



SUNNYVALE
PRIMARY SCHOOL

STRATEGIC & ANNUAL PLAN

2024-2026



STRATEGIC GOALS

CONNECT: all learners will experience success and belonging.

LEARN: all learners will make at least one years progress every year.

CREATE: to create environments which reflect and enhance quality practice.

SHARE: all learners will experience teaching and learning that connects with home, community and culture.

Vision

We learn, create and share, making connections to ourselves, our cultures, our community and our values.

Connect

1. Develop indicators for quality practice and pedagogy.
2. Develop Puna Whanau.
3. Develop and grow bilingual provision.

WHANAUNGATANGA – NELP 1, 2, 3

Learn

1. Develop quality practice indicators for progress.
2. Develop data literacy around achievement, engagement and progress.

AKO TUAKANA TEINA – NELP 2, 3, 4

Create

1. Create quality practice indicators for classroom spaces.
2. Develop property enhancement plan with features that support Hauora.

MANAAKITANGA – NELP 2, 3, 6

Share

1. Develop curriculum and progressions that reflect quality practice and pedagogy.
2. Co-construct school pepeha, karakia, waiata and tauparapara.

AROHA – NELP 5, 7

CONTEXT AND SCHOOL DATA

DECEMBER 2023

	BELOW	WITHIN	ABOVE
READING	36%	37%	27%
WRITING	34%	49%	17%
MATHS	39%	45%	15%

JULY 2024

	BELOW	WITHIN	ABOVE
READING			
WRITING			10
MATHS			7

GRADUATE PROFILE

Our graduate profile demonstrates how we work with our learners and their families to prepare for a successful transition to Intermediate School and beyond.

At Sunnyvale our learners will:

Having a strong sense of identity and show this by...

Having strong relationships
Communicating with others
Feeling comfortable in a range of situations
Knowing my own strengths
Understanding my likes/dislikes

Set goals and make progress and show this by...

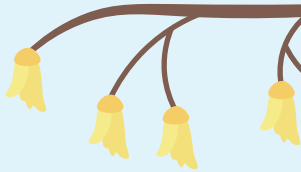
Feeling excited about learning
Learning everyday
Explaining what I am learning, why and how
Talking about learning and progress with family and friends

Have a sense of belonging and show this by...

Connecting to my language and culture
Knowing how to make and maintain friendships
Feeling included and including others
Resolving differences in a respectful way

Feel confident and show this by...

Speaking up
Taking part
Trying new things
Being involved
Sharing strengths and talents
Leading others
Asking for help when I need it



POUTAMA

This is our Poutama which encompasses our school values and learning model. Our Senior Students work towards these goals to achieve their Poutama award.

CONNECT	LEARN	CREATE	SHARE
<p>I can confidently say our school and my own pepeha</p> <p>I can prepare and present a 3 minute presentation or speech about aspects of my culture or personal experiences to an audience</p> 	<p>I can discuss my current levels and learning goals. I can show examples from my work that show I am working on my goals</p> 	<p>I can create and share a dance, song, spoken word, model, short story, a researched report or art piece. I can describe my ideas and my thinking about my creation</p> 	<p>I can work with others to teach or lead a game, sport, dance, song and share the outcome with others</p> <p>I can lead others in whole school activities such as assembly and powhiri</p> 

OUR VALUES

We value whanaungatanga, manaakitanga, aroha and tuakana teina.
 We work to be our best and support others to be their best.
 Ma mahi tātou, kia kaha te iwi.



LEARNING AKO

We set goals.
 We know what progress looks like, sounds like and feels like.



WHANAUNGATANGA

We celebrate our own and each others identity. We work together to be our best. We all belong.



MANAAKITANGA

We support others to feel successful, happy and safe.



AROHA

We work on getting to know and understand each other and each others whanau.



TUAKANA TEINA

We support others to be their best and help them to achieve their goals.

PEPEHA

Ko Ngā Rau Pou a Maki ngā maunga
Ko Oratia te awa
Ko Te Kopua te wahi
Ko Sunnyvale te kura
Me mahi tātou, kia kaha te iwi
Ānei mātou, No tēnei kura, hei taurira





CONNECT

GOAL	YEAR 1 2024				YEAR 2 2025				YEAR 3 2026				SUCCESS LOOKS LIKE
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
<p>CONNECT All learners will experience success and belonging</p> <p>Initiatives: Develop indicators for quality practice and pedagogy with a focus on interactions and transition points</p> <p>Develop educationally powerful connections utilising Te Puna Whānau and mana whenua partnership</p> <p>Develop and grow bilingual provision- Hindi and Samoan</p> <p>NELP 1, 2, 3</p>	<p>Whanau support hui for Year 1 whānau</p> <p>Whānau hui – find out more about community perception of our school and our progress against our strategic goals</p> <p>Develop Hindi bilingual classes</p> <p>Mana whenua partnership hui</p> <p>Rongohia Te Hau walkthroughs and surveys completed</p> <p>Engage in Reo Moana PLD</p>	<p>Puna Whanau data meetings for Year 1 whānau (transition point)</p> <p>Data analysed from hui</p> <p>Nafanua Fono</p> <p>Nā Kākano whānau hui</p> <p>Year 6 students explore working towards Poutama award- review with SLT</p> <p>Mana whenua partnership hui</p>	<p>Review of Reo/Gagana rates of progress in Nafanua and Nga Kakano</p> <p>Student led conferences</p> <p>Data analysis shared with staff, school whānau and BoT</p> <p>Develop quality practice indicators with whānau</p> <p>Mana whenua partnership hui</p> <p>Year 6 students explore working towards Poutama award- review with SLT</p>	<p>Report on quality practice indicators against strategic goals- survey</p> <p>Year 6 exit hui</p> <p>Redesign philosophy for NE, Year 1 - reflective of whānau voice</p> <p>Induction hui notes collated and analysed</p>	<p>Whanau hui – Graduate profile</p> <p>Re- development of philosophy for Nafanua and Nga Kakano</p> <p>Rongohia Te Hau walkthroughs and surveys completed</p> <p>Mana whenua partnership hui</p>	<p>Puna Whanau data meetings for Year 5-6 (transition point)</p> <p>Data analysed from hui</p> <p>Rongohia Te Hau data analysed and discussed at staff, whānau and BoT level, with students</p> <p>Nafanua Fono</p> <p>Nā Kākano whānau hui</p> <p>Mana whenua partnership hui</p>	<p>Review of Reo/Gagana/Hindi rates of progress in Nafanua and Nga Kakano and Gyan Deep</p> <p>Student led conferences</p> <p>Survey whānau for interest in Tongan Bilingual class</p> <p>Design Year 6 transition philosophy</p> <p>Mana whenua partnership hui</p>	<p>Report on quality practice indicators against strategic goals- survey</p> <p>Year 6 exit hui</p> <p>Survey whānau for interest in Tongan Bilingual class</p> <p>Mana whenua partnership hui</p>	<p>Whānau hui- curriculum</p> <p>Rongohia Te Hau walkthroughs and surveys completed</p> <p>Establish Tongan bilingual class</p> <p>Mana whenua partnership hui</p> <p>Nā Kākano whānau hui</p> <p>Mana whenua partnership hui</p>	<p>Puna Whanau data meetings for Year 1-2 (transition point)</p> <p>Data analysed from hui</p> <p>Rongohia Te Hau data analysed and discussed at staff, whānau and BoT level, with students</p> <p>Nafanua Fono</p> <p>Nā Kākano whānau hui</p> <p>Mana whenua partnership hui</p>	<p>Review of Reo/Gagana/Hindi rates of progress in Nafanua and Nga Kakano and Room 14</p> <p>Student led conferences</p> <p>Data analysis shared with staff, school whānau and BoT</p>	<p>Report on quality practice indicators against strategic goals- survey</p> <p>Year 6 exit hui</p>	<p>Quality practice indicators co-constructed by kaiako, kaiawhina, akonga and whānau for transition points and interactions</p> <p>90%-100% engagement in whānau hui and induction hui</p> <p>Rongohia Te Hau data shows 3.8 average or above- disaggregate interactions data</p> <p>Te Reo Māori/Gagana Samoa rates of progress at 90% or above expected</p> <p>Hindi progressions and philosophy developed</p> <p>Transition philosophies developed for key transition points with Year 6 exit survey developed</p> <p>Poutama graduate profile and celebration assemblies</p>





LEARN



GOAL	YEAR 1 2024				YEAR 2 2025				YEAR 3 2026				SUCCESS LOOKS LIKE
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
<p>LEARN All learners will make at least one years progress every year</p> <p>Initiatives: Develop quality practice indicators for progress</p> <p>Develop professional knowledge in structured literacy</p> <p>Develop data literacy around achievement, engagement and progress, including impact of interventions</p> <p>NELP 2, 3, 4</p>	<p>Establish school attendance targets with community, students, teachers and whanau</p> <p>Quality practice indicators reviewed (teacher handbook) for all aspects of pedagogy and practice in literacy</p> <p>School behaviour and reward system reviewed – with Graduate profile (teacher handbook)</p> <p>Work with mana whenua and MoE to develop attendance strategy</p> <p>Develop teacher survey re effectiveness of assessment practices</p> <p>Plan whole team DAT</p> <p>BSLA begins Years 1-2 third cohort</p> <p>Teachers set Level 4 Te Reo Māori goal in PCG</p>	<p>GAP analysis utilised for students of concern</p> <p>Implement attendance strategies</p> <p>Kaiawhina develop quality practice indicators for interventions</p> <p>Quality practice indicators completed for all aspects of pedagogy and practice in numeracy</p> <p>Casrny out teacher survey, review and analyse results</p> <p>Review whole team DAT</p>	<p>Gather data on the impact of interventions and review- what works for who and what does not</p> <p>BSLA observations Years 1-2</p> <p>Review devices at home- survey</p> <p>Reciprocal visits/coaching</p> <p>Investigate Maths, No problem</p> <p>Teachers to review Level 4 Te Reo goals in PCG</p>	<p>Plan next stage for the local curriculum alongside whanau and mana whenua</p> <p>Work with mana whenua and MoE to continue to develop attendance strategy and review impact</p> <p>Teachers to review Level 4 Te Reo goals in PCG</p>	<p>School behaviour and reward system reviewed</p> <p>BSLA extended to Years 2-3</p>	<p>Rates of progress analysed</p> <p>GAP analysis utilised for students of concern</p> <p>Whanau hui for rates of progress</p> <p>IEPs for students of concern</p>	<p>Review interventions</p> <p>Reciprocal visits/coaching</p>	<p>Rates of progress analysed</p> <p>Review BSLA</p>	<p>School behaviour and reward system reviewed</p>	<p>Rates of progress analysed</p> <p>GAP analysis utilised for students of concern</p> <p>Whanau hui for rates of progress</p> <p>IEPs for students of concern</p>	<p>Review interventions</p>	<p>Rates of progress analysed</p>	<p>Learning support programmes and interventions support increasing rates of progress</p> <p>Monitoring, connection and support towards increasing attendance rates</p> <p>Quality practice indicators co-constructed and reviewed</p> <p>90% of students achieving within or above expected levels and making progress of 2-4 sub-levels per year</p> <p>Years 1-2 teachers trained in BSLA- third/fourth cohort</p> <p>90%-95% attendance rates</p>





CREATE

GOAL	YEAR 1 2024				YEAR 2 2025				YEAR 3 2026				SUCCESS LOOKS LIKE
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
<p>CREATE To create environments which reflect and enhance quality practice</p> <p>Initiatives: Create and review quality practice indicators for classroom spaces</p> <p>Develop and carry out a property enhancement plan with features that support Hauora</p> <p>Design and create environmentally sustainable play spaces</p> <p>NELP 2, 3, 6</p>	<p>Sensory garden designed</p> <p>Playground designed</p> <p>Review quality practice indicators for classroom environments</p> <p>Recycling center purchased- children investigate our rubbish and co-construct plans and goals</p>	<p>Classroom walkthroughs by SLT – feedback and next steps given</p> <p>Rubbish and recycling review</p>	<p>Classroom walkthroughs revised by SLT</p> <p>Rubbish and recycling review</p>	<p>Sensory garden completed</p> <p>Lunches in Schools whānau survey</p> <p>New playground installed over the Summer break</p>	<p>Re-fencing /covering of court area designed</p> <p>Classroom walkthroughs by SLT – feedback and next steps given</p>	<p>Fundraising applications</p> <p>Classroom walkthroughs by SLT – feedback and next steps given</p>	<p>Re-fencing of court completed</p> <p>Quotes for playground upgrade</p> <p>Classroom walkthroughs by SLT</p>	<p>Fundraising applications submitted</p> <p>Classroom walkthroughs by SLT</p>	<p>Court/Turf upgrade planned</p> <p>Turf planned</p> <p>Classroom walkthroughs by SLT</p>	<p>Fundraising applications for turf</p> <p>Classroom walkthroughs by SLT</p>	<p>Turf started</p>	<p>RTH score of 4 or higher for classroom environments</p> <p>Reviewed quality practice indicators for classroom environments</p> <p>Property enhancement plan reflects cultural locatedness, Hauora and quality practice</p> <p>Environmentally enhanced playground designed and created</p> <p>Reduction in rubbish costs- one skip bin per week enjd of year goal</p>	





SHARE

GOAL	YEAR 1 2024				YEAR 2 2024				YEAR 3 2025				SUCCESS LOOKS LIKE
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
<p>SHARE All learners will experience teaching and learning that connects with home, community and culture</p> <p>Initiatives: Develop curriculum and progressions that reflect quality practice and pedagogy.</p> <p>Develop professional knowledge, pedagogy and practice, in order to continue to implement the Aotearoa Histories curriculum.</p> <p>Co-construct school pepeha, karakia, waiata and tauparapara.</p> <p>NELP 5, 7</p>	<p>Curriculum statements and quality practice indicators co-constructed for Aotearoa Histories curriculum-review from Teacher Handbook</p> <p>Co-construct local stories with mana whenua and respond to these</p> <p>Work with mana whenua and MAC advisor to identify and create karakia and tauparapara</p>	<p>Curriculum statements, quality practice indicators and rates of progress co-constructed for Literacy and Numeracy new curriculum.</p>	<p>Curriculum statements and quality practice indicators co-constructed with expectations for Social Sciences, Science and Technology</p> <p>Co-construct school pepeha – focus on wahi</p>	<p>Work with mana whenua and creatives in schools to compose school waiata</p>	<p>Curriculum statements co-constructed with expectations for Local Curriculum, working with mana whenua through Puna Whanau</p>	<p>Curriculum statements and quality practice indicators co-constructed with expectations for The Aotearoa Histories Curriculum</p> <p>Review Level 4 immersion school wide – set next steps</p>			<p>Curriculum statements and quality practice indicators co-constructed with expectations for new curriculum Literacy and Numeracy</p> <p>Review Level 4 immersion school wide – set next steps</p>			<p>Review Level 4 immersion school wide – set next steps</p>	<p>Curriculum statements and progressions reflect quality practice indicators that connect to cultural locatedness, mana whenua and uphold the Treaty of Waitangi</p> <p>Teachers are delivering curriculum in pedagogically powerful and purposeful ways – measured by teachers being able to articulate what, why and how they are teaching and students being able to articulate what they are learning, why and how they intend to share their learning</p> <p>Karakia, waiata, tauparapara and pepeha are shared and embedded throughout the school in practice and pedagogy</p>



HENDERSON KĀHUI AKO

CoL inquiry groups and coaching will support our school focus.

Proposed New Achievement challenges:

- Challenge 1: Student achievement – raise achievement for boys, Māori and Pasifika students in Writing across all our schools;
- Challenge 2: Develop culturally sustaining, critical leadership and pedagogy for all our teachers and leaders;
- Challenge 3: Develop processes and systems that facilitate seamless transitions and information sharing from Early Childhood to tertiary school and post secondary school job placements.



ANNUAL PLAN 2023

GOAL 1 - CONNECT

<p>GOAL: CONNECT All learners will experience success and belonging</p>	<p>INITIATIVE Develop indicators for quality practice and pedagogy with a focus on interactions and transition points</p>	<p>OUTCOME To create, spread and embed educationally powerful connections between teachers and students, students and students, teachers and whanau and the wider community</p>	<p>SUCCESS MEASURES Quality practice indicators co-constructed by kaiako, kaiawhina, akonga, and whanau for transition points</p> <p>90%-100% engagement in whanau hui and induction hui</p> <p>Rongohia Te Hau data shows 3.8 average or above-disaggregate interactions data</p> <p>Transition philosophies developed for key transition points with Year 6 exit survey developed</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
<p>Develop indicators for quality practice and pedagogy with a focus on interactions and transition points</p>	<p>Katie, Jess, May and Mericia</p>	<p>Staff meeting and Staff Only Day time</p>	<p>Co-constructed quality practice indicators evident</p> <p>Year 6 exit survey developed</p>

GOAL 2 - CONNECT

<p>GOAL: CONNECT All learners will experience success and belonging</p>	<p>INITIATIVE Develop educationally powerful connections utilising Te Puna Whānau and mana whenua partnership</p>	<p>OUTCOME To create, spread and embed educationally powerful connections between teachers and students, students and students, teachers and whanau and the wider community</p>	<p>SUCCESS MEASURES Quality practice indicators co-constructed by kaiako, kaiawhina, akonga, and whanau for strategic goals and professional standards.</p> <p>90%-100% engagement in whanau hui</p> <p>Rongohia Te Hau data shows 3.8 average or above</p> <p>Te Reo Māori/Gagana Samoa rates of progress 90% at or above expected</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
<p>Mana whenua partnership hui</p> <p>Develop quality practice indicators with whānau</p> <p>Year 6 students explore working towards Poutama award-review of this</p>	<p>Renee T, Katie, Mericia</p> <p>Teachers- discuss during whānau hui, Katie, Mericia, May and Jess to collate and analyse these</p> <p>Year 6 teachers</p>	<p>Mana whenua MOU/agreement</p> <p>Whānau hui format sheets</p>	<p>90-100% engagement in whānau hui and induction hui</p>

GOAL 3 - CONNECT

<p>GOAL: CONNECT All learners will experience success and belonging</p>	<p>INITIATIVE Develop and grow bilingual provision- Hindi and Samoan</p>	<p>OUTCOME To create, spread and embed educationally powerful connections between teachers and students, students and whanau and the wider community</p>	<p>SUCCESS MEASURES Quality practice indicators co-constructed by kaiako, kaiawhina, akonga, and whanau for strategic goals and professional standards.</p> <p>90%-100% engagement in whanau hui</p> <p>Rongohia Te Hau data shows 3.8 average or above</p> <p>Hindi progressions and philosophy developed and review of Nafanua progressions</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
Co-construct Hindi progressions with whānau, assess and report on these	Pushpa	Hindi resources	Hindi progressions and philosophy developed
Nafanua progressions reviewed	May	Progressions	Fono feedback

GOAL 4 - LEARN

<p>GOAL: LEARN All learners will make at least one years progress every year</p>	<p>INITIATIVE Develop professional knowledge in structured literacy</p>	<p>OUTCOME All students would have progressed 2-4 sub-levels per year</p>	<p>SUCCESS MEASURES Learning support programmes and interventions support increasing rates of progress</p> <p>Quality practice indicators co-constructed and reviewed</p> <p>90% of students achieving within or above expected levels and making progress of 2-4 sub-levels per year</p> <p>Years 1-2 teachers trained in BSLA</p> <p>90%-95% attendance rates</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
Years 1-2 engaging in BSLA training and implementing structured literacy practices in their classrooms- Cohort 3 and 4	Anette Wheatcroft-RTL Lesley, Mike, Vaiga, Tash	BSLA PLD and resources	90% of students achieving 2-4 sub-levels of progress each year
			Facilitator observations and feedback

GOAL 5 - LEARN

<p>GOAL: LEARN All learners will make at least one years progress every year</p>	<p>INITIATIVE Develop data literacy around achievement, engagement and progress, including impact of interventions</p>	<p>OUTCOME All students would have progressed 2-4 sub-levels per year</p>	<p>SUCCESS MEASURES Learning support programmes and interventions support increasing rates of progress</p> <p>Quality practice indicators co-constructed and reviewed</p> <p>Monitoring, connection and support towards increasing attendance rates</p> <p>90% of students acheiving within or above expected levels and making progress of 2-4 sub-levels per year</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
<p>Develop teacher survey re effectiveness of assessment practices- using Teacher Handbook</p> <p>Carry out teacher survey, review and analyse results</p> <p>Reciprocal visits/coaching/modelling</p>	<p>Katie, Jess, May and Mericia</p>	<p>Teacher effectiveness survey</p>	<p>Survey results</p>

GOAL 6 - CREATE

<p>GOAL: CREATE To create environments which reflect and enhance quality practice</p>	<p>INITIATIVE Develop a property enhancement plan with features that support Hauora</p> <p>Design and create environmentally sustainable garden spaces</p>	<p>OUTCOME Indoor and outdoor spaces will reflect cultural locatedness, environmental sustainability and support Hauora</p>	<p>SUCCESS MEASURES RTH score of 4 or higher for classroom environments</p> <p>Co-constructed quality practice indicators for classroom environments</p> <p>Property enhancement plan reflects cultural locatedness, Hauora and quality practice</p> <p>Environmenttally sustainable playspaces designed and created</p> <p>Reduction in rubbish costs- one</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
<p>Sensory graden designed</p> <p>Playground upgrade</p> <p>Kai garden developed</p> <p>Recycling center and worm farm developed- continue to develop these with Bronze Enviro Award in mind</p>	<p>Katie, Lucas and BoT</p> <p>Danielle</p>	<p>MoE Property Advisor</p> <p>Fundraising applications</p> <p>Mana whenua support with playground design</p>	<p>Property enhancement plan</p> <p>10 Year PP</p>

GOAL 7 - CREATE

<p>GOAL: CREATE To create environments which reflect and enhance quality practice</p>	<p>INITIATIVE Create and review quality practice indicators for classroom spaces</p>	<p>OUTCOME Indoor and outdoor spaces will reflect cultural locatedness, environmental sustainability and support Hauora</p>	<p>SUCCESS MEASURES RTH score of 4 or higher for classroom environments</p> <p>Co-constructed quality practice indicators for classroom environments</p> <p>Property enhancement plan reflects cultural locatedness, Hauora and quality practice</p> <p>Reduction in rubbish costs- one skip bin per fortnight initial goal</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
<p>Develop and review quality practice indicators for classroom environments, with a focus on environmental sustainability</p>	<p>Katie, Mericia, May and Jess</p>	<p>Staff and team meeting time</p>	<p>RTH score of 4 or higher for classroom environments</p> <p>Classroom walkthroughs evident of quality practice indicators</p>

GOAL 8 - SHARE

<p>GOAL: SHARE All learners will experience teaching and learning that connects with home, community and culture</p>	<p>INITIATIVE Develop curriculum and progressions that reflect quality practice and pedagogy</p>	<p>OUTCOME To work together with whanau and community to create and co-construct curricula that reflects quality practice, is pedagogically powerful, coherent and connected</p>	<p>SUCCESS MEASURES Curriculum statements and progressions reflect quality practice indicators that connect to cultural locatedness, mana whenua and uphold the Treaty of Waitangi</p> <p>Teachers are delivering curriculum in pedagogically powerful and purposeful ways – measured by teachers being able to articulate what, why and how they are teaching and students being able to articulate what they are learning, why and how they intend to share their learning</p> <p>Karakia, waiata, tauparapara and pepeha are shared and embedded throughout the school in practice and pedagogy</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
<p>Develop professional knowledge, pedagogy and practice, in order to implement the Aotearoa Histories Curriculum.</p>	<p>Katie, Mericia, May and Jess</p>	<p>Mana Whenua Education Team</p> <p>PLD provider- Poutama Pounamu</p> <p>Staff and team meeting time</p>	<p>Curriculum statements and quality practice indicators co-constructed with expectations for Aotearoa Histories Curriculum</p>

GOAL 9 - SHARE

<p>GOAL: SHARE All learners will experience teaching and learning that connects with home, community and culture</p>	<p>INITIATIVE Co-construct school pepeha, karakia, waiata and tauparapara</p>	<p>OUTCOME To work together with whanau and community to create and co-construct curricula that reflects quality practice, is pedagogically powerful, coherent and connected</p>	<p>SUCCESS MEASURES Curriculum statements and progressions reflect quality practice indicators that connect to cultural locatedness, mana whenua and uphold the Treaty of Waitangi</p> <p>Teachers are delivering curriculum in pedagogically powerful and purposeful ways – measured by teachers being able to articulate what, why and how they are teaching and students being able to articulate what they are learning, why and how they intend to share their learning</p> <p>Karakia, waiata, tauparapara and pepeha are shared and embedded throughout the school in practice and pedagogy</p>
ACTION	RESPONSIBLE	RESOURCES	MEASURES
<p>To co-construct school pepeha, tauparapara, waiata and karakia</p>	<p>Katie, Mericia, Kim, Rikki, May and Jess</p>	<p>MAC advisor Staff and team meeting time Robin Taua-Gordon</p>	<p>Karakia, waiata, tauparapara and pepeha are shared and embedded throughout the school in practice and pedagogy</p>