



Strategic Plan for Alfriston College Te Pae o Takanini

2023 - 2025

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Alfriston College Te Pae o Takanini 2023 - 2025

Introductory Section - Strategic Intentions

<p>Te Pou Tuarongo Our Vision Statement</p>	<p>Alfriston College will be a learning community dedicated to developing and supporting life-long, independent learners by creating an environment that fosters a sense of Belonging, values Learning and expects Success.</p>
<p>Strategic vision</p>	<p>The learning needs of learners today require we provide differentiated and personalised learning programmes to ensure all learners can pursue their talents and interest in the manner, and to the level best suited to their individual potential. This requires that the concepts of learning, assessment and achievement be constantly challenged, and reshaped to match all learner's needs including Māori, Pasifika, and learners with complex needs. Success or achievement is measured through information recall and examination outcomes as well as through the accumulation of academic, sporting, cultural and social successes. Successful learners value and demonstrate through their actions that learning is an empowering activity of great personal and social worth. This is the tuuaapapa, foundation of our strategic vision expressed through our AC Way Model.</p>
<p>Our Lifelong Values (The LLVs)</p>	<p>The lifelong values we encourage, model, and explore through our Whanau and Learning Programmes are Whakapapa (Connection), Aahuatanga (Character), Tuu Maaia (Confidence) and Maatau (Competence)</p>
<p>Tuuaapapa 2023 Our Main Thing - The AC Way</p>	<p>Belong Whānau Learn Ako Succeed Angitu</p> <p>Have Confidence Kia Maia Connection Whakapapa Competence Maatau Character Ahuatanga</p> <p>Be caring, collaborative and wise, a thinker Be creative, curious, and enterprising Persevere Be resilient, always joyful</p>

	<p>Me manaaki, mahi tahi, ihumanea Me whakairo, auaha, pākiki, hinonga Me ngana Me aumangea, ma harikoa</p>
Māori Dimensions and Cultural Diversity	<p>The school recognises its responsibilities in relation to the Treaty of Waitangi and because of its geographical location, the need to observe Tainui kawa or protocols.</p> <p>Additionally, to ensure we are responding well to Mātauranga Māori, Te Reo Māori and Te Ao Māori we support learning that acknowledges, values, builds on, accommodates, and enables whāanau aspirations and expectations for learning in Te reo and learning and succeeding as Māori.</p> <p>Te Whare Tapa Whā, developed by leading Māori health advocate Sir Mason Durie, is the foundation on which our whakairo and kaupapa sits.</p> <p>Additionally, in understanding that school communities in Aotearoa/New Zealand are increasingly diverse and that both learners and learning leaders come from a wide range of linguistic and cultural backgrounds, the school seeks to acknowledge, value, and accommodate the heritage of each of these groups to address their educational needs, interests and aspirations of the individuals within them.</p>

Baseline Data or School Context	
Learners' Learning	<p>Alfriston College is a co-educational state school located in Manurewa, South Auckland.</p> <p>The school's current roll is 1050. Demographics are: Māori 35% Pacific Peoples 30% Indian 17% NZ European 5% Other Asian 7% Other 6%</p>
Learner Engagement	<p>Current school reviews have identified the following priorities to be developed:</p> <ul style="list-style-type: none"> • refine quality assurance systems to support greater consistency of high-quality practices • expand the use of achievement information in ways that better inform decisions about students' learning pathways • continue to develop learning pathways that ensure cognitive challenge and deep learning for students from Years 9 to 13.

<p>School Organisation and Structures</p>	<p>Alfriston College opened in January 2004 with a vision to meet the diverse needs of 21st Century learners. The buildings have been purpose built to provide the best possible learning opportunities. The learning programmes are designed to ensure learners can make meaning of what they are learning and how it relates to their experiences and the world around them. The development of a spirit of independent learning is at the core of everything we do at Alfriston College. Learners need to be equipped to face the ever-changing world they live in. They need not only to acquire knowledge but gain skills and personal attributes that will prepare them for their future careers – many of which do not even exist yet. They need to be innovative and adaptable, able to solve problems and to communicate – and have the capacity and zest for lifelong learning.</p> <p>At Alfriston College, we expect every child to succeed. Learners are nurtured, challenged, and provided with every opportunity to excel – academically, culturally and in sports. Community is emphasised as learning is a shared experience. We have developed a special character at Alfriston College, designed to respond to the global, national, and local needs and trends of the 21st Century. Our unique characteristics include innovative learning programmes, Whanau/community facilities, cross-age group learning opportunities, a rich ICT environment emphasising visual and sound resources, flexible learning spaces and furniture, buildings that emphasise energy efficiency, natural light, and fresh air.</p> <p><i>Development of the Independent Learner</i></p> <p>Research shows that learners flourish in schools where they can develop a strong sense of belonging and ownership of the learning facilities and their culture. At Alfriston College, we have created a unique learning environment to promote well-being and pride in the school. This enables us to encourage and nurture learner's success. We believe this is particularly important given the cultural diversity of the school and the local community.</p> <p>Creating a sense of community is central to our philosophy. The Whanau structure or school-within-a-school has been designed to meet this goal. All learners are placed in one of the five Whanau where they become part of an extended family of staff and learners during their years at school. Each Whanau is in a purpose-designed two storey networked building.</p> <p>The Whanau structure provides learners with the security of place and belonging, enabling them to develop a strong sense of identity. The five Whanau are:</p> <p style="text-align: center;"> Auaha Kaitoro Tirohanga Whaainga Kaitaataki </p> <p>A Whaanau Leader and Tutor who mentor a vertical group of learners, lead each Whaanau. There are also weekly opportunities to meet as a Whaanau. These foster and build closer positive relationships between learners, learning leaders and the school.</p>
--	--

Whaanau Values

The values and beliefs are known as the LLVs and underpin the collective beliefs of each Whaanau. They are delivered through a programme that focuses on fostering personal growth and the development of emotional intelligence.

Whakapapa - Connection

- Is understanding and respecting: yourself, the environment, culture, people, learning, spirituality.

Aahuatanga - Character

- Is demonstrating adaptability, care and compassion, honesty and integrity, perseverance, responsibility, service to others.

Tuu Maaia - Confidence

- Is gained by believing in yourself and your own abilities, participating and working with others.

Maatau- Competence

- Is being able to: relate to others, communicate, and manage self.

Competition between Whaanau at Alfriston College is vigorous, tapping into two basic needs: a need to belong and a need to be challenged. Each Whaanau has developed a distinctive culture through their colours, mottos, flags, and traditions while sharing core values and beliefs that are common to all.

Alfriston College has an innovative curriculum that encourages integration across different learning areas, attempts to provide learners with whanau-based learning opportunities and focuses on independent learning as an essential skill.

Learning in Year 9 and Year 10

Learning in the junior school is focused on developing young people who are connected, confident, and competent and of good character with a zest for learning.

We want all learners to feel a sense of belonging in our school and to our whanau. There is a very strong connection between whanau and learning. Our Year 9 and 10 learners primarily learn in whanau-based groupings, with most of their learning leaders also being from the same whanau.

Good learners can transfer knowledge and skills to new contexts and are self-aware and self-regulating about not only the present, but their futures too.

We want to enable all learners to experience success. In addition to gaining meaningful qualifications in the senior school, we want learners to be prepared for life beyond school with a set of dispositions - our 10 Independent Learner actions.

All planning for learning in Year 9 is informed by the Alfriston College Learning Design Principles. There is emphasis on connected, authentic and relevant contexts and skills.

The core learning area curricula are delivered through an integrated programme known as Whanau-based Learning, delivered by a core team of consistent and specialist learning leaders. Learners experience the Arts, Learning Languages, and Sport through Imagine, Create, and Innovate (ICI) programmes of learning.

Whanau-based Learning

- Is an 'integrated' curriculum delivering the AOs of the core learning areas (English, Maths, Science, Social Studies Technology, and Health & PE) with emphasis on the development of a core set of learning dispositions and skills ultimately transferable to learning in the senior school.
- Is based around a learner's place in and connection to their worldview, which will include their own whakapapa and heritage, Alfriston College, Manurewa, Auckland, New Zealand, Earth, the Universe, and the future.
- Is delivered by a small, consistent, connected team of learning leaders – the Learning Team.
- Is a time and place where individual learners' learning goals and pathways are co-constructed, recorded and used to track and review progress. These are 24/7 accessible to parents and whanau via Linc Ed.
- Is a programme of learning that builds on learners' capacities to be connected, confident, competent learners of good character with a zest for 810 minutes per week of whanau-based Learning.

Imagine, Create, Innovate (ICI) Learning

- Is an opportunity for all learners to engage with the Arts, Learning Languages and Sports curricula and associated skills.
- Encourages imagination, creativity, and innovation.
- Learners select three ICI classes per term.
- Learners will be guided in their selection process by their Whanau Leaders, Learning Leaders and Whanau Tutor to ensure curriculum and skill development.

The senior school has an innovative curriculum that encourages integration across different learning areas, provides specialisation and focuses on independent learning as an essential skill. Learning is a progression and pathway.

Learning in Year 11

Learning in Year 11 is divided into two semesters, each of 18 weeks. For each semester, learners select a combination of project-based learning classes and passion learning classes.

Most classes are semester classes and can be taken in either semester 1 or semester 2.

Some classes are full year classes. If a full year class is chosen learners will be expected to remain in that class for the full year.

The classes are organised into 5 different timetable blocks. Learners need to choose one class from each block.

Year 11 is the first year of NCEA. Learners should plan their courses so that they can achieve NCEA level 1 by the end of the year.

The requirements for NCEA Level 1 are:

- 80 or more credits from Level 1 or higher, which must include:
 - at least 10 Numeracy credits AND;

– at least 10 Literacy credits

Credits are earned by completing assessment tasks that are aligned to standards. The credit value for each standard varies. Most are in the 2 – 6 credit range although some are worth more than this. Learners can achieve a standard at three levels: Achieved, Merit and Excellence. Merit and Excellence credits count towards Endorsements which show a higher level of achievement.

Learning in Year 12 and Year 13

Level 2 and Level 3 courses focus on the acquisition of external qualifications and dispositions required for life after school. Learners select a programme from a range of courses designed to lead either to a tertiary academic qualification, tertiary vocational qualification, or employment. Learners may also access specialist industry-based programmes like Gateway, STAR, Trades Academy, Dual Pathways, and personalised work experience.

All classes are timetabled to accommodate individual subject choices. NO subjects are compulsory.

Meeting all Learner's needs

With over a third of the school population being Māori, Mātauranga Māori is a key component of all learning while Te Ao Māori is deliberately made visible across all school and learning spaces.

Targeted Mātauranga Māori learning like Mau Raakau / Te Parawhakawai, Te Ao Haka, Te Reo Māori, Tikanga Māori, and Kaitiakitanga are showcased in our Māori spaces, particularly in the wharenuī and on our marae ātea located in the heart of the school. This is also where our co-curricular Kapa Haka programme is centred.

The green spaces around the wharenuī are used for kaitiakitanga and associated learning like rongoa Māori and mahi maara, while the school gardens is predominantly cared for by our Eco-warriors, connected to kaitiakitaki learning.

The learning spaces, including a laboratory, closest to the wharenuī is where Maui Tikitiki is located. This is a key way mana orite mo te mātauranga Māori happens for our school. This is a NCEA course for Level 1-3 that incorporates maramataka, putaiao, putaiao a-nuku, NZC Science, literacy, and numeracy.

Learning opportunities are Learner centred. Specific programmes have been designed to meet the needs of all learners. Not all children learn the same way at the same time. Learning Leaders provide differentiated learning opportunities in their classes to cater for various learning styles and personalities. The specific needs of targeted learners are met through Te Wahi Awhina, our high educational needs learning area.

There is no streaming in any of our learning spaces across our school.

A focus of the Alfriston College curriculum across all levels is to ensure all learners have a connected, authentic, and relevant pathway in their learning journey.

We aim to provide as best a care as we can for every learner.

	<p>In 2020 we participated in Ka Ora Ka Ako, the MOE Healthy School Lunches programme. We will continue to do this if the programme exists and aim to continue providing free and healthy school lunches to all learners who want one, on our own if necessary.</p> <p>Wellbeing and mental health are another focus of our learner care. Hauora is the specific area of the school that oversees and delivers these programmes. It is where our key centres are also situated, Whaitua Manuhiri (Reception), Te Tari Waiora (Health centre), Te Kaha o Roto (Wellbeing, mental health hub) and Kai Haapai (Guidance counselling).</p> <p>In late 2022, we set up an additional learning support hub, Te Hononga, to support learners being encouraged to re-engage and reconnect with school after long-term Covid-related absence.</p>
<p>Review of Charter and Consultation</p>	<p>The current Charter and Strategic sections were reviewed and revised in 2022.</p> <p>All programmes will be based on the New Zealand Curriculum framework and curriculum documents, with an emphasis on the AC Way. The school will consult and report to the community on the progress of all learners. Regular “anytime, anywhere” monitoring of learner achievement and programme information will be reported to individual learners, parents, and the community. The school will provide a safe physical and emotional environment. Programmes of learning will be supported by the school’s policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety procedures.</p>

STRATEGIC PLAN

The AC Way



Alfriston
college

Tuupapa Our AC Way Described

The school logo, a Manuka pod, captures the essence of what defines our learning community.

The learner is the seed, at the centre of all we do. All learning is structured in such a way as to nurture this seed through the stages of “belong, learn and succeed (BLS).” The eventual success, graduation of a Lifelong, Independent Learner, is visually captured by a seed leaving the pod as it has matured and gained an independence acquired through living the LLVs, whakapapa connection, maatau competence, tu maaia confidence, and ahuatanga character.

An important way our values are developed is through regular and deliberate competition between Whaanau. This inter-whaanau is vigorous, tapping into two basic needs: a need to belong and a need to be challenged. And so, inter-whaanau is used to complement learning by engaging learners in chants, dance, haka, sports, traditional and ethnic games, community service, math competitions, science clubs, reading, school clean up Saturdays, and similar.

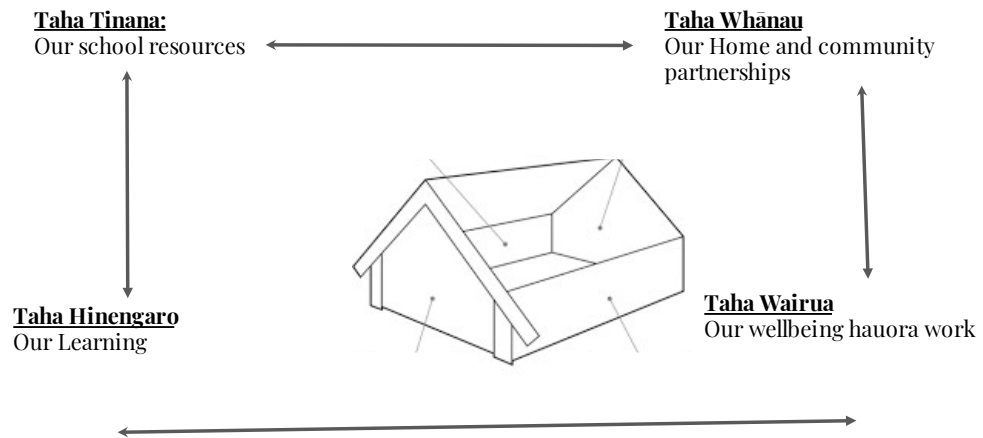
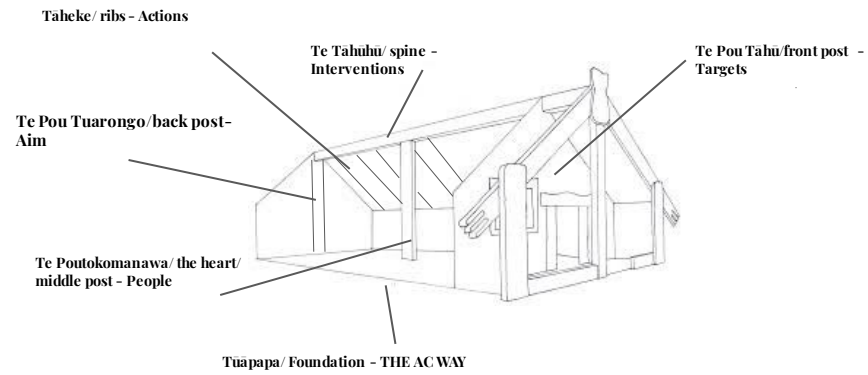
Growth and success as a lifelong, independent learner is through consistent and regular demonstration of our ten Independent Learning Actions (ILAs) in school and at home.

In summary, we want our graduate to be an independent learner able to belong, learn and succeed, wherever they go, with confidence, connections, competence, and character and being the citizen who is caring, collaborative and wise, a thinker, creative, curious, and enterprising, who can persevere with resilience and joy.

Te Whare Tapa Whā Our Strategic Plan

Te Whare Tapa Whā, developed by leading Māori health advocate Sir Mason Durie, is the framework on which our strategic plan lives.

The AC Way is our foundation into which is grounded, our front post Te Pou Tahuu, our strategic targets, our centre post Te Poutokomanawa, our people, and the back post Te Pou Tuarongo, our strategic aim. On the three posts, sit Te Taahuuhuu, our annual improvement interventions and taaheke, the associated actions. The four walls of our whare represent our essential spheres of action. The front wall being Taha Hinengaro, our learning, and the back wall, Taha Whaanau, our home and community partnerships. The two side walls represent Taha Tinana, our school resources and Taha Wairua, our collective health and wellbeing. Our leadership is the roof that shelters and protects while the panelling, binding and internal structures represent our school administration that ensures our successful daily learning and school life.



Te Whare Tapa Whaa	2023-2025 Te Pou Tuarongo Strategic Aim	2023 – 2025 Te Taahuuhuu Strategic Interventions
<i>Taha Hinengaro Our learning</i>	1. In our community, learning will be inclusive, connected, authentic and relevant and our culturally responsive and relational pedagogy will develop lifelong, independent learners	1.1 Ensure that learning experiences which enhance equity and excellence are future focussed, accessible, flexible, connected, authentic, and relevant 1.2 Ensure that all learning aligns with the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa 1.3 Ensure Mana Orite mo Te Matauranga Māori lives in all our learning experiences and places
<i>Taha Whaanau Our Home and Community Partnerships</i>	2. In our community, we will collaborate and partner with our learners and their whaanau and with industries and employers to ensure the best possible education opportunity and outcome for all	2.1 Develop educationally powerful and relationally trusting connections with parents, families, and communities 2.2 Ensure that community collaboration and partnerships extend and enrich opportunities for learners to become confident, connected, actively involved, lifelong learners
<i>Taha Tinana Our School Resources</i>	3. Our learning environment will ensure barrier free access for all to maximise learning experiences and outcomes	3.1 Build a school environment that establishes and ensures an orderly and connected environment conducive to learning and wellbeing 3.2 Ensure that every learner can access all our education provision and opportunities
<i>Taha Wairua Our Wellbeing</i>	4. In our community, we will all be safe, supportive, and inclusive free from racism, discrimination, and bullying expecting the very best from everyone	4.1 Build inclusive relationships and programmes which target learners not well served to ensure individual needs are met and educational outcomes are enhanced 4.2 Ensure every learner gains the appropriate skills knowledge and disposition to contribute to the enhancement of everyday life for themselves and their community 4.3 Ensure that tracking, monitoring, and mentoring is planned and personalised
<i>Learning Leadership</i>	5. In our community, leaders will be future focused, culturally competent, learning	5.1 Ensure that learning is effectively planned, coordinated, and evaluated

	and learner centred, collaborative and open to learning	<p>5.2 Ensure that learning experiences are effectively assessed and provide sufficient and equitable learning opportunities that develops students' assessment and learning to learn capabilities</p> <p>5.3 Grow staff to strengthen teaching, leadership, and learner support capability across the education workforce</p>
<i>Learning Administration</i>	6. In our community, our organisation will be trusting, relational, reflective, and responsive to the needs of all learners	<p>6.1 Ensure evidence-based planning, coordination and evaluation is an integral part of the school ecology and that the AC Way underpins all we do to develop and enact the school's vision, values, goals and statutory obligations for equity and excellence</p> <p>6.2 Respond to areas of national interest by planning and implementing sustainable programmes appropriate to the special character and context of our learning community</p>

ANNUAL PLAN 2023

Tuuaapapa OUR MAIN THING – The AC Way

Belong Whānau

Learn Ako

Succeed Angitu

Have Confidence Kia Maia
Connection Whakapapa
Competence Maatau
Character Ahuatanga

Be caring, collaborative and wise, a thinker

Be creative, curious, and enterprising

Persevere

Be resilient, always joyful

Me manaaki, mahi tahi, ihumanea

Me whakairo, auaha, pākiki, hinonga

Me ngana

Me aumangea, ma harikoa

STRATEGIC GOAL TE POU TUARONGO 2023

Ko au, ko koe, ko tatou, me, you, and all of us feeling, knowing, doing and being the AC Way

SCHOOLWIDE TARGETS TE POU TAHU 2023

ATTENDANCE

- Using appropriate data specific to learners in individual learning spaces, design appropriate interventions to significantly reduce the number of learners, especially Māori and Pasifika, who are not attending regularly

ENGAGEMENT

- Using appropriate data specific to learners in individual learning spaces, especially Māori and Pasifika, design appropriate interventions to significantly reduce suspensions, stand downs and engagement referrals to SLT

ACHIEVEMENT

- Reduce the number of learners performing below their expected achievement level and using appropriate data specific to learners in individual learning spaces, design appropriate interventions to significantly reduce the number of learners performing below their achievement level

Our Strategic AC 2023 interventions, Te Taahuuhuu, to feel, know, do and be the AC Way through:

- **Our learning, Taha Hinengaro**
 - Kaupapa Māori ki Te Pae o Takaanini
 - AKA WiSLLs programme
 - BLS curriculum
 - Whanau learning programme
 - Y10 literacy and numeracy preparation
- **Our resources, Taha Tinana**
 - School cleaning and care
 - Middle leadership structures
 - Devices loan scheme
- **Our hauora work, Taha Wairua**
 - Te Wahi Awhina
 - Te Hononga, Te Kaha o Roto, Te Tari Waiora, Kai Haapai

- Kai for Learning
- PLD
- **Our home and community partnerships, Taha Whaanau**
 - Tapasa
 - RAS engagement
 - Curriculum refresh

Some AC 2023 deliberate actions, Taaheke, to feel, know, do and be the AC Way:

Taha hinengaro:

- Establish and strengthen Kaupapa Māori ki Te Pae o Takaanini
- Continue expansion of Te Kahikatoa
- Strengthen TAM, MTT, EKW, TAH, TEP, TTW
- Promote Mana orite in WBL and ICI
- Expand AKA WiSLLs Kaupapa and mahi: numeracy, teaching and learning in the Arts and Technology, TMM, Mana Orite, Community connections
- Strengthen BLS programmes in Y10 and Y11
- Build capacity and capability in Whanau to deliver structured, relevant AC Way programmes of learning
- Establish and strengthen Y10 literacy and numeracy in WBL in alignment with the revised NCEA

Taha Tinana:

- Begin redevelopment of Technology learning and facilities
- Strengthen school cleaning provision so we provide cleaner, safer, and welcoming places
- Strengthen NZCL coaching and mentoring
- Continue to strengthen and expand our AC devices loan scheme

Taha Wairua:

- Continue expansion and strengthening of Te Wahi Awhina and LSC work
- Establish Te Hononga learning and facilities
- Continue integration of Whaitua Manuhiri, Te Tari Waiora, Te Kaha o Roto, Kai Haapai, Te Wahi Awhina, LSCs and Te Hononga
- Expand K4L services and facilities (serve Randwick Park, Manurewa East and Rowandale)
- Manage all AC catering and manaakitanga
- Continue to strengthen our all staff in-house PLD provision

Taha Whaanau:

- Strengthen AC Lalaga Akoaga and begin targeted development of Tapasa (Lalaga Akoaga fale)
- Continue our BKMS, using and reflecting mahi to keep up with the RAS
- Begin structured and relevant curriculum refresh mahi

2023 AC Achievement Improvement Template

LLs will use the Template below to co-construct individual school improvement plans based on the Annual Plan 2023. This will form the basis of growing good teaching practice and learning culture and delivery.

Improvement Plan – ACHIEVEMENT Te Pou Tahuu	
<p><i>Reduce the number of learners performing below their expected achievement level and using appropriate data specific to learners in individual learning spaces, design appropriate interventions to significantly reduce the number of learners performing below their achievement level</i></p>	<p>2023-2025 Te Whare Tapa Whaa Taha Hinengaro Te Pou Tuarongo Taha Whaanau Te Pou Tuarongo</p>
2023-2025 Te Taahuuhuu Strategic Interventions 1.1-1.3; 2.1-2.2	
2023 Te Pou Tuarongo Ko au, ko koe, ko tatou, me, you, and all of us feeling, knowing, doing and being the AC Way	
<p>Baseline data <i>What happened in 2022?</i></p> <ul style="list-style-type: none"> • <i>Insert 2022 data</i> • <i>Describe the Covid-19 impact if necessary</i> • <i>Describe overall NCEA achievement</i> 	
<p>Schoolwide 2023 Taha Hinengaro Te Taahuuhuu</p> <ul style="list-style-type: none"> • <i>Insert your selected intervention(s)</i> <p>Schoolwide 2023 Taha Whaanau Te Taahuuhuu</p> <ul style="list-style-type: none"> • <i>Insert your selected intervention(s)</i> <p>For Senior school, NCEA Te Taahuuhuu for this year:</p> <ul style="list-style-type: none"> ○ <i>Insert your 2023 NCEA focus</i> ○ <i>(Could be same as 2022)</i> 	
<p>NZC Area / Learning Leader 2023 Taaheke Achievement Deliberate actions</p> <p>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</p>	

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
<p>Monitoring <i>How are we going – check outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i></p>			
<p>Resourcing <i>How much time, \$\$, etc is needed? Who will help us?</i></p>			

2023 AC Attendance and Engagement Improvement Template

LLs will use the Template below to co-construct individual school improvement plans based on the Annual Plan 2023. This will form the basis of growing good teaching practice and learning culture and delivery.

Improvement Plan – Engagement and Attendance	
<p><i>Using appropriate data specific to learners in individual learning spaces, especially Maori and Pasifika, design appropriate interventions to significantly reduce suspensions, stand downs and engagement referrals to SLT</i></p> <p><i>Using appropriate data specific to learners in individual learning spaces, design appropriate interventions to significantly reduce the number of learners, especially Maori and Pasifika, who are not attending regularly</i></p>	<p>2023-2025 Te Whare Tapa Whaa Taha Whaanau Te Pou Tuarongo Taha Tinana Te Pou Tuarongo Taha Wairua Te Pou Tuarongo</p>
<p>2023-2025 Te Taahuuhuu Strategic Interventions 2.1-2.2; 3.1-3.2; 4.1-4.3</p>	
<p>2023 Te Pou Tuarongo Ko au, ko koe, ko tatou, me, you, and all of us feeling, knowing, doing and being the AC Way</p>	
<p>Baseline data <i>What happened in 2022?</i></p> <ul style="list-style-type: none"> • <i>Insert 2022 data</i> • <i>Describe the Covid-19 impact if necessary</i> • <i>Describe patterns, trends</i> 	
<p>Schoolwide 2023 Taha Whaanau Te Taahuuhuu</p> <ul style="list-style-type: none"> • <i>Insert your selected intervention(s)</i> 	
<p>Schoolwide 2023 Taha Tinana Te Taahuuhuu</p> <ul style="list-style-type: none"> • <i>Insert your selected intervention(s)</i> 	
<p>Schoolwide 2023 Taha Wairua Te Taahuuhuu</p> <ul style="list-style-type: none"> • <i>Insert your selected intervention(s)</i> 	

NZC Area / Learning Leader 2023 Taaheke Achievement Deliberate actions			
What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Monitoring <i>How are we going – check outcomes every term Where are the gaps? What needs to change if this is not working?</i>			
Resourcing <i>How much time, \$\$, etc is needed? Who will help us?</i>			