













Vision: Empowering a community of confident, respectful and adaptable lifelong learners.			
Mission: Encouraging the love of learning in a changing world.			
Principles: High Expectations - Te Tiriti o Waitangi - Cultural Diversity - Inclusion - Learning to Learn - Community Engagement - Coherence - Future focus.			
School Values	National Education Priorities and Enduring Objectives of Education	Cultural Diversity and Te Ao Māori (the Māori world): Commitment to Tangata Whenua (the first people of Aotearoa)	Ko Au (who are we): Special Character
<p>Māia (Courage)</p>  <p>Whakaute (Respect)</p>  <p>Kotahitanga (Unity)</p>  <p>Hiranga (Excellence)</p>  <p>Hauora (Wellbeing)</p>	<p>We believe that:</p> <ul style="list-style-type: none"> Education is a super power. Children who love to learn are able to use their talents to positively influence a changing world. <p>We are committed to:</p> <ul style="list-style-type: none"> Putting student’s and their wellbeing and learning at the centre of everything we do. Equity for every learner so that educational opportunities and outcomes are within reach for every learner. Providing an inclusive learning environment that is culturally responsive and safe. 	<p>We aim for all children to:</p> <ul style="list-style-type: none"> Experience educational success and achievement, from a platform of belonging and connection to place and people. Have equitable opportunities to access a future-focused, local and culturally relevant curriculum. <p>We will:</p> <ul style="list-style-type: none"> Value Māori as Tangata Whenua and actively participate in activities related to Te Reo Māori me ōna tikanga (the language and the way of Māori) as outlined in our Māori Achievement Plan. Embed the Key Principles of Te Tiriti o Waitangi – protection, partnership, and participation – into the fabric of our school. 	<p>We will:</p> <ul style="list-style-type: none"> Celebrate the uniqueness of being a small rural school offering two learning pathways – Pakiri and Montessori. Live the school whakatauki (motto): Ko Tahī te Hīkoi Whakamua (Forward Together). Uphold and honour the key priorities and uniqueness of both learning pathways. Value Ngāti Manuhiri (Hapu) and Ngāti Wai (Iwi) as Mana Whenua.

Annual Strategic Plan 2020

G O A L S	Domain 1: Kaitiakitanga (Governance)  Strategic Goal 1: Effective Board Governance: <ul style="list-style-type: none"> • Student achievement-focused • Future/environment focused • Wellbeing focused • Effective systems & processes 	Domain 2: Rangatiratanga (Leadership)  Strategic Goal 2: Effective Principal Leadership <ul style="list-style-type: none"> • Improved teaching • Improved learning • Professional management 	Domain 3: Whanaungatanga (Partnership)  Strategic Goal 3: Effective Partnerships: <ul style="list-style-type: none"> • Actively engaged community • Positive community wairua • One school, stronger together 	Domain 4: Marau Mātauranga (Curriculum)  Strategic Goal 4: Effective teaching and learning: <ul style="list-style-type: none"> • Learning is student-focused (with a particular focus on priority students) • Teaching practice is future-focused
A C T I O N S	<ul style="list-style-type: none"> • <u>Systems Focus:</u> Develop and implement an annual work-plan ensuring all legal requirements are met • <u>Student Achievement Focus:</u> Board to regularly consider and discuss Charter, Strategic and Annual Aims. • Fund a Digital Technologies Package • <u>Future focus:</u> Library refurbishment and develop a plan for \$50K capital injection (property) • Continue discussion with the Ministry of Education (MOE) to find solutions to classroom shortfall • Community consultation & decision on continuing with Montessori pathway • <u>Wellbeing focus:</u> Funding and support for staff wellbeing & a positive 	<ul style="list-style-type: none"> • Principal leads a school-wide self-review focused on Tataiako Cultural Competencies, The Pasifika Education Plan, Standards and Code of Ethics • The Principal will provide a well-designed and clearly communicated teacher development process • Principal leads collaborative planning to determine deliberate teacher actions to meet priority learning targets • Monitor the progress against the school wide goals and develop responsive programmes to meet these goals. • Demonstrates leadership through participating in professional learning & appraisal • The Principal build's leadership 	<ul style="list-style-type: none"> • 100% parent engagement with school charter review • Engage wider community input into the charter review • Promote 100% parent engagement with learning conferences • Newsletters (3 x termly) , Seesaw & website regularly share school life & learning • Hold termly open mornings & education evenings • Invite iwi and whanau to consult & develop a shared vision/understanding of what success in learning is and to develop key priorities to embed into the school's framework • Seek feedback and guidance from Te Ropu Manaaki o Pakiri • Critical reflection and partnership by the staff to 	<ul style="list-style-type: none"> • Student and whanau voice regarding learning is collected formally (T 1 & 3) • A consistent language of learning is developed school-wide to support student agency • Assessment of learning is shared within the learning process with learners and with whanau via Seesaw • Moderation processes for assessment of learning are developed across the curriculum • Teachers plan collaboratively to implement inquiry method of learning • Undertake teaching inquiry to determine what factors impact how individualised education can be implemented school wide to support deep individual learning opportunities • Digital/Technology school wide overview created with evaluation

	<p>workplace culture</p> <ul style="list-style-type: none"> • Undertake a needs analysis of support roles 	<p>capacity by recognising and developing leadership potential in teachers</p> <ul style="list-style-type: none"> • The Principal extends the schools moderation process by connecting with Kahui Ako partners which leads to school wide expectations of learning and understanding of levels of and progressions of learning. • The Principal undertakes a school wide review of job descriptions 	<p>develop a well school work culture</p>	<p>of schools technology landscape (hardware and software)</p>
<p>O U T C O M E S</p>	<ul style="list-style-type: none"> • The Board of Trustees (BOT) leads the direction of the school, and plans for, monitors and celebrates achievement of expected outcomes • The school buildings and grounds are cared for, safe, and meet student learning and wellbeing needs • A well work culture is prioritised and fostered amongst the staff and school 	<ul style="list-style-type: none"> • The Principal is meeting expected Teacher and Leadership standards as evidenced by external appraisal • The Principal can show evidence between leadership actions and improved achievement results in mid and end of year Principal's results. • The school has professional systems that are well managed and communicated 	<ul style="list-style-type: none"> • Successful partnerships between school and home, support positive learning outcomes for students • Partnership between school and Iwi builds a Māori Achievement plan that reflects local priorities • 100% of students feel that they belong and are valued members of the school • 85% of students are meeting the MOE 94% attendance rate expectations • The community is stronger with the school and the school is stronger with the community • Staff survey term 1 & 4 demonstrate improved staff well work culture 	<ul style="list-style-type: none"> • Students work from co-constructed Personalised Learning Plans which inform all teaching and learning. • Student voice surveys show the development of student agency towards their learning • Priority learners are identified (T1) and have prominent focus in teaching inquiry, learning and reporting to BOT • Accelerated progress in Reading for Year 2 learners currently below expected level of progress • A cohesive, connected local school curriculum is developed and embedded into all teaching and learning school-wide • Digital learning outcomes are evident in student Personalised Learning Plans • Purchase of digital hardware and software to reach learning outcomes identified as part of Digital/Technology school wide planning

Strategic Plan	2021	2022
<p>Domain 1: Kaitiakitanga (Governance)</p>  <p>Strategic Goal 1: Effective Board Governance: Student achievement-focused Future/environment focused Wellbeing focused Effective systems & processes</p>	<p><u>Systems:</u> Monitor and review effectiveness of annual work plan. <u>Student Achievement focus:</u> Board continue to regularly consider and discuss Charter, Strategic and Annual Aims with a focus on priority learners success as defined in Māori Education plan and through community consultation. <u>Future Focus:</u> Cyclical Maintenance of property and upgrades implemented. Confirmation of solutions for second classroom from MOE implemented on confirmation from community to continue Montessori Pathway. <u>Wellbeing Focus:</u> Support staff self review of teaching and learning practice. Review Graduate profile is still inline with community values.</p>	<p><u>Systems:</u> Continue to monitor and review effectiveness of annual work plan. <u>Student Achievement focus:</u> Board to consult with the community on Charter, Strategic and Annual Aims. Review Maori Education plan through consultation with iwi. <u>Future Focus:</u> Review systems to future proof schools leadership and staff professional development for explored future roll growth. <u>Wellbeing Focus:</u> Prioritisation of wellbeing is evident in measurement of student success.</p>
<p>Domain 2: Rangatiratanga (Leadership)</p>  <p>Strategic Goal 2: Effective Principal Leadership Improved teaching Improved learning Professional management</p>	<p>Implementation of outcomes from 2020 Principal led self-review of KaHikitia and the Pasifika Education Plan. Continue to lead review and reflection on Standards and Code of Ethics with teachers. Review and develop professional development plans, that the teachers are agentic of, school wide. Continue collaborative planning process, and initiate student co-construction of planning for and assessment of learning. Clarity of levels of and progression of learning is evident in school wide formal and informal reporting; with a focus to showing learner progress over time. Professional management systems continue to be reviewed and automated.</p>	<p>Review implementation of culturally responsive teaching and learning and the impact of these initiatives on teaching and learning. Continue co-constructed (with students) collaborative teacher planning for learning and assessment of learning. Professional management systems fully automated school wide.</p>
<p>Domain 3: Whanaungatanga (Partnership)</p>  <p>Strategic Goal 3: Effective Partnerships: Actively engaged community Positive community wairua One School, stronger together</p>	<p>Continue to engage with the wider community, incorporating connections and feedback from Te Rōpū Manaaki within the local curriculum development. Seek a community member/group to support 'Pakiri Press' while lower senior numbers at the school. Set annual plan targets to reflect the Māori Action plans developed definition of 'Māori success as Māori' and local priorities. Initiate opportunities to up-skill parents/whanau about educational initiatives (eg. Language of curriculum for reporting). Continue to contribute to the shared goals of the Mahurangi Kahui Ako.</p>	<p>Students and staff driving engagement with the wider community developing reciprocity with and service to the community. Develop the schools profile as a hub for learning for the wider community. Continue to provide education opportunities for parents/whanau that support the learning needs of the school and community. Continue to contribute to the shared goals of the Mahurangi Kahui Ako.</p>
<p>Domain 4: Marau Mātauranga (Curriculum)</p>  <p>Strategic Goal 4: Effective teaching and learning: Learning is student-focused (with a particular focus on priority students) Teaching practice is future-focused</p>	<p>Review processes for early identification and tracking of students needing acceleration and extension to ensure equitable outcomes. Review implementation of PRIME mathematics programme in Kauri Room. Inquiry method of learning is embedded within teacher practice. Teachers build proficiency with understanding of digital curriculum and use of digital technologies for learning. Students continue to co-construct Personalised Learning Plans and begin to identify how to assess their own learning. Local curriculum is reviewed with a future focus for connection to Pakiri. Leadership development plan for students to be constructed and enacted.</p>	<p>Ongoing use of Personalised Learning Plans, along with defined identification and tracking processes continue to ensure equitable outcomes for all students. The Inquiry method of learning (students learning) informs the development of local curriculum. Digital outcomes are reviewed school wide. Student leadership plan reviewed.</p>

Māori Achievement Plan

Overarching goals: This action plan will validate the vision of Pakiri School; Empowering a community of confident, respectful and adaptable lifelong learners.

The School values will underpin day to day decision making, action and outcomes.

Principles: High Expectations - Te Tiriti o Waitangi - Cultural Diversity - Inclusion - Learning to Learn - Community Engagement - Coherence - Future focus.

Priority Areas of Change

Teaching and Learning	Relationships	Connections
<ul style="list-style-type: none"> Principal leads a school-wide self-review of Tataiako: Cultural competencies for teachers of Māori learners Principal/Teachers drive a development of an action plan for improving cultural competencies for teachers across the school Teachers regularly self review against Tataiako Cultural competencies Maori will define success as Māori at all levels; Iwi, whanau, and individual, and the measurement of this concept. Principal/Teacher will set high expectations of learners in line with Māori definition of success. A continued focus on weekly te reo learning affirming mana whenua. BOT Iwi Rep to facilitate the development of cultural capacity within Pakiri School eg. Sharing knowledge or Karanga, Whaikorero with tamariki and kaiako so that Powhiri can be hosted by the school if required. 	<ul style="list-style-type: none"> Principal and BOT to offer opportunities for local iwi and hapu to have a voice during the school charter review process Wānanga: Consultation with local iwi and whanau when developing a shared understanding of 'excellence' Teachers provide opportunities for students to waiata, haka, karakia, and share their pepeha, and mihimihi both formally and informally Principal/Teachers promotes positive relationships through a developing understanding of Māori learners identities, cultures and background Leader to consult Jake Tahitahi to facilitate a discussion of how Dynamics Theory (Pono, Tika, Aroha) can guide interactions between stakeholders of Pakiri School 	<ul style="list-style-type: none"> Principal/Teachers purposely build authentic partnerships with Mana Whenua. Eg. Engaging with Kaumatua and Kuia to learn about the whakapapa of Mana Whenua. Principal/Teachers to connect with communities through significant events. Eg. Matariki School Community to participate in working bees and hui at Omaha Marae Celebration of learning is authentic to Mana Whenua and the school values Iwi Rep to support the continued advocacy for Kaitiakitanga of our local area

Outcomes

<ul style="list-style-type: none"> Principal/Teachers have a strengthened understanding of cultural competencies which are recorded as part of an ongoing appraisal system Māori success as Māori is evident in school wide assessment data Tikanga Maori me te reo maori competency is evident in daily interactions at school 	<ul style="list-style-type: none"> Mana whenua objectives are affirmed through our school charter A school wide understanding of excellence is communicated and evident through teaching and learning Opportunities for sharing cultural knowledge are evident in school wide planning. 	<ul style="list-style-type: none"> Learning that is place based and authentic to Mana Whenua is evident in school wide planning and celebration of learning Sustaining reciprocal and respectful relationships between mana whenua and Pakiri School are developed
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Maia
(Courage)



Whakaute
(Respect)



Kohitahitanga
(Unity)



Hiranga
(Excellence)



Hauora
(Wellbeing)

Curriculum and Raising Achievement Plan - LITERACY



<p>Curriculum and Raising Achievement Plan - Literacy</p> <p>Strategic Goal: Domain 2: Rangatiratanga (Leadership)</p> <p>Strategic Goal 2: Effective Principal Leadership that improves teaching and learning Strategic Goal 4: Effective teaching and learning that is student focused (with a particular focus on priority students), and that is future focused</p> <p>Annual Targets: By the end of 2020. Year 1-2 Students identified as priority groups make accelerated progress. All students working within level 1+ and show value added/progress from start to end of year. Year 3-4 Students identified as priority groups make accelerated progress. All students working within level 2+ and show value added/progress from start to end of year. Year 5-6 Students identified as priority groups make accelerated progress. All students working within level 3+ and show value added/progress from start to end of year. Year 7-8 Students identified as priority groups make accelerated progress. All students working within level 3- 4+ and show value added/progress from start to end of year.</p>	<p>Expected Outcomes</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading independently & for enjoyment • Reading to inquire & across the curriculum • Reading to gain meaning • Reading mileage increased • All targets are achieved <p>Writing</p> <ul style="list-style-type: none"> • Writing independently & for enjoyment • Writing to inquire & across the curriculum • Writing purposely • All targets are achieved
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Priority Areas	Actions	Timeline	Expected Outcomes
Raise the level of achievement for Māori & Pasifika children	Review current practice and consider Māori learning styles & effective curriculum for Maori learners through a school wide self review of KaHikitia and the Pasifika Education Plan.	Term 2	Local curriculum is aligned & developed through relationships with Māori learners, whānau, hapū and Māori communities learning environments, and teaching approaches and practice, as per Tataiako Cultural competencies for teachers.
Effective school wide systems and processes that will support improved practice for all Maori & Pasifika students	Internal PD - focus on assessment tools for reading. External PD - inquiry learning focus to nurture agency in literacy learning <ul style="list-style-type: none"> • In Class observation of agency of literacy in action • Meeting with leadership to review findings • Review our own school & teaching practices. • Whanau voice is gathered as part of annual review process. 	Term 2 & 3 PD Term 1 & 4 voice collection	Student and whanau voice reports increase in the agency of literacy learning. Observations of literacy in action show development of increasing agency over literacy learning through inquiry learning. Termly data show progress in literacy learning of all students identified as priority groups in Term 1.
Learning Support programmes and initiatives lead to accelerated achievement of priority groups.	Data trends reviewed and priority groups identified. Priority group surveyed for reading habits and genre preference. Teachers inquire into evidenced based learning support that fits the needs and potentials of our priority groups. Learning support initiated and reviewed.	Term 1 data collection and identification of priority groups/survey. Term 2 programs fully initiated. Termly data reflection on impact of interventions.	Learning support programs are implemented with staffing and systems that support effective teaching. Termly reflection shows that teachers are inquiring into the effectiveness of interventions and adapting accordingly. Priority groups make accelerated progress over the year in identified learning areas.

Graduate Profile

OUR Pakiri Graduate

<h3>Taha Matauranga</h3> <p>At Pakiri, we aspire for graduates with these skills and knowledge:</p> <ul style="list-style-type: none">● Experience with Digital Technology (how to use, critique and decide when it's appropriate)● Creative thinking ability● Leadership qualities● Conversational Te Reo Māori● Appreciation of the arts● Developed numeracy, literacy, problem solving, presentation and reflection skills through research	<h3>Taha Tinana</h3> <p>At Pakiri, graduates have physical health skills and experiences including</p> <ul style="list-style-type: none">● Practical (hands-on) skills● Freedom to be fit and healthy● Kapa Haka opportunities● Self-awareness● Out of the classroom learning opportunities● Ecological sensitivity from working with and for the land
<h3>Taha Hinengaro</h3> <p>The thinking, feeling and behaviour of our graduates reflects these aspirations:</p> <ul style="list-style-type: none">● Adaptability - of thinking● Resilience● Curiosity and is Inquiring● Honesty and authenticity● Confidence and is empowered● Social Skills● Respect for others and of others● Passion and is Engaged in learning● Belonging - to feel safe	<h3>Taha Whānau / Whenua</h3> <p>We value relationships with people and land</p> <ul style="list-style-type: none">● Relationships with community, peers, parents and people that care for them.● Connection to the land and its local knowledge● Connections to College● Reciprocal relationships● Intergenerational conversation skills● Knowledge of whakapapa