



Inputs	2019-2020 Initiatives	What we will do?	What we'll see different?	Measures	Outcomes
<p>Senior Leadership</p> <p>Teachers</p> <p>Focus Group Lead and core group</p>	<p>3a.</p> <p>Demonstrating He Pou Tainui across all learning areas.</p>	<ul style="list-style-type: none"> He Pou Tainui will be shared and practiced in the classroom. Students know how to identify where they are at and where to next when developing He Pou Tainui. Students know how to improve themselves in each He Pou Tainui capability, practicing what they need to do to improve. 	<ul style="list-style-type: none"> Students using the He Pou Tainui language. Students identifying where they are at on the He Pou progressions and where they need to go next. Students who can articulate what they need to do and what they need to practice. Students will be practicing He Pou Tainui in different contexts. 	<ul style="list-style-type: none"> 100% of our students are able to name and demonstrate their level of understanding of He Pou Tainui. <p>Measured by: Survey of the children</p> <ul style="list-style-type: none"> 80% of students will shift one level of one of the He Pou Tainui progressions. <p>Measured by: He Pou Tainui rubric progressions.</p> <ul style="list-style-type: none"> 80% of students using He Pou Tainui feel successful. <p>Measured by: Surveys/questionnaires, Gathering feedback form the students.</p>	<p>Students have an enhanced understanding and demonstration of He Pou Tainui capabilities that they need to live and learn with.</p>
<p>Deliberately planned for daily</p> <p>Supporting material</p> <p>DP fully released</p> <p>AP part time released</p> <p>Timetabling</p>	<p>3b.</p> <p>Understanding and embedding Learner Agency</p>	<ul style="list-style-type: none"> Students with a clear understanding of what learner agency is and understand what implications it has in our way of working and in our way of being. Students being agents of their own learning and they are able to articulate responses to these key questions: "What are you learning", "Why are you learning this?" and "What do you need to next with your learning?" Students sharing and articulating their learning with parents/whānau. 	<ul style="list-style-type: none"> Students fully engaged, understanding and leading their own learning. Students answering what they are learning, why they are learning and what they need to do in their learning. Students sharing tier learning with parents & whānau. 	<ul style="list-style-type: none"> 80% of students will explain and provide an example of learner agency. <p>Measured by: case study/narrative of students being agents of their own learning</p> <ul style="list-style-type: none"> 80% of students will be able to respond to the key questions. <p>Measured by: Student work examples/responses</p>	<p>Students are actively participating in the process of learner agency.</p>
<p>Habits of Mind and Learning Pit research and learning</p> <p>Goal setting model and process model and research</p>	<p>3c.</p> <p>Develop and implement an effective year 7 and 8 programme which will also lead to a supportive transition to high school. (CC1)</p>	<ul style="list-style-type: none"> Implement an agreed and effective year 7 and 8 programme. Develop students understanding that learning is about making yourself better allowing students to become who they want to be as part of their effective year 7 and 8 programme. Students to develop understanding of what an effective transition to high school is and how to go about starting that process early. Research, input from whānau and a proposal to the BOT about what the effective year 7 & 8 programme will be. 	<ul style="list-style-type: none"> Empowered and motivated learners leading their learning. Students who have clarity about learning and what it means for them. Can articulate this with confidence and ease. Students who have purpose and feel ready for their next educational next step. Inspired, well researched teachers influencing the year 7 and 8 programme that is effective and purposeful, 	<ul style="list-style-type: none"> 80% of students leading their learning and knowing where they are heading. <p>Measured by: self and peer assessment, teacher observations, narratives.</p> <ul style="list-style-type: none"> 80% of students happy with the new year 7 and 8 programme. <p>Measured by: Student voice survey</p>	<p>Effective year 7 and 8 programme in place that will support the transition to high school.</p>



2019 Annual Plan

2019-2020 Initiatives	What does success look like in 12 months?	Key Actions and Inputs	Led by	Accountable	Timeline
<p>3a.</p> <p>Demonstrating He Pou Tainui across all learning areas.</p>	<ul style="list-style-type: none"> Students can explicitly talk about He Pou Tainui identifying where they are and where they need to go next. Students are demonstrating He Pou Tainui in a variety of contexts. Students can plan the action they need to take to improve in the He Pou Tainui capabilities. Teachers are deliberately planning and assessing the students that are reflecting He Pou Tainui progressions. Teachers are consistently implementing He Pou Tainui as part of their daily practices. 	<ul style="list-style-type: none"> Refresh & re-energise He Pou and the story behind it. Student voice to be gathered about their understanding and demonstration of He Pou Tainui. Evidence gathered of students making progress in their learning using He Pou Tainui. Ako Learning Hubs twice a term sharing best practice around He Pou Tainui. 	<p>Dean</p> <p>Teachers</p> <p>Teachers</p> <p>Leaders of Learning</p>	<p>Leaders of Learning</p>	
<p>3b.</p> <p>Understanding and embedding Learner Agency</p>	<ul style="list-style-type: none"> Students are setting sharp, clearly defined goals which are measurable. Students know how to plan so they have a clear action to move forward and achieve their goals. Teachers have the capability and understanding to teach goal setting to their children. Students will develop a range of skills to be successful in their goals. Students and teachers will know how to write specific goals and action plans to achieve goals. Teachers and students will have a repertoire of tools, resources, strategies and skills to achieve their goals. 	<ul style="list-style-type: none"> Unpack what learner agency is with the tamariki – what does it look like, sound like. Develop a shared understanding of learner agency. Creating systems and practices that lead to learner agency. Implementing what is being learned through own professional research. 	<p>Leaders of Learning</p> <p>ASL & WSL</p> <p>Leaders of Learning</p> <p>Teachers</p>	<p>Leaders of Learning</p>	
<p>3c.</p> <p>Develop and implement an effective year 7 and 8 educational pathway which will also lead to a supportive transition to high school. (CC1)</p>	<ul style="list-style-type: none"> A new year 7 and 8 programme to be in place. Feedback from parents/whānau/students being used to help form the new year 7 and 8 programme. A clear knowledge and understanding about emerging adolescents and a learning programme that will be empowering and motivating. Effective and Supportive transition to school programme in place. 	<ul style="list-style-type: none"> Review current status of Year 7 and 8 educational pathway. Capture feedback from whānau/parents/students. Research best year 7 and 8 practice and pathway – what engages and motivates our year 7 and 8s. What does it mean to be an emerging adolescent? If appropriate develop a proposal to the BOT. Student voice being heard and utilised as appropriate. Implement the new and improved year 7 and 8 education programme. 	<p>Mata, Jaemie, Jacqui & Des</p>	<p>Nat & Des</p>	