Removing barriers and limitations for all learners (inclusiveness) | Success is when: Programmes are in place that support students academic, social and emotional development Quality inquiry processes ensure barriers/limitations are identified and collaborative problem solving supports learners Learning support is designed to support learners, and whanau are involved during and after the support process | | |
| <p>Senco supports staff, learners and whanau with programme design, formalised testing and accessing outside support agencies.</p> <p>Wellness curriculum is developed - developing emotional skills when facing challenge, developing resilience, and flexibility</p> <p>Extension of students within classroom programmes - learning without limit</p> | <p>Through quality inquiry processes deep understandings of our learners are developed, barriers and limitations are identified and collaborative problem solving sessions occur regularly to provide strategies that support the needs of our learners. Effectiveness is evaluated through reflection processes - System for will be reviewed in 2021</p> <p>Professional learning for Senco & staff is supported through strategic planning review cycle, and effectiveness of initiatives and professional learning are tracked, monitored and regularly reported to board</p> | <p>Inquiry processes are embedded and part of board self review cycle</p> <p>Professional learning for Senco & staff is supported through strategic planning review cycle, effectiveness of initiatives are embedded in Board self review cycle</p> | |
| <p>Key Metrics (Measured through): Regular review of effectiveness through staff inquiries (on-going), and through IEPs twice a year.</p> <p>Impact of emotional skills on student achievement is done through the narration within inquiries by teachers, and collection of student voice during observation process and student reflections - This is measured through observation process three times per year.</p> <p>School-wide self review will be used to measure student achievement of students operating above their expected curriculum level, and will be analysed for growth and sustained levels of achievement. This is completed within mid-year and end of year data analysis</p> | <p>Outcomes - Success is when: Programmes are in place that support students academic, social and emotional development</p> <p>Quality inquiry processes ensure barriers/limitations are identified and collaborative problem solving supports learners</p> <p>Learning support is designed to support learners, and whanau are involved during and after the support process</p> | <p>Resources Required Senco Release Time - 7.5 hours per week Terms 1 & 2 (1.5 hours per day) - \$7590</p> <p>Leadership Release Time - 7.5 hours per week Terms 1 & 2 (1.5 hours per day) - \$7590</p> | |
| <p>Strategic Goal 2 - Honour wellbeing for all within Korakonui</p> <p>Success is: All within Korakonui are able to flourish through developing emotional agility within a culturally responsive environment</p> | | | |
| <p>Stewardship: The board ensures a physically and emotionally safe environment for all students and staff through regular monitoring, evaluation and reporting.</p> | | | |
| Develop the Korakonui Wellness curriculum and Wellbeing Toolkit | Success is when: Toolkit, strategies and programmes are in place to ensure students are developing social and emotional skills Wellness programme is based on student and staff agency to ensure flourishing citizens within the Korakonui School community | | |
| 2020 | 2021 | 2022 | |
| <p>Systems are in place and followed to respond to wellbeing issues for students and staff - this includes regular monitoring and responding to the needs of groups and individuals.</p> <p>Trial programmes of education on soft skills e.g growth mindset,</p> | <p>Systems are in place and followed to respond to wellbeing issues for students and staff - this includes regular monitoring and responding to the needs of groups and individuals.</p> <p>Students leadership is developed within peer support programmes as part of</p> | <p>Systems are in place and followed to respond to wellbeing issues for students and staff - this includes regular monitoring and responding to the needs of groups and individuals.</p> <p>Students leadership is developed within peer support programmes as</p> | |

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| <p><i>challenge learning (learning pit), classroom culture, collaboration and resilience focused programmes.</i></p> <p><i>Develop programmes that create deeper understandings of our school values and opportunities for students to build upon their own values base.</i></p> <p><i>Behaviour and Teacher Conversations are recorded and automatically shared with relevant stakeholders - Follow ups as necessary with students and whanau.</i></p> <p><i>Informal observation information collected and collated to inform classroom programme design</i></p> <p><i>3 As of AWESOME - attitude, awareness and authenticity are introduced to students and actively taught in the senior school. Information shared with parents/whanau</i></p> <p><i>Professional learning in the area of Wellbeing is valued, resourced as necessary by the leadership team and staffed as required to respond to identified needs across the school -</i></p> | <p><i>monitoring and responding to wellbeing issues.</i></p> <p><i>Programmes are embedded and reviewed within classroom programmes.</i></p> <p><i>Values are a key part of behaviour modification plans and induction. Students are able to articulate their values and have learning goals around developing these. Students lead values based assemblies where they educate the school - also showing their understandings.</i></p> <p><i>Behaviour and Teacher Conversations are recorded and automatically shared with relevant stakeholders - Follow ups as necessary with students and whanau.</i></p> <p><i>Informal observation information collected and collated to inform classroom programme design</i></p> <p><i>3 As of AWESOME - attitude, awareness and authenticity is embedded and reviewed within classroom programmes.</i></p> <p><i>Wellbeing Toolkit is embedded and part of review cycle</i></p> <p><i>Professional learning in the area of Wellbeing is embedded in strategic planning and review cycles.</i></p> | <p><i>part of monitoring and responding to wellbeing issues.</i></p> <p><i>Programmes are embedded and reviewed within classroom programmes.</i></p> <p><i>Values passport. Students collect evidence to show how they are meeting our school and personal values. These are shared with parents and via linc-ed</i></p> <p><i>Behaviour and Teacher Conversations are recorded and automatically shared with relevant stakeholders - Follow ups as necessary with students and whanau.</i></p> <p><i>Informal observation information collected and collated to inform classroom programme design</i></p> <p><i>3 As of AWESOME - attitude, awareness and authenticity is embedded and reviewed within classroom programmes. This is explored for younger students. Create a curriculum that builds upon itself each year</i></p> <p><i>Wellbeing Toolkit is embedded and part of review cycle</i></p> <p><i>Professional learning in the area of Wellbeing is embedded in strategic planning and review cycles.</i></p> |
| <p>Key Metrics (Measured through): <i>Korakonui Wellness programme is in draft format by the end of the year 2020, implemented 2021 and reviewed 2022.</i></p> <p><i>Research and development of appropriate measurement tools are completed over 2020.</i></p> <p><i>Regular collection of staff is done through wellbeing staff professional learning sessions - once each term. Utilising the Professional Quality of Life scale.</i></p> <p><i>Student feedback is ongoing through day to day observations, student reflections and through formal observation process.</i></p> <p><i>Whanau feedback is captured twice during the year - through student conferences (x2) and through</i></p> | <p>Outcomes (Success is when): <i>Toolkit, strategies and programmes are in place to ensure students are developing social and emotional skills</i></p> <p><i>Wellness programme is based on student and staff agency to ensure flourishing citizens within the Korakonui School community</i></p> | <p>Resources Required <i>Annual cost of Linc Ed, \$2000.</i></p> <p><i>SLT and classroom release as required for parent meetings, and outside agencies.</i></p> <p><i>Discussion time at leadership meetings - every week, and staff meetings every week</i></p> <p><i>As Above - evidence of discussion and planning incorporated in team documentation</i></p> <p><i>Planning time - Rochelle (1 day per year)</i></p> <p><i>Classroom time - 1 day per class, per term. Rochelle (8 days per year)</i></p> <p><i>As Above - evidence of discussion and planning incorporated in team documentation</i></p> <p><i>Planning time - Rochelle (1 day per year)</i> <i>Classroom time - 1 day per class, per term. Rochelle (8 days per year)</i></p> |

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| Embed Culturally Responsive practices and environment based on: Manaakitanga Whanaungatanga Ako Mahi Tahi | Success is when: <i>All students, particularly our Maori students as tangata whenua, develop mana from their culture and their story (who they are, where they come from) and this is honoured and valued within their school experience</i> <i>Develop Mahi Tahi - Collaborations to maximise learner-centered educational programmes and environments</i> <i>Classroom programmes honour learners’ strengths, growth areas, language, identity, culture etc.</i> | |
| All students, particularly our Maori students... <i>MASAM Framework is reviewed and developed (Maori achieving success as Maori Framework)</i> <i>Manaakitanga - the process of showing respect, generosity and care for others is encouraged, supported and expected through ensuring positive learning environments.</i> <i>Whanaungatanga - relationships are actively sought through shared experiences. Connections are explored and developed within our local area with local iwi and the iwi/hapu of our students</i> <i>The concept of ako is developed within Korakonui School environment - Ako is grounded in the principle of reciprocity and also recognises that the learner and whānau cannot be separated.</i> <i>Mahi Tahi - Collaborative relationships build learning-centred and wellbeing programmes for our students.</i> | <i>MASAM Framework is fully developed and review processes has been planned</i> <i>The concepts of Manaakitanga, Whanaungatanga and Ako are embedded within all practices across Korakonui School, our environment and communication - quality of integration is reviewed as part of board self review cycle and improvement planning is embedded in strategic planning.</i> | <i>MASAM Framework is reviewed as per plan cycle</i> <i>The concepts of Manaakitanga, Whanaungatanga and Ako are embedded within all practices across Korakonui School, our environment and communication - reviewed as part of board self review cycle and improvement plans are devised through review process.</i> |
| Key Metrics (Measured through): <i>MASAM Framework - Community consultation with whanau - annually.</i> <i>MASAM Framework - Student consultation with maori students twice per year.</i> | Outcomes - Success is when: <i>All students, particularly our Maori students as tangata whenua, develop mana from their culture and their story (who they are, where they come from) and this is honoured and valued within their school experience</i> <i>Develop Mahi Tahi - Collaborations to maximise learner-centered educational programmes and environments</i> <i>Classroom programmes honour learners’ strengths, growth areas, language, identity, culture etc</i> | Resources Required <i>Classroom Release - Serita</i> <i>1 day per term (4 days per year) \$964</i> <i>Classroom Release - 1 day - Term 1 & 3 (2 days per year) planning - Serita \$482</i> <i>BOT professional learning session (1 x Term 1 x per year)</i> <i>Self Review - BOT Meeting (1 per year x Term 3)</i> |

Strategic Goal 3 - Grow connections that make a difference for all within Korakonui

Success is: Strong connections are developed through a sense of belonging and responsibility to Korakonui, the wider community and the world

Stewardship: The board actively represents and serves the community by proactively supporting, developing and reviewing the connections between school, whanau and community using the board code of conduct, policies and workplan as their guiding framework.

2020

2021

2022

Develop ubiquitous learners - building a community that honours learning

Success is when:

All stakeholders understand and value that learning happens anytime, anywhere and anyhow is not limited to school - Learning for life in action.

Learning opportunities extend learning across home and school, to provide multiple and aligned opportunities for learning and practice

All classroom programmes honour learners strengths, growth areas, language, identity, culture etc. informed through collaborative inclusive of learners, parents and whanau, teachers and leaders.
[Educationally Powerful Connections with Parents and Whanau - ERO Publication](#)

Learning opportunities extend learning across home and school, to provide multiple and aligned opportunities for learning and practice. Opportunities are inclusive of parents and whanau ideas, and are provided to support and inform on learning focus areas - so they are able to support their tamariki at home.

All classroom programmes honour learners strengths, growth areas, language, identity, culture etc. informed through collaborative inclusive of learners, parents and whanau, teachers and leaders.
[Educationally Powerful Connections with Parents and Whanau - ERO Publication](#)

Learning opportunities extend learning across home and school, to provide multiple and aligned opportunities for learning and practice. Opportunities are inclusive of parents and whanau ideas, and are provided to support and inform on learning focus areas - so they are able to support their tamariki at home.

All classroom programmes honour learners strengths, growth areas, language, identity, culture etc. informed through collaborative inclusive of learners, parents and whanau, teachers and leaders.
[Educationally Powerful Connections with Parents and Whanau - ERO Publication](#)

Learning opportunities extend learning across home and school, to provide multiple and aligned opportunities for learning and practice. Opportunities are inclusive of parents and whanau ideas, and are provided to support and inform on learning focus areas - so they are able to support their tamariki at home.

Key Metrics (Measured through):

Community consultation with whanau - as part of BOT annual consultation.

Classroom programmes and environment are reviewed with staff - as part of the appraisal process through reflection and discussion three times throughout the year. The first is to set shared expectations, a mid-year discussion and an end of year discussion.

Outcomes (Success is when):

All stakeholders understand and value that learning happens anytime, anywhere and anyhow is not limited to school - Learning for life in action.

Learning opportunities extend learning across home and school, to provide multiple and aligned opportunities for learning and practice

Resources Required

Check in regularly through discussion at staff, leadership and team meetings, whanau meetings and community connections events.
\$500 for event related costs - refreshments, speakers etc. (per year)

Check in regularly through discussion at staff, leadership and team meetings, whanau meetings and community connections events

Develop Mahi Tahi - Learner-centred relationships

Success is when:

The community knowledge and stories are fundamental to the sense of belonging as part of the Korakonui Community

Our learners have authentic opportunities, are actively involved citizens to develop their social consciousness.

A Communication Toolkit is developed to regularly engage with our community

Begin process of gathering community knowledge and stories of our local area.

Developing a sense of social consciousness within learning programmes

Continue the process of gathering community knowledge and stories of our local area.

Developing a sense of social consciousness within learning programmes

Publish the collection of gathering community knowledge and stories of our local area.

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| <p><i>Developing a formalised Communication Toolkit</i></p> <p><i>Creating a formalised Induction process - for students, staff and families</i></p> <p><i>Mahi Tahi is focused on building positive connections between all stakeholders.</i></p> | <p><i>Trial the use of previously drafted formalised Communication Toolkit</i></p> <p><i>Trial a formalised Induction process - for students, staff and families</i></p> <p><i>Mahi Tahi is focused on building positive connections between all stakeholders.</i></p> | <p><i>Further developing a sense of social consciousness within learning programmes</i></p> <p><i>Review the use of formalised Communication Toolkit</i></p> <p><i>Review formalised Induction process - for students, staff and families</i></p> <p><i>Mahi Tahi is focused on building positive connections between all stakeholders.</i></p> |
| <p>Key Metrics (Measured through):</p> <p><i>Create a record of community knowledge and stories from our area - review progress end of 2020</i></p> <p><i>Evident through two learning focus areas over the year with themes that develop student’s social consciousness. Student reflection is captured from these two learning programmes</i></p> <p><i>Draft of Korakonui Communication Toolkit is completed by the end of 2020, implemented in 2021, and reviewed in 2022.</i></p> <p><i>Draft of Korakonui Induction process is completed by the end of 2020. Regularly reviewed with new staff after a period of time (6 months)</i></p> <p><i>Measure engagement of whanau/community at school events, student conferences and connection days. This is to create baseline data.</i></p> | <p>Outcomes (Success is when):</p> <p><i>The community knowledge and stories are fundamental to the sense of belonging as part of the Korakonui Community - by collating their stories we are honouring the history and current members of Korakonui community</i></p> <p><i>Our learners have authentic opportunities, are actively involved citizens to develop their social consciousness.</i></p> <p><i>A Communication Toolkit is developed to regularly engage with our community</i></p> <p><i>An Induction process is in place for new students, families and staff members</i></p> <p><i>Regular engagement of whanau/community at school events, student conferences and connection days.</i></p> | <p>Resources Required</p> <p><i>Build through connections with students, whanau, and wider community members.</i></p> <p><i>Check in regularly through discussion at staff and student leadership sessions</i></p> <p><i>SLT and classroom release as required for parent meetings, and outside agencies.</i></p> <p><i>Discussion time at leadership meetings - every week, and staff meetings every week</i></p> <p><i>As Above - evidence of discussion and planning incorporated in team documentation</i></p> <p><i>Planning time - Rochelle (4 days per year)</i></p> |