



# Karaka School's Strategic Vision

We believe all learners have the right to high quality teaching and learning and have the ability to achieve personal excellence.

*'Ka whāngaiti, he kōwhiri, he pūwhiri'*  
*'A school is nurtured, teachers and learners'*

We are committed to realising our school vision and living our values

## WHY?

### Our Vision

Embracing Learning  
Building Resilience  
Achieving Excellence

### Our Values

Learning Akoranga  
Excellence Hiranga  
Adaptability Urutau  
Respect Whakaute  
Nurture Poipoi

## HOW?

 **Deliver a future focussed curriculum that empowers learners**

- Design and implement our local curriculum
- Grow practice and pedagogy through engaging in PLD
- Develop and refine quality learning resources

 **Build an inclusive and respectful learning focussed school culture**

- Continue our commitment to the Treaty of Waitangi and celebrate cultural diversity
- Inform and engage Whānau to strengthen learning partnerships
- Promote wellbeing for success

 **Establish a culture of ongoing internal evaluation**

- Actively engage and participate in our Kahui Ako achievement plan inquiry
- Evaluate and continue to develop our valued outcomes for learners
- Collate, analyse, use qualitative and quantitative data to inform teaching and learning

## WHAT We will do

Scan QR Code to read our Strategic Implementation Plan.







# Karaka School's

## Strategic Implementation Plan

Deliver a future focussed  
curriculum that empowers  
learners



### COMMITMENTS

- A culture of lifelong learning is fostered
- Learners can articulate what, how and why they are learning
- Teaching practices are aligned to schoolwide AFL pedagogy and quality indicators
- Our values are the cornerstone of our school culture and the language and expectations of these is clear and consistent
- An increasingly integrated approach to teaching and learning is fostered
- Quality resources are implemented to support learners in their learning

### Design & implement our local curriculum

- Expand our understanding of an integrated curriculum
- Embed our vision, values and whakatauki within our local curriculum as well as the NZC principles
- Embed our growth model and expand our understanding of the use of thinking tools
- Consult with stakeholders regarding a graduate profile
- Explore ways to integrate the digital technologies curriculum practically within teaching and learning programmes
- Consult with stakeholders to plan for learning

### Grow practice & pedagogy through engaging in PLD

- Further develop our use of GROWTH coaching model
- Implement our quality practice indicators aligned to AFL pedagogy
- Review AFL capabilities as a whole staff
- Engage in PLD to support school and Kahui Ako inquiry into practice
- Develop our collective capacity through the creation of leadership opportunities and utilising individual strengths
- Develop a professional growth cycle that incorporates our quality practice indicators
- Align our PLD plan to support targets set and our Achievement Challenge

### Develop & refine quality learning resources

- Develop our use of progressions alongside learners
- Expand the use of AFL resources within the classroom
- Develop our repertoire of online and technology teaching tools and learning resources through the implementation of Digital Technologies
- Explore ways that our 'people' resources can be used to enhance teaching and learning
- Continue to refine progressions to support learners
- Budget to support acquisition of quality resources

### FUTURE ACTIONS

- Induction practices will ensure our pedagogical approach is sustained
- Commit to ensuring our local curriculum continues to meet the needs of our learners through ongoing review





# Karaka School's

## Strategic Implementation Plan

## Build an inclusive and respectful learning focussed school culture



### COMMITMENTS

- Know our learners in order to build strong learning focussed relationships
- We will live our school values
- Our learners will be proud of their culture and who they are
- The wellbeing of learners, staff and whanau will be a priority
- All learners will have access to high quality learning
- Our community will be well informed and valued partners in learning

### Continue our commitment to the Treaty of Waitangi. Celebrate cultural diversity

- Review and implement our Te Ao Maori curriculum
- Observe and participate in cultural days and events
- Continue to build cultural groups (Kapa Haka, Pasifika, Asian)
- Continue to work with Whānau to encourage active involvement
- Demonstrate pride in our unique bicultural heritage through knowledge of language, culture and histories
- Deepen our understanding of Maori achieving success as Maori

### Inform and engage Whānau to strengthen learning partnerships

- Review, initiate and document changes transitioning to and from our place of learning to ensure staff learners and Whānau are well informed and feel welcome
- Develop partnerships within our community so learners can participate and contribute in meaningful ways
- Retain our open door policy
- Support Whānau to understand what curriculum and achievement information means
- Investigate and develop deliberate strategies to strengthen home/school partnerships

### Promote wellbeing for success

- Collect learners and teachers wellbeing data and analyse this in order to decide on and implement changes to improve wellbeing
- Review and extend peer support programmes for our learners and continue to nurture tuakana teina relationships
- Continue to embrace and strengthen and celebrate our school values as a way of being at this place of learning
- Develop holistic learning programmes that draw on the strengths of our learners and their identities
- Celebrate and share holistic achievement and progress
- Develop a consistent process that learners can implement to address and resolve wellbeing concerns

### FUTURE ACTIONS

- Investigate online reporting systems that will ensure our Whānau are well informed
- Continue to promote learner and staff wellbeing through recognising and celebrating successes





# Karaka School's

## Strategic Implementation Plan

## Establish a culture of ongoing internal evaluation



### COMMITMENTS

- Shared understandings and language of valued outcomes will be embedded
- Our curriculum will support the development of our valued outcomes
- Data collection – qualitative and quantitative will be purposeful and used to inform future practice
- A culture of collaboration and reflection will be our way of being
- Ongoing professional learning will be a priority

### Actively engage and participate in our Kāhui Ako achievement plan inquiry

- Work collaboratively with our Kahui Ako
- Delegate and release staff to attend working groups
- Appoint a within school leader to lead a school wide inquiry
- Make attendance at Kahui Ako events and PLD a priority
- Use school data analysis to select an appropriate Achievement Challenge
- Implement a theory of improvement to support our achievement challenge

### Evaluate and continue to develop valued outcomes for our learners

- Use stakeholder voice to develop a graduate profile that reflects the vision for our learners
- Commitment to providing opportunities for learners to develop the skill identified as our valued outcomes
- Decide on measures for our valued outcomes
- Use our measures to determine learners ability to apply skills and tools identified as valued outcomes

### Collate, analyse and use qualitative and quantitative data to improve teaching and learning

- Undertake collaborative inquiries focussed on improving outcomes for learners
- Establish manageable systems for the collection and collation of analysis of data
- Implement changes to practice based on findings and the development of next steps
- Review assessment schedule to ensure assessments are relevant and used to improve teaching and learning
- Support learners to understand the purpose of assessment to establish learning goals

### FUTURE ACTIONS

- Strengthen relationships across our Kahui Ako
- Continue to value and use stakeholder voice to inform future direction



# Our Annual Plan 2022

Strategic Goals	Our Initiatives	Our Actions	Resourcing	Who	Term 1 & 2 Review	Term 3 & 4 Review
<p>Deliver a future focussed curriculum that empowers learners</p> <p><u>Alignment to NELP:</u></p> <ul style="list-style-type: none"> <li>&gt; Objective 1 # 2</li> <li>&gt; Objective 2 #4</li> <li>&gt; Objective 4 #7</li> </ul>	Design & Implement a local curriculum	<p>By term 4 2022 we will:</p> <ol style="list-style-type: none"> <li>Embed our vision, values, whakatauki and NZC principles within our local curriculum               <ol style="list-style-type: none"> <li>Refine our Karaka Kereru Tracking System (Values)</li> <li>Links to our Integrated planning (Vision)</li> <li>Teachers and students can say and explain the whakatauki in both English and Maori</li> <li>Clear links are made between the GROWTH model and whakatauki</li> <li>Report against our Karaka School Values in HERO and in our school target</li> <li>NZC Principles are evidenced in our Integrated planning</li> </ol> </li> <li>Expand our understanding of and implement an integrated curriculum               <ol style="list-style-type: none"> <li>Digital technology integration</li> <li>Evaluate and refine the integrated plan following each term from feedback</li> </ol> </li> <li>Embed our GROWTH model and expand our understanding and use of thinking tools               <ol style="list-style-type: none"> <li>GROWTH model and Thinking Tools displays are visible in the classroom</li> <li>Students can explain what, when and why they use the Thinking Tools</li> <li>Reflected in Planning, Teaching, Learning, Assessment</li> <li>The 3 Thinking Tools are integrated into our lessons (HoM, Thinking hats and Blooms)</li> </ol> </li> <li><u>Consult with stakeholders to plan for learning</u> <ol style="list-style-type: none"> <li>Gather feedback from the students in Term 4 for 2023</li> <li>Communicate with the wider community areas of interest and current need</li> </ol> </li> <li>Provide opportunities for teachers to participate in PLD to further develop understanding of:               <ol style="list-style-type: none"> <li>Future focussed curriculum</li> <li>Integrated Curriculum</li> <li>Local Curriculum</li> <li>Digital Technology</li> <li>NZ Histories</li> <li>ALiM practises</li> </ol> </li> <li>Consult with relevant stakeholders regarding a graduate profile (Year 2, Year 4, Year 6, Year 8)               <ol style="list-style-type: none"> <li>Gather student voice</li> <li>Co-construct with the students what a graduate of students at Karaka School entails in each level</li> <li>Present graduate as a resource for future students to aspire to</li> <li>A graduate profile would include curriculum information, key competencies and school values</li> </ol> </li> </ol>	Time	Leadership Team Teaching Staff Stakeholders	<p><i>Karaka Kereru system- Visible charts on the wall Visible bubbles on the windows which get transferred onto a spreadsheet</i></p> <p><i>Stickers on Kereru charts Values displayed and referenced in conversations with students Karaka recited daily Term 1 inquiry directly linked to Community Engagement principle Learning to learn - HOMs and Blooms focus Caught being good could link to Kereru charts</i></p> <p><i>Digital technologies PD in staff meetings Digital passport recap Review of Karaka Digital Curriculum overview underway</i></p> <p><i><u>Meeting minutes</u> reflect evaluations of term and how that will shape the Term 2 inquiry</i></p> <p><i>Classroom displays - learning pit, HOMs, Hats, Blooms Planning includes focus on Hats etc., links to GROWTH model in Integrated Inquiry overview</i></p> <p><i>NZ Histories curriculum evening for parents consultation was planned. Due to lack of attendance, a new strategy for engaging whanau will be implemented in term 3 NZ Histories Curriculum PD at TOD</i></p> <p><i>Thinking Tools displayed in rooms alongside GROWTH</i></p> <p><i>Alim PD in staff meetings - unpacked underlying concepts, selected focus students for ALiM group in each class</i></p> <p><i>Staff meetings PLD focussed, with Local curriculum the focus in Term 1</i></p>	<p><i>Underway. Teacher and learner voice currently being collated</i></p>



	Grow our practice and pedagogy by engaging in PLD	<p>By the end of term 3 2022 we will:</p> <ol style="list-style-type: none"> <li>Review AfL capabilities as a whole staff               <ol style="list-style-type: none"> <li>Discussions in staff meetings and time set aside to review understandings</li> </ol> </li> <li>Implement our quality practice indicators aligned to AfL pedagogy               <ol style="list-style-type: none"> <li>Gather and record evidence of the quality practice indicators</li> </ol> </li> <li>Develop a professional growth cycle that incorporates our quality practice indicators               <ol style="list-style-type: none"> <li>Gather and record evidence of the quality practice indicators</li> <li>Undertake coaching conversations</li> <li>Engage in collaborative inquiries</li> </ol> </li> <li>Align our PLD plan to support targets set and our RPKA achievement challenge               <ol style="list-style-type: none"> <li>Staff Meeting schedule</li> <li>Identification of target learners</li> </ol> </li> <li>Create an induction programme for new teachers               <ol style="list-style-type: none"> <li>Continue making the induction graphics for new teachers</li> <li>Use the expectations prior to Teacher Only Day</li> <li>Establish a buddy system</li> <li>Adapt the A to Z Handbook</li> </ol> </li> </ol>	PLD Budget PLD Plan Time	Leadership Team Teaching Staff	<p><i>Discussions held in staff meetings and TOD to review understanding of AfL capabilities.</i>  <i>Observations and peer coaching sessions - goals set</i>  <i>Peer coaching and HITs work around quality practice indicators - individual staff goal setting</i></p> <p><i>Video evidence of teaching - identifying quality practise indicators</i></p> <p><i>Maintaining maths focus across PLD, Observations, Collaborative Inquiry</i></p> <p><i>A to Z handbook updated</i>  <i>3 graphics now completed</i> <ul style="list-style-type: none"> <li>Assessment for Learning</li> <li>Professional Growth Cycle</li> <li>Our Learners</li> </ul> </p>	
	Develop and refine quality learning resources	<p>By the end of term 3 2022 we will:</p> <ol style="list-style-type: none"> <li>Explore ways in which our 'people' resource can be used most effectively to enhance teaching and learning               <ol style="list-style-type: none"> <li>Develop an intentional Teacher Aide schedule</li> <li>Connecting with community and identifying strengths</li> <li>Identify staff strengths</li> </ol> </li> <li>Develop our use of progressions (goals) alongside learners               <ol style="list-style-type: none"> <li>Consistency within teams and across school</li> <li>Utilise HERO to support this</li> <li>Reflected in Planning, Teaching, Learning, Assessment</li> </ol> </li> <li>Continue to refine progressions (goals) to support learners               <ol style="list-style-type: none"> <li>Update goals on HERO to align to our school progressions</li> </ol> </li> <li>Budget to support acquisition of quality resources               <ol style="list-style-type: none"> <li>Purchases are data/progression driven</li> </ol> </li> <li>Develop our repertoire of quality online and technology teaching resources through the implementation of the digital technologies curriculum               <ol style="list-style-type: none"> <li>Needs analysis to gather data to then use to make informed decisions</li> <li>Integration of Google Classroom</li> <li>Understand and develop our digital technologies curriculum</li> </ol> </li> <li>Explore ways that 'our people' resources can be used to enhance teaching and learning               <ol style="list-style-type: none"> <li>Know 'our people'</li> </ol> </li> </ol>	Capital Budget PLD Budget PLD Plan Time	Leadership Team WSL Teaching Staff Digital Tech - Unit Held Position	<p><i>Teacher aide timetable established and working, being adaptable where necessary. Data driven.</i>  <i>Whanau picnic</i>  <i>Parent helpers in Inquiry- speakers in to share</i></p> <p><i>Reading curriculum levels have been aligned to Kahui Ako</i></p> <p><i>Maths goal focus in Junior team around progressions - teachers learning and students learning</i></p> <p><i>Utilised "experts" on our staff eg in Digital Tech, Maths, Literacy, Pedagogy</i></p> <p><i>Progressions embedded in daily practice, linked to data tracking and HERO</i>  <i>Progressions reworked to refine/streamline</i></p> <p><i>Karaka School Progressions have been update as goals on HERO</i></p> <p><i>Staff working in strength areas to share with colleagues eg. progressions</i>  <i>Utilising parents as "experts" and guest speakers</i>  <i>Visiting local business to explore</i></p>	



		b. Consult stakeholders c. Integrate into teaching and learning			Enterprise	
Build an Inclusive and respectful learning focussed culture  <u>Alignment to NELP:</u> ➤ Objective 1 #1 ➤ Objective 2 #3 ➤ Objective 3 #5	Continue our commitment to the Treaty of Waitangi and to celebrate cultural diversity	By the end of term 3 2022 we will: 1. Review and implement our Te Ao Māori curriculum <ul style="list-style-type: none"> <li>a. Review document as a staff</li> <li>b. Develop specific actions for each team that show progression along a continuum</li> <li>c. Integrate into planning - unit and daily</li> </ul> 2. Observe and participate in cultural days and events <ul style="list-style-type: none"> <li>a. Calendarise events reflective of our learners cultures</li> <li>b. Prioritise in planning</li> </ul> 3. Continue to work with whanau to build cultural groups - Kapahaka, Pasifika, Asian <ul style="list-style-type: none"> <li>a. Liaise with families to support teaching and learning</li> <li>b. Provide platforms for sharing and performance</li> </ul> 4. Demonstrate pride in our unique bi-cultural heritage through knowledge of language, culture and histories <ul style="list-style-type: none"> <li>a. Explore NZ Histories document</li> <li>b. Prioritise professional learning</li> <li>c. Establish a tikanga for how we open/close meetings and events</li> </ul> 5. Deepen our understanding of Māori achieving success as Māori <ul style="list-style-type: none"> <li>a. Prioritise PLD</li> <li>b. Familiarise ourselves with the Taitiako document</li> </ul>	PLD Budget PLD Plan Time	Cultural Leader - Unit Held Leadership Teaching Staff	<i>Integrating concepts such as Whanaugatanga into the way we do things</i> <i>Culturally responsive Pedagogy PD</i>  <i>Samoan Language Week activities</i> <i>Matariki Breakfast</i>  <i>Kapahaka group well supported by students</i> <i>Junior Kapa Haka performing at Assembly and Matariki</i>  <i>Tamaoho document</i> <i>NZ Histories document PD</i> <i>Closing Karakia</i>  <i>Concepts in Taitiako document unpacked with staff</i>	
	Inform and engage with our whānau to strengthen learning relationships	By the end of term 3 2022 we will: 1. Review, initiate and document changes to transitioning to and from our place of learning <ul style="list-style-type: none"> <li>a. Every family is welcomed before they attend Karaka School and receive their Karaka School Kit</li> <li>b. Contact new families after 3 weeks of school to collect voice and feedback how we can improve the transition to school</li> </ul> 2. Develop partnerships within our community so learners can participate and contribute in meaningful ways <ul style="list-style-type: none"> <li>a. Create a digital document that collates local places and people of interest</li> <li>b. Develop a local curriculum unit to expose learners to a range of local stakeholders</li> <li>c. Plan trips/events around the local community</li> </ul> 3. Investigate and develop deliberate strategies to strengthen home/school partnerships <ul style="list-style-type: none"> <li>a. Launch Hero to families as a platform of communication</li> <li>b. Develop a range of opportunities to interact and share between home/school (events, newsletters, phone calls, emails)</li> </ul> 4. Support whanau to understand what curriculum and achievement information means <ul style="list-style-type: none"> <li>a. Familiarise ourselves with Hero and</li> </ul>	Time Curriculum budgets	Community Engagement & Transition - Unit Held Cultural Leader - Unit Held Leadership Teaching staff	<i>New Parent Meeting held in Term 2 to introduce school routines and welcome new families</i>  <i>Kete given to new students</i>  <i>Staff add new families to Kete document as they arrive</i>  <i>Inquiry Term 1 based around our past, present and future. Included community as part of this- speakers in etc.</i>  <i>Picnic Day - high community involvement</i> <i>Junior Trip to Karaka Museum</i>  <i>Hero has been launched and introduced to families. Currently sharing learning stories to whanau. Weekly HERO posts by each class teacher</i> <i>Matariki breakfast sold out</i> <i>Market Day Term 2</i>  <i>Staff has Hero PLD on the use of</i>	



		<ul style="list-style-type: none"> <li>goals/milestones</li> <li>b. Consistent language used across the school (Curriculum levels BPA)</li> <li>c. Open Hero to whanau to have access to learners goals/milestones</li> <li>d. Open day/ orientation session for understanding Hero</li> </ul> <p>5. Retain our open door policy</p> <ul style="list-style-type: none"> <li>a. Remain open to email/phone communication when onsite visits are not possible</li> <li>b. Staff visibility through gate duty/ welcoming or community events (post Covid)</li> </ul>			<p>Hero</p> <p>Consistency of curriculum language established</p> <p>Hero open to all with goals and milestones reporting</p> <p>Decided to to do a flyer instead of an open day</p> <p>Staff always on gate duty in the mornings welcoming learners for the day</p> <p>Communication open with parents through email and phone calls where necessary</p> <p>Parent 'catch ups' at pick up/drop off where appropriate &amp; times set if further discussions required about anything of more importance</p> <p>Principoal and DPs doors always 'open'</p>	
	Promote Wellbeing for Success	<p>By the end of term 3 2022 we will:</p> <ol style="list-style-type: none"> <li>1. Collect learner and teacher wellbeing data and analyse this in order to decide on and implement changes to improve wellbeing <ul style="list-style-type: none"> <li>a. Create Google forms survey to collect data</li> <li>b. Analyse data and use to inform next steps</li> </ul> </li> <li>2. Continue to embed, strengthen and celebrate our school values as a way of being at this place of learning <ul style="list-style-type: none"> <li>a. Consistency throughout the school on the use of Karaka Kereru points</li> </ul> </li> <li>3. Develop a consistent process that learners can implement to address and resolve wellbeing concerns, including nurturing tuakana teina relationships <ul style="list-style-type: none"> <li>a. Develop the buddy system</li> <li>b. Utilise the Intermediates and pair up with new students attending</li> </ul> </li> <li>4. Develop holistic learning programmes that draw on the strengths and identities of learners <ul style="list-style-type: none"> <li>a. Gather student and whanau voice</li> <li>b. Act on student voice collated</li> </ul> </li> </ol>	Assessment budget Time	Leadership Teaching Staff	<p>TOD schedules adjusted to reflect staff wellbeing needs</p> <p>Staff meetings support implementation of new systems eg HERO and Curriculum eg. NZ Histories</p> <p>Karaka Kereru points seen as high value by students, motivational and desirable</p> <p>Kereru badge/certificate achievement tracked in school doc</p> <p>PALs, buddy bench, Peer Mediators, Buddy class activities</p> <p>Parent speakers, parent helpers in classroom and on trips</p>	
<p>Establish a culture of ongoing internal evaluation</p> <p><u>Alignment to NELP:</u></p> <p>➤ Objective 3 #6</p>	Actively engage and participate in our Kāhui Ako achievement challenge	<p>By term 1 2022 we will:</p> <ol style="list-style-type: none"> <li>1. Appoint a new within school leader to undertake an inquiry into effective mathematics practice <ul style="list-style-type: none"> <li>a. Appoint a new staff member to the role</li> <li>b. Complete a hand over process with previous WSL</li> <li>c. Develop an inquiry into effective mathematics practice</li> </ul> </li> <li>1. Use school data analysis to select an appropriate achievement challenge <ul style="list-style-type: none"> <li>a. Gather new data to start 2022 due to 2021 Lock Down</li> <li>b. Identify target learners for 2022</li> <li>c. Data is used to form/drive our collaborative inquiry focussed on the achievement challenge</li> </ul> </li> </ol>	Staffing allocation Reliever budget Time	Within School Leader Leadership Teaching Staff	<p>Staff member has been appointed and the handover process has been completed. Observations have been completed and the information gathered will be used to inform PLD plan.</p> <p>Data has been gathered from Year 4 upwards (easttle). Collaborative inquiry commenced and a team approach is being taken. Sprints are planned for and implementation has started.</p> <p>Target and Priority learners are tracked in team meetings</p> <p>Target and Pririty groups have been identified and established in HERO</p>	



	<div>2. Implement theories of improvement to support our achievement challenge.<div>a. Undertake collaborative inquiries</div>b. Participate in relevant PD</div> c. Engage in ongoing professional discussion <div>3. Work collaboratively with Kahui Ako<div>a. Ensure alignment with Kahui Ako maths achievement challenge</div>b. Data is used to form/drive our collaborative inquiry focussed on the maths achievement challenge</div>			<div>PLD on Sprints, Motivational Theory etc from Kahui Ako</div> <div>Designated staff/team meeting times for discussion each week</div> <div>Peer Coaching/collaborative Inquiry</div> <div>Kahui Ako - Easttle workshops HITS workshop Standardised levels of achievement across schools Maths Inquiries across school</div>	
Evaluate and continue to enhance our valued outcomes for our learners	<div>By the end of term 3 2022 we will:</div> <div>1. Decide on measures for our valued outcomes (LEARN values, vision, whakatauki, strategic goals, GROWTH)<div>a. Ensure consistency of the Karaka Kereru LEARN Value Certificates &amp; Badges<div>o Earned</div>o Communicating When and How?</div>b. Learners can explain their understanding of the whakatauki and relevance of it</div> c. GROWTH model continues to be evidenced in planning and teachingd. Data is collected to assess against the strategic goalse. Vision is incorporated in the planning and teaching	Reliever budget Time	Assessment Budget Leadership Teaching Staff	<div>Intentional use of Karaka Kereru to support goal setting</div> <div>Developed tracking doc to record recipients of badges/certificates</div> <div>Teams contribute to evidence of Strategic goals by reviewing and adding to annual plan in team meetings</div>	Exploring how Kereru certificates and badges earned can be tracked on HERO
Collate, analyse and use qualitative and quantitative data to improve teaching and learning	<div>By the end of term 3 2022 we will:</div> <div>1. Use data to set targets, implement and evaluate strategies for improving teaching and learning<div>a. Data is used to inform/drive our collaborative inquiry focussed on the achievement challenge</div>b. Data is collected and reviewed regularly to ensure it is having the desired impact</div> <div>2. Undertake collaborative inquiries focussed on improving outcomes for learners<div>a. Introduce collaborative team inquiries based on the Kahui Ako focus</div>b. Ask questions</div> c. Develop theories of actiond. Determine action stepse. Gather and analyse evidence to assess the impact of their actions <div>3. Establish manageable systems for the collection, collation and analysis of data<div>a. Implementation of HERO</div>b. Create consistency with data collection</div> c. Consistency of analysis of assessment with HEROd. Collaborative discussion and review of system management to inform next steps <div>4. Support learners to understand the purpose of assessment to establish learning goals<div>a. Develop understanding of assessment literacy</div>b. Unpack purpose and use of progressions and other assessment tools</div>	PLD Budget Reliever budget Time	Leadership Staff Teaching Staff	<div>Peer Coaching - A4L/HITS targets</div> <div>Teams collaborative Inquiry are based around 'sprints'.</div> <div>Collaborative inquiries aligned to Kahui Ako goals, research based</div> <div>Each team has developed an Inquiry focus aligned to Kahui Ako achievement challenge, working on Sprints and gathering /analysing data Collaborative Inquiries presented to BoT</div> <div>Staff PLD with HERO expert Onboarding team used as a resource by rest of staff Goal setting in Maths underway using HERO</div> <div>TOD focus on HERO and reporting Clear HERO expectations doc released to staff with timelines to support teachers with achieving deadlines</div> <div>Students using progressions in core areas daily</div>	



		<div><div>c. Using assessment data to co-construct next steps for learning</div><div>d. Introduction to HERO with the Staff</div><div>e. Introduction to HERO with the Learners<ul style="list-style-type: none"><li>What is the purpose</li><li>What does it look like?</li><li>Examples of evidence</li></ul></div></div>			<div>Able to self assess progress &amp; achievement and set next steps</div> <div>Evidence of goals uploaded into HERO</div>	
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