

Strategic Goal 1: High expectations for all within the community
Strengthening best practice

Develop the communications and relationships between the eight schools, children and families within our Kahui Ako to have high expectation that will further develop and strengthen teacher pedagogy and student agency.

Strategic Programme	Initiatives 2018-2019	Targets 2018
Embed inquiry approaches at all levels of our Kāhui Ako	<ol style="list-style-type: none"> 1. Setting up Theories of Improvement across all schools through Inquiry, based on the needs identified through the schools' data/annual plans and staff/Board of Trustees' discussions. 2. Unpacking Teacher Inquiry with all teachers across our Kāhui Ako. 3. Linking Theories of Improvement to the Kāhui Ako Achievement Challenges. 4. Ensuring PLD supports the learning around Spiral Inquiry for teachers 	<ol style="list-style-type: none"> 1. All schools have a clear understanding of their Theories of Improvement and how this links to student achievement. 2. All teachers are using Teacher Inquiry to lead their practice development and link to their appraisal
Grow teachers understanding and capability to develop learner agency through effective teaching and learning	<ol style="list-style-type: none"> 1. All teachers develop an understanding of Learner Agency and use it to improve learning outcomes of priority learners 2. Teachers and students increasingly implement/embed practice that grows student ownership of their learning pathways 3. Students will grow in understanding and capability to lead their own learning through student agentic practice 	<ol style="list-style-type: none"> 1. Teachers inquire into and implement innovative practice that grows student agency 2. Students have an understanding of the use of formative assessment and use assessments to identify their next learning steps and guide learning pathways 3. Students are given increasing opportunity to design their own learning pathways with a focus on growing key competencies through critical thinking, cooperation, collaboration, communication and creativity

<p>Develop best practice models across our schools including culturally responsive teaching pedagogy</p>	<ol style="list-style-type: none"> 1. Develop a shared understanding of 'culturally responsive pedagogy' 2. Student voice is taken to support evidence gathering around the learning 3. Feedback is regular and learning focused to teachers and students 4. Students' identity, language and cultures are affirmed and promoted 5. Ensure PLD supports the learning around responsive teaching practices 	<ol style="list-style-type: none"> 1. All schools develop and strengthen 'culturally responsive' teaching practice 2. All staff reflect and 'change' teaching practice to ensure the learning needs of their students are met
<p>Grow collaborative practices with teachers within and across schools in the Kahui Ako.</p>	<ol style="list-style-type: none"> 1. Develop and embed collaborative practices throughout the kahui ako that foster high expectations for all students through using external providers expertise and knowledge. 2. COL leadership team (Principals, DPs APs, Team Leaders) will share knowledge and understanding of programmes and initiatives of collaborative practices 3. To strengthen our understanding of collaborative practices and have a common understanding of high expectations across the school. 	<ol style="list-style-type: none"> 1. Teachers work collaboratively within their Schools, ILE, classes or teams to successful plan and implement effective learning programmes that promote student agency. 2. Teachers working collaboratively to set high expectations for students to reach their full potential.
<p>Senior management and leaders of learning are effective in their practice as coaches and mentors</p>	<ol style="list-style-type: none"> 1. Look at models of best practice in coaching and mentoring and share across the CoL 	<ol style="list-style-type: none"> 1. Implement a model of best practice to support teaching and learning.
<p>Strengthen ties within the Kahui Ako with our Maori and Pasifika community and grow connections across the CoL</p>	<ol style="list-style-type: none"> 1. Annual CoL Kapa haka hui established across the Kahui Ako 2. Schools continue to share achievement data with their own local Maori and Pasifika communities and discuss initiatives and strategies that will lead to improved achievement outcomes 3. Schools explore digital options of sharing student achievement data with parents and whanau 4. The Chairpersons of the BOT meet twice a year to discuss effective partnership and sustainability of the CoL 	<ol style="list-style-type: none"> 1. Establish an annual hui Kapa Haka for sharing of information and performances 2. Schools meet with their Maori and Pasifika communities twice a year to share achievement data and discuss results and initiatives for achieving success 3. Expectations of whanau hui and Pasifika fono are reflected in the schools strategic plan 4. Schools report to parents twice a year on student achievement 5. The BOT implement outcomes in their annual and strategic plans

Strategic Goal 2: Educational Transitioning

To strengthen transitions across year levels and schools through effective tracking and planning of a child's educational journey so that they achieve their full potential

Strategic Programme	Initiatives 2018-2019	Targets 2018
That all schools have a common understanding of best practice for assessment and moderation.	<ol style="list-style-type: none"> 1. To strengthen common assessment practices across all our schools. 2. To upskill teachers' knowledge around assessment and moderation with regards to the use of it, and how this directly links to teacher practice and 'knowing' what to teach the children. 3. To facilitate effective moderation - develop a clear and shared understanding across the Community of Learning about expectations and what this means. 	<ol style="list-style-type: none"> 1. Transparent and aligned moderation practices across our schools exist. 2. That teachers have a clear understanding of what is expected within all transitional curriculum levels. 3. Assessment and moderation practice across our schools align and includes primary to secondary schools' transition points. 4. Teachers are able to effectively analyse data and use this within their curriculum levels.
That all schools use a student management system that tracks students educational journey using common assessment tools.	<ol style="list-style-type: none"> 1. That all teachers are effectively using their student management system to track students. 2. That effective transition processes are developed for assessment transfer across the school. 3. That a common understanding is developed of expected curriculum levels and how students move through the levels (Now that NS are not required). 	<ol style="list-style-type: none"> 1. A student's educational journey is being tracked through year levels and across schools and institutes.
To engage, initiate and work with Special needs personnel (SENCO) structures and processes across our schools and set up transition process to support these students.	<ol style="list-style-type: none"> 1. Kahui Ako SENCO meet and discuss systems and process across their schools (with a minimum of 2 meetings a year after school) 2. Best practice ideas can be shared and developed across our schools. 	<ol style="list-style-type: none"> 1. Create a tracking system for our SES children across our 8 schools 2. Engage with SES agencies across the Kahui Ako to support this process 3. SENCo/s to support and develop strong ties across our schools to support our SES children.

