



DAVID STREET SCHOOL

Kia Maia - Have Courage

**A Community of
Courageous Learners**

STRATEGIC PLAN 2022-2024

Brought to life through our school values

HONESTY	Having the courage to be truthful in all things, including to yourself.
RESPECT	Being caring, courteous, showing appreciation and empathy for all people. Valuing what they bring.
CURIOSITY	Loves to question and find answers about ourselves, each other, and the universe beyond.
RESPONSIBILITY	Taking ownership of the decisions and choices we make.
EXCELLENCE	Having high expectations of ourselves and persevering in the face of difficulties

and Learner Assets

INVESTIGATOR	Wonders and asks questions, makes connections, selects the right tools, and solves problems.
COMMUNICATOR	Chooses the best ways to listen and contribute in consideration of the purpose and the audience.
CREATOR	Applies their knowledge to think outside the box, discovers new solutions to the question 'why?'.
SELF AWARE	Positive in their own identity, takes risks, is motivated, resourceful, and resilient
TEAM PLAYER	Relates well to others, values differences, and collaborates in the best interests of everyone.



DAVID STREET SCHOOL
Kia Maia - Have Courage

Three Year Plan 2022-2024



DAVID STREET SCHOOL

Kia Maia - Have Courage

Vision The Why

Strategic Goals

Success Factors / Outcomes What do I look like

Initiatives - Road Map The How

Ongoing monitoring and evaluating of the impact of school actions to achieve the following Strategic Goals

Strategic Goal 1: Strengthen and personalise each learner's connection with our Vision, Values and Beliefs to improve wellbeing for all.

Strategic Goal 2: Empower staff to respond to the Cultural Contexts of Every Learner

Strategic Goal 3: Maximise the capacity (agency) of teachers, leaders, students as learners (and community).

Strategic Goal 4: Grow belief and common understandings about our David Street School Curriculum

- Demonstration of our school vision, values and beliefs are sustained within a strong inclusive school culture
- School programmes and monitoring ensure that equitable learning and wellbeing outcomes are continuously improving
- Opportunities are provided that enable students to develop values centered strategies that positively grow and respond to their own and others wellbeing

- A strong sense of partnership and belonging between students, whanau, community, and school
- Targeted, agentic and collaborative pedagogies are implemented that result in reduced disparity between all groups of learners.

- Growing leadership capabilities for our learners and kaiako
- Teachers take an agentic and collaborative response to creating equitable outcomes with and for students
- Assessment approaches are agentic, student centered and clearly aligned to schools valued outcomes

- Curriculum is refreshed to reflect cohesive pathways for learning and our community's valued outcomes

2022	2023	2024
Vision, Values, Learner Assets		
Building school wide evaluation capacity for continuous improvement		
Knowing the learner - Cultural responsiveness, identity, tuakana teina, Te Whare Tapa Wha		
PLG		
Te Ao Maori		
Whanau Engagement and Connection		
Professional Growth Cycle		
Coaching and Mentoring		
Agency		
Agentic Assessment Process		
Reading Pathway		
Connected Curriculum Pathway		
Health Curric		
NZ Histories		

A community of courageous learners

Our School Values - Honesty Excellence Responsibility Curiosity Respect



DAVID STREET SCHOOL
Kia Maia - Have Courage

Annual School Improvement Plan 2022

2022 Timeline

Priority Initiatives - Programmes of Work for 2022	Strategic Goals	Term 1	Term 2	Term 3	Term 4
Local Curriculum - Ongoing development, monitoring and evaluation of our Local Curriculum					
Partnership and belonging Knowing the learner Whanau engagement/partnership	Strategic goal 1 & 2	Leadership Team, TODays Who is the DSS Learner? Values, beliefs, who are we? Whakawhanaungatanga meetings DSS news	Targer learner whānau partnership contact Whānau Hui	PaCT conferences Whānau Hui	
Developing Reading pedagogy and pathways	Strategic Goal 3 & 4	1. Better Start training 2. Draft reading pathway 3. Professional learning with Anne Beckitt	1. Professional learning with Anne Beckitt 2. Draft pathway trialled in classes	1. Professional learning with Anne Beckitt 2. Draft pathway evaluated	Reading pathway goals on HERO;
Review of assessment and evaluation tools relating to effective teaching practices and school systems Develop teacher capacity in assessment	Strategic Goal 3 & 4		Review of current assessment activities and tools Professional learning to strengthen teacher capability Review HERO posts	Assessment Professional learning	Draft assessment guidelines
Wellbeing	Strategic Goal 1	DSS Wellbeing Survey Yr 3-6	Survey	Survey	Survey
Leadership - growing capabilities	Strategic goal 3	Leadership beliefs, What makes a good leader?	Leadership - coaching conversations with facilitator,	Leadership - coaching conversations with facilitator	Evaluation of impact

Communication Strategies			Review term 1 strategies, implement any changes		Whānau Survey
Evaluation for Improvement practices - <i>Across all Priority initiatives</i>					
Student Leadership - Tuakana teina / Manaakitanga				Tuakana teina (Senior:Junior, Middle:Junior) Student Leadership opportunities developed	
NZ Histories	Strategic Goal 4			Team gathered	NZ Histories development - consultation and planning for 2023
Learner Agency		Evaluate	Identify learning goals Relationships for learning	Relationships for learning	Evaluate goal setting and agency

Strategic Goal 1: Strengthen and personalise each learner's connection with our Vision, Values and Beliefs to improve wellbeing for all.

3 year outcomes:

- Demonstration of our school vision, values and beliefs are sustained within a strong inclusive school culture
- School programmes and monitoring ensure that equitable learning and wellbeing outcomes are continuously improving
- Opportunities are provided that enable students to develop values centered strategies that positively grow and respond to their own and others wellbeing

Links to Kahui Ako Achievement Challenge: Challenge A - Ko tā kaiako kōkiri ako - Teacher Efficacy

Challenge B - Mana Ākonga - Student Agency

Challenge C: Whakawhanaungatanga - Family, Whanau and Community Partnerships

Challenge D Hauora - Health and Well Being

Our Current Reality					
Wellbeing					
Wellbeing became a priority word during 2020 in the context of COVID and looking after each other. It emphasised the need to look out for each other and prioritise what is important. This approach was valued throughout the school community. The focus continued throughout 2021 with a variety of measures put into place to support staff and students.					
Student and whānau voices reflect students felt well supported transitioning to school and between teams and to Intermediate schooling. New families felt welcomed and connected with invitation to attend transition time.					
Within our class learning contexts, teachers are vigilant in their approach to ensuring all students feel safe and have the opportunity to learn. Our students and whānau feel supported by teachers, hence continuing to build trust and partnerships.					
Initiatives - Programmes of Work	What will happen / Action Plan	Indicators of progress / Evidence / Measure of Success / Outcomes <i>[Against/Impact on the strategic goal]</i>	Who <i>[ResponsibleP participants]</i>	When <i>[Timeframe]</i>	Evaluation So what, now what
Deepen all learners' understanding about our vision, values and learner assets with particular reference to the mural.	Make strong, visible connections between our school values and wellbeing (primary vehicle: Health Curriculum) maintain a consistent learning culture that encourages innovation, collaboration and appropriate engagement of the whole school learning community	Vision, Values and Learner Assets are universally understood and embraced at every level of the school community. Deepened understanding of the visual representations in our school Mural and Cow of school and community	All staff Te Ao	Ongoing	Example of template for evaluation

		<p>culture and history including Ngati Haua tikianga.</p> <p>Vision, Values and Learner Assets are highly visible and enacted in all classrooms, the playground and school curriculum.</p> <p>Vision, Value and LA's are continuously being referenced in all learning and classroom environments. Representations of the 'way we do things around here'.</p>	<p>Maori team, leaders, Ngati Haua, staff, CoL</p> <p>All staff</p> <p>All staff</p>		
<p>Wellbeing development creates children and staff who feel safe, valued and confident in themselves and in their learning environments engage with and achieve in education, work and life.</p>	<p>Concept of Te Whare Tapa Wha utilised as a model to support Hauora in class learning/routines</p> <hr/> <p>The curriculum provides students with opportunities to develop language to express their feelings and skills and to problem-solve relationship issues.</p> <hr/> <p>Within School Teachers (CoL) inquiry into Wellbeing's impact on learning Inquiring into student wellbeing and its impact on learning. Exploring how developing student leadership and agency impacts on wellbeing.</p> <hr/> <p>Regular health check-in's of staff through informal conversation and</p>	<p>Teachers utilize Te Whare Tapa Wha as evidenced in planning.</p> <p>Te Whare Tapa Wha model explored through games and play at TOD in January</p> <hr/> <p>Reflection of student voice using the David Street School Wellbeing Survey in years 3-6. Measure that our students:</p> <ul style="list-style-type: none"> • have a sense of purpose and belonging • understand who they are • know who they are connected to • know how they can participate and contribute in a way that is real to them • know their teacher/kaiako can see them progress in learning. <p>Students will indicate a strong sense of belonging and self efficacy in the end of year interviews/survey.</p> <hr/> <p>Professional conversations regularly reflect on the wellbeing for all staff.</p>	<p>Teachers & Learning support team</p> <p>Leadership</p> <p>WST, Teachers, Leaders</p> <p>Full leadership</p>	<p>Ongoing</p> <p>January</p> <p>Termly</p> <p>Ongoing</p>	

	<p>formal reflection sessions</p> <hr/> <p>Health Curriculum reviewed by teams prior to learning with opportunities for Community input.</p> <hr/> <p>Continue to proactively manage Transition points (ECE - Year 7) in support of Wellbeing</p> <ul style="list-style-type: none"> - Kick start program transitioning student and their families into school - Transition to Intermediate - Manaakitanga and Tuakana Teina embraced to build within relationships within and across school and community. 	<hr/> <p>Community consultation evening held prior to learning.</p> <p>Community voice is reflected in planning and teaching of the health curriculum, especially in the area of Health & Sexuality.</p> <hr/> <p>Student and whanau well supported at transition points through voice (survey & conversation)</p>	<p>team & Mentor teachers</p> <hr/> <p>Leadership & teachers</p> <hr/> <p>All staff</p>	<hr/> <p>Term 2 & 3</p> <hr/> <p>Ongoing</p>	
--	--	--	---	--	--

Strategic Goal 2 : Empower Staff to Respond to the Cultural Contexts of Every Learner

3 year outcomes:

- The importance of identity including language and culture is recognised and embraced as teachers and children value what each brings to the learning table.
- Productive partnerships are developed between students, whanau, community, and school
- Targeted, agentic and collaborative pedagogies are implemented that result in reduced disparity between all groups of learners.

Links to Kahui Ako Achievement Challenge: Challenge C: Whakawhanaungatanga - Family, Whanau and Community Partnerships

Challenge A - Ko tā kaiako kōkiri ako - Teacher Efficacy

Challenge B - Mana Ākonga - Student Agency

Our Current Reality

Whanau reported through surveys and FB feedback that:

- They felt well supported through the year
- The inclusive school vision, beliefs and environment promoted an inclusive and safe learning culture.
- Clear and regular two way communication across a variety of platforms from the school and classroom teacher, kept them well informed and that dedicated staff cared about their children and celebrated their successes and displayed for their children
- The school prioritised knowing their learner and the wellbeing of the child so they feel safe and secure
- Teachers working alongside parents with high expectations of their children
- Celebrating the successes of children across the school

As a result of professional learning and in line with our school vision the visibility of Te Ao Maori continues to increase across the school.

Teachers and students are learners which is reflected through the planning for teaching and learning, in class environments and school celebrations including an increased visibility of Te Reo (pepha's, school karakia, kapa haka presence).

Our relationship with Ngati Haua continues to strengthen in respectful natural ways.

Whanau Engagement

Personalised connection with whanau including

- Breaking down of barriers between home and school, ensuring communication happens in a variety of ways to make connections.
- Greater understanding and meaning regarding student family, health, interests, aspirations and perceived needs
- Our values are increasingly visible in practice
- Anecdotal information suggests enhanced well being of students due to relationships between home and teacher's.

Celebration of significant cultural events were held within teams and across the whole school when possible recognising the many different cultures at DSS.

Initiatives - Programmes of Work	What will happen / Action Plan	Indicators of progress / Evidence / Measure of Success / Outcomes <i>[Against/Impact on the strategic goal]</i>	Who <i>[Responsible Participants]</i>	When <i>[Timeframe]</i>	Evaluation So what, now what
<p>Growing productive partnerships through a range of appropriate and effective communication strategies to communicate with, engage and empower parents, whānau and community from all cultural groups.</p>	<p>Whakawhanaungatanga developing a partnership through knowing our learners and shared responsibility for goals setting and student achievement. Feeding forward into planning for learning.</p> <hr/> <p>Recognising and celebrating significant cultural events in teams classrooms and newsletters</p> <hr/> <p>Regular formal and informal korero with Ngati Haua whanau, kaumatua and kuia.</p> <hr/> <p>Parents, whānau and the community welcomed and involved in school activities as respected and valued partners in learning.</p> <hr/> <p>Having a plan to support re-engagement both in the classroom and remotely. For example, through increasing meetings with whānau and using positive and consistent</p>	<ul style="list-style-type: none"> ● 100% engagement in digital meetings in term 1 & 3. ● 100% of Staff gain insight into each child's family and cultural context and how this relates to/impacts on their learning. ● Planning reflects information gathered through Whakawhanaungatanga. ● Whanau input into student goal setting and achievement evidenced on Hero Posts and parent teacher conferences. <hr/> <p>Our foyer celebration of our 'Family of Nations' display is kept current.</p> <hr/> <p>Classroom and school programmes reflect and include significant/important cultural events of all cultures in our school</p> <hr/> <p>Ngati Haua voice / tikanga evidenced in teaching practices and professional development.</p> <hr/> <p>Whanau feel a strong sense of belonging and partnership with school as evidenced through whanau voice (surveys, conversations, whakawhanaungatanga evenings, hui, school events...)</p>	<p><i>All staff</i></p> <hr/> <p><i>Office staff and teachers</i></p> <hr/> <p><i>Teachers</i></p> <hr/> <p><i>All staff</i></p>	<p>Term 1 & 3</p> <hr/> <p>Term 2 onwards</p> <hr/> <p>Ongoing</p> <hr/> <p>Ongoing</p> <hr/> <p>Ongoing</p>	

	<p>messaging about the value of good attendance.</p> <hr/> <p>Review and adapt current communication strategies to ensure effective communication and engagement with parents, whānau and community. Strengthening of communication and sharing of learning and experiences to our community through DSS News and School Newsletter</p> <hr/> <p>Strengthen Treaty understandings by exploring the values and concepts that promote success for Maori. It is a journey, not an event.</p>	<hr/> <p>-Te Reo: Ancestral language Aotearoa. -Mātauranga Maori, knowledge ways of knowing and all that underpins it -Te Ao Maori, Maori world view past present future -Whanaungatanga, sense of belonging through relationships, whanau and common experiences. -Tino Rangatiratanga, agency leadership -Manaakitanga, reciprocal caring for a person's mana, through hospitality, integrity and sincerity.</p>	<hr/> <p><i>Leadership team</i></p> <hr/> <p><i>Leadership team</i></p>	<hr/> <p>Term 2, Term 4</p> <hr/> <p>Ongoing</p>	
<p>Strengthening the leadership of Te Ao Maori across the school</p>	<p>Strengthening the Te Ao Maori teams cohesiveness and collaboration.</p> <hr/> <p>Strengthen our use of Tuakana teina across the school to develop Te Reo in all students</p>	<p>Regular minuted meetings and action plans developed collectively.</p> <hr/> <p>A year 2 Tukakana group has been developed and utilised in teaching Te Reo in the Junior School.</p> <p>Tukakana opportunities have been provided across all areas of the school and curriculum.</p> <hr/>	<p><i>Te Ao Maori team</i></p>	<p>Ongoing</p> <hr/>	

	Continuing to upskill/develop staff competency and confidence in the use of and teaching of Te Reo and Te Ao Maori with consideration of Ngati Haua tikanga.	Increased korero by teachers and students using Te Reo. Staff use local stories as they are learnt	Te Ao Maori Teachers	Ongoing	
--	--	---	-----------------------------	---------	--

Strategic Goal 3: Maximise the capacity (agency) of teachers, leaders, students as learners (and community).

3 year outcomes:

- Growing leadership capabilities for our learners and kaiako
- Teachers take an agentic and collaborative response to creating equitable outcomes with and for student
- Assessment approaches are agentic, student centered and clearly aligned to schools valued outcomes

Links to Kahui Ako Achievement Challenge: Challenge A - Ko tā kaiako kōkiri ako - Teacher Efficacy
Challenge B - Mana Ākongā - Student Agency

Our Current Reality

Professional learning groups

PLG's supported teachers to strengthen their practice, further targeted professional learning within the groups helped to grow teacher understandings. Teachers new to the profession were further supported within the Beginning Teachers group.

Teachers' wellbeing and professional learning was positively impacted by the shared responsibility for supporting target learners.

- The regular reporting of progress on individual Target Learner Posts has enabled transparency, monitoring and feedback by leaders, ongoing refinements to PLGs, summary reports to whanau and the board.
- Getting to know the learner focus has strengthened teachers ability to align targeted teaching strategies and contexts to what works best for each learner.
- Research and analysis of new teaching strategies resulted in increased confidence and belief of teachers to successfully accelerate target learners.
- The focus on learner assets has supported learners to develop self efficacy in themselves in learners which has led to progress in different learning areas.

The Appraisal process has been replaced by the professional growth cycle framework, team leaders supported teachers to identify a professional goal and the steps to achieving the goal. Opportunities to checkup/support teacher personal wellbeing was included in this process.

Teacher feedback confirmed the continued focus needed on professional learning in reading and updating the reading pathway to show a coherent progression across the year levels.

The appointment of three new leaders aligned with growing leadership of the team in coaching and mentoring. PLD resourcing was sort from the Kahui Ako and a facilitator engaged for 2022.

The Evaluation Plan developed with the Evaluation Partner identified evaluating for improvement as an area of focus for 2022.

Initiatives - Programmes of Work	What will happen / Action Plan	Indicators of progress / Evidence / Measure of Success / Outcomes <i>[Against/Impact on the strategic goal]</i>	Who <i>[Responsible Participants]</i>	When <i>[Timeframe]</i>	Evaluation So what, now what
Better Start Programme	Better Start training is completed and strategies are embedded in classroom practice - 6 teachers on this programme in 2022	Entry and Exit data is gathered and analysed to measure the effectiveness of this programme in accelerating students progress to achieve reduced disparity between all groups of learners.	Junior Team & Facilitator	Term 1- 3	
Leadership development of Coaching Conversations	Specific professional development opportunities focused on building and sustaining leadership capacity.	Confidence and capability of leaders to challenge and encourage shifts in practice of their teams. Goals set and Progress made in each Teachers Professional Growth Cycle summary sheet for 2022	Tabitha Leonard Leadership team	Term 1- 4	
Deepening teacher understanding of curriculum, pedagogical and assessment practices that promote conceptual understanding and learning-to-learn capabilities	Review current assessment activities and tools to strengthen teacher capability. (2022) Strengthen teacher understanding and practice to regularly use assessment tools to find out where students are at with their learning and developing differentiated and individualised teaching strategies to support students.	Draft assessment guidelines are developed. Teams meet regularly to moderate across the curriculum within and across year levels. Review as a school, how HERO posts reflect connections with learner assets and values Curriculum pathways determine next	Leadership team All staff Leadership & WST	Term 2 onwards Ongoing Term 1	

<p>risk of underachievement. CWSN</p>	<p>Training)</p> <hr/> <p>PLG programme - Professional Growth Cycle focusing on the impact of teachers actions on Target learners progress.</p> <hr/> <p>Teaching staff Professional Learning - Reading / Literacy focus - Hauora (Te Whare Tapa Wha model)</p> <hr/> <p>Learner Agency / goal setting around learner assets and Pathways</p> <hr/> <p>MoE Target - Target and Development Plan for reducing inequities in student achievement in reading and writing</p> <hr/> <p>Talented students participate in learning opportunities that provide</p>	<p>knowledge and confidence</p> <hr/> <p>Teachers meet Standards for Teaching expectations acknowledged in goal setting and Professional Growth Cycle documentation `Target Learner posts/reflections follow inquiry model and highlight impacts for our learners across curriculum areas, DSS learner assets, and principle of hauora</p> <hr/> <p>Accelerated progress of Target Learners</p> <hr/> <p>Learner voice reflects improved understanding of the goal setting process and confidence to articulate learning goals, successes and next steps</p> <hr/> <p>Statement of Variance monitoring and evaluation.</p> <p>At every PLG meeting target learners are discussed; identifying actions that are making significant progress and possible next steps</p> <p>Teachers and learning support team collaborative plan explicit learning outcomes and next steps for high needs students</p> <p>Teachers and learning support team meeting regularly to discuss and reflect on progress and next steps</p> <hr/> <p>Talented students' identification processes are evaluated and</p>	<p>Facilitator Leadership</p> <hr/> <p>Leadership team</p> <hr/> <p>Teachers</p> <hr/> <p>Teachers</p> <hr/> <p>Leadership</p> <p>Teachers</p> <hr/> <p>Leadership</p>	<p>Ongoing</p> <hr/> <p>Ongoing</p> <hr/> <p>Term 2 onwards</p> <hr/> <p>Term 1-4</p> <hr/> <p>Term 2-4</p>	
---	---	--	--	---	--

	<p>appropriate support and challenge.</p> <p>Staff engage in developing tools to identify students who are achieving above expectations for their year level.</p> <p>Moderation process involve staff in peer moderation within and across teams</p> <hr/> <p>Professional growth cycle implementation.</p> <ul style="list-style-type: none"> - Mentor teacher group supports development of aspiring leaders - Beginning teacher days & PLG to provide opportunities for professional development on teaching strategies and curriculum knowledge 	<p>developed.</p> <p>Curriculum design and enactment is effective and challenging with opportunities to extend beyond e.g. writing groups, ICAS, EPRo 8.</p> <p>Process and tools are reviewed to identify students who are achieving above their year level pathway goals</p> <p>Planning for differentiation documented</p> <hr/> <p>Evidence in Professional Growth Cycle documentation of teacher growth</p>	<p>Teachers</p> <hr/> <p>Leadership</p> <p>Mentor teachers</p> <p>Team leaders</p>	<p>Term 1-4</p>	
Evaluating for Improvement	<p>Ongoing monitoring and evaluating of the impact of school actions to achieve the strategic goals. Analysing data and using it to identify processes and practices that are effective in supporting continuous improvement towards outcomes for all learners and enable greater levels of engagement, wellbeing, and achievement.</p>	<p>Ongoing evaluation as evidenced in this document.</p>	<p>Principal Leaders Evaluation Partner</p>	<p>Termly from term 1 2022 – 2023</p>	

Strategic Goal 4: Growing belief and common understandings about our David Street School Curriculum

3 year outcomes:

- Curriculum is refreshed to reflect cohesive pathways for learning and our community’s valued outcomes
- Assessment approaches are agentic, student centered and clearly aligned to schools valued outcomes

Links to Kahui Ako Achievement Challenge: Challenge A - Ko tā kaiako kōkiri ako - Teacher Efficacy

Challenge B - Mana Ākonga - Student Agency

Our Current Reality

DSS Curriculum

Completion of the mathematics pathways reflected our current understanding of mathematics progressions. The Reading pathway and goals are needing to be updated to reflect our current professional development.

The pathways enable an alignment of planning, monitoring and reporting of academic progress and achievement systems with whanau. Further involvement of whanau with student goals will enable home school partnerships to grow.

Survey data and voice confirms staff are confident in the use of the pathways and how they are used to support effective and responsive practices.

Community consultation in Health and PE Curriculum in Term 3 2021.

Leadership team professional development with a facilitator began in 2021 to review and reflect on the ‘front end’ of the DSS Curriculum. Further work on this will continue in 2022 with connections, cohesiveness and clarity being investigated.

Initiatives - Programmes of Work	<i>What will happen / Action Plan</i>	Indicators of progress / Evidence / Measure of Success / Outcomes <i>[Against/Impact on the strategic goal]</i>	Who <i>[Responsible Participants]</i>	When <i>[Timeframe]</i>	Evaluation <i>So what, now what</i>
Developing a responsive and effective local curriculum that improves positive outcomes for all learners’ engagement, wellbeing & achievement	Developing our DSS Curriculum Document <ul style="list-style-type: none"> - Front end of our curriculum is updated - Existing documents reviewed and refreshed (old DSS Curriculum) - Facilitator supporting the development of our DSS Curriculum 	Draft DSS Curriculum is developed.	Leadership Teaching staff	By end of Term 3	

	<p>Reading Pathway refresh and review</p> <ul style="list-style-type: none"> - Reviewed by staff - Professional learning with a facilitator to build on pedagogical knowledge - Pathways goals updated on Hero and used in planning and assessment 	<p>Reading pathway is created in used across all levels of school</p>	<p>All staff</p>	<p>By end of 2022</p> <p>Ongoing</p>	
	<p>Health & Wellbeing is actively taught through integrated or specialist classroom programs such as</p> <ul style="list-style-type: none"> - St Johns - Make it Safe programme - Taku Wairua - Sexuality & Relationships - Te Whare Tapa Wha - Cyber Safety & Citizenship - Wellbeing 	<p>Evidenced in team planning documents and reflected</p> <p>Whanau voice involved in the planning of the Sexuality & Relationships aspects of the Health Curriculum</p> <p>Partnerships created between students and whanau through sharing of learning</p>	<p>Teachers</p>	<p>Ongoing</p>	
	<p>Exploring how we plan for integrated agentic learning experiences across the curriculum - Integration of curriculum:</p> <ul style="list-style-type: none"> - Literacy & Communication and Maths & Statistics into all curriculum areas - Language of learning - Learning Process - Learner Assets - Te Ao Maori - Continue to build understanding of Digital Technologies and Learner Agency with a particular focus of connections within the curriculum - Continue to build assessment capability which is aligned with current monitoring systems and established curriculum pathways. 	<p>Integration evident in Reading Pathways</p> <p>Integration evident in DSS Curriculum documents</p> <p>Action plan for 2023 around implementation of our DSS Curriculum</p>	<p>Leadership Teachers</p>	<p>By end of 2022</p>	

	<p>- Integration of elements of students identity, language and culture into the curriculum, teaching and learning</p> <hr/> <p>Te Ao Maori programme and team regularly review of school programmes/curriculum development to include a cultural lens</p> <hr/> <p>Aotearoa Histories in Social Science curriculum</p> <ul style="list-style-type: none"> - Creation of a team to develop our understanding and approach to teaching this area <hr/> <p>Hybrid Learning researched, planned and implemented for students at school and at home.</p>	<hr/> <p>Te Ao Maori team regularly meet to plan Te Ao Maori & Te Reo teaching and integration in all areas of school.</p> <p>Whanau Hui to develop partnerships in to strengthen outcomes for Maori achieving success</p> <hr/> <p>Draft action plan for DSS approach to Aotearoa Histories in Social Science curriculum is developing</p> <hr/> <p>Hybrid Learning practices evidenced in DSS Covid Response Plan</p>	<hr/> <p>Te Ao Maori team</p> <p>Leadership</p> <hr/> <p>Leadership</p> <p>Histories team</p> <hr/> <p>Leadership Teachers</p>	<hr/> <p>Ongoing</p> <p>Term 1, 2 & 3</p> <hr/> <p>Term 2-4</p> <hr/> <p>Term 1</p>	
--	---	---	--	---	--