



BELONGING ACTION PLAN 2024

OUR GOALS	CREATING A VALUES-BASED CULTURE OF WELL-BEING AND CARE STRATEGIC GOAL 1 NELP 1	CONNECTING WITH COMMUNITY STRATEGIC GOAL 2 NELP 4	DELIVERING HIGH-QUALITY TEACHING AND LEARNING STRATEGIC GOAL 3 NELP 2&3	BUILDING EFFECTIVE LEADERSHIP CAPACITY AND CAPABILITY STRATEGIC GOAL 4 NELP 3	BEING A RESPECTED EMPLOYER OF CHOICE STRATEGIC GOAL 5 NELP 5
EXPECTED OUTCOMES	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for Impact	Attracting, developing and retaining staff
OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and ti kanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
CONSULTATION EVIDENCE	ANNUAL COMMUNITY SURVEY/STAFF SURVEY/STUDENT WELLBEING SURVEY/IWI - NGA POTIKI/KAHUI AKO/ MAORI WHANAU HUI/ PASIFIKA AIGA FONONO/ COMMUNITY LEADERS FORUM/STUDENT ENGAGEMENT DATA - AREA				

Nga Pou embed:	Toitū te Tangata, Toitū te Whenua, Toitū te Moana, Toitū te Tiriti
Link to Annual Plan goal:	Creating a values-based culture of well-being and care
Key Leadership Inquiry foci:	People thrive in an environment where they are confident, well connected and proud of who they are
What shifts do I expect will occur?:	<p>A culture of belonging will permeate across the school This culture will be evident through a range of aspects of school life. These will include:</p> <ul style="list-style-type: none"> - Student groupings - Student group activities and experiences - Transitions between specific year groups i.e 6 - 7, 8 - 9, 10 - 11 - This would also include School leavers and Y13 leavers - Generate alumni forum - Values are known, understood and recognised - Number of pastoral incidents will decline - Systems to support well-being will be evident in curriculum and school wide - Curricular and co-curricular opportunities for students to engage
Key evidence and hunches underpinning this plan for 2024:	<p>The hunch is that a strong school culture will enhance student and staff experience at school and solidify positive connections.</p> <p>An Indigenous Ocean - 2023 Belonging - 2021 Te Marautanga o Aotearoa - 2017 Wayfinding Leadership - 2015</p>

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		

	<ul style="list-style-type: none"> ● Kotahitanga across the school is slowly happening ● Some systems support this and others do not ● Pockets of different culture still evident in some areas ● Results in a lack of clarity for students and also lack of belonging as a result ● Values and Care are not visibly widespread 		
INVESTIGATION	What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.		
	<ul style="list-style-type: none"> ● Student voice on where they see values and where they do not ● Whānau voice around 'transition' ● Connect with past pupils ● View the schedule of events that contribute to creating culture ● Gauge impact of events in terms of contributing to culture 		
COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	<ul style="list-style-type: none"> ● Create a framework of opportunities and events that includes the following: ● Strengthen the Mana Waka as a means of creating a sense of belonging ● Explore intentional transition experiences for students in Year 7, Year 9, Year 10 and Year 13 ● Create 'graduation'/ 'pūmautanga' events and/or rituals to signify change in years and stages ● Connect students with opportunities that have positive impact with their peers and the wider community 		
PRIORITISING AND TAKING ACTION	Considering possible options in light of the 'what works' evidence. Being clear about what needs to change and what doesn't. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> ● Use the Whare Tapawhā framework as a means of targeting holistic well-being ● Provide experiences that safely move students out of their comfort zones ● Despite the differences, provide a scaled approach so there is consistency across all levels of the school ● Ensure leadership - students and staff - is factored in to actions and approaches taken so that behaviours are modelled 		
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> ● Create a measure of impact ● Review all actions taken ● Gather student, staff and community voice ● Monitor through a Te Ao Māori lens for shifts and improvements 		

TE REO ME NGĀ TIKANGA MĀORI ACTION PLAN 2024

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OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and ti kanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
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Nga Pou embed:	Toitū Te Tiriti, Toitū Te Tangata
Link to Annual Plan goal:	Building effective leadership capacity and capability
Key Leadership Inquiry foci:	
What shifts do I expect will occur?:	Increased staff capacity for leading and using Te Reo and Tikanga Māōri
Key evidence and hunches underpinning this plan for 2024:	There is intent and a bubbling desire to embrace this in peoples professional practice

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		
	<ul style="list-style-type: none"> Erratic use of Te Reo Māori Limited understanding of Tikanga A willingness to learn but also a fear of getting something wrong Existing lack of understanding feeding ignorance Fear of the unknown A desire to be navigated through an approach A preference for someone to lay the groundwork so it can happen 'without the need to be in the trenches' 		
INVESTIGATION	What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.		
	<ul style="list-style-type: none"> What level and/or experience do staff have already Where and/or when is it visible in the kura What is the gap between students and their whānau knowledge and expectations and classroom reality How has quality PLD landed or what are the barriers to ensuring it lands 		

COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	<ul style="list-style-type: none"> • A schoolwide strategy that encompasses PLD for staff • And the growth of Te Reo and Tikanga across a range of levels • Te Reo and Tikanga can be taught in context • Poutama Pounamu framework • Work with whānau to discuss further needs and wants for Te Ao Māori at the kura • How can whānau be involved in that? • Captured in a schoolwide strategy 		
PRIORITISING AND TAKING ACTION	Considering possible options in light of the ‘what works’ evidence. Being clear about what needs to change and what doesn’t. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> • Framework can apply across the school, intersecting at many different junctures as required • Work with Mana Whenua to inform and guide application of tikanga • A scaled approach to cater for different levels of understanding • Axe poor and misinformed practice • Is self-sustaining 		
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> • External feedback on framework • Feedback and reflection from those who undertake the PLD • Ensure PLD programs target the different levels of need • Follow up to ensure PLD turns into practice • Look for evidence in schoolwide settings 		



LEADERSHIP INQUIRY ACTION PLAN 2024

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Nga Pou embed:	TOITŪ TE TANGATA
Link to Annual Plan goal:	Connecting with our Community
Key Leadership Inquiry foci:	Engaging partnerships with local business and other community leaders will result in ‘friend and fundraising’ investment
What shifts do I expect will occur?:	Improved positive relationships with local businesses and other community leaders will lead to a more engaged, supportive and resource-rich kura
Key evidence and hunches underpinning this plan for 2024:	Engagement with local businesses and community leaders occurs in many different areas of the school. How can this be consolidated and improved ?

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What’s going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		
	<p>“The school is an integral part of our community and that the community is integral to the school. Our focus on authentic and relevant learning offers opportunities to develop positive partnerships with the community and whānau”. I Ropati.</p> <ul style="list-style-type: none"> Pāpāmoa College is a rapidly growing school in a rapidly growing community Rapid growth has meant we have outgrown our space and strained our resources. Resource allocation to meet the growing roll is challenging due to budget constraints Community engagement is a balancing act of the needs and expectations of the growing community while maintaining a strong sense of community It also, has lead to increased resources and opportunities for students, new programmes, extracurricular activities and facilities Greater cultural and ethnic diversity within the kura, fostering a more inclusive environment Community Breakfasts and events with local businesses leaders Sponsorship - VIP passes to production and events for sponsors Relationships with community groups to be developed further Our Kura needs to become the hub of the community Some strong relationships with suppliers and businesses Business Directory and Billboard sponsorship is a start to building relationships 		Term 2

	<ul style="list-style-type: none"> ○ Huge multi million dollar resource is underutilised and sitting vacant over the evening, weekend and holidays. ○ International Student programme has involved community through homestay/agents/international students ○ Communication Plan - new website, social media direct communications ○ Community engagement is happening in many areas around the school, how do we improve this? How do we make it deliberate 		
INVESTIGATION	What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.		
	<ul style="list-style-type: none"> ● Gather information from the community on their understanding of engagement and initiatives they would like to see the programmes they think we run and if they feel their Hauora is being managed positively at Pāpāmoa College. ● Is what we are doing working for the community and the kura ● Map the ideas to our strategic plan <p>Annual Plan Financial Budget</p>		Term 2
COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	Complete a community engagement survey Depending on the outcome of the community survey, form a plan linking to our annual goals on our strategic plan		Term 2
PRIORITISING AND TAKING ACTION	Considering possible options in light of the 'what works' evidence. Being clear about what needs to change and what doesn't. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	Action will be based on the outcome of the community engagement survey		
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	Gather feedback from community leaders and staff Budget monitoring	BRW	2025



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Nga Pou embed:	TOI TŪ TE TANGATA, TOI TŪ TE TIRITI
Link to Annual Plan goal:	Strategic Goal 3; Strategic Goal 4
Key Leadership Inquiry foci:	<p>INQUIRY</p> <ul style="list-style-type: none"> Strong literacy and numeracy skills help students learn and contribute to the community. <p>INQUIRY FRAMING</p> <ul style="list-style-type: none"> How can we lead our staff to effectively deliver strong literacy and numeracy programmes that enhance students' competency and their ability to contribute to the community?
What shifts do I expect will occur?:	<p>Through a coordinated and strategically focused literacy and numeracy programme, teachers will employ targeted teaching strategies, utilise quality assessment practices, and leverage data and evidence to enhance literacy skills and numeracy proficiency across all areas of Pāpāmoa College. Our literacy and Numeracy leads will support this with a clear, well-defined action plan.</p> <ul style="list-style-type: none"> Literacy and Numeracy areas of focus will be clear, well defined and understood across the school. A Strategic Plan for Literacy and Numeracy 2024-26 will be developed and implemented. Teaching & Learning / Data and Evidence / Assessment Literacy and Numeracy lead roles will be well defined and will coordinate across the school. Support wananga will be in place in the lead-up to the Common Assessment Activities (CAAs)
Key evidence and hunches underpinning this plan for 2024:	<p>The inquiry will focus on the leadership of literacy and numeracy across Pāpāmoa College. This will involve exploring how a strategically focused plan can enhance literacy skills and numeracy proficiency across all areas of Pāpāmoa College.</p> <ol style="list-style-type: none"> What specific teaching strategies are currently being used in our literacy and numeracy programs, and how do these align with our strategic objectives for enhancing student competency? How are we training and supporting our teachers to use quality assessment practices, and how has this impacted student outcomes in literacy and numeracy? In what ways are data and evidence being used to inform and adjust our literacy and numeracy teaching practices? What components are included in the action plan developed by our literacy and numeracy leads, and how does this plan facilitate the integration of targeted strategies across all areas of the curriculum?

The investigation will involve gathering data through various methods, including working with the Literacy and Numeracy leads. The data will be used to identify patterns, trends, and areas for improvement related to the use of structured literacy and numeracy programmes across the school.

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
<p style="text-align: center;">NOTICING</p>	<p>What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.</p>		
	<p>The scope of this leadership inquiry, "Strong literacy and numeracy skills help students learn and contribute to the community," will include the leadership of effective literacy and numeracy development encompassing Teaching and learning, Data and Evidence, and assessment.</p> <p>Noticings</p> <ul style="list-style-type: none"> ● We have a number of literacy and numeracy initiatives actively employed across the school. ● However, there is a lack of coordination of these strategies across all areas of the school. ● Understanding becomes more limited and varied moving from the Junior School to the Senior School. ● Literacy and numeracy are still synonymous with English and Mathematics. ● Literacy and numeracy leads are in place, however, role requirements are hazy. ● The introduction of the Common Assessment Activities (CAAs) has put pressure on the Year 10 / 11 space and highlighted the need for a coordinated approach. ● Data from the CAAs have become a useful data metric. ● Approx 140 Year 11 have not yet attained their Co-requisite. ● The newly formed coalition government has made indications that literacy and numeracy will be a major focus moving forward. 	MCS	TERM 1
<p style="text-align: center;">INVESTIGATION</p>	<p>What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.</p>		
	<p>Collection of existing data</p> <ul style="list-style-type: none"> ● Identify and investigate current approaches to targeting literacy and numeracy at Pāpāmoa College. ● Review and analyse current tools (both diagnostic and summative) for assessing literacy and numeracy levels across the school. ● Review and analyse current literacy and numeracy assessment tasks and procedures. <p>Collection of new data</p> <ul style="list-style-type: none"> ● Designing methods to collect both qualitative and quantitative data from a range of sources such as CAA comparative data, teacher interviews, classroom observations, and other appropriate data <p>Review literature and research to identify best practices and effective strategies for literacy / numeracy education in schools.</p>	MCS / WIL / OCA	TERM 1
<p style="text-align: center;">COLLABORATIVE SENSE-MAKING</p>	<p>Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.</p>		
	<p>Data Analysis</p> <ul style="list-style-type: none"> ● The data collected will be analysed using appropriate tools and methods to identify patterns, trends, and relationships. ● Use the data analysis to identify strengths and weaknesses in the current practices related to access to resources in the school, as well as potential opportunities for improvement. <p>Perspective Taking</p> <ul style="list-style-type: none"> ● Invite input and feedback from stakeholders, including teachers, students, parents, and community members, to ensure that diverse perspectives and experiences are considered in the sense-making process. <p>Shared Understanding</p> <ul style="list-style-type: none"> ● Develop a shared understanding of the findings and conclusions of the investigation. ● Identify key implications for practice related to enhancing literacy skills and numeracy proficiency across all areas of Pāpāmoa College. ● Identify areas where further investigation or action may be necessary and develop recommendations for addressing these issues. 	MCS	TERM 1 - 3

PRIORITISING AND TAKING ACTION	Considering possible options in light of the ‘what works’ evidence. Being clear about what needs to change and what doesn’t. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<p>Strategic Plan</p> <ul style="list-style-type: none"> • Develop a Literacy and Numeracy Strategic Plan alongside Literacy and Numeracy leads for the next three (3) years. • Identify key areas of focus. • Present DRAFT Literacy & Numeracy Strategic Plan 2024-26 to SLT for ratification <p>Literacy & Numeracy Leads</p> <ul style="list-style-type: none"> • Clearly define the roles • Develop leadership confidence and capability • Develop an Annual Work Plan based on Literacy & Numeracy Strategic Plan 2024-26 <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Identify and investigate approaches for targeting literacy and numeracy at Pāpāmoa College. • Explore opportunities to collaborate across learning areas to identify common language and concepts used throughout the kura. • Identify and develop key areas of literacy and numeracy for professional learning development. <p>Data and Evidence</p> <ul style="list-style-type: none"> • Review and analyse current tools (both diagnostic and summative) for assessing literacy and numeracy levels across the school. • Comprehensive analysis of literacy and numeracy data (including CAAs) is undertaken; identifying trends, patterns, and areas of strength and weakness. • Identify and develop metrics for tracking and reporting literacy and numeracy progression to whānau, as well as begin to explore demonstrating ‘value added’. <p>Assessment</p> <ul style="list-style-type: none"> • Review and analyse current literacy and numeracy assessment tasks and procedures. • Provide opportunities for staff to build an understanding of learning progressions and how they apply to literacy and numeracy. • Investigate and develop strategies for the sharing of quality exemplars of student learning in literacy and numeracy. <p>Support Measures</p> <ul style="list-style-type: none"> • Scheduled wananga in the lead-up and surrounding the CAAs to support the successful attainment of the NCEA co-requisite. 	MCS	TERM 2
		MCS	TERM 1, 2
		WIL / OCA	TERM 2,3
		MCS / WIL / OCA	TERM 2,3
		MCS / WIL / OCA	TERM 2,3
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> • Timelines are clear and adhered to. • Taking a clear strategic approach in which the evidence will inform practice. • Collaboration is key and regular feedback from our SLT teams is essential. 		ONGOING



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Nga Pou embed:	TOITŪ TE TANGATA,
Link to Annual Plan goal:	Strategic Goal 1; Strategic Goal 3
Key Leadership Inquiry foci:	<p>INQUIRY</p> <ul style="list-style-type: none"> When our vision and values are well understood and lived, they will permeate through everything we do. <p>INQUIRY FRAMING</p> <ul style="list-style-type: none"> How can we ensure that our vision and values are effectively understood and integrated into all aspects of our organisation's activities and practices?
What shifts do I expect will occur?:	<p>A well-defined, scalable, and accessible set of values is integrated into the educational experience, with staff, students, and the community actively engaging in and benefiting from a values-based education. The skills and capabilities that embody these values are clearly identified, fostering a culture where the community not only understands but lives these values in all aspects of learning and interaction.</p> <ul style="list-style-type: none"> Our values will be clearly defined, scalable and accessible to staff/students and the community. Will be able to explicitly design for and deliberately deliver a values-based education in all learners' experiences. A profile of skills and capabilities of those living our values are clearly defined.
Key evidence and hunches underpinning this plan for 2024:	<p>The inquiry will focus on building on the newly developed values at Pāpāmoa College. This will involve exploring how to develop these values into an explicit, scalable, and accessible set of values that can be integrated into the daily educational experience at the kura. Specifically, the investigation will seek to answer the following questions:</p> <ol style="list-style-type: none"> What are the key indicators of each value, and how are they used to enhance the learning experience? How can a well defined values based be implemented, and what impact can this have on student learning outcomes? How can the introduction of threshold concepts identify troublesome or tricky learning? How are teachers and students currently engaging with our values, and how is this impacting learning outcomes? How can an appropriate and meaningful metaphor / narrative strengthen our values? <p>The investigation will involve gathering data through various methods such as surveys, focus groups, and analysis of student work. The data will be used to identify patterns, trends, and areas for improvement related to the appropriate use and thoughtful integration a values based education in our kura..</p>

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
<p style="text-align: center;">NOTICING</p>	<p>What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.</p>		
	<p>The scope of this leadership inquiry for the "When our vision and values are well understood and lived, they will permeate through everything we do. " will include the use of engaging with staff / students / whānau / community in the perspective taking and development of key indicators, threshold concepts and progressions.</p> <p>Noticings</p> <ul style="list-style-type: none"> ● We have an opportunity to build on our newly introduced school values ● Our past experiences with values have been one of a passive interaction (posters on a wall) ● There is a limited or varied understanding of the meaning of our new values. ● There is a gap between the values as a concept and the explicit teaching of these in our classrooms practice. ● Research into threshold concepts as presented an opportunity to signposted troublesome / tricky knowledge. ● Need to address the need for scalable progressions. ● The language of our values will need to be accessible to all (Year 7-13, staff, community). ● Values need to associated closely with meaning learning dispositions. ● There is an opportunity to create a meaningful narrative. 	<p>ROP / MCS</p>	<p>TERM 1</p>
<p style="text-align: center;">INVESTIGATION</p>	<p>What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.</p>		
	<p>Collection of existing data</p> <ul style="list-style-type: none"> ● Student unpacking of newly introduce values. ● Unpacking dispositions of learning associated with previous values. ● Exemplars of effective values based education in schools. <p>Collection of new data</p> <ul style="list-style-type: none"> ● Designing methods to collect both qualitative and quantitative data from a range of sources such as student surveys, teacher interviews, community consultation, classroom observations, and other appropriate data <p>Review literature and research to identify best practices and effective strategies for values based education in schools.</p>	<p>STAFF / ROP / MCS</p>	<p>TERM 1</p>
<p style="text-align: center;">COLLABORATIVE SENSE-MAKING</p>	<p>Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.</p>		
	<p>Data Analysis</p> <ul style="list-style-type: none"> ● The data collected will be analysed using appropriate tools and methods to identify patterns, trends, and relationships. ● Use the data analysis to identify strengths and weaknesses in the current practices related to access to resources in the school, as well as potential opportunities for improvement. <p>Perspective Taking</p> <ul style="list-style-type: none"> ● Invite input and feedback from stakeholders, including teachers, students, parents, and community members, to ensure that diverse perspectives and experiences are considered in the sense-making process. <p>Shared Understanding</p> <ul style="list-style-type: none"> ● Develop a shared understanding of the findings and conclusions of the investigation. ● Identify key implications for practice related to developing values based education to enhance the learning experiences. ● Identify areas where further investigation or action may be necessary and develop recommendations for addressing these issues. 	<p>MCS</p>	<p>TERM 1 - 3</p>
<p style="text-align: center;">PRIORITISING AND TAKING ACTION</p>	<p>Considering possible options in light of the 'what works' evidence. Being clear about what needs to change and what doesn't. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.</p>		

	<p>Key Indicators</p> <ul style="list-style-type: none"> • Invite input and feedback from stakeholders, including teachers, students, parents, and community members, to guide the development of the key indicators of our values. • Unpacking the input and feedback to land on DRAFT key indicators (three) for each value. • Present recommendations for feedback. <p>Threshold Concepts / Powerful Learning</p> <ul style="list-style-type: none"> • Develop leadership confidence and capability into threshold concepts. • Workshop threshold concepts / powerful learning statements for each value and corresponding key indicator. • Complete DRAFT threshold concepts / powerful learning statements for each value and corresponding key indicator. • Invite input and feedback from stakeholders. <p>Progression Development</p> <ul style="list-style-type: none"> • Develop scaleable progressions based on Threshold Statements (Passive/Performative/Proactive) • Develop “I can” statements for each Threshold progression. • Present DRAFT for feedback. • Invite input and feedback from stakeholders. <p>Narrative Development</p> <ul style="list-style-type: none"> • Investigate and develop an appropriate narrative / metaphor for our new values ensuring they are accessible and connected. • Work along stakeholders and DUP to craft this narrative. • Draft graphics and visuals to accompany this narrative and breath life into our value. <p>Communicate and present to the community for 2025.</p> <ul style="list-style-type: none"> • Ensure that all stakeholders are aware of our values / key indicators and powerful learning concepts. . 	<p>MCS</p> <p>MCS / SLT</p> <p>DP</p> <p>DUP / MCS</p> <p>ROP</p>	<p>TERM 2</p> <p>TERM 2</p> <p>TERM 2,3</p> <p>TERM 3</p> <p>TERM 4</p>
<p>MONITORING AND EVALUATING IMPACT</p>	<p>Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies</p>		
	<ul style="list-style-type: none"> • Timelines are clear and adhered to. • Taking a clear strategic approach in which the evidence will inform practice. • Collaboration is key and regular feedback from our SLT teams is essential. 		<p>ONGOING</p>



LEADERSHIP INQUIRY ACTION PLAN 2024

OUR GOALS	CREATING A VALUES-BASED CULTURE OF WELL-BEING AND CARE STRATEGIC GOAL 1 NELP 1	CONNECTING WITH COMMUNITY STRATEGIC GOAL 2 NELP 4	DELIVERING HIGH-QUALITY TEACHING AND LEARNING STRATEGIC GOAL 3 NELP 2&3	BUILDING EFFECTIVE LEADERSHIP CAPACITY AND CAPABILITY STRATEGIC GOAL 4 NELP 3	BEING A RESPECTED EMPLOYER OF CHOICE STRATEGIC GOAL 5 NELP 5
EXPECTED OUTCOMES	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for Impact	Attracting, developing and retaining staff
OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and ti kanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
CONSULTATION EVIDENCE	ANNUAL COMMUNITY SURVEY/STAFF SURVEY/STUDENT WELLBEING SURVEY/IWI - NGA POTIKI/KAHUI AKO/ MAORI WHANAU HUI/ PASIFIKA AIGA FONONO/ COMMUNITY LEADERS FORUM/STUDENT ENGAGEMENT DATA - AREA				

Nga Pou embed:	Toi Tū Te Tangata
Link to Annual Plan goal:	Creating a values based culture of wellbeing and care.
Key Leadership Inquiry foci:	Improved processes for students through more effective learning transitions will remove barriers to achievement.
What shifts do I expect will occur?:	Less requests for class changes in Year 9 and 10. Improved clarity on transition for both students and parents.
Key evidence and hunches underpinning this plan for 2024:	With a change in our school systems, spaces and structures, our student transition especially in Year 9 needs to be reviewed.

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		
	<ul style="list-style-type: none"> Our Year 6-7-8 transition is detailed. Time is spent profiling students, talking to teachers and making the best decisions we can based on data. We still get some of them wrong but have a process to fall back on. 	LEA + REM + CAV	Term 3 & 4
	<ul style="list-style-type: none"> Our Year 6 promotion visits, orientation day and meeting the teacher are all good opportunities to connect students and whānau with our school. 	LEA + LLCS + Deans + HOLAS/AHOLAS	Term 2, 3 & 4
	<ul style="list-style-type: none"> Our Year 8-9 whānau class placements seemed rushed. This resulted in many students wanting to change class. 	LEA + Deans	Term 2
	<ul style="list-style-type: none"> Keeping students in the same whānau class from Year 9-13 should reduce the desire to change classes in Year 10, 11, 12 and 13. 	DUP + BYR	Term 4
	<ul style="list-style-type: none"> Our Year 8, 9, 10, 11 transition block and assembly went well. It was smooth and efficient. Students and teachers appreciated time with their whānau classes prior to the holidays. Should we extend this to a full day? 	LEA + Teachers	Term 4
	<ul style="list-style-type: none"> Our open evening needed to include specific workshops for Year 6 students and parents and Year 8 students and parents. These workshops could include information on the transition, key members of staff, option selection and how it may differ from the previous year. 	SLT	Term 2 & 3

	<ul style="list-style-type: none"> We could offer a drop in section during the meet the teacher evening for both Year 6 parents and Year 8 parents to once again cover the key changes their children will face as they transition into the next year group. The key areas in transition are Year 6 to Year 7 and Year 8 to Year 9, Year 10 to 11. Our other year groups transitions should become smoother due to our new system of staying in the same whānau class from Year 9-13. (out of school) Keeping our students within a waka for their whānau class may connect them with their waka. The majority of requests for whānau class moves were based on students wanting at least one friend to connect with. Could camp's be a part of this transition process? Year 7, 8, 9, 13? Do graduations help to close transition chapters? Year 8, Year 10?, Year 13 Data handover to new whānau teachers - Year 8 to 9. ACHIEVEMENT - LINK CURRICULUM AND LEARNING WITH TRANSITION 	LEA + Deans + LLCS	Term 3
		DUP + BYR	Term 4
		DUP + BYR	Term 4
		-	
		SLT	Term 2
		SLT + Deans + Teachers	Term 3
INVESTIGATION	What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.		
	<ul style="list-style-type: none"> Conversations with our contributing school Deputy Principal's. I would like to invite them in for coffee and talk about transition. Is there anything we are missing? Our Year 7, 8, 9 and 10 Deans. What have they noticed? What do they feel we need to work on and why? Student feedback. How do our clients find transition? Especially in the Year 8 - 9 space. How many class changes did we make in Year 7-8 v Year 9? Transition data from local Primary Schools What data do we gather now? SPK 	LEA + LLCS + Deans	Term 2
		LEA + Deans	Term 2
		Students	Term 3
		Deans	Term 2
COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	<ul style="list-style-type: none"> Data from voice - DP's, deans, students Data from class changes - evidence based 	LEA + Deans + Contributing schools	Term 2 & 3
PRIORITISING AND TAKING ACTION	Considering possible options in light of the 'what works' evidence. Being clear about what needs to change and what doesn't. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> Include specific Year 7 information during open evening. Connect curriculum between Year 6-7 Improve the information gathered for transition from Year 8 to 9. Include a closing chapter for intermediate - Year 8 graduation 	LEA + Deans + Contributing schools	Term 2, 3 & 4
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		

	<ul style="list-style-type: none">• The feedback we receive from the community regarding our open evening• The feedback we receive from our contributing schools• The number of changes made in Year 9 classes• The feedback we receive from teachers and deans regarding the revised transition process from Year 8 to 9• The feedback we receive from the Year 8 graduation	LEA + Deans + Contributing schools	Term 2, 3 & 4
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LEADERSHIP INQUIRY ACTION PLAN 2024

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EXPECTED OUTCOMES	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for Impact	Attracting, developing and retaining staff
OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and ti kanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
CONSULTATION EVIDENCE	ANNUAL COMMUNITY SURVEY/STAFF SURVEY/STUDENT WELLBEING SURVEY/IWI - NGA POTIKI/KAHUI AKO/ MAORI WHANAU HUI/ PASIFIKA AIGA FONONO/ COMMUNITY LEADERS FORUM/STUDENT ENGAGEMENT DATA - AREA				

Nga Pou embed:	Toi Tū Te Tangata
Link to Annual Plan goal:	Creating a values based culture of well-being and care, Being a respected employer of choice.
Key Leadership Inquiry foci:	Strong hauora programmes for staff and students will enable them to consistently feel good about themselves and others
What shifts do I expect will occur?:	Positive staff members and students make excellent teachers and learners.
Key evidence and hunches underpinning this plan for 2024:	We do lot's of things but do they help improve the Hauora of staff and students? How are we making this deliberate in design and explicit in communication?

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		
	<ul style="list-style-type: none"> - Do staff and students know what Hauora is? - What does feeling good about yourself mean? This is different for everyone. How can we have a programme that caters for multiple views on Hauora? - Do the current programmes we run link directly with Hauora? - Everyone will have a different opinion on the things that create a positive Hauora programme. - Have we surveyed staff and students regarding their thoughts on Hauora? - How do we communicate our Hauora programme to staff and students? This may not be explicit. - Would staff and students be able to name what we do and how it impacts their Hauora in a positive way? 	LEA + TUR	Term 1

Here is what I can see that we currently do for staff and student Hauora:

Staff:

- Morning teas
- Staff drinks
- Mentoring of staff
- Attempt to communicate clearly and ahead of time
- Be visible
- Offer leadership opportunities
- Involving staff in school wide initiatives
- Incentive for co curricular involvement
- Increasing standards across the school

Students:

- Offer a variety of opportunities - sports, arts, clubs, culture
- Offer support services
- Have whānau teachers
- Give regular progress updates
- Are tough on poor behaviour
- Celebrate success - excellence mornings, awards in assembly etc
- Encourage diversity
- Waka events

Possible factors that impact STAFF Hauora:

- The number of meetings
- How the timetable impacts their teaching programmes
- Behaviour pathways
- Feeling like they understand their/our purpose
- Feeling like school wide systems work
- Clarity on organisation
- Clear communication
- Understanding who they can go to for help
- Seeing things are as fair as possible within the school
- Seeing the SLT are doing their bit - supporting uniform, behaviour, grooming, giving clarity on process/systems
- Feeling valued
- Morning tea's
- Staff drinks/social functions

Possible factors that impact STUDENT Hauora:

- Having friends in their classes/at lunch
- Learning being engaging and meaningful
- Feeling a connection with their teachers
- Feeling safe - eg from bullying/fights/intimidation
- Having teams/clubs to join
- Options/classes
- Transition
- Feeling like they know what they are doing/need to do with their learning

- How do we know that what we are doing actually has a positive impact on staff and student Hauora?

- We are not often targeting the taha tinana side of Hauora.

- Hauora for staff will possibly connect to their core role - teaching & learning. How can we make them feel valued and like they are making a difference? Strong systems and process.

	- How do our “at risk” learners programmes enhance Hauora for both staff and students?		
INVESTIGATION	What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.		
	<ul style="list-style-type: none"> - We need to get information from staff and students on their understanding of Hauora, the programmes they think we run and if they feel their Hauora is being managed positively at Pāpāmoa College. - We need to list what we currently do and evaluate if it matches the feedback from staff and students. Is what we are doing working for our clients? - Can we call in Sir Mason Durie for some advice? - Make sure we don’t over survey staff - Map the ideas to our strategic plan 	LEA	Term 2
COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	<ul style="list-style-type: none"> - We will complete the NZCER wellbeing survey for both staff and students. (31.5.24 and 4.6.24.) - This will give us some accurate data regarding both staff and students feelings about their Hauora. 	LEA, Staff	Term 2
PRIORITISING AND TAKING ACTION	Considering possible options in light of the ‘what works’ evidence. Being clear about what needs to change and what doesn’t. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> - Action will be based on the survey data. I will map the feedback from the surveys against the hunches I have and see if it correlates. - Implement the “coaching programme” for a group of teachers to trial. Link the impact on Hauora. - Implement a schedule of “at risk” learners programmes 	LEA + TUR LEA LEA	Term 2
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> - We will need to re survey staff and students to measure the impact of any new additions to the Hauora programme. - We can also gather data from discussions with staff and students. - Have we implemented our at risk learners programmes? 	LEA	2025



LEADERSHIP INQUIRY ACTION PLAN 2024

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EXPECTED OUTCOMES	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for Impact	Attracting, developing and retaining staff
OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and ti kanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
CONSULTATION EVIDENCE	ANNUAL COMMUNITY SURVEY/STAFF SURVEY/STUDENT WELLBEING SURVEY/IWI - NGA POTIKI/KAHUI AKO/ MAORI WHANAU HUI/ PASIFIKA AIGA FONONO/ COMMUNITY LEADERS FORUM/STUDENT ENGAGEMENT DATA - AREA				

Nga Pou embed:	TOITŪ TE TANGATA
Link to Annual Plan goal:	Strategic Goal 2 (NELP 4), Strategic Goal 1 (NELP 1)
Key Leadership Inquiry foci:	The presence of respected relationships with parents & whānau will contribute to the well-supported environment of the school.
What shifts do I expect will occur?:	Our community are advocates who appreciate our vision and are actively involved in the school. Community members feel a sense of belonging through the creation of authentic opportunities for engagement across our diverse community.
Key evidence and hunches underpinning this plan for 2024:	How can we define ‘respected’ relationships and how do we build and maintain these? Will a focus on Year 7 parents and whānau give insight into how to foster respectful relationships? How can we ensure that we are responding to our community feedback in ways that parents and whānau feel supported and in turn, support our vision?

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What’s going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		
	<ul style="list-style-type: none"> How do our parents and whānau view/define respected relationships and what do they want from us as a kura? Are there ‘priority groups’ within the school? Whānau are traditionally well involved with primary schools but involvement drops off as they progress through our school. Why is this? Can we get some feedback from our primary school colleagues? Should we target Year 7 parents and whānau to help us build a picture of why this shift occurs and what we could do as a kura to foster respectful relationships? We have introduced opportunities to engage with a more diverse range of whānau via Pasifika fono, whānau hui but are there other groups we are missing. We have a growing population of Indian students. Are we reaching their whānau? Feedback in the past from parents and staff indicates that communication has been a problem. We have addressed some historical concerns about school direction and development via our new vision and values and have invited the community to give feedback on these via drop in seminars held on whānau interview evenings and various Whānau hui held for new courses i.e Te Aronga Tika and also understanding NCEA. Does this opportunity help parents and whānau feel valued and respected? Do all whānau take up this opportunity? 	MUL	Term 2

	<ul style="list-style-type: none"> • Communications has improved significantly across a number of platforms. There are areas for improvement still which may feed into how parents and whānau view respectful relationships. There could be ways to further improve communications such as a school app? Schools in this region use apps to communicate with whānau. This could be a way to engage with more reluctant community members? This also includes our students who have limited ways of accessing information outside of email, KAMAR notices during Whānau time and hui like assembly. There is a student portal, Te Kupenga, which is currently underutilised. This is potentially a place for future development as students and whānau may view being well informed as being well respected. • Previous surveys of the community highlighted concerns with both communications and consultation. There have been a number of measures put in place to combat this (most notably offering more opportunity to consult with community via information evenings, digital platforms, drop in hui during parent interviews) which have been positively supported by whānau that have attended. • Parents and whānau may have their own historical issues when engaging with school. Some have had varied experiences with their own schooling and with other kura. How can we reach the parents that do not engage with us so that we can build respectful, working partnerships with them? 		
<p style="text-align: center;">INVESTIGATION</p>	<p>What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.</p>		
	<ul style="list-style-type: none"> • A starting point for this inquiry will be to revisit parent and community feedback from previous surveys to collect some existing data. This will be key in determining if there were any trends across different year groups, ethnic groups, gender. Were there any insights into how parents view the school, respectful relationships and feeling well supported by the school that we can use to build an action plan? Did parents feel that changes to grooming and behaviour standards in 2023 promoted respect? • We will then need to gather some insights from current parents and whānau members through surveys or interviews. Year 7 whānau are a potential starting point ? What are their perceptions of the school's atmosphere, their level of involvement, and the impact of their relationship with the school on their child's education? How do they view respectful relationships and what can the school do to promote these? • There is potential to gather data from our primary school colleagues on how they foster positive relationships with their whānau and how we might learn from their kaupapa. • Is there any literature or research we can draw inspiration or information from (for example https://nzcurriculum.tki.org.nz/Principles/Community-engagement-principle) 	<p>MUL</p>	<p>Term 2</p>
<p style="text-align: center;">COLLABORATIVE SENSE-MAKING</p>	<p>Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.</p>		
	<p>Data Analysis</p> <ul style="list-style-type: none"> • Previous data will be analysed to determine any trends across different year groups, ethnic groups, gender. Were there any insights into how parents view the school, respectful relationships and feeling well supported by the school that we can use to build an action plan? Did parents feel that changes to school standards in 2023 promote respect? Are there any insights from our local primary schools? <p>Identifying Key Stakeholders</p> <ul style="list-style-type: none"> • Analysis of data from key stakeholders (Year 7 parents and whānau) will be carried out to determine whether this group's perceptions are different and how they view positive relationships when working in partnership with the school. • Collaboration will be key. Holding focus groups may be a next step. These groups should include a diverse range of parents and whānau members (identified by an initial survey) to delve deeper into their experiences. We should encourage open discussion about their expectations, concerns, and suggestions for strengthening parent-school relationships. • Current school strengths and weaknesses will be identified via input and feedback from stakeholders, including teachers, students, parents, and community members, to ensure that diverse perspectives and experiences are considered in the sense-making process <p>Shared Understanding</p> <ul style="list-style-type: none"> • Develop a shared understanding of the findings and conclusions of the investigation. • Identify key implications for practice related to strengthening positive relationships with our Year 7 whānau • Identify areas where we can promote or modify current practices to benefit our whole school community 	<p>MUL</p>	<p>Term 2-3</p>

PRIORITISING AND TAKING ACTION	Considering possible options in light of the 'what works' evidence. Being clear about what needs to change and what doesn't. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> Identifying strengths and weaknesses in our current practice to formulate an strategic action plan going forward Review the best ways to use our communications channels for maximum impact - make sure we are consistently targeting the right audiences with the right communications? Have we created platforms that are accessible to all? Do whānau feel valued and supported through this process? Is there a need for a school app or similar? Review opportunities that allow us to engage with our parent community like community breakfasts, feedback/drop in sessions at parent conferences have been good places to connect with those parents and whānau. Can we expand on this via local news publications/community noticeboard? Collaborate on student support with parents and whānau to support students' holistic development. This could involve sharing resources, addressing individual student needs, and fostering a sense of shared responsibility for student success Identify staff who may be interested in collaborating on a strategy to analyse information and determine an action plan going forward 	MUL	Term 2-3
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> Timelines are clear and adhered to. Taking a clear strategic approach in which the evidence will inform how we develop and maintain positive relationships with our parents community Collaboration is key and regular feedback from our SLT teams is essential. Continuously monitor the impact of our actions on parent-school relationships and the overall school environment using data and feedback to assess what is working well and where adjustments are needed. 		Ongoing



LEADERSHIP INQUIRY ACTION PLAN 2024

OUR GOALS	CREATING A VALUES-BASED CULTURE OF WELL-BEING AND CARE STRATEGIC GOAL 1 NELP 1	CONNECTING WITH COMMUNITY STRATEGIC GOAL 2 NELP 4	DELIVERING HIGH-QUALITY TEACHING AND LEARNING STRATEGIC GOAL 3 NELP 2&3	BUILDING EFFECTIVE LEADERSHIP CAPACITY AND CAPABILITY STRATEGIC GOAL 4 NELP 3	BEING A RESPECTED EMPLOYER OF CHOICE STRATEGIC GOAL 5 NELP 5
EXPECTED OUTCOMES	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for Impact	Attracting, developing and retaining staff
OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and ti kanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
CONSULTATION EVIDENCE	ANNUAL COMMUNITY SURVEY/STAFF SURVEY/STUDENT WELLBEING SURVEY/IWI - NGA POTIKI/KAHUI AKO/ MAORI WHANAU HUI/ PASIFIKA AIGA FONONO/ COMMUNITY LEADERS FORUM/STUDENT ENGAGEMENT DATA - AREA				

Nga Pou embed:	Toi Tū Te Tangata, Toi Tū Te Tiriti
Link to Annual Plan goal:	Delivering High-Quality Teaching and Learning
Key Leadership Inquiry foci:	Where strong effective systems are in place, students will be well-supported- <i>Pastoral processes and systems are robust and data informed (PC4L)</i>
What shifts do I expect will occur?:	<p>Long term: Shared culture around student behaviour and learning expectations for students, staff and community that is developed in conjunction with our PC vision and values. <i>“The Pāpāmoa Way”</i></p> <p>Short term: Development of a PC4L- SW team</p> <ul style="list-style-type: none"> Restorative practices introduced through PL in term 1/3, linking to the annual focus goal of using a restorative approach in all aspects of the school to maintain the mana of all and support mutually respectful relationships. Development of expectations and practices amongst the staff Changes to pastoral referrals for behaviour and well-being Behavioural referrals decrease Stand down and suspension data decrease Restorative practice school wide
Key evidence and hunches underpinning this plan for 2024:	<ul style="list-style-type: none"> What are our higher expectations around learning and behaviour Aligning our behaviour expectations/pastoral space with the Annual Plan/Focus Behavioural Data from 2023 was historically high- > 120 SD/SUP Do we have practices that match the given contexts of those involved i.e. Classroom practices of teachers Takes a community approach, not ‘2 people to look after 400’- is it shared responsibility Rates of Māori and Pasifika pastoral entries

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
<p style="text-align: center;">NOTICING</p>	<p>What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.</p>		
	<ul style="list-style-type: none"> ● The school currently lacks a shared vision of pastoral care and student behaviour expectations. Systems have been put in place around consequence and follow-up, but not much exists or has been lost around prevention. Ambulance at the top vs. bottom. ● This has been due to the changes at the kura over the more recent past (2-3 years). Structures and roles have changed. <i>This has been represented in the following noticings:</i> <ul style="list-style-type: none"> ○ Poor behaviours in the Junior School ○ Truancy ○ Online bullying, social media, vaping ○ Limited pathway options for at-risk students ○ Transitioning of students ○ Reduction of allocated Whānau time impacting behaviour/attendance/engagement /achievement follow-up. ○ Dean / DP heavy pastoral workload ○ Maori and PI students over represented in discipline data 	ORM	TERM 1
<p style="text-align: center;">INVESTIGATION</p>	<p>What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.</p>		
	<p>PB4L-SW</p> <ul style="list-style-type: none"> ● Desired student outcomes inform and drive systems, practices and decisions based on data. ● Systems support the selection, development and durability of good practice ● Effective systems and practices result in useful data and are guided by decisions about data ● Overtime systems, practices and decisions based on data lead to actual behavioural and academic outcomes for students <p>Data collection</p> <ul style="list-style-type: none"> ● School-Wide Evaluation Tool ● Tier 1 action plan ● NZCER survey ● External PC4L assessment- SW <p>Collection of existing data</p> <ul style="list-style-type: none"> ● KAMAR <ul style="list-style-type: none"> ○ Pastoral incidents relating to social media, vaping, phones <p>1. Kahui Ako contributing school data</p> <p>Collection of new data</p> <ul style="list-style-type: none"> ● Designing methods to collect both qualitative and quantitative data from a range of sources such as student surveys, teacher interviews, classroom observations, and data on academic achievement and pastoral support. ● How are other kura managing relationship-based strategies and structures? Are there methods effective? <p>School-Wide Evaluation Tool (SET)- This research-validated instrument is used each year to evaluate the implementation of PC4L-SW. The SET results are used to assess the essential features that are in place, to determine annual action plan goals, and to compare year-by-year progress in establishing effective supports for positive behaviour.</p>	TERM 2-3	ORM, SPI, PRI, LEE

COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	<ul style="list-style-type: none"> ● Draw on components of data from the PC4L-SW tools ● implementation is supported by monitoring, evaluation, and decision making linked to important, measurable outcomes and based on solid data. ● Implementing PC4L-SW is a transparent process that includes well-planned consistent communication ● Actions and strategies for staff to implement into their practice/development 	TERM 3	ORM, LEE, SPI, PRI
PRIORITISING AND TAKING ACTION	Considering possible options in light of the ‘what works’ evidence. Being clear about what needs to change and what doesn’t. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> ● Prioritising systems for establishing and supporting evidence based practices to make it sustainable for ongoing school procedures ● Identify staff and communicating with all staff the relevant frameworks (best practice) as our chosen options ● MOE resources including PC4L/SW and Restorative practices ● Agreed actions/vision on shared Behaviour-Culture to be implemented in the kura ● MOE resourcing for signage/messaging 	TERM 4	ORM, SLT
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> ● Tiered fidelity tool- The TFI provides a single, efficient, valid, and reliable survey to guide implementation and sustained use of PC4L-SW ● Logging of pastoral entries on a annual comparative model to make sure actions being implemented are pertinent ● Survey and impact outcomes 	TERM 4, 2025 ONGOING	ORM, LEE



LEADERSHIP INQUIRY ACTION PLAN 2024

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EXPECTED OUTCOMES	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for Impact	Attracting, developing and retaining staff
OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and ti kanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
CONSULTATION EVIDENCE	ANNUAL COMMUNITY SURVEY/STAFF SURVEY/STUDENT WELLBEING SURVEY/IWI - NGA POTIKI/KAHUI AKO/ MAORI WHANAU HUI/ PASIFIKA AIGA FONONO/ COMMUNITY LEADERS FORUM/STUDENT ENGAGEMENT DATA - AREA				

Nga Pou embed:	Toi Tū Te Tangata
Link to Annual Plan goal:	BEING A RESPECTED EMPLOYER OF CHOICE
Key Leadership Inquiry foci:	Professional learning for staff will enhance their classroom practice. (TIN)
What shifts do I expect will occur?:	<ul style="list-style-type: none"> Improved teaching practices Improved student outcomes Development and fostering of a learning culture Alignment of teaching practices and goals
Key evidence and hunches underpinning this plan for 2024:	<ul style="list-style-type: none"> Staff voice has indicated that PLD could, at times, feel disjointed. Hunch that good practice is not consistent across the school Hunch that PLD that is a one fits one would have greater impact

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		
	<ul style="list-style-type: none"> PLD can feel disjointed and potentially has come from a one size fits all model. Focus on PLD needs to be more focused on improving student outcomes Lack of alignment of PLD with school foci Teaching practice may be inconsistent across the school Lack of diverse voices delivering PLD 	TIN	T1
INVESTIGATION	What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.		
	<ul style="list-style-type: none"> Staff survey indicated that PLD was disjointed. Some staff voice indicated that there was little to no alignment in the PLD programme Using of PLD feedback to consistently gather staff feedback on how interesting, engaging, and useful PLD is. 	TIN	T1 on

	<ul style="list-style-type: none"> • SLT walkthrough data to gauge the impact of PLD over a period of time. • HOLA Board Reports indicated that they would like to continue with regular PLD sessions in their area • Look at ways to collect evidence as to the impact on student outcomes 		
COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	<ul style="list-style-type: none"> • Development of a PLD policy that supports an alignment of the programme • Looking into ways to utilise the expertise of staff to deliver PLD • Using ongoing staff voice to inform next steps in PLD programme and ensure that it is responsive. 	TIN	T1 on
PRIORITISING AND TAKING ACTION	Considering possible options in light of the ‘what works’ evidence. Being clear about what needs to change and what doesn’t. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> • Development of Annual Focus <ul style="list-style-type: none"> ○ Consistently link internal PLD to this document ○ Provide a framework for staff when they are applying for PLD • Developing a system of PLD sessions so that there is the ability to deliver important whole staff sessions as well as one fits one sessions 	TIN	T2
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> • Collection of staff voice consistently to monitor the usefulness of PLD sessions • Review of Annual Focus each year to ensure relevance 	TIN	T4



LEADERSHIP INQUIRY ACTION PLAN 2024

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EXPECTED OUTCOMES	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for Impact	Attracting, developing and retaining staff
OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and tikanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
CONSULTATION EVIDENCE	ANNUAL COMMUNITY SURVEY/STAFF SURVEY/STUDENT WELLBEING SURVEY/IWI - NGA POTIKI/KAHUI AKO/ MAORI WHANAU HUI/ PASIFIKA AIGA FONONO/ COMMUNITY LEADERS FORUM/STUDENT ENGAGEMENT DATA - AREA				

Nga Pou embed:	Toi Tū Te Tangata
Link to Annual Plan goal:	BUILDING EFFECTIVE LEADERSHIP CAPACITY AND CAPABILITY
Key Leadership Inquiry foci:	When we identify and create opportunities for staff leadership, professional development is more focused
What shifts do I expect will occur?:	<ul style="list-style-type: none"> Kaiako will feel more empowered to take on leadership roles and opportunities Kaiako will feel more invested in their professional growth and development Staff leadership opportunities encourage kaiako to innovate and experiment with new ideas, approaches, and practices, fostering a culture of creativity and continuous improvement. Leaders engage in GROWTH coaching, ensuring that they develop stronger leadership capabilities and work to create that in their teams.
Key evidence and hunches underpinning this plan for 2024:	<ol style="list-style-type: none"> Are there currently a lack avenues for kaiako to take on leadership roles? Does our current PLD programme(s) align with kaiako need? Do we have a culture where innovation is embraced? Our leaders may lack the coaching skills for team growth. Do we have a culture where there is focus on growth and reflection?

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		
	<ul style="list-style-type: none"> Supporting leaders during a raft of changes to the educational landscape Consistency of approach to leadership may be needed A number of new leaders and new leadership positions may meant that it is timely for an aligned strategy around how we develop leadership capability. Will using GROWTH coaching allow our leaders to develop the leadership capability within their teams? 	TIN	T1
INVESTIGATION	What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.		
	<ul style="list-style-type: none"> Restructure of many middle leadership roles A need to be able to identify those who are interested in moving into leadership positions SLT are on track to be trained in GROWTH Coaching 	TIN	T1

	<ul style="list-style-type: none"> Board Reports show some really good analysis of results and the focus needs to be on goal setting and ways to achieve these goals. 		
COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	<ul style="list-style-type: none"> GROWTH Coaching will allow middle leaders to feel empowered when leading their teams Giving HOLAs time to provide learning area PLD will ensure that they are focusing on achieving goals. Learning area PLD will allow members of teams to deliver PLD and therefore utilise their expertise and develop their leadership capacity Using a GROWTH Coaching model will allow middle leaders to develop the ability to coach their team. 	TIN and DPs	End of T1 on
PRIORITISING AND TAKING ACTION	Considering possible options in light of the 'what works' evidence. Being clear about what needs to change and what doesn't. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> Middle leaders have been allocated a DP who will be their coach Middle leaders have had the process communicated with them At least one session per term will take place. <ul style="list-style-type: none"> Goal setting has occurred in Term 1. Tracking of this goal will occur each term Documentation of this is stored online so that all SLT have access to the coaching conversations which have occurred. 	TIN and DPs	End of T1 on
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> DPs will meet regularly and monitor how the coaching is progressing. SLT will seek feedback from middle leaders on how they are finding the process 	TIN	T3



LEADERSHIP INQUIRY ACTION PLAN 2024

[Strategic Plan 2024](#)

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EXPECTED OUTCOMES	A positive and supportive culture of pride	Identity, inclusion and belonging	Purposeful and engaging learning experiences	Leading for Impact	Attracting, developing and retaining staff
OUR PRIORITIES	<ul style="list-style-type: none"> Our vision and values are actively embodied Through connection, people feel a strong sense of identity and belonging Student and staff hauora is actively supported 	<ul style="list-style-type: none"> Creating authentic engagement opportunities for all members of our diverse community Developing sustainable business community partnerships and engagement Developing global relationships with our international student community 	<ul style="list-style-type: none"> Ensure all students develop foundational skills, including lit/num Pastoral processes and systems are robust and data inform (PB4L) Creating seamless pathways and transitions across the school 	<ul style="list-style-type: none"> Identify and develop growth coaching leadership for staff leaders Incorporate te reo and ti kanga Māori into everyday life Developing a programme to support and develop current and future student leaders 	<ul style="list-style-type: none"> Exceptional staff well-being Exceptional staff PLD Exceptional resourcing and support for staff
CONSULTATION EVIDENCE	ANNUAL COMMUNITY SURVEY/STAFF SURVEY/STUDENT WELLBEING SURVEY/IWI - NGA POTIKI/KAHUI AKO/ MAORI WHANAU HUI/ PASIFIKA AIGA FONONO/ COMMUNITY LEADERS FORUM/STUDENT ENGAGEMENT DATA - AREA				

Nga Pou embed:	Toi Tū Te Tangata
Link to Annual Plan goal:	Creating a values based culture of well-being and care, Being a respected employer of choice.
Key Leadership Inquiry foci:	Staff are more content and happier when all aspects of their care and well-being are nurtured.
What shifts do I expect will occur?:	<p>We believe staff wellbeing is an ongoing project, which we started to focus on in 2023 we will continue to develop, refine and embed.</p> <ul style="list-style-type: none"> - An improvement in overall staff well-being - Staff more connected / committed / have a sense of belonging - Improved job satisfaction - Increased energy levels and morale - Increase in staff happiness - Increased staff loyalty - Reduced staff absenteeism - An increase in staff retention <p>The factors above will contribute to improved teaching and learning.</p>
Key evidence and hunches underpinning this plan for 2024:	We do lot's of things but do they help improve the Hauora of staff? How are we making this deliberate in design and explicit in communication?

Stage of Leadership Inquiry	Key Actions for Inquiry - Strategies	Who?	When?
NOTICING	What's going on here? What is the problem? Scanning what is happening, being aware of hunches, gut reactions and anecdotes.		
	<ul style="list-style-type: none"> - Do staff know what Hauora is? 	LEA + TUR	Term 1

	<ul style="list-style-type: none"> - What does feeling good about yourself mean? This is different for everyone. How can we have a programme that caters for multiple views on Hauora? - Do the current programmes we run link directly with Hauora? - Everyone will have a different opinion on the things that create a positive Hauora programme. - Have we surveyed staff regarding their thoughts on Hauora? - How do we communicate our Hauora programme to staff? This may not be explicit. - Would staff be able to name what we do and how it impacts their Hauora in a positive way? <p>Here is what I can see that we currently do for staff Hauora:</p> <p>Staff:</p> <ul style="list-style-type: none"> - Morning teas - Staff drinks - Mentoring of staff - Attempt to communicate clearly and ahead of time - Be visible - Offer leadership opportunities - Involving staff in school wide initiatives - Incentive for co curricular involvement - Increasing standards across the school - Offer wellbeing opportunities for staff to connect or engage - Offer wellbeing opportunities to continue to learning about their own wellbeing - Great PLD opportunities <p><u>Possible factors that impact STAFF Hauora:</u></p> <ul style="list-style-type: none"> - The number of meetings - How the timetable impacts their teaching programmes - Behaviour pathways - Feeling like they understand their/our purpose - Feeling like school wide systems works - Clarity on organisation - Clear communication - Understanding who they can go to for help - Seeing things are as fair as possible within the school - Seeing the SLT are doing their bit - supporting uniform, behaviour, grooming, giving clarity on process/systems - Feeling valued - Morning tea's - Staff drinks/social functions 		
INVESTIGATION	<p>What data do we have to help with a response? Taking stock. Bringing together what we already know (data and information). Using existing tools or developing new ones to gather data. Identifying relevant sources of data/evidence. Seeking different perspectives.</p>		
	<ul style="list-style-type: none"> - We need to get information from staff on their understanding of Hauora, the programmes they think we run and if they feel their Hauora is being managed positively at Pāpāmoa College. - We need to list what we currently do and evaluate if it matches the feedback from staff and students. Is what we are doing working for our clients? 		Term 2

	<ul style="list-style-type: none"> - Make sure we don't over survey staff - Map the ideas to our strategic plan - Ministry of Education - Wellbeing for Staff - Health and Safety Work Act 2015 - Employer relation act 2000 - https://mentalhealth.org.nz/five-ways-to-wellbeing 		
COLLABORATIVE SENSE-MAKING	Scrutinising our data with an open mind. Working with different kinds of data, both quantitative and qualitative. Drawing on research evidence and using suitable frameworks when analysing and making sense of the data.		
	<ul style="list-style-type: none"> - We will complete the NZCER wellbeing survey for staff. (31.5.24) - This will give us some accurate data regarding staff feelings about their Hauora. - Continue to work with the Staff Wellbeing Committee 		Term 2
PRIORITISING AND TAKING ACTION	Considering possible options in light of the 'what works' evidence. Being clear about what needs to change and what doesn't. Identifying what external expertise we might need to support us. Prioritising our resources to achieve equitable outcomes.		
	<ul style="list-style-type: none"> - Action will be based on the survey data. It will map feedback from the surveys against the hunches and see if it correlates. - Implement the "coaching programme" for a group of teachers to trial. Link the impact on Hauora. - Continue to embed a strong values-based culture of wellbeing and care becoming a respected employer of choice - this is done through our actions and clear consistent communication 	LEA + TUR LEA TUR	Term 2
MONITORING AND EVALUATING IMPACT	Keeping an eye on the data for evidence of what is/is not working. Having systems, processes and tools in place to track progress and impact. Developing progress markers that will help us know whether we are on the right track. Checking in with others. Knowing when to adjust or change actions and strategies		
	<ul style="list-style-type: none"> - We will need to re survey staff to measure the impact of any new additions to the Hauora programme. - We can also gather data from discussions with staff. - Staff absenteeism data - Feedback from HOLA and Deans - Gaining feedback on the various wellbeing events/activities/PLD 	LEA/TUR	2025