

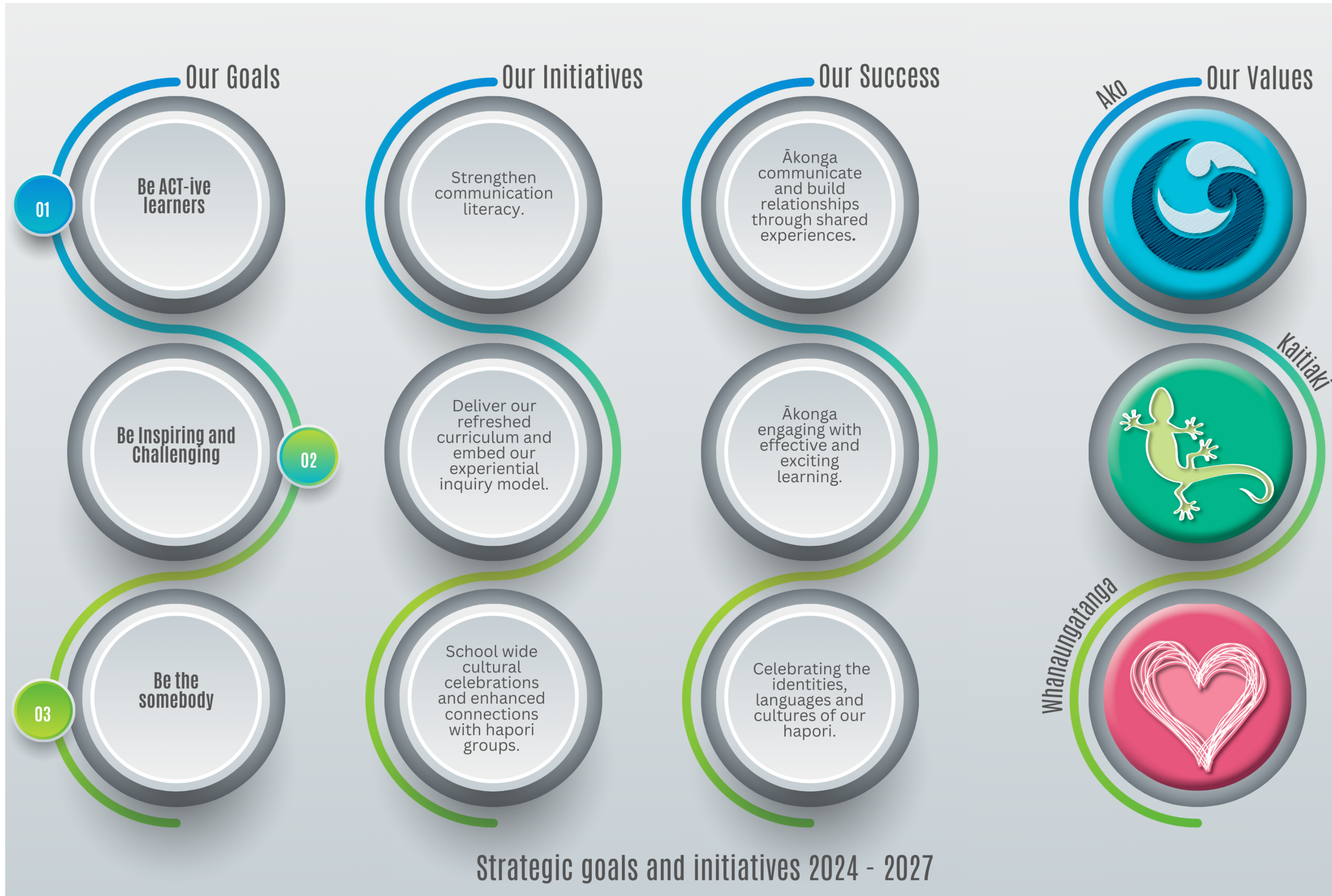


***Pegasus Bay***  
*Te Kura o Manga Kawari*

**Inspiring and challenging adventurers, creators and thinkers.**

Strategic Plan 2024 -2027

# Inspiring and challenging adventurers, creators and thinkers.



# Measurement Plan - Goal 1: Be an ACT-ive learner

2024 - 2027

Initiatives	Key Partners	Key Outcome	Measures	Sense Making - Analysing Integrated Data Sources	Endpoint	Success Statement
<p>Implement a consistent writing programme.</p> <p>Expose students to a wider range of communication literacy so that better understand their world.</p>	School Trustees	More learners as capable writers.	<ul style="list-style-type: none"> <li>E-Asttle assessment - Beginning and end of year (Yr 4 - 8) RPT Annually</li> <li>JWA - Beginning and end of year (Year 1 - 3) Rpt Annually</li> <li>Mid term writing sample analysed. All years. Rpt Annually</li> <li>Complete ALG document. Keep to term by term format. 2024/ 2025 only.</li> <li>Complete the rubric in relation to the to previous terms teaching and learning. Evidence of each area shift.</li> <li>Safer online survey. Annually.</li> <li>Learning evaluation question. Teachers collect student responses to the question, "Do you think you will be safer online because of this lesson? Why?, Why not?"</li> <li>Partnership evaluations - Partners evaluate their experience/ impact in relation to the initiatives.</li> </ul>	<p>What is this combined data telling us about movement towards our outcomes?</p> <p>Deep Dive Session Leadership and staff data analysis?</p>	Achievements:	<p>Ākonga communicate and build relationships through shared experiences.</p>
	Staff				Learning to date:	
	Students				Review:	
	PD Providers	Teachers will have improved capability in writing delivery.				
	MOE	Improved learner capability across all aspects of the communication literacy rubric.				
		Students are safer online.				



# Measurement Plan - Goal 2: Be inspiring and challenging

2024 - 2027

Initiatives	Key Partners	Key Outcome	Measures	Sense Making - Analysing Integrated Data Sources	Endpoint	Success Statement
<p>Deliver and track our refreshed local curriculum and embed our experiential inquiry model.</p>	School Trustees	Learning and teaching that reflects our community.	<ul style="list-style-type: none"> <li>• Collect evidence of the school curriculum document in practice: planning - action - outcome. Shared and curated at the conclusion of each term. (Staff planning sessions) Rpt annually to 2026</li> <li>• Observations of the actions.</li> <li>• Complete the tracking document for 2023 and 2024 to end. Rpt annually to 2027</li> <li>• At the beginning of 2025 assess the year 6, year 5 and year 4 cohort on their understanding of each stage of the inquiry. (Rpt in 2026 and 2027 with same yr cohorts.)</li> <li>- Assessment questions</li> <li>- Evidence</li> <li>• Partnership evaluations - Partners evaluate their experience/ impact in relation to the initiatives.</li> </ul>	<p>What is this combined data telling us about movement towards our outcomes?</p> <p>Deep Dive Session - Leadership and staff data analysis?</p>	Achievements:	<p>Ākonga engaging with effective and exciting learning.</p>
	Staff				Learning to date:	
	Students				Review:	
	PD - Providers	Learners will experience a breadth of learning contexts.				
	Curriculum lead					
	Parents	By the end of year 6, learners can independently follow the experiential inquiry model.				



# Measurement Plan - Goal 3: Be the Somebody

2024 - 2027

Initiatives	Key Partners	Key Outcome	Measures	Sense Making - Analysing Integrated Data Sources	Endpoint	Success Statement
School wide cultural celebrations and enhanced connections with hapori groups	School Trustees	Cultural celebrations are inclusive	<ul style="list-style-type: none"> <li>Community Survey - 'Do you feel you are represented at our kura?' Baseline and end of year. (Capture broad audience perspective) Term 4, 2024 - term 4, 2025</li> <li>Internal evaluation - What hapori groups have we directly engaged, that were identified as key partnerships. Identify, baseline and end of year. Term 4, 2024 - term 4, 2025</li> <li>Audit using a rubric of identified actions for visible representation of various hapori. Rubric developed, baseline and end of year. Term 4, 2024 - term 4, 2025</li> <li>Partnership evaluations - Partners evaluate their experience/ impact in relation to the initiatives.</li> </ul>	<p>What is this combined data telling us about movement towards our outcomes?</p> <p>Deep Dive Session Leadership and staff data analysis?</p>	Achievements:	Celebrating the identities, languages and cultures of our hapori.
	Staff	Hapori groups are more connected to kura			Learning to date:	
	Students				Review:	
	Hapori Groups				<p>Learners will see their culture visibly represented throughout kura</p> <p>Know who our key partners and how to best connect</p>	





# Strategic Roadmap

	Year 1				Year 2				Year 3				Year 4					
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3	TERM 4		
Goal 1 Be ACT-ive Learners	Assessment Capture and analysis				Assessment Capture and analysis				Assessment Capture and analysis				Assessment Capture and analysis					
	ALG - Writing (Understanding)								ALG - Writing (Embedded)				ALG - Writing (Embedded and Review)					
			Develop Rubric, Initial Evaluation of current state			Evaluate using Rubric and action identified steps		Evaluate using Rubric and action identified steps		Evaluate using Rubric and action identified steps		Evaluate using Rubric and action identified steps				Evaluate using Rubric and action identified steps		
			Complete online safety survey	Be safe online online Programme											Be safe online online Programme			
Goal 2 Be Inspiring and Challenging	Introduce new Local Curriculum				Explore New Local Curriculum				Embed Local Curriculum				Evaluate Local Curriculum					
				Complete Tracking Document				Complete Tracking Document				Complete Tracking Document				Complete Tracking Document		
			Trial Experiential Inquiry Model	Experiential Inquiry Model - Phase 1				Experiential Inquiry Model - Phase 2				Experiential Inquiry Model - Phase 3						
Goal 3 Be the Somebody					Community Survey - How are we doing?								Community Survey - How are we doing?			Community Survey - How are we doing?		
				Establish New role - Community Connector	Community Connector leads engagement Initiatives and school wide evaluations				Community Connector leads engagement Initiatives and school wide evaluations				Engagement Initiatives					
					Student Survey - What could we do better?								Student Survey - What could we do better?					

# Implementation Plan - Goal 1: Be an ACT-ive learner

2025

Initiative/s	NELP Priority	Ka Hikitia	Specifics: What are the key actions?	Measurable: How can we measure progress and know if we've successfully achieved this goal?	Achievable: Do we have the people, skills, time and resources required to achieve this goal?	Relevant: Is this action aligned with our strategic goal?	Time Bound: What is the deadline for completion and is it realistic?
Implement a consistent writing programme	3, 4, 6, 7	1, 3	<ul style="list-style-type: none"> <li>• PD for staff x 3 session per term</li> <li>• ALG focus on Writing practice</li> <li>• Continue Moderation sessions at key capture points.</li> <li>• Alignment to new curriculum</li> <li>• Teacher observations each term</li> <li>• AsTTLe assessment</li> <li>• Junior Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• AsTTLe assessment to monitor progress</li> <li>• Junior Writing Assessment to monitor progress</li> <li>• ALG outcome</li> <li>• Mid year writing sample.</li> </ul>	<p>YES</p> <ul style="list-style-type: none"> <li>• People - PD facilitator, DP and staff.</li> <li>• Time - has been allocated during staff meeting and ALG sessions. Development over a 2 year period.</li> <li>• Skills - PD facilitator and DP</li> <li>• Resources - PD funding allocated and literacy allocation in budget.</li> </ul>	<p>YES</p> <p>Specifically aligns with being ACT-ive learners.</p>	<p>Staff learning and implementation by the end of 2025.</p>
Expose students to a wider range of communication literacy to better understand their world.	1, 2, 4	2, 3	<ul style="list-style-type: none"> <li>• Inquiry cycle as a driver for learning to better understand how we communicate.</li> <li>• Communication Literacy Rubric</li> <li>• Online safety programme - Rob Cope</li> <li>• Parent Night - Rob Cope</li> <li>• Digital Contracts</li> <li>• Quick evaluation questions after each session. Record responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric used to evaluate effectiveness of integration of communication literacy.</li> <li>• Collate responses from end of session question. Observe trends.</li> </ul>	<p>YES</p> <ul style="list-style-type: none"> <li>• People - Principal, DP and staff.</li> <li>• Time - timetable sessions for both inquiry and online safety work.</li> <li>• Skills - Principal, Staff and Rob Cope.</li> <li>• Resources - Budget allocation for Rob Cope.</li> </ul>	<p>Yes</p> <p>Specifically aligns with being ACT-ive learners.</p>	<ul style="list-style-type: none"> <li>• Rubric completed at the end of 2024. Actioned from 2025 twice a year.</li> <li>• Online programme will cycle in and out every 2 years. 2025 is an on cycle to complete 10 sessions across the year.</li> </ul>



# Implementation Plan - Goal 2: Be inspiring and challenging

2025

Initiative/s	NELP Priority	Ka Hikitia	Specifics:	Measurable:	Achievable:	Relevant:	Time Bound:
Deliver our refreshed local curriculum.	2, 4, 5	2, 3, 4	<ul style="list-style-type: none"> <li>• Staff engage with the new document for term planning.</li> <li>• Review term context to refine the cycle content.</li> <li>• Unit evaluations of primary learning and teaching content.</li> <li>• Observations of non-core content learning and teaching. 2 PY</li> <li>• Whole staff planning session each term</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the school curriculum in practice:                             <ul style="list-style-type: none"> <li>- Planning</li> <li>- Actions</li> <li>- Outcomes</li> </ul> </li> <li>• Observations of actions.</li> </ul>	YES <ul style="list-style-type: none"> <li>• People - Curriculum team, staff</li> <li>• Time - Staff meetings, planning sessions and whole year roll out.</li> <li>• Skills - Curriculum team and staff buy in.</li> <li>• Resources - Time allocation and budget allocation.</li> </ul>	YES This aligns with the being inspiring and challenging.	<ul style="list-style-type: none"> <li>• Whole year to roll out this new curriculum.</li> </ul>
Track our curriculum progress with new tracking tool.	4,6	3	<ul style="list-style-type: none"> <li>• Staff complete document at the conclusion of each term.</li> <li>• Long term Planning to address gaps .</li> <li>• Identify annual PD needs based on gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Curate links to evidence learning and teaching.</li> <li>• Analysis of document tracking document.</li> </ul>	YES <ul style="list-style-type: none"> <li>• People - Team leaders, DP, Principal</li> <li>• Time - Staff meetings, team meetings</li> <li>• Skills - Digitally capable, knowledge of form.</li> <li>• Resources - Budget allocation, physical resources.</li> </ul>	YES This aligns with the being inspiring and challenging.	<ul style="list-style-type: none"> <li>• Whole year to roll out this new tracking form.</li> <li>• Term by term allocation to ensure accurate completion</li> </ul>
Embed our experiential inquiry model	2, 4, 6	3	<ul style="list-style-type: none"> <li>• Introduce the model</li> <li>• PD to explore and understand the stages.</li> <li>• Use the road map planning model for inquiry planning</li> <li>• Team planning sessions</li> <li>• Create Tracking document for the relevant cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of model comprehension by students, Yr 4, 5 and 6.</li> <li>• Evidence of student comprehension</li> <li>• Partnership evaluations</li> </ul>	YES <ul style="list-style-type: none"> <li>• People - Principal, staff, students.</li> <li>• Time - staff meetings, timetabling.</li> <li>• Skills - Staff understand the model</li> <li>• Resources - As required.</li> </ul>	YES This aligns with the being inspiring and challenging.	<ul style="list-style-type: none"> <li>• Whole year to roll out this new curriculum.</li> </ul>





# Implementation Plan - Goal 3: Be the Somebody

2025

Initiative/s	NELP Priority	Ka Hikitia	Specifics:	Measurable:	Achievable:	Relevant:	Time Bound:
School wide cultural celebrations	1, 2, 5, 7	1, 2, 3, 4	<ul style="list-style-type: none"> <li>Community connect role established.</li> <li>Survey our community about our current events and possible new events.</li> <li>Run planned school events</li> </ul>	<ul style="list-style-type: none"> <li>Survey data</li> <li>Attendance at school events</li> </ul>	YES <ul style="list-style-type: none"> <li>People - Community Connector, Principal</li> <li>Time - Event time allocated, release time allocated</li> <li>Skills - CC has great interpersonal capability</li> <li>Resources - Budget allocation</li> </ul>	YES This aligns with our goal of being the somebody.	<ul style="list-style-type: none"> <li>Survey time is term , 2025.</li> <li>End of year for established connections and implemented events.</li> </ul>
Enhanced connections with hapori groups.	1, 3, 5	1, 2, 3, 4	<ul style="list-style-type: none"> <li>Identify key hapori groups.</li> <li>Connection Survey to groups</li> <li>Identify connection opportunities, plan and then action.</li> </ul>	<ul style="list-style-type: none"> <li>Survey data</li> <li>New Initiatives established with identified groups</li> </ul>	YES (Same as above)	YES This aligns with our goal of being the somebody.	<ul style="list-style-type: none"> <li>Survey time is term , 2025.</li> <li>End of year for established connections and implemented events.</li> </ul>

