



Pasadena Intermediate
Te Kura Takawaenga o Te
Waititiko
School Charter
2023, 2024, 2025

“Nurture the whole person and personal excellence is achieved”

“Poipoia te tangata kia eke kairangi”

Section A

Introduction

Introductory Section

School Description

We are a high performing Intermediate school situated in central Pt Chevalier that serves the Pt Chevalier, Grey Lynn, Westmere, Waterview, Gladstone, Bayfield, Freeman's Bay, Newton Central, Richmond Road, and Mt Albert districts.

We place a high priority on ensuring students have the necessary skills and strategies to be an effective 21st Century learner. This includes giving students opportunities to contribute to what they learn, where they learn and how they learn within a safe and supportive environment.

Through our Specialist programmes, we broaden students' practical experience in Performing Arts, Technology, Food & Nutrition and Visual Arts. These classes allow students to transfer knowledge between subjects through an integrated approach. Students are encouraged to take part in the wide range of opportunities that are on offer culturally, academically and socially.

Pasadena Intermediate provides an innovative and holistic education that prioritises student well-being, collaboration, and being an active part of the community.

We offer full Māori Immersion (Rumaki) Education to our local Kāhui Ako Schools. This enables students to follow a full Māori Immersion Pathway in Te Reo Māori.

We will do this through the implementation of five strategic aims over a three-year period (2023-2025).

Current School Profile:

364 students

12 composite classes of Year 7 and 8 students

2 Māori Immersion Classes Rumaki

4 Specialist Teachers

Ethnicities: NZ Pākehā 45%, Māori 30 %, Samoan 5%, Tongan 3%, Cook Island 2%, Niuean 2%, Chinese 3%, Other Asian 3%, African 1%, Indian 3%, Other 3%.

Vision and Values



PASADENA INTERMEDIATE SCHOOL VISION

NURTURE THE WHOLE PERSON AND PERSONAL EXCELLENCE IS ACHIEVED
POIPOIA TE TANGATA KIA EKE KAIRANGI

Personal excellence is the goal of all Pasadena Learners

In order to assist them in their journey, Pasadena will cultivate in our learners skills to understand themselves, the dynamic world in which they live and their place within it.



Pasadena Learners will learn to think by:

Unravelling, Comprehending,
and Connecting.
They will be critical yet creative,
receptive yet reflective, diligent



Pasadena Learners will be confident in who they are by knowing:

Their Mind, their Body, their
Relationships & their Spirit



Pasadena Learners will build:

Enduring relationships within
social and physical
environments and will willingly
deliver on their responsibilities
as exemplary citizens.

Pasadena Learners will appreciate their full potential and will strive for personal excellence, while developing and demonstrating the PASA Values - being Proud, Active, Safe, Achievers.

STRATEGIC AIM - GOALS

ĀKONGA STUDENTS	WHAKAKITENGA FUTURE FOCUS	HAPORI COMMUNITY	HUARAHI MĀORI BILINGUAL PATHWAYS	TOIORA WELLBEING
Continuous holistic improvement for all students	To have a future focused curriculum and learning environment that develops well rounded and balanced learners	To have an actively engaged role in the community	To continue to provide a bilingual pathway in te reo Māori within a tikanga and te ao Māori context	To provide a holistic approach to support the wellbeing of all staff and students

NURTURING PERSONAL EXCELLENCE

For more information visit www.pasadena.school.nz PH +64 9 846 2169. EMAIL office@pasadena.school.nz

Our commitment to Te Tiriti o Waitangi

We will develop procedures and practices that reflect New Zealand's biculturalism and the unique position of Māori. We will take all rational steps to promote Tikanga Māori (Māori culture) and te reo Māori (Māori language). Pasadena Intermediate School will promote and acknowledge the status of Māori as tangata whenua and its obligations under the Treaty of Waitangi, thus reflecting the unique position of Māori culture.

The school will provide:

- Two full immersion Māori Medium classes – Rumaki
- Te Reo Māori to all students through a specialised programme
- Level 2 and 3 Te Reo Māori classes
- Extension & Enrichment programmes as an option for all students
- Cultural and Kapa Haka groups
- Opportunities for student leadership through Bilingual Pathways Student Strategic Leadership group

Māori consultation will include:

1. Focus groups of community personnel (including Māori parents)
2. Teacher network groups, including Kāhui Ako
3. Consultation with Māori students (meet with the senior leadership team) to discuss leadership opportunities in the school and how they can have a voice in planning and decision-making in the school
4. Information sessions around learning and curriculum development
5. Consultation and engagement with local Primary Schools that have Māori Medium classes

Cultural Diversity

Pasadena is committed to building a culture that respects and embraces diversity, inclusion and equity for all students, staff and our community.

Section B

Strategic Plan

Strategic Aim 1: Students – Ākonga

STRATEGIES	2023, 2024 and 2025
STRATEGIC AIM: Continuous holistic improvement for all students.	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2023, 2024 and 2025 towards meeting this strategic aim?
	<ul style="list-style-type: none"> • Consolidate the Aotearoa New Zealand's Histories curriculum into our conceptual framework • Continue to strengthen our responsiveness of our local curriculum • Refine 'real-time reporting' to digitally inform parents about achievement and next steps across the curriculum • Collaborate with our Kāhui Ako, to ensure we have a shared understanding of the new curriculum refresh • Provide differentiated professional development across all areas of the curriculum that is responsive to individual needs • Utilise Professional Learning Groups within the Professional Growth Cycle framework • Critically analyse achievement data and set school-wide targets with Māori and Pasifika students being prioritised • Strengthen the planning and implementation of the new curriculum refresh that aligns with our Pasadena curriculum • Learning outcomes are enhanced through the new curriculum refresh, ensuring ākonga continuously improve • Implement the curriculum refresh across all learning areas

Strategic Aim 2: Future focused – Whakakitenga

STRATEGIES	2023, 2024 and 2025
STRATEGIC AIM: To have a future-focused curriculum and learning environment that develops well rounded and balanced learners.	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2023, 2024 and 2025 towards meeting this strategic aim?
	<ul style="list-style-type: none"> • Measure the effectiveness of collaboration across the school • Consistently use collaborative pedagogies across the curriculum • Develop all learning environments into 21st Century spaces that enhance collaboration and achievement • Reflect and enhance opportunities for student agency • Learners are supported to undertake authentic social action in the local community • Students explore issues relating to sustainability with a local and global lens • Continue to integrate innovative digital technologies for staff and students • Provide opportunities for students to explore real-world issues through the school's inquiry process

Strategic Aim 3: Community – Hapori

STRATEGIES	2023, 2024 and 2025
STRATEGIC AIM: To have an actively engaged role in the community.	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2023, 2024 and 2025 towards meeting this strategic aim?
	<ul style="list-style-type: none">• Expand opportunities for community engagement for students, whānau and staff• Embed reciprocal partnerships within the local community• Undertake meaningful social action in the local community• Utilise meaningful relationships with the Pasifika community to enhance culturally responsive practices• Strengthen consultation practices to ensure meaningful reciprocity and collaboration with iwi, hapu and whānau• Utilise partnerships and key resources in the local community to enhance our local curriculum, including Aotearoa NZ Histories curriculum• Provide additional opportunities for students to reciprocally connect with local schools

Strategic Aim 4 : Bilingual Pathways – Huarahi Māori

NGĀ RAUTAKI	2023, 2024 and 2025
WHĀINGA RAUTAKI: Kia whakahaere tonutia tētahi huarahi Māori i te reo Māori i roto i te horopaki o Te Ao Māori me ngā tikanga Māori.	He aha ngā mahi/putanga i tōna tikanga ka kitea e te Poari i te tau 2023, 2024, 2025 e tutuki ai tēnei whāinga? <ul style="list-style-type: none"> • Te haere tonutanga o tō ngā ākonga Māori angitu hei ākonga Māori i roto i ngā huarahi katoa • Te whakamāmāhia o te whakawhitinga mai o ngā ākonga Māori puta i te Kāhui Ako • Te tiri i ā mātou anga mahi tika ki ngā akomanga reo Māori puta noa i Aotearoa • Te mahi tahi kia kōkiritia ai ngā kaupapa Māori • Te whāia tonutia o ā tātou ihuputa Māori • Te tūhuru i ngā pūtoi ako mahi tahi i roto i ngā akomanga tuwhera ka hāngai ki ngā tikanga Māori • Te whakamātau i ngā rautaki tini e tautoko ai i ngā ākonga me whai āwhina • Te rangona whānuitia o te reo me ngā tikanga Māori puta noa i te kura • Te whakamahia o ngā rauemi a te Rumaki puta noa i te kura • Te whakapiki i te mōhiotanga ki te hītori Māori o te rohe puta i te school mā te toro atu ki ngā tāngata whenua • Te whakapiki i te whai wāhitanga mai o ngā Māori, me te angitu, puta noa i te taha auraki

Strategic Aim 4 : Bilingual Pathways – Huarahi Māori

STRATEGIES	2023, 2024 and 2025
STRATEGIC AIM: To continue to provide a Bilingual Pathway in Te Reo Māori within a Tikanga and Te Ao Māori context.	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2023, 2024 and 2025 towards meeting this strategic aim? <ul style="list-style-type: none"> • Māori students to continue to enjoy and achieve educational success as Māori in all mediums • Strengthen transitions for our incoming Māori medium students through our Kāhui Ako • Share models of best practice with other Māori Medium providers • Work collaboratively to advance bi-cultural initiatives • Longitudinally track our Māori medium students • Investigate collaborative pedagogies in a Flexible Learning Environment within a tikanga Māori context • Trial a range of strategies to support targeted students • Normalise te reo and tikanga Māori across the school • Utilise resources within the rumaki across the school • Increase awareness of our local Māori history throughout the school by engaging with local iwi • Lift Māori engagement and achievement throughout the English medium

Strategic Aim 5: Wellbeing – Toiora

STRATEGIES	2022, 2023, 2024
STRATEGIC AIM: To provide a holistic approach to support the wellbeing of staff and students	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2022, 2023, 2024 towards meeting this strategic aim? <ul style="list-style-type: none">• Build the social, emotional, physical and spiritual wellbeing of students and staff through ongoing and new initiatives• Embed a schoolwide wellbeing framework that is culturally responsive• Consult with staff, students and the community to gather feedback on the school wellbeing model• Implement a tool to monitor wellbeing on an ongoing basis and to provide a tiered response to student and staff needs• Refine the school's shared language around wellbeing• Professional Development for staff to enhance teaching and learning of wellbeing• Continue to utilise PB4L strategies to enhance student wellbeing and safety• Implement Mitey, a schoolwide approach to supporting student's mental health

School Organisation and Structures

Personnel – Our teaching staff is committed to delivering quality teaching and learning that reflects the learners of Pasadena Intermediate School. Staff are continually provided with differentiated Professional Development relating to the strategic direction of the school.

Learning Support – Our Board of Trustees is committed to funding over and above operational funding for additional learning support personnel that address the needs of students who are not achieving at the expected curriculum level for Reading, Writing and Mathematics.

Property – Our school started a new 10 YA property plan in July 2023. The Board of Trustees is committed to ensuring that students are provided with learning environments that meet the needs of a 21st Century student. These include the implementation of Flexible Learning Environments throughout the school. In 2021 classrooms were developed into Flexible Learning Environments (FLE's). A Master Plan has been developed, with the first stage being built in 2023.

Review of Charter and Consultation

Specific reports presented to the Board of Trustees through the Principal's Report will form the foundation for deciding priorities for school development and improvement. The board will document and uphold an ongoing programme of reporting, self-review and community consultation over a three-year period. This will involve consultation with teachers, students and the community. The Board and School will consult with its Māori and Pasifika community on a regular basis.

Section C

Annual Plan

Annual Planning 2023

Strategic Aim 1: Students – Ākonga

Continuous holistic improvement for all students.

* National Education and Learning Priorities:

Objective 1 - LEARNERS AT THE CENTRE

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2 - BARRIER-FREE ACCESS

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3 - QUALITY TEACHING AND LEADERSHIP

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

- Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Annual Goals: *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 1.1 Students performing Below and Well Below the expected curriculum level in Mathematics/Pāngarau will be provided with targeted support to accelerate their progress towards the expected curriculum level by the end of the year
- 1.2 Māori and Pasifika students who are Below and Well Below the expected curriculum level in Mathematics/Pāngarau will be provided with extra support to accelerate their progress towards the expected curriculum level by the end of the year

Baseline Data: *(What does the data say currently)*

- 1.1 Mathematics – Year 7 students in 2022: 76% (118 students) were At or Above the expected curriculum level
- 1.2 Mathematics – Year 7 Māori English Medium students in 2022: 61% (19 students) were At or Above the expected curriculum level
- 1.3 Mathematics – Year 7 Pasifika students in 2022: 65% (15 students) At or Above the expected curriculum level
- 1.4 Māori Medium Pāngarau: Year 7 students in 2022: 95% (20 students) were At or Above the expected curriculum level

Annual Targets: *(What improvement shifts are we aiming to achieve this year?)*

- 1.1 Mathematics: By the end of 2023, 85% of Year 8 students (156 students) will achieve At or Above the expected curriculum level
- 1.2 Mathematics – Māori English Medium: By the end of 2023, 80% of Year 8 students (21 students) will be At or Above the expected curriculum level
- 1.3 Mathematics – Pasifika: By the end of 2023, 80% of Year 8 students (23 students) will be At or Above the expected curriculum level
- 1.4 Māori Medium Pāngarau: By the end of 2023, 100% of Year 8 students (21 students) will be At or Above the expected curriculum level

Measurement of Targets:

- Collation and analysis of the 2023 Year 7 English Medium End of Year Expected Curriculum Data
- Collection and analysis of the 2023 Year 7 Māori Medium End of Year Expected Curriculum Data

Students – Ākonga: MATHEMATICS

ANNUAL GOALS –

- 1.1 Students performing Below and Well Below the expected curriculum level in Mathematics/Pāngarau will be provided with targeted support to accelerate their progress towards the expected Curriculum level by year end.
- 1.2 Māori and Pasifika students who are Below and Well Below the expected Curriculum level in Mathematics/Pāngarau will be provided with extra support to accelerate their progress towards the expected Curriculum level by year-end.

ANNUAL TARGETS –

- 1.1 Mathematics: By the end of 2023, 85% of Year 8 students (156 students) will achieve At or Above the expected curriculum level
- 1.2 Mathematics: Māori English Medium: By the end of 2023, 80% of Year 8 students (21 students) will be At or Above the expected curriculum level
- 1.3 Mathematics:– Pasifika: By the end of 2023, 80% of Year 8 students (23 students) will be At or Above the expected curriculum level
- 1.4 Māori Medium Pāngarau: By the end of 2032, 100% of Year 8 students (21 students) will be At or Above the expected curriculum level

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Mathematics student achievement data and analysis provided at regular intervals to the board	Student Strategic Leader, Students, AP	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> There is an increase in achievement data, with value added to every student Students report to the board throughout Terms 2-4 to share progress against the annual targets Māori and Pasifika targets are identified and reported on
Analysis of acceleration data based on student achievement shared with the board	Strategic Leader, Learning Support teacher	Nil	T2, T4	<ul style="list-style-type: none"> Increase in student achievement data from those students who moved from Below the expected curriculum level to At
Effective assessment practices are used and analysed to inform learning and teaching programmes	Staff, Strategic Leader	Assessment Budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> Students have a clear understanding of their learning and can articulate this clearly to teachers and whānau Students are more agentic in their learning Reporting to parents on assessment is provided in a digital and timely manner Students apply assessment for learning practices across the curriculum Staff have a consistent approach towards assessment tools

				<ul style="list-style-type: none"> • Differentiated lesson plans are created according to identified needs • Staff have a clear understanding of what students know, what they need to know and the steps needed to get there there
Participate in differentiated professional development around Developing Mathematical Inquiry Communities in order to extend and accelerate all learners in a culturally responsive way (with a focus on Māori/Pasifika learners)	Student Strategic Leader, external facilitators from Massey University	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> • Teachers reflect on their own practice, increasing pedagogical content knowledge • Student achievement data increases in Maths/Pāngarau • New ideas and approaches are implemented, reflected upon and findings shared • All staff participate in professional development around Developing Mathematical Inquiry Communities facilitated by Massey University and the Pasifika Wellbeing Grant • Students can explain and justify their ideas using mathematical reasoning
Clear communication with and between students and whānau	Students, Staff	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> • Student Led Conferences and reports • Whānau hui • Curriculum and assessment information evenings • Learning Maps • Real-time reporting via Hero
Teachers identify and track target students who are below or well below the expected curriculum level	All Teachers	Nil	T1, T2, T3 and T4	<ul style="list-style-type: none"> • Achievement Plans are created to set goals, show interventions and progress made including teacher, whānau and student voice • Māori and Pasifika target students are identified • Students placed into appropriate Learning Support programmes
Learning Centre provides targeted and accelerative support for specific students, aligning closely to the classroom programme	Staff	Staffing	T1, 2, 3 and 4	<ul style="list-style-type: none"> • Student achievement in Maths/Pāngarau improves • Individual needs are catered for • Learning Centre contributes to Achievement Plans • Students make accelerated progress
Gifted and Talented Programme in Mathematics with students selected from assessments	Staff, Students		T1, 2, 3 and 4	<ul style="list-style-type: none"> • Students will engage with rich, open, visual and creative mathematical tasks where they have the opportunity to collaboratively problem-solve, justify and question their thinking as well as making connection between ideas • Sessions occur with other like minded students with concepts that are linked to the classroom programme

				<ul style="list-style-type: none"> ● Learning programme focussed on acceleration, enrichment and collaboration
Collaboration with teaching practice/planning is done across the school	Staff	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> ● Shared drive across the school for planning/resources ● Google docs used to collaboratively plan within and across teams ● Sharing of Achievement Plans ● Observations, reflections and discussions of effective teaching practice that raises the achievement of students
<p>Use the school self-review process to review the effectiveness of our Math/Pāngarau</p> <p>Use data from the DMIC survey carried out by Massey University to make adjustments to programmes</p>	Staff, Students, Community	NIL	T2, T4	<ul style="list-style-type: none"> ● Students, staff and community have an opportunity to reflect on the school Math programme ● Data is collected and analysed to inform decision making and programme improvement
Use 'real time reporting' to inform parents about progress in Maths/Pāngarau	Students Strategic leader, Students, Staff	Assessment budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> ● Staff understand the purpose of real time reporting ● Students are able to upload evidence, make comments and set goals ● Teachers know how to comment on evidence uploaded ● Parents are able to log on to Hero and can access evidence, goals and comments ● Feedback from teachers, parents and students are gathered and analysed to make improvements

Annual Planning 2023

Strategic Aim 2: Future Focused Learning – Whakakitenga

To have a future focused curriculum and learning environment that develops well-rounded and balanced learners.

* National Education and Learning Priorities:

Objective 2 - BARRIER-FREE ACCESS

- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 4 - FUTURE OF LEARNING AND WORK

- Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Annual Goals: *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 2.1 Introduce a student rubric that will measure the level of collaborative learning throughout the school
- 2.2 Enhance opportunities for student agency through authentic social action
- 2.3 Student Future Focused Leadership group will lead initiatives in the local community, with a focus on sustainability
- 2.4 Explore real world issues through the school's inquiry process, so that the curriculum is meaningful and has purpose for students

Baseline Data: *(What does the data say currently)*

- 2.1 In 2022, 60% of students identified that they always participate in group tasks and regularly look for opportunities to work collaboratively
- 2.2 In 2022, there were 5 student led social action initiatives
- 2.3 In 2022, 3 new sustainability initiatives were implemented
- 2.4 In 2022, in Term 3 students participated in an 'Action Day' where they explored real-world issues through the schoolwide inquiry approach

Annual Target: *(What improvement shifts are we aiming to achieve this year?)*

- 2.1 By the end of 2023, 85% of students will identify what working collaboratively looks like and will regularly seek opportunities to work this way
- 2.2 By the end of 2023, we have implemented 7 new student led social action initiatives
- 2.3 By the end of 2023, the Future-focussed student Leadership Group has implemented 4 sustainability initiatives in the local community
- 2.4 By the end of 2023, 70% of students use the inquiry process to explore real world issues that results in meaningful social action

Measurement of Targets

- Self-reflection and rubric used to measure the effectiveness of collaboration
- 7 new student led social action initiatives are implemented
- The future-focussed student leadership groups has implemented 4 sustainability initiatives

- Self-reflection and the inquiry process rubric is used to identify meaningful action in real world contexts

FUTURE FOCUS – Whakakitenga

ANNUAL GOALS –

- 2.1 Introduce a rubric that will measure the level of collaborative learning throughout the school
- 2.2 Enhance opportunities for student agency through authentic social action
- 2.3 Student Future Focused Leadership group will lead initiatives in the local community, with a focus on sustainability
- 2.4 Explore real world issues through the school's inquiry process, so that the curriculum is meaningful and has purpose for students

ANNUAL TARGETS –

- 2.1 By the end of 2023, 85% of students will identify what working collaboratively looks like and will regularly seek opportunities to work this way
- 2.2 By the end of 2023, we have implemented 7 new student led social action initiatives
- 2.3 By the end of 2023, the Future-focussed student Leadership Group has implemented 4 sustainability initiatives in the local community
- 2.4 By the end of 2023, 70% of students use the inquiry process to explore real world issues that results in meaningful social action

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Reports to Board of Trustees twice a year regarding progress of Future Focus targets	Strategic Leader, students	NIL	T1, 2, 3 and 4	<ul style="list-style-type: none"> Strategic Leader and Student Strategic Planning Group will report to Board of Trustees related to the targets
Professional Development is provided to improve the effectiveness of collaboration	Strategic Leader, Kāhui Ako	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> Collaboration Rubric is used to monitor progress Collaborative planning is completed school wide A range of co-teaching strategies are implemented effectively based on the learning goal/purpose Professional Development is provided through the Kāhui Ako Professional readings
Opportunities for increased student agency in the community	Staff, Students, Strategic Leaders		T1,2, 3 and 4	<ul style="list-style-type: none"> Students have developed and led initiatives in the community, including local schools based on authentic, real world issues Students can articulate how they have led social action and demonstrated student agency
Future Focus Student Leadership group will discuss new initiatives and implement them	Strategic Leader, Future	Transdisciplinary budget	T2, 3 and 4	<ul style="list-style-type: none"> Future Focus Student Leadership group will meet twice a term with the Strategic Leader to discuss new

across the school/community with a focus on sustainability	Focussed Student Leadership Group			initatives, implementing them across the school/community
Student Voice is integrated into our Units of Inquiry/Conceptual Framework	Staff, students, SLT		T2, 3 and 4	<ul style="list-style-type: none"> ● Student Leaders will meet with Strategic Leaders termly to share ideas and have input into our Units of Inquiry
Continue to offer a holistic approach through a range of cultural, sporting, academic and leadership opportunities	Staff		T1, 2, 3 and 4	<ul style="list-style-type: none"> ● Students participate in sporting, cultural, academic, and social programmes ● Students have the opportunity to participate in Extension and Enrichment programme across the curriculum, including Gifted & Talented ● Coaching opportunities given to students
As part of self-review, continue to reflect upon the Conceptual Inquiry process to ensure it meets the needs of the school and includes an element of social action through a cultural lens	Staff, students		T1, 2, 3 and 4	<ul style="list-style-type: none"> ● Self review undertaken by parents, students and staff ● Inquiry model is adapted as needed ● Students to identify and explain the inquiry model with greater clarity ● Provide opportunities for students to take meaningful social action through a cultural lens
Students participate in an 'Action Day'				<ul style="list-style-type: none"> ● Students explore real-world issues through the inquiry process ● Students share their learning and can articulate how they can make a difference in the community ● Action Day is a successful event with active engagement from the school community

Annual Planning 2023

Strategic Aim 3: Community Hapori

To have an actively engaged role in the community.

* National Education and Learning Priorities:

Objective 1 - LEARNERS AT THE CENTRE

- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures

Objective 2 - BARRIER-FREE ACCESS

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Objective 3 - QUALITY TEACHING AND LEADERSHIP

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Annual Aim: *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 3.1. Increase opportunities for community engagement with students, whānau and staff
- 3.2. Strengthen consultation practices to ensure meaningful reciprocity and collaboration with iwi, hapu and whānau
- 3.3. Develop new initiatives to enhance reciprocal relationships with the Pasifika community
- 3.4. Utilise partnerships and key resources in the local community to enhance our conceptual curriculum, including Aotearoa NZ Histories

Baseline Data: *(What does the data say currently)*

- 3.1 In 2022, 3 new student initiatives were implemented in the community
- 3.2 In 2022, 2 whānau hui took place and one fono
- 3.3 In 2022, 3 new initiatives were implemented to enhance relationships with the Pasifika community
- 3.4 In 2022, the Aotearoa NZ Histories curriculum was in draft form

Annual Target: *(What improvement shifts are we aiming to achieve this year?)*

- 3.1 By the end of Term 4 2023, we have implemented 3 new initiatives so that relationships are strengthened with students, whānau and staff
- 3.2 By the end of Term 4 2023, 2 whānau hui have occurred with participation from rumaki and English-medium whānau, and 2 initiatives to enhance meaningful collaboration with iwi, hapu and whānau
- 3.3 By the end of Term 4 2023, we have implemented 2 new initiatives with the Pasifika community, so that reciprocal relationships are enhanced
- 3.4 By the end of Term 4 2023, we have implemented 2 new initiatives to enhance our conceptual curriculum, including Aotearoa NZ Histories

Measurement of Target:

- Measure the number of initiatives implemented

- Involvement of the Pasifika community in school initiatives, activities and events
- Student and parent consultation for Pasifika initiatives
- Involvement of the Māori community in school initiatives, activities and events
- Student and parent consultation for Māori initiatives

COMMUNITY – Hapori

ANNUAL GOALS –

- 3.1. Increase opportunities for community engagement for students, whānau and staff
- 3.2. Strengthen consultation practices to ensure meaningful reciprocity and collaboration with iwi, hapu and whānau
- 3.3. Develop new initiatives to enhance reciprocal relationships with the Pasifika community
- 3.4. Utilise partnerships and key resources in the local community to enhance our conceptual curriculum, including Aotearoa NZ Histories

ANNUAL TARGETS –

- 3.1 By the end of Term 4 2023, we have implemented 3 new initiatives so that relationships are strengthened with students, whānau and staff
- 3.2 By the end of Term 4 2023, 2 whānau hui have occurred with participation from rumaki and English-medium whānau, and 2 initiatives to enhance meaningful collaboration with iwi, hapu and whānau
- 3.3 By the end of Term 4 2023, we have implemented 2 new initiatives with the Pasifika community, so that reciprocal relationships are enhanced
- 3.4 By the end of Term 4 2023, we have implemented 2 new initiatives to enhance our conceptual curriculum, including Aotearoa NZ Histories

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Regular reports to the Board regarding community initiatives	Principal DP	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> ● Board reports regarding Community initiatives ● Student Strategic Leaders group presenting to the BOT regarding initiatives ● Present a mid-year and end of year update against the targets for community
Report to the Board on Māori and Pasifika consultations, Achievement Data and Achievement Plans	Principal DP Strategic Leader for Hapori and Huarahi Māori	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> ● Board reports ● Board invited to attend consultations ● Student voice ● Māori community voice ● Pasifika community voice ● Achievement data for Māori & Pasifika learners continues to improve
Consultation with the Māori community	Board of Trustees Principal DP Staff	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> ● Consultation is planned and held every term ● Attendance increase is evident through comparison with previous numbers ● Increase attendance from Māori whānau from English-medium classes

	Strategic Leader for Huarahi Māori			<ul style="list-style-type: none"> ● Gain feedback on initiatives and plan where to next
Consultation with the Pasifika community. This will also include a performance by our cultural groups to increase attendance by whānau	Board of Trustees Principal DP Staff Pasifika Leader	Nil	T2, 4	<ul style="list-style-type: none"> ● Consultation is planned for twice a year ● Attendance increase is evident through comparison with previous numbers ● Share initiatives and form connections with the Pasifika community ● Gain feedback on initiatives and plan where to next
Continue running a Pasifika Enrichment group that meets the needs of our students	Students Principal DP Staff Pasifika Leader	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> ● The Pasifika Enrichment group is continued and has a high number of students regularly attending ● Pasifika language weeks are recognised and celebrated ● Community participation in planning and teaching initiatives ● Student voice gathered ● Performances, connection and sharing with community and Kāhui schools
Further develop relationships with the Māori community which include consultation, social action and learning initiatives	Students Principal DP Staff Strategic Leader for Huarahi Māori	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> ● Māori community invited into the school regularly to find out about learning initiatives for our Māori students ● Māori community invited to share their culture, ideas, feelings and initiatives with the school ● Create events with a te ao Māori focus ● Establish as part of the Inquiry Process social action initiatives that have a mātauranga Māori or te ao Māori focus
Further, develop relationships with the Pasifika community which include consultation, social action and learning initiatives	Students, DP, Principal, staff Pasifika Leader	Nil	T2, 3 & 4	<ul style="list-style-type: none"> ● Pasifika community invited to find out about learning initiatives for our Pasifika students ● Pasifika community invited to share ideas, feelings, initiatives with the school ● Establish as part of the Inquiry Process social action initiatives that have a Pasifika focus
Students develop leadership skills as part of the Student Community and Pasifika Strategic Leadership group	Staff, students DP Community & Pasifika Leaders	PLD Budget	T 1, 2, 3 & 4	<ul style="list-style-type: none"> ● Effectively communicate with other students ● Support and guide fellow students ● Plan and carry out a social action ● Strategic Leadership Groups regularly meet to plan and lead initiatives

Increase parents' understanding of learning opportunities for Māori and Pasifika students	Students, DP, Principal, Staff	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> ● Hold information gathering sessions with the Māori and Pasifika community to share Curriculum initiatives ● Have students explain their learning through opportunities like Student-Led Conferences and speaking at community hui ● Communicate with parents/caregivers how they can support their child at home with their learning ● Plan opportunities for members of the Māori and Pasifika community to come and work with students
Increase Māori and Pasifika achievement through a range of initiatives, including target student tracking, staff PLD, Kāhui Ako participation and Homework Club	Staff Kāhui Ako DP Principals	Kāhui Ako	T 1, 2, 3 & 4	<ul style="list-style-type: none"> ● Board reports - Māori & Pasifika Achievement Plans and Data ● Homework Club regularly attended by our Māori & Pasifika students ● Staff have increased understanding of culturally responsive pedagogies, utilising learning from the Kāhui Ako rōpū ● Students who require additional support access it through the Learning Centre or external referrals, such as RTLB
Strengthen the relationships between Pasadena and local primary schools	Students, DP, Principal, Staff	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> ● Connect with local primary schools to identify how Pasadena students can support their learning and/or community (both at their schools and our own) ● Offer skills Pasadena students have to local schools e.g. coaching ● Explore environmentally and culturally sustainable practices ● Mentoring and peer support programmes
Teachers share learning initiatives with the Māori and Pasifika communities	Students, DP, Principal, Staff	Nil	T2, 3 & 4	<ul style="list-style-type: none"> ● Teachers present learning initiatives at organised meetings ● Students share their understanding of their learning ● Parents have an opportunity to develop their understanding and ask questions about the learning occurring at Pasadena
Review the effectiveness of initiatives with local primary schools and look further opportunities to develop	Students, DP, Principal, Staff	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> ● Review the effectiveness of initiatives through staff and student surveys/feedback ● Use the review information to modify and/or offer different initiatives ● Discuss and review with Kāhui Ako
Evaluate the effectiveness of reporting and consulting with the Māori and Pasifika communities	Principal, DP, Students, Staff	Nil	T4	<ul style="list-style-type: none"> ● Gather information from parents and caregivers at a consultation meeting ● Survey parents and caregivers ● Student voice gathered

				<ul style="list-style-type: none"> ● Teacher survey conducted
Student voice is collated about how teaching and learning works for them with a focus on Māori and Pacific learners	Teacher		Terms 1-4	<ul style="list-style-type: none"> ● Students' ideas are incorporated into the school's culture and curriculum ● Student Strategic Leaders have shared their voice and ideas, and this is actioned
Use of Tāpasa and the Hikairo Schema for teacher reflection around their own identity and beliefs and how that impacts their teaching	Teachers		Termly	<ul style="list-style-type: none"> ● Teachers can articulate their own identity, bias, and values ● Teachers focus on students' identity and ensures their learning reflects and reinforces it
Create opportunities to increase the profile of Pasadena in the wider community, including Internationally	Principal Teachers Students DP	Curriculum	T2, 3, 4	<ul style="list-style-type: none"> ● Student trips Japan Nagisa exchange and Vanuatu ● Further develop the relationship with International Student coordinator at WSC ● Opportunities to collaborate with universities for research, microteaching and teacher training ● Connect Pasadena with other schools, sectors and industries as opportunities arise
Provide opportunities for students with the local community that supports our conceptual curriculum	Principal Teachers Students DP	Curriculum	T1,2, 3, 4	<ul style="list-style-type: none"> ● Students' ideas are incorporated into the school's culture and curriculum ● Connect with community experts and explore partnerships to provide opportunities, particularly related to Aotearoa NZ Histories

Mahere ā-Tau 2023

Whāinga Rautaki 4: Huarahi Māori – Bilingual Pathway

Kia whakahaere tonutia tētahi huarahi Māori i roto i te reo Māori i roto i te horopaki o te ao Māori me ngā tikanga Māori

Whāinga ā-Tau: *(He aha ngā mahi me kite e te poari i tēnei tau e kōkiri whakamuatia ai te angitu o te ākonga me te hāngai ki tēnei whāinga rautaki)*

- 4.1 Kia rere tonu te horapatanga o te reo me ngā tikanga Māori puta noa i te kura
- 4.2 Kia inea te pānga o te mahi tahi ki te ako i te reo Māori i te Rumaki
- 4.3 Kia whakapiki i tā te ākonga whakahaere i a ia anō i roto i te Rumaki

Ngā Raraunga: *(Tā tātou e kite nei i ngā raraunga ināianei)*

- 4.1 I te tau 2022, e rite tonu ana te taetae atu a te 15 ākonga ki ngā akoranga reo rua
- 4.2 I te tau 2022, kāore i kohia he raraunga mō te mahi tahi e kōkiritia ai te ako i te reo
- 4.3 I iti noa ngā arawātea mō te taha ki tā te ākonga whakahaere i a rātou anō i te Rumaki

Whāinga ā-Tau: *(He aha ā tātou whāinga e ngana nei tātou ki te whakatutuki i tēnei tau?)*

- 4.1 Ā te 2 o Tīhema, e 20 ngā ākonga e rite tonu ana te taetae atu ki ngā akoranga reo rua
- 4.2 Ā te 2 o Tīhema, kua hāngai te inenga o te mahi tahi i te Rumaki ki te ako i te reo
- 4.3 Ā te 2 o Tīhema, e 80% ngā ākonga ka kī mai kua eke panuku tā rātou whakahaere i a rātou anō

Te Ine i te Whāinga:

- Te tokomaha o ngā tamariki e taetae atu ana ki ngā akoranga reo rua
- Te anga māka mō te mahi tahi
- Te anga māka mō tā te ākonga whakahaere i a ia anō

Annual Planning 2023

Strategic Aim 4: Bilingual Pathway Huarahi Māori

To continue to provide a Bilingual Pathway in Te Reo Māori within a tikanga and te ao Māori context.

* National Education and Learning Priorities:

Objective 1 - LEARNERS AT THE CENTRE

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2 - BARRIER-FREE ACCESS

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3 - QUALITY TEACHING AND LEADERSHIP

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4 - FUTURE OF LEARNING AND WORK

- Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Annual Aim: *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 4.1 Continue the normalisation of te reo and tikanga Māori across the school
- 4.2 Measure the impact that collaboration has on the learning of te reo Māori in the Rumaki
- 4.3 Increase the student agency that is used in Māori medium

Baseline Data: *(What does the data say currently)*

- 4.1 In 2022, 15 students were attending the bilingual classes regularly
- 4.2 In 2022, no data has been collected with a particular focus on language learning
- 4.3 Students have limited student agency opportunities in Māori Medium

Annual Target: *(What improvement shifts are we aiming to achieve this year?)*

- 4.1 By the 2nd of December 2023, 20 students will be regularly attending the bilingual classes regularly
- 4.2 By the 2nd of December 2023, collaboration will be measured in the Rumaki with a focus on language learning
- 4.3 By the 2nd of December 2023, 80% of the students in Māori Medium will have reported that they have a high level of student agency

Measurement of Target:

- Number of student attending bilingual classes
- Collaboration rubric
- Student agency rubric

HUARAHI MĀORI BILINGUAL PATHWAYS

WHĀINGA Ā-TAU –

4.1 Kia rere tonu te horapatanga o te reo me ngā tikanga Māori puta noa i te kura

4.2 Kia inea te pānga o te mahi tahi ki te ako i te reo Māori i te Rumaki

4.3 Kia whakapiki i tā te ākonga whakahaere i a ia anō i roto i te Rumaki

KEO Ā-TAU –

4.4 Ā te 2 o TThema, e 20 ngā ākonga e rite tonu ana te taetae atu ki ngā akoranga reo rua

4.5 Ā te 2 o TThema, kua hāngai te inenga o te mahi tahi i te Rumaki ki te ako i te reo

4.6 Ā te 2 o TThema, e 80% ngā ākonga ka kī mai kua eke panuku tā rātou whakahaere i a rātou anō

NGĀ MAHI	MĀ	TAHUA	TE WĀ	NGĀ TOHU O TE HAERE
Kia rite tonu te pūrongo atu ki te poari mō ngā kaupapa hapori	Tumuaki, DP, AP, Kaihautū Huarahi Māori	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Ngā kaupapa e hāngai ana ki ngā kaupapa i kōkiritia mō te Huarahi Māori Ka pūrongo atu te ope whakamahere rautaki ki te poari mō aua kaupapa Whakaratohia he pūrongo i waenganui i te tau, ā te mutunga hoki o te tau e hāngai ana ki ngā whāinga a te hapori Māori
Me mahi tahi ngā kaihautū rumaki kia kōkiritia ngā kaupapa reo Māori puta noa i te Kāhui Ako	Kaihautū Huarahi Māori, Kāhui Ako	Nil	T 2 & 4	<ul style="list-style-type: none"> Me mahi ki te taha o te kāhui ako kia whakahaerehia ngā kaupapa kia whakatairangahia te horahanga o te reo Māori
Me hui te hapori Māori	Te Poari, Tumukaki, DP, AP, Kaihautū Huarahi Māori, Kaimahi	Nil	T4	<ul style="list-style-type: none"> Ka whakamaheretia, ka whakahaerehia hoki ngā hui Ka tuhia ngā kōrero ka puta Ka mahi tahi me ngā whānau e whakarārangitia ai ngā kaupapa i ngā hui
Pūrongotia atu ki te Poari ngā hui Māori	Tumuaki, DP, Kaihautū Huarahi Māori	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> Ngā pūrongo ki te poari Ka pōwhiritia te poari ki ngā hui Ka whai reo ngā ākonga ki ngā hui Ka whai reo ngā hapori Māori ki ngā hui

Whakakahangia ngā hononga me te hapori Māori tae noa atu ki ngā hui me ngā kaupapa akoako	Ākonga Tumuaki DP Kaimahi	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> • Ka rite tonu te pōwhiritia o te hapori Māori kia rongo kōrero ai mō ngā kaupapa akoako e pā ana ki ngā ākonga Māori • Ka pōwhiritia te hapori Māori kia tohaina ō rātou whakaaro, tō rātou ahurea, ā rātou kaupapa anō hoki ki te kura • Whakatūria ngā kaupapa Māori ki te kura
Arotakehia, whakanikohia ngā akoranga reo Māori i roto i ngā akomanga auraki	Kaihautū Huarahi Māori, Kaiako Rumaki, Kaiāwhina	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> • Mā Mere rāua ko Piripi e ārahi ngā akoranga reo Māori ki ia akomanga auraki e whakapūmautia ai te kounga
Waihangahia ētahi rauemi hei whakamahi i roto i ngā akomanga auraki	Kaihautū Huarahi Māori, Kaiako Rumaki	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> • Ka waihangahia e Donovan ētahi rauemi hei whakamahi mā ngā akomanga auraki pēnei i ngā tohu, ngā ngohe hoki kia whānui te rangona o te reo
Whakatūria ētahi hōtaka i waho o te akomanga ka hāngai ki te tirohanga Māori	SLT, Kaihautū Huarahi Māori, Kaiako Rumaki, AP, DP, Kaiāwhina	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> • Whakamahia ngā pūkenga i roto i te kura kia whakatūria ētahi hōtaka hōu ka hāngai ki tā te Māori titiro • Me whai tūranga tētahi kaiako kapa haka kia whakahaerehia ngā akoranga kapa haka kia whai wāhi mai a Ngāi Pīkoko whānui • Whakamahia ngā pūkenga i roto i te hapori kia whakatūria ētahi hōtaka hōu ka hāngai ki tā te Māori titiro
Te aroturuki i ngā ākonga Māori i te taha auraki ka torona atu ai ngā whānau e tokona ai rātou	SLT, Kaihautū Huarahi Māori	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> • Whakawhānuitia ngā hui ā-whānau ki ngā whānau i te taha auraki • Kohia ngā pārongo mō ō rātou wawata mō ā rātou tamariki • Me ka whaihua, pōwhiritia ngā ākonga Māori i te auraki ki ngā kaupapa Māori • Whakatairangatia tā tātou hōtaka reo rua puta i te kura ka whai ai i ngā whānau Māori
Waihangahia he anga māka e inea ai te hononga i waenga i te mahi tahi me te ako i te reo	SLT, Kaihautū Huarahi Māori, Kāhui Ako	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> • Toro atu ki te Kāhui Ako e tūhura ai i ngā momo aromatawai kua rite kē

				<ul style="list-style-type: none"> Whakahāngaitia te anga aromatawai whaiaro a te Kāhui Ako mō te mahi tahi, mēnā e tika ana, ki te ako i te reo mā te whakamahi hoki i ngā rangahau kia waihangahia he pātai atu anō
Whakahāngaitia taua anga māka kia whakamahia i roto i te Rumaki	SLT, Kaihautū Huarahi Māori, Kaiako Rumaki, Kāhui Ako	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Whakamahia te anga māka mō tā te ākonga whakahaere i a ia anō kua whakahaere kētia puta i te Kāhui Ako Whakamāoritia te anga māka e whakamahia ana hei tīmatanga mō ngā raraunga
Kia mahi tahi ki te taha o te Kāhui Ako me Chris Lowman mō tā te ākonga whakahaere i a ia anō e ai ki tā te Māori titiro	Kaihautū Huarahi Māori, Kāhui Ako, Chris Lowman	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Kia mahi tahi ki te taha o te Kāhui Ako kia tūhuratia ai ngā ara pai katoa mō tā te ākonga whakahaere i a ia anō puta i te hapori Kia mahi tahi ki te taha o Chris Lowman kia tūhuratia ai ngā ara pai katoa mō tā te ākonga whakahaere i a ia anō puta i te Tāmaki

BILINGUAL PATHWAYS – HUARAHİ MĀORI

ANNUAL GOALS –

- 4.1 Continue the normalisation of te reo and tikanga Māori across the school
- 4.2 Measure the impact that collaboration has on the learning of te reo Māori in the Rumaki
- 4.3 Increase the student agency that is used in Māori medium

ANNUAL TARGETS –

- 4.1 By the 2nd of December 2023, 20 students will be regularly attending the bilingual classes
- 4.2 By the 2nd of December 2023, collaboration will be measured in the Rumaki with a focus on language learning
- 4.3 By the 2nd of December 2023, 80% of the students in Māori Medium will have reported that they have a high level of student agency

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Regular reports to the Board regarding Māori initiatives	Principal, DP, AP, Strategic Leader Huarahi Māori	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Board reports regarding initiatives relating to Bilingual Pathways Student strategic planning group presenting to the BOT regarding initiatives

				<ul style="list-style-type: none"> Present a mid-year and end of year update against the targets for the Māori community
Work with rumaki leaders in our kāhui ako to drive kāhui-wide Māori-language initiatives	Strategic Leader Huarahi Māori, Kāhui Ako	Nil	T 2 & 4	<ul style="list-style-type: none"> Work with our kāhui ako to organise events to promote the normalisation of te reo Māori
Consultation with the Māori communities	Board of Trustees Principal, DP, AP, Strategic Leader Huarahi Māori, Staff	Nil	T4	<ul style="list-style-type: none"> Consultation is planned and facilitated Minutes are taken Agenda items are co-constructed with the wider Māori Pasadena community
Report to the Board on Māori consultations	Principal, DP, Strategic Leader Huarahi Māori	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> Board reports Board invited to attend consultations Student voice Māori community voice
Strengthen relationships with the Māori community which include consultation and learning initiatives	Students Principal DP Staff	Nil	T 2, 3 & 4	<ul style="list-style-type: none"> Māori community is invited into the school regularly to find out about learning initiatives for our Māori students Māori community invited to share their culture, ideas, feelings and initiatives with the school Establishing events with a Māori focus Reach out and make connections with our local Marae
Review and enhance the Māori language lessons within our English-medium classes and relate to our Unit of Inquiry	Strategic Leader Huarahi Māori, Rumaki Kaiako, Kaiāwhina	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Matua Piripi and Whaea Mere to lead Māori language lessons to each class throughout the English-medium classes to ensure language quality
Create resources for use throughout the English-medium classrooms	Strategic Leader Huarahi Māori, Rumaki Kaiako	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Kaiako Māori to create resources for use in the English-medium classrooms such as signage and activities to normalise te reo Māori
Establish enrichment programmes with an ao Māori focus	SLT, Strategic Leader Huarahi Māori, Rumaki Kaiako, AP, DP, Kaiāwhina	MLP	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Utilise expertise within our school to establish new extension programmes that focus on the Māori worldview Hire a kapa haka tutor to facilitate kapa haka lessons to all students that want to participate

				<ul style="list-style-type: none"> Use experts in the community to establish new extension programmes that focus on the Māori world view
Track ākonga Māori in the English medium and engage with whānau to help support them	SLT, Strategic Leader Huarahi Māori	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Extend hui ā-whānau (meetings with the Māori families) to whānau in the English medium Collect information regarding their aspirations for their tamariki Where possible, invite ākonga Māori in English medium to attend Māori initiatives Advertise our bilingual programme to the wider school and follow up with whānau Māori
Create a rubric to measure the relationship between collaboration on language learning	SLT, Strategic Leader Huarahi Māori, Kāhui Ako	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Engage in the Kāhui Ako to investigate if measures already exist Apply the Kāhui Ako's current self-assessment rubric on collaboration, where relevant, to language learning while using research informed questions to lead the rubric
Align the student agent rubric for use in the Rumaki	SLT, Strategic Leader Huarahi Māori, Rumaki Kaiako, Kāhui Ako	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Use the rubric for student agency that has been implemented in the Kāhui Ako Translate the rubric that is currently used to collect baseline data
Work with the Kāhui Ako and Chris Lowman on student agency from a te ao Māori perspective	Strategic Leader Huarahi Māori, Kāhui Ako, Chris Lowman	Nil	T 1, 2, 3 & 4	<ul style="list-style-type: none"> Work with the Kāhui Ako to investigate best practice models of student agency within other school in the community Work Chris Lowman investigate best practice models of student agency throughout Māori-medium environments in Auckland

Annual Planning 2023

Strategic Aim 5: Wellbeing – Toiora

To provide a holistic approach to support the wellbeing of all staff and students.

* National Education and Learning Priorities:

Objective 1 - LEARNERS AT THE CENTRE

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2 - BARRIER-FREE ACCESS

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3 - QUALITY TEACHING AND LEADERSHIP

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4 - FUTURE OF LEARNING AND WORK

- Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Annual Aim: *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 5.1. Consult with staff, students and the community to gather feedback on the school wellbeing model
- 5.2. Embed a schoolwide well-being framework that is culturally responsive, implementing new and ongoing initiatives to support staff and student well-being
- 5.3. Embed PB4L strategies to support student well-being by meeting Tier 2 criteria
- 5.4. Implement a tool to monitor wellbeing on an ongoing basis and to provide a tiered response to student and staff needs

Baseline Data: *(What does the data say currently)*

- 5.1 In 2022, a draft schoolwide model of wellbeing was developed, and feedback was gathered from staff about te whare tapa whā
- 5.2 In 2022, 4 new initiatives for staff/students were implemented to enhance their wellbeing
- 5.3 In 2022, the initial Tier 2 training was completed by the wellbeing team
- 5.4 In 2022, a trial for Skodel and Orah was piloted in one classroom. A PB4L and well-being survey is completed twice yearly for students

Annual Target: *(What improvement shifts are we aiming to achieve this year?)*

By the end of 2023, consultation has occurred, providing feedback on the schoolwide model of well-being by staff and students, including Māori and Pasifika communities

By the end of 2023, 4 new initiatives have been implemented for both staff and students to enhance their well-being

By the end of 2023, implement Tier 2 PB4L criteria across the school

By the end of 2023, we have implemented and refined a tool to effectively measure and monitor wellbeing in order to provide a tiered response

Measurement of Target:

- Measure the number of initiatives implemented
- Model of wellbeing is visible and understood by staff and students
- 100% of teachers have been upskilled and understand Tier 2 PB4L criteria
- System for monitoring wellbeing is accurate, effective and utilised to support student wellbeing
- Student, parent, Māori and Pasifika consultation has occurred

WELLBEING – TOIORA

ANNUAL GOALS –

- 5.1. Consult with staff, students and the community to gather feedback on the school wellbeing model
- 5.2. Embed a schoolwide wellbeing framework that is culturally responsive, implementing new and ongoing initiatives to support staff and student wellbeing
- 5.3. Embed PB4L strategies to support student wellbeing by meeting Tier 2 criteria
- 5.4. Implement a tool to monitor wellbeing on an ongoing basis and to provide a tiered response to student and staff needs

ANNUAL TARGETS –

- 5.1 By the end of 2023, consultation has occurred providing feedback on the schoolwide model of wellbeing by staff and students, including Māori and Pasifika communities
- 5.2 By the end of 2023, 4 new initiatives have been implemented for both staff and students to enhance their wellbeing
- 5.3 By the end of 2023, implement Tier 2 PB4L criteria across the school
- 5.4 By the end of 2023, we have implemented and refined a tool to effectively measure and monitor wellbeing in order to provide a tiered response

ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Regular reports to the Board regarding wellbeing initiatives	Principal DP Wellbeing Strategic Leader	Nil	Terms 1-4	<ul style="list-style-type: none"> Board reports regarding Wellbeing Initiatives and PB4L data Student strategic planning group presenting to the BOT regarding initiatives Present a mid-year and end of year update against the targets for wellbeing
Consultation with the Māori community and students about what wellbeing means for them	Bilingual Pathways and Wellbeing Strategic Leaders	Nil		<ul style="list-style-type: none"> Consultation is planned and held every term Sharing of wellbeing ideas Feedback is incorporated into the school's model
Consultation with the Pasifika community and students about what wellbeing means for them	Wellbeing Strategic Leaders	Nil		<ul style="list-style-type: none"> Consultation is planned and held twice per year Sharing of wellbeing ideas Feedback is incorporated into the school's model
Increase student and staff understanding of wellbeing framework and strategies to support wellbeing	Wellbeing Strategic Leader Students, DP, Principal, Staff	Nil	Terms 1-4	<ul style="list-style-type: none"> Students and staff have a shared understanding of wellbeing based on the school model A range of strategies and initiatives are in place to support wellbeing of both staff and students that are culturally responsive Mitey is implemented to support explicit mental health teaching and learning

Review the effectiveness of initiatives with staff and students	Wellbeing Strategic Leader Students, DP, Principal, Staff	Nil	T2, 4	<ul style="list-style-type: none"> Review the effectiveness of initiatives through staff and student surveys/feedback Use the review information to modify and respond with different initiatives Use PB4L behaviour data to develop lessons and track effectiveness of strategies in place
Student voice is collated about how teaching and learning works for them, as well as the wellbeing supports available	Strategic Leadership Student Groups	Nil	T2, 3, 4	<ul style="list-style-type: none"> Use the review information to modify and/or offer different initiatives Staff are aware of the outcomes of the data
Develop the leadership team for Positive Behaviour for Learning that represents the schools staffing profile	PB4L Team DP		Terms 1-4	<ul style="list-style-type: none"> Consultation with staff around who would like to be in the Leadership Team for PB4L Regular meetings to set goals, discuss trends, and create resources
Develop an action plan for the implementation of the PB4L Tier 2 programme	PB4L Team DP Wellbeing Strategic Leader		Term 2	<ul style="list-style-type: none"> Gain feedback from students, parents and staff regarding the PB4L programme in the school Develop a detailed action plan which includes Professional Development, Resources and consultation Be trained and implement Tier 2 PB4L programme across the school with a focus on Restorative Practice and the Functions of Behaviour
Implement the Kāhui Ako wellbeing initiative	Wellbeing Leader SENCO	Nil	Terms 1-4	<ul style="list-style-type: none"> Action plan developed through the Kāhui Ako Meetings attended by the WST and SENCO Data collected and analysed across the Kāhui Ako
Teacher wellbeing initiatives are introduced in consultation with staff	Wellbeing Team	Wellbeing	Terms 1-4	<ul style="list-style-type: none"> Gather feedback regarding wellbeing initiatives that the staff would like to occur Collect data around staff wellbeing and analyse trends Weekly Wellbeing Meetings occur to support staff
Tool is implemented to measure wellbeing on an ongoing way	Wellbeing Leader DP Principal Teachers Students	Wellbeing	Terms 1-4	<ul style="list-style-type: none"> PB4L data is analysed each term and used to plan teaching and learning programmes, as well as wellbeing initiatives A tiered response is provided for staff and students based on wellbeing data Wellbeing Check in is completed regularly through the term to provide ongoing data to teachers