

Strategic Goal 1: To develop a sustainable networked leadership that allows a school wide learning culture to flourish.

- 1.1 Leadership Structure and expectations
- 1.2 Learning Culture embedded
- 1.3 Strong Staff Development
- 1.4 Alignment of all school groups
- 1.5 To contribute to wider education networks

Our Mission: To help every student progress towards becoming free, responsible and caring individuals, able to contribute to society

Strategic Goal: To embed a culture of care and collaboration that allows a school wide learning culture to flourish.

- 2.1 Mahi Tahi curriculum priorities
- 2.2 Digital Communication tools embedded
- 2.3 Students for Focus strengthened
- 2.4 Restorative culture strengthened
- 2.5 Hauora curriculum priorities

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A learning culture encourages continuous learning and believes that systems influence each other. Decisions are made with learning at the centre. There is a commitment to transform continuously for the better.

This whakatauki speaks to the i both the leader and the followe

Strategic Goal: To build, maintain and strengthen systems that allows a school wide learning culture to flourish.

- 4.1 Clear Communication systems
- 4.2 Accurate Financial systems
- 4.3 Positive Personnel systems
- 4.4 Clear Emergency systems
- 4.5 Strong health and safety systems

"Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives." Rudolf Steiner

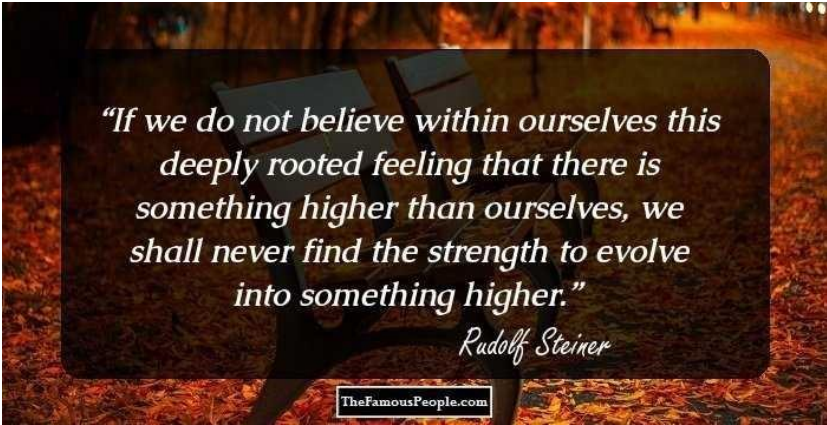
Tē tōia, tē haumatia

Nothing can be achieved without a plan, workforce and a way of doing things This whakatauki speaks to the importance of having a 'plan of attack'. It could be used to guide conversation or lead a discussion in the planning of an event or community initiative.



Strategic Goal: To design and develop Wholistic learning that allows a school wide learning culture to flourish.

- 3.1 Special character focus
- 3.2 Te Ao Maori embedded in curriculum
- 3.3 Auahanga Curriculum priorities
- 3.4 Assessment Development
- 3.5 Communication fluencies strengthened



*“If we do not believe within ourselves this
deeply rooted feeling that there is
something higher than ourselves, we
shall never find the strength to evolve
into something higher.”*

Rudolf Steiner

TheFamousPeople.com

1.1 Leadership Structures and Expectations

<p>Goal:</p> <p>Develop a school leadership structure that is clear for all, yet with the ability to flex as appropriate</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Leaders and groups of leaders are working to a single strongly articulated school vision and purpose • Leaders and groups of leaders are networked across the school and have a strong sense of interdependence • All leadership staff and aspiring leaders have a personalised leadership development plan
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Background:

Currently the school operates in multiple mini-silos- both formalised and informal. Many staff hold management units. In the Upper School the majority of staff hold a management unit and are referred to as HoD's although many of them are leading themselves or 1 or 2 part time staff There are no clearly operating expectations of these roles. The school tends to operate in three completely different groups- KG, LS and US.

A small group of staff have been taking part in leadership development and coaching staff during 2020 This group were shoulder tapped into this role and these positions were not advertised or made clear to other staff. The school has largely operated on a model of heroic and siloed leadership with attempts during 2020 to create a more distributive model.

For 2021 there needs to be a clear leadership structure in line with other strategic priorities, with expectations attached to each position, ensuring we are maximising the leadership possibilities of teaching staff with permanent management units into the structure.

We need to begin to move through to a more distributed model of leadership ultimately ending with a much more networked approach to leadership. Wenmoth (2015) refers to a model of networked leadership where he discusses the move from leadership of the network to leadership in the network to leadership by the network. This is an aim for us to work towards. Networked leaders should focus on actions that will shape the culture of learning more powerfully and develop the professional capital of teachers as a group. The more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater will be their influence on student outcomes.

Actions	Responsibilities	Timing	Resources
Construct a clear structure for leadership and management within the school, delineating responsibilities	Karyn	January	
Create a clear purpose and norms for operating with every leadership team	Karyn	Term 1	
Develop a personal targeted leadership development programme for all school leaders	Karyn	Term 1	PLD Budget
Develop a group leadership development programme for all school leadership groups	Karyn	Term 1	PLD Budget
Appoint a leadership coach for each leadership role and ensure regular coaching sessions are a non negotiable part of the leadership development plan	Karyn	January	PLD Budget

Ensure that an understanding of complexity and leading complexity is part of the staff development plan- build a group of leaders who have expertise in this	Karyn	Ongoing	PLD Budget
Ensure that an understanding of change and leading change is part of the staff development plan- build a group of leaders who have expertise in this	Karyn	Ongoing	PLD Budget

1.2 Lead the embedding of a learning culture

<p>Goal:</p> <p>Develop a clear, consistent and effective culture of learning</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> Raphael House School is clearly a place where effective learning happens Teachers and leaders are aware of patterns and cultures of both learning and behaviour and learning in classes, and are constantly reviewing and reflecting upon this, making changes as needed Teachers spend time discussing learning and trialling improvements to learning experiences for students Students are more engaged in school programmes and feel empowered to make a difference. There is evidence of changes being made in response to students' voice
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Background:

Schools in general have long been developed around a teacher culture. Decisions were based around what worked best for teachers. In more recent times there has been a move to a learner culture, Decisions were made around what was referred to as students or learners at the centre. This sometimes took the emphasis away from learning which is the core business of a school. In 2021 we need to work on further developing a learning culture at Raphael House.

There is a great deal of evidence to suggest that students benefit from having a say about how they learn, when they learn and what helps or hinders their learning. When this is listened to or noticed, and we make changes as a result, students learn best. Hattie said, "The more the student becomes the teacher and the more the teacher becomes the learner, then the more successful are the outcomes." (Hattie, J, 2009). As teachers, we need to learn from every interaction with students, so that we get a greater sense of our impact on them and of what works for them so that we can continually adjust our programmes to more effectively meet students' needs.

As a school we need to develop a greater understanding of the concept of student voice and what it means so that we can grow our capacity to foster, listen to, and respond to student voice. We need to continually consider and seek feedback from students about how much voice, choice and self-directedness they have. If we wish our students to gain self-management skills then we have to give them opportunities to learn and practice these skills.

Actions	Responsibilities	Timing	Resources
Learning Talk to be a concept articulated by all staff, developed and coached by all leaders and a key part of all PLD workshops and hui	Leadership Team		
Investigate how to enhance the recording of each student's school learning journey	<i>Link to Strategic Goal 3.3 Assessment</i>		
Develop and enhance student agency opportunities , including goal setting and reflection	Focus group		
Create opportunities for gathering and responding to student voice on a regular basis.	Focus Group		
Walk throughs established as a culture within the school.	Leadership group	Ongoing	

1.3 Lead a strong staff development plan

<p>Goal:</p> <p>Every staff member is committed to their own professional growth and development</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Every staff member has a clear development plan for the year, that is co-constructed with them, that identifies both personal needs and links to the school areas for development • Every staff member is regularly coached by another member of the team • Coaches have regular development in the art of coaching • A comprehensive induction programme is operated for any staff new to the school • A separate provisionally registered teachers programme is in place • An overview of workshops for professional learning is established each term
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Background:

There is increasing evidence that the most effective way to achieve improvements in student outcomes is by investing in teacher professional knowledge, education and development. 'Of all the options available to policy makers seeking to improve student outcomes, the most effective are those that invest in teacher knowledge and skills' (Ministry of Education,2017)

There should be a clear delineation between staff professional development and staff meetings. The former should be sacrosanct, well organized and have facilitators who understand what is required. This could be a staff member or outside facilitator. 12 The principal (or head learner as one principal describes himself) is crucial for providing staff professional development, from being a good role model to creating an environment or culture for staff to move forward. Staff will respond positively to professional development, if they see its need and relevance to the classroom.

Actions	Responsibilities	Timing	Resources
Initial TDD's in January to focus on learning culture	Karyn	January	PLD Budget
Through year TDD's to target strategic goals	Senior, Wider & Team Leaders	Ongoing	PLD Budget
Induction programme developed for all staff new to the school	Karyn	Ongoing	PLD Budget
PRT programme developed	Irene	Ongoing	PLD Budget
Coaching PL provided	Karyn	Ongoing	PLD Budget
SCT programme of work developed	Irja, Karyn	Ongoing	PLD Budget
Coaching Development	Karyn	Ongoing	PLD Budget
Meetings, Workshops and focus groups clearly planned and aligned to strategic priorities	Senior Leaders, Wider Leaders,	Ongoing	PLD Budget
Workshops created in response to needs identified in the annual plan, curriculum priorities, individual needs identified in plans, feedback from coaches, and needs identified from walk-throughs	Senior Leaders, Wider Leaders, Team Leaders	Week 7-8	
Learning Assistants have a development plan and regular coaching as a team and as individuals	Emily		PLD budget, Time

Administration team have a development plan and regular coaching as a team and as individuals	Katie M		PLD budget, Time
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1.4 Lead an alignment of all school groups

<p>Goal:</p> <p>All groups that exist within the school community environment are connected to each other and a common purpose</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> There is a mapped network of all school groups, Each group has a clearly stated purpose, membership and norms There is a connection and support for each other- a culture of care and commitment- for the school between all groups
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Background:

Leadership employing a method of soft metagovernance can be useful to manage the three aspects of Moore's (1995) 'strategic triangle' for public value management—namely, developing a common vision, the authorizing environment and operating capacity. (Ayres 2018)

Currently many groups make up the wider network of school groups. They all have the best interests of the school at heart. However they do not work together or necessarily for the same vision of the school. Therefore in order to move forward it is important to work with all the groups that make up the school community- which could be referred to as our authorizing environment in order to develop a common narrative (vision) around the school that is consistent and that all can understand. This in turn will lead to great confidence in these groups of our operational capacity.

Actions	Responsibilities	Timing	Resources
Work with each group to identify a clear purpose that aligns with the school vision	Karyn, Katie	Ongoing	
Logical connections between groups are established, mapped and regularly referred to as part of the work of each group	Karyn, Katie	Ongoing	
Each group establishes norms of behaviour which are public	Karyn, Katie	Ongoing	
Each group establishes agreed forms of communication which are public	Karyn, Katie	Ongoing	

1.5 Contribute to the wider education landscape

<p>Goal:</p> <p>Raphael House staff are making a positive contribution to the wider education landscape</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Active participation in fellowship at all levels, including Kahui Ako • Active participation in local networks • Positive publication of Raphael House education in educational fields 		
<p>Background:</p> <p>As we move well into the 21st century, collaboration is widely embraced across all areas of our system, from what happens within classrooms between students, to what happens within schools among staff, to what happens between schools and other agencies. The power of networks and in sharing the stories of other educators is well documented. When we are working in a special corner of the education system it is especially important that we learn from others and contribute to the national and international story of effective learning and education. It is vital to our continuing to grow and challenge ourselves and others.</p>			
Actions	Responsibilities	Timing	Resources
Kahui Ako include in leadership teams, PLD workshop plan includes Kahui Ako links	Karyn Mario, Ashley, Purdy	Ongoing	PLD budget
Support Upper School staff to attend national subject meetings and to take the lead in these meetings when appropriate	Karyn, Grant	Ongoing	PLD budget-time, costs
Take full part in all fellowship activities and meetings	Karyn, Others as app,	Ongoing	PLD budget- time
Participate in local Principal DP/AP networks	Karyn, Grant, Irene	Each term	PLD budget- time, costs
Participate and contribute to the Wellbeing network	Mario and team	Each term	PLD budget- time
Participate and contribute to the SCT Network	Irja	Ongoing	PLD budget- time
Participate in other local networks	As appropriate	Ongoing	PLD budget- time
Promote the school in online and offline education networks eg. Moe case studies, blogs, twitter	Leadership Team	Ongoing	

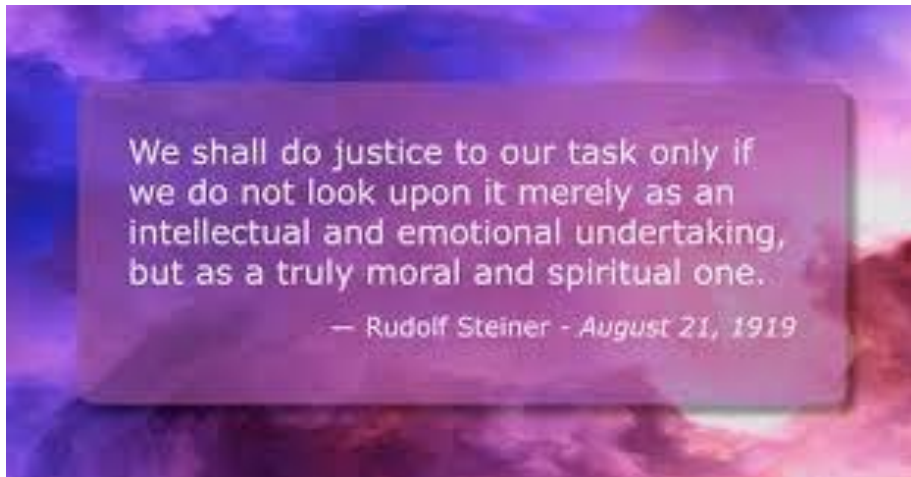
Strategic Goal 2:

To embed a culture of care and collaboration that allows a school wide learning culture to flourish

Nāu te rourou, nāku te rourou, ka ora ai te iwi

With your food basket and my food basket the people will thrive

This whakatauki talks to community, to collaboration and a strengths-based approach. It acknowledges that everybody has something to offer, a piece of the puzzle, and by working together we can all flourish.



2.1 Mahi Tahī Curriculum Priorities

<p>Goal:</p> <p>Collaborative practice is an established part of the learning culture at Raphael House</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • A culture of care and collaboration exists with staff • A culture of care and collaboration exists between staff and students and their whānau • Structures and organisation provide time for collaboration • Collaboration is an expected practice
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Background:

Collaborative approaches are foundational to effective pedagogy in education, as well as in the way schools themselves function in an increasingly networked world. Collaboration is different to cooperation. Collaboration requires working with specific intent, an agreement to a common purpose or goal, and to a common way of achieving that. Fullan (2013) describes the collaborative power of a group as social capital that along with the talent of individuals (human capital) and the wisdom and expertise to make sound judgments about learners that are cultivated over many years (decisional capital) are the anchor stone of professional capital.

At Raphael House there has been a strategic goal to build a collaborative culture and nga mahi tahi is identified as one of the three key values of the school. However this goal is in its infancy, with many decisions and much work still happening in independent silos. Both time and skill development will need to be invested to see this goal become a stronger reality. There is huge potential at Raphael House for much stronger collaboration across the school in order to develop one whole school culture. Collaboration is built on a foundation of mutual trust and respect. There is an underpinning expectation of vulnerability and exposing one's own practice to critique and feedback. The focus is generally on improvement, and often some form of critical reflection (formal or informal) supports the development of collective skill and expertise. Through working closely together and working towards a well-understood and aligned vision, members of a team can maximise their efforts.

When working collaboratively individuals and whole organisations can more effectively:

- Learn from each other and from different parts of the organisation
- Innovate, prototype, and embed change quickly
- Generalise effective practices and process quickly and effectively
- Avoid repeating errors and ineffective practice

Actions	Responsibilities	Timing	Resources
Collaborative practices developed in principle, unpacked, established, coached and monitored	Leadership teams	Initial TDD & Term 1	PLD workshop time Coaching time
Collaborative development and reflection of teaching strategies for support enrichment and differentiation, and for larger class sizes	Leadership teams	Term 1 & 2	PLD workshop time Online resources developed
Staff collaboration groups operating for professional growth topics	Link to staff development plan <i>Strategic goal 1.3</i>		
Coaching systems in place for all staff for professional growth	Link to staff development plan <i>Strategic goal 1.3</i>		
Collaborative approach to formative assessment established	Link to formative assessment <i>Strategic goal 3.4</i>		
Regular school walk-throughs and feedback established	Link to staff development plan <i>Strategic goal 1.3</i>		
Student leadership programmes investigated, further developed and implemented	Focus Group	All year	To be established
Student leadership opportunities actively sought, promoted and supported	Focus Group	All year	To be established

2.2 Digital Communication Tools

<p>Goal:</p> <p>Digital tools will be used to ensure effective, timely and clear communication</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • All school documentation is online in one drive • Documentation is easily accessible and easy to locate for staff through digital handbooks • Communication is clear, comprehensive yet not overwhelming in quantity
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Background:

In the 21st century, digital information is rapidly overtaking print as the principal means of communication. Digital literacy and digital fluency describe a person's capability in using digital technologies to communicate and collaborate effectively

- Digital literacy – A digitally literate person knows how to use digital technologies and what to do with them.
- Digital fluency – A digitally fluent person can decide when to use specific digital technologies to achieve their desired outcome. They can articulate why the tools they are using will provide their desired outcome.

A digitally fluent person:

- knows where and how to find and access information quickly and accurately
- can critique the relevance and accuracy of information being accessed
- is an adept producer of digital content
- can recognise and use the most effective methods of reaching their intended audience
- understands and demonstrates how use digital technologies responsibly including – digital security (self-protection), copyright

These are all important skills for staff at Raphael House to harness. Currently there is a wide degree of skill level and willingness to use. There are few conventions in place to ensure digital communication is effective, clear, concise and not overwhelming.

Actions	Responsibilities	Timing	Resources
Digital communication expectations established and monitored.	Karyn, Admin Team	January and then ongoing	PLD support as necessary
Digital handbook for staff information, curriculum and professional development	Karyn, Admin Team	January and then ongoing	PLD support as necessary
Forms for leave, health and safety, recruitment, EOTC, budgets, PLD all digital and linked to handbooks	Karyn, Admin Team	January and then ongoing	PLD support as necessary
Calendars are set up and used effectively for individual and team meetings, and space bookings	Karyn, Admin Team	January and then ongoing	PLD support as necessary
Plan for moving from server resources to online platform created and implemented	IT Team	Plan created in January and activated throughout year	PLD support as necessary
Professional learning programme developed to support digital communication	Leadership Team	January	

2.3 Students for special focus

<p>Goal:</p> <p>Students in need of extra focus are identified with clear care and support plans in place.</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Procedures are reviewed, known by all and used for students needing <ul style="list-style-type: none"> ▪ Learning support ▪ Learning enrichment ▪ Pastoral support • Target groups for achievement are used where appropriate • Care plans are created for students where appropriate and known by all staff identified as appropriate • Kaitiaki kaiako are seen as integral to any support and care plans
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Background:

Engagement is an ambiguous term; poorly defined and difficult to measure. Engagement is not simply about good classroom behaviour or attendance, but a connection with learning. The student who is quietly sitting at the back of the classroom not participating in discussions or completing their work is as disengaged as a child who is talking with friends or the child who did not show up at school.

Identifying non engagement is important, as is putting in place strategies to engage the identified learners. Often, although not always, there is a correlation between a lack of engagement and students requiring learning support or learning enrichment.

Connections between pastoral staff, learning support and learning enrichment staff and kaitiaki (class and sponsor) kaiako and their whanau need to be strengthened in order to develop the best possible care plan for any student in need of special focus.

Actions	Responsibilities	Timing	Resources
Review processes in place for pastoral identification and support	Pastoral group	Ongoing	
Review processes in place for learning support identification and support	SENCO, Focus group	Ongoing	
Review processes in place for learning enrichment identification and support	GAT Focus group	Ongoing	
Ensure processes are being followed	Pastoral Leader, SENCO, GAT Leader	Ongoing	
Regular hui held encompassing all support links	Wider Leadership	Ongoing	

2.4 Restorative culture

Goal:

A common understanding of restorative practice and justice exists across all parts of the school community

Expected Outcomes:

- The language of restorative practice is used by all- staff, students and community members
- There is a commitment to using restorative practices to resolve conflict situations within the school
- Parent community building a deeper understanding of restorative practice

Background:

Restorative practice is not a new phenomenon and originates from many cultures including Maoritanga

Hattie's (2009) meta-analysis research into effect sizes shows that the relationships students have with their teachers provides a 0.72 rank, showing that relationships are important and have a large effect on achievement, which in turn supports that restorative practice does influence student achievement positively.

Circles which promote community and the values of the school are a priority in restorative schools. This operates to varying degree across Rapahel House.

In order to restore relationships children must have student – student relationships, not just student – teacher relationships. There are great teacher-student relationships in many ways at Rapahel House and to some degree good student-student relationships. This now needs to extend and the school community and learning culture needs to be fully developed by promoting and actively teaching skills which build student- student relationships

A familiar story in the research from schools is that while teachers are able to use restorative practices with students there are few instances where teachers are restorative with one another and that teacher – teacher relationships need to be developed further for this to take place and be effective. Experiences of staff conflict being resolved using restorative practices is that there is less likely to be mutual agreement of the situation. At times one person can be made to be the sole wrong doer, with others not acknowledging their own responsibilities and contributions to a situation. In staff conflict, as with all conflict, there is more than one perspective. Adult conflict is much more complex, getting the story much more difficult, and achieving positive outcomes where all parties are able to move forward positively, much more one sided. There needs to be a commitment to restorative practice in staff conflicts for a school to become truly a restorative place.

Actions	Responsibilities	Timing	Resources
School expectations are reviewed and related to school values	Focus Group	Term 1	Focus group time
RP expectations are established in writing	Focus Group	Term 2	Focus group time
RP scripts are taught, enforced and monitored	Focus Group	Term 2-3	Focus group time
Staff training needs for RP are identified and implemented	Focus Group	Term 2-3	PLD budget
Senior students are trained as mediators for RP	Karyn	Term 1-3	

2.5 Hauora Curriculum priorities

<p>Goal:</p> <p>Hauora is understood and prioritised as a key value at Rapahel House</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Staff and students learn to take responsibility for their own wellbeing. • There are clear wellbeing school wide procedures in place to support staff and students • There is a clear hauora curriculum in place to build student skills in this area year on year in order to allow them to develop into their full selves and contribute to society
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Background:

There is no consensus around a single definition of well-being, but there is general agreement that at minimum, well-being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment and positive functioning.

When children and young people have a strong sense of wellbeing, they can engage meaningfully in learning. In the Kōrero Mātauranga | Education Conversation, we heard clearly that we need to make wellbeing a priority. In particular, New Zealanders want to see: teachers, families, whānau, and communities working in partnership to support children and young people’s wellbeing education free from racism, discrimination and bullying, and learners with disabilities or learning support needs having access to the support they need.

Every learner has the right to a safe, healthy and supportive learning environment, where they are accepted and respected, and an education that values their identity, language and culture, and those of their family and whānau.

Actions	Responsibilities	Timing	Resources
Revised pastoral and guidance procedures developed and implemented	Karyn, Pastoral team	Term 1	Resources budgeted for
Revised behaviours expectations and procedures based on a strengths based whole school approach (link to Restorative practices Strategic Goal 2.5)	Focus Group	Term 1	
Further development and time spent on life skills and Health and PE learning programmes with clear links made to kaitiaki programmes	Focus Group	Ongoing	Timetable time, Curriculum resources budgeted for
Increased understanding and appropriate integration of therapies and eurythmy to the learning plan for identified students.	Focus Group	Ongoing	Budgeting for therapy, eurythmy

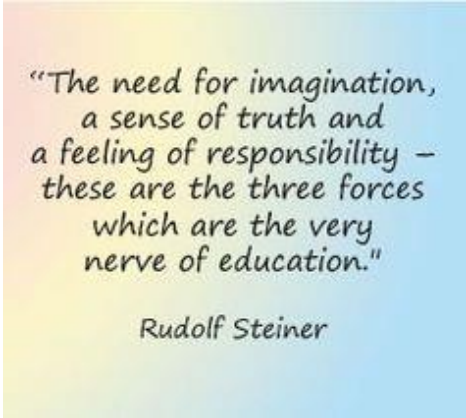
2021 Annual Plan Strategic Goal 3

To design and develop wholistic learning that allows a school wide learning culture to flourish

Whāia te mātauranga hei oranga mō koutou

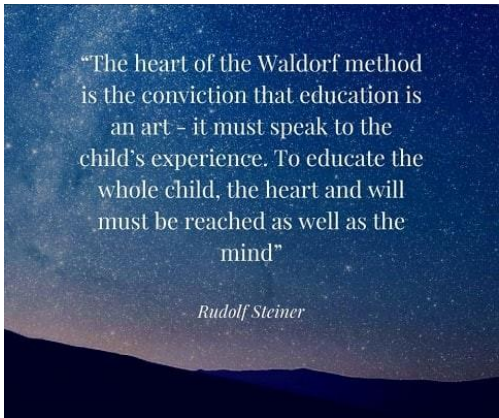
Seek after learning for the sake of your wellbeing

This whakatauki refers to the importance of learning for it is key to your wellbeing. If you follow the path of learning, the world will be your oyster.



*"The need for imagination,
a sense of truth and
a feeling of responsibility –
these are the three forces
which are the very
nerve of education."*

Rudolf Steiner



*"The heart of the Waldorf method
is the conviction that education is
an art - it must speak to the
child's experience. To educate the
whole child, the heart and will
must be reached as well as the
mind"*

Rudolf Steiner

3.1 Special character focus

<p>Goal:</p> <p>All staff understand what a three-fold approach to designing and delivering learning is</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Three-fold approach evident in all lesson and unit design • Three-fold approach evident in delivery of learning experiences
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Background:

Our integration agreement requires us to maintain a distinctive special character that differentiates us from a State School. Much of the characteristics of a Steiner education- a relational pedagogy, creativity and Wholistic learning is now embraced as excellent practice by many state schools. We need to maintain and develop other aspects of the special character of a Steiner education. For 2021 we will be focussing on the three-fold approach to designing and delivering learning.

Actions	Responsibilities	Timing	Resources
Professional learning programmes will incorporate the three-fold approach for staff learning	PLD Team	Ongoing	PLD Budget
Professional learning programmes will provide background and practical learning for staff in how to design and deliver through this approach	PLD Team	Ongoing	PLD Budget
Collaborative curriculum design workshops to help teachers to design appropriate learning experiences	Leadership Team	Ongoing	PLD Budget
Observation programme implemented for staff to observe and give feedback to each other on how to develop this further within their delivery of learning	Leadership team	Ongoing	PLD Budget

3.2 Te Ao Maori

Goal:

Te Ao Māori is woven into all learning experiences and all school events

Expected Outcomes:

- Students and staff can discuss and reference traditional and contemporary Māori views.
- Students and staff demonstrate the links between these views, tikanga, values and beliefs
- Students and staff show respect for Māori knowledge and te Ao Maori

Background:

Māori worldview lies at the very heart of Māori culture - touching, interacting with and strongly influencing every aspect of the culture. This contributes to the Māori holistic view of the world and the Māori place in it. (Marsden, 2003) An educational context needs to be created where to be Māori is to be normal; where Māori cultural identities are valued, valid and legitimate; in other words where Māori children can be themselves. (Bishop and Glynn, 1999).

The relationships of people and rangatira with the land are also relationships about power - ultimately spiritual power. Ancestral place names are important signifiers of authority and identity. (Ministry of Justice publication, 2001) Mason Durie states that 'uniquely relevant to Māori is the way in which the Māori world views and the wider world views of society, impact on each other. (2003 Hui Taumata Mātauranga)

SCHOOL STATEMENT

Actions	Responsibilities	Timing	Resources
Te Ao Māori leadership group in operation	Irene	Ongoing	Curriculum Budget
Te Reo programme strengthened	Te Ao Māori group	Ongoing	Curriculum Budget
Kapahaka programme school wide	Te Ao Māori group	Ongoing	Curriculum Budget
Local cultural stories woven into curriculum	Te Ao Māori group	Ongoing	Curriculum Budget
Staff PLD in Te Reo Māori and te Ao Māori	Te Ao Māori group	Ongoing	PLD Budget

3.3 Auahanga Curriculum priorities

<p>Goal:</p> <p>Creativity will be promoted as a cornerstone of all learning programmes</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • There will be a clear music programme that is sequential and progresses through the school • The music programme will be resourced • The benefits of storytelling as a pedagogy and as an assessment tool will be understood and used by all staff • there will include regular opportunities for staff to to reflect on and include creativity within their design for learning
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Background:

Ken Robinson, Tony Wagner et. al. have heralded the importance of creativity and highlighted how schools seem to be determined to remove creativity from their students. Robinson claims that children are naturally creative and curious but by the time they reach adulthood they have either, had their creativity strangled or been convinced that they are not in fact creative they are just normal, as if creativity was some sort of special gift bestowed only on the eccentric few rather than something that exists in all of us. Creativity, in a broader sense that it has normally been seen in schools, has been heralded as a vital trait for success in the modern world and something that employers look for in job candidates. The ability to come up with new answers to new and existing problems, the skill of being able to ‘think outside the box’ is currently being seen as a key employability factor, highly sought after and highly valued.

If creativity is to be validated within school programmes and brought out of the shadows then we must realise that as teachers we cannot control or impose it. We can encourage and nurture but we have to be prepared to relinquish control and authority. In other words there is a need to respect the creative spirit if you really want it to blossom. This in turn leads to another important consideration for educators, is the process by its very nature organic or can it be legislated for. Can the right ingredients be mixed together for creativity to ‘happen’ or do you have to see it in its embryonic form and then seize the moment and respond. From all that I have read and seen there seems to be three important factors that are essential in any situation for creativity to develop and blossom. These three factors can in fact be imposed and are not dependent on the individuals involved. Important Factors 1. There must be a strong and meaningful multidisciplinary approach. 2. Partnerships within and beyond the school must be forged. 3. There must be an end product or performance that all the work is directed towards.

Actions	Responsibilities	Timing	Resources
Specialist Music programme with clear progressions from Class 1 to Class 12	Geoff, Dorothea, Emerald	Ongoing	Curriculum Budget
Leverage storytelling into narrative assessment	Link to Assessment development 3.2		
Creativity opportunities woven into all curriculum programmes	Curriculum Leaders	Ongoing	PLD Budget

Assessment Development

<p>Goal:</p> <p>To raise the understanding, efficiency and effectiveness of assessment systems through the school</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • A school wide system is understood and followed • Assessment practices complements the special character of learning programmes
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Background:

The days of traditional assessment and reporting are numbered. Hour upon teacher hour of assessment and report writing, at nights and in weekends, making decisions in isolation from the students ... why not create a system that deeply involves the students in the process, and harnesses the benefits for their learning? Research shows that encouraging students to self-assess and reflect on their learning, and recording these learning conversations online, is an incredibly powerful learning tool. Much better to place emphasis on the process of learning, rather than the products of learning. Students' recorded conversations form a narrative of student learning and provide the parents and teacher with powerful information about where a learner is at.

We need to Make the students' ownership of their learning our number one priority. Nothing has more power. No standardised test is as powerful as a student telling you where they're at in their learning. Students should be able to provide the teacher with feedback too!

To do this we need to first allow time initially for teachers to learn how to embed formative assessment processes in their day-to-day teaching.

This includes the fundamental processes of formative assessment: having shared clarity about the learning, self and peer assessment and reflection, and effective formative feedback. Teacher and students should share the language of learning.

We need to coach our kaiako to notice learning happening and write a narrative about what they notice highlighting dispositional behaviours, but also specifically looking for, noticing, and narrating other learning capabilities and interests.

Actions	Responsibilities	Timing	Resources
Develop all staff assessment literacy in understanding and using formative, summative, diagnostic assessment.	Karyn, Leadership	Ongoing	PLD Budget
Explore narrative assessment as a way of recording a richer picture of student learning	Karyn, Leadership. Kahui Ako WST	Ongoing	PLD Budget
Revise reporting in line with formative and narrative assessment strategies	Karyn, Leadership. Kahui Ako WST	Ongoing	PLD Budget
Revise reporting to create school wide formats and processes	Karyn, Leadership	Ongoing	PLD Budget

Communication Fluencies

Goal:

Communication fluencies are understood and developed throughout all age levels and all curriculum areas.

Expected Outcomes:

- All teachers understand they are teachers of literacies
- All teacher's knowledge of literacies and ability to apply best practice literacy acquisition strategies is developed

Background:

We learn through play, through projects and experiences and we develop the literacies from these learning experiences and opportunities.

"Children are biologically predisposed to take charge of their own education. When they are provided with the freedom and means to pursue their own interests, in safe settings, they bloom and develop along diverse and unpredictable paths." Peter Grey. Free to Learn.

We know that when we prioritize written literacy skills over other forms of communication literacy we run some serious risks. The first is that we will cause serious damage to students self-belief and to their long term engagement with learning. Students begin their literacy learning through the fundamentals of gross motor skills and then fine motor skills before other methods of literacy. We need to ensure they have the necessary fundamental motor skills before beginning the mechanics of reading and writing.

Opportunities for developing literacies are developed through real purposes found in transdisciplinary learning, not from teacher created artificial purposes.

Deep learning tasks build upon the foundation of the new learning partnerships. They challenge students to construct knowledge and begin to use their ideas in the real world. In the process, they develop key skills and the experience of doing 'knowledge work' in ways that develop tenacity, grit, and the proactive dispositions that pave the way to flourishing futures. Rich Seam- Michael Fullan

In 2021 our focus will be on embedding the progress and learning that has occurred in the last year in mathematics and focusing more on developments in literacies. This is where our targets for both improving teacher practice and student achievement will lie.

Actions	Responsibilities	Timing	Resources
Formative assessment links-grow teacher ability to understand and apply learning progressions within transdisciplinary contexts	Karyn, Leadership	Ongoing	PLD Budget
Communication fluencies- Develop both teacher knowledge and ability to use within teaching- digital literacy, media literacy, visual literacy, conventional literacy	Karyn, Kahui Ako, English specialists	Ongoing	PLD Budget Curriculum Budget
Develop guidelines and expectations around the development of project skills at each class level culminating in the Class 12 project	Karyn, Kahui Ako, English specialists	Ongoing	PLD Budget Curriculum Budget

Strategic Goal 4:

To build, maintain and strengthen systems that allows a school wide learning culture to flourish

He maurea kai whiria

Ignore small matters and direct effort toward important projects

This whakatauki encourages us to keep things in perspective, to not get bogged down by the small things, the little details, but instead to maintain our focus on the vision, on what is important. It could be used to keep people on track, and/or to remind us/people to maintain focus on what's important even in the face of great complexity

**What the human being sees,
what is poured into his
environment, becomes a force
in him. In accordance with it,
he forms himself.**

Rudolf Steiner

4.1 Clear Communication systems

<p>Goal:</p> <p>Communication will be clear, effective and timely</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Clear communication expectations in place and followed for internal communication • Clear communication expectations in place and followed for external communication • Quality Control procedures in place for external communication
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Background:

School apply a range of formal and informal communication skills every day. Communications may be deliberately planned or ad hoc; face to face or virtual; written, video or verbal; digital or non-digital.

There is a large range of communication strategies and tools being used at Raphael House. However, there are not clearly documented procedures for which tools and formats to use for which purposes, and expectations around responsibilities with regards to communication. This needs to be urgently addressed with a communication plan developed, and followed with appropriate professional learning and support in place. There is a clear link here to the development of digital communication tools (Strategic Goal 2.3)

Community and staff surveys planned for November 2020 should help provide some direction for this communication plan and development in 2021.

Actions	Responsibilities	Timing	Resources
Expectations developed and implemented for internal communication	Karyn, Katie, Clare	January-Term 1	
Expectations developed and implemented for external communication	Karyn, Katie, Clare	January-Term 1	
Digital Tools utilised	<i>Link to digital communication tools Strategic goal 2.2</i>		
Agreements for communication formed with all school groups	Karyn, Katie	January-Term 1	
Responsibilities for communication oversight and QA developed	Karyn, Katie	January-Term 1	
Enrolment procedures clarified and strengthened	Karyn, Katie	Term 1-Term 2	
Development of a school risk register	Karyn, Katie	Term 1-Term 2	
Review, update and publish clear complaints processes	Karyn, Katie	Term 1-Term 2	
Professional learning and support programme for communication developed and implemented.	Karyn, Katie	Term 1-Term 2	PLD Budget

4.2 Accurate Financial Systems

<p>Goal:</p> <p>There are simple financial systems in place that maximise efficiency are accurate and are timely</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Budget is regularly monitored and reported against • Budget is reviewed as necessary • Clear systems for all aspects of financial operations in place and operating efficiently and effectively
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Background:

We need to feel sure we can account for all the money coming into the school and how it is spent, and that it is being used effectively to improve the learning culture of the school.

As a significant community business, it is very important that the school pays all money due on time and in full to maintain healthy community relationships. Raphael House is not in a sound financial position. Annual deficits have been occurring regularly and are forecast again this year. This needs to be addressed with some hard work to bring the school back into a surplus position.

Budgets and regular budget updates have not been communicated to internal budget holders which has resulted in wanton, unchecked and unplanned spending at times. Systems are not efficient or accurate. There are few documented procedures for ordering, invoicing, paying accounts, and reconciliation of payments and income. In particular, there are complex financial arrangements in place, but not easily identifiable or documented between the Trust and the school with regards to the kindergarten operation.

Considerable progress on this since September. Newly implemented need time for embedding, and then further review for other efficiencies that could be gained. The introduction of Kindo has made collecting of income from parents a simpler system with clear documentation that is efficient and effective to reconcile.

Actions	Responsibilities	Timing	Resources
Financial delegations are reviewed and in line with best practice	Karyn, BOT	February Board meeting	
Ordering procedures reviewed and embedded	Clare, Katie	Term 1	
Approval procedures reviewed and embedded	Clare, Katie	Term 1	
Budget reporting for internal budgets monthly	Clare, Katie	Ongoing	
Budget Analysis completed monthly	Clare, Katie, Karyn	Ongoing	
Budget reviewed each term	Karyn, BOT	Each term	
Asset replacement schedules created	Clare, Katie, Karyn	Ongoing	
Digital Tools utilised	Link to digital communication tools Strategic goal 2.2		

4.3 Positive Personnel Systems

<p>Goal:</p> <p>Personnel procedures are all reviewed, clear and support a positive workplace and being a good employer</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • All staff have clear expectations and contracts relating to their position • All staff have support to meet the expectations in their contracts • All staff are paid in accordance with their contracts
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Background:

NAG 3 relates to board and management legal responsibilities for personnel and employment matters, industrial policies and being a good employer. Employment agreements confirm the conditions of staff employment. Each staff member must have an employment agreement. The [Collective Agreements](#) (CA) and the [Individual Employment Agreements](#) (IEA) set out employment terms and conditions for school employees.

All staff members at Rapahel House have a contract, however there is no overall summary of these contracts. The payroll officer has an excellent knowledge of her role and carries out regular and very accurate review of payroll matters. She is very skilled in her work. However, no one else in the school has knowledge of her day to day work which puts the school at risk if there is a sudden absence.

Contracts, particularly of support staff are continually being adapted and the updating of contracts can be haphazard depending on the area of the school and the leadership involved. A system around this needs to be developed and strengthened with urgency.

Actions	Responsibilities	Timing	Resources
Code of Conduct reviewed and updated	Karyn, Wider leaders	January	
Job Descriptions reviewed and updated	Karyn, Wider leaders	January	
Leadership Expectations developed and implemented	Karyn, Wider leaders	January	
Internal Payroll System procedures documented	Karyn, Chaucey, Katie	Term 1	
Internal Payroll System developed for adaptations to contracts	Karyn, Chaucey, Katie	Term 1	
Recruitment Procedures reviewed and updated	Karyn, Wider leaders, Katie	Term 1-2	
Digital Tools utilised	Link to digital communication tools Strategic goal 2.2		
Banked staffing Procedures and expertise developed	Karyn	Term 1-2	
SUER checking procedures and expertise developed	Karyn	Term 1-2	

4.4 Strong Health and Safety Systems

<p>Goal:</p> <p>The school is prepared for any emergency event requiring evacuation or lockdown or traumatic incident response.</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Staff feel their health and safety is valued and protected • All staff are aware of the reporting lines for risks identified • There is regular monitoring of all identified hazards • Workplace incidents are recorded and responded to as appropriate
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Background:

We need to hold a strong commitment to the health and safety of all staff and all who visit our school site. It is an obligation to consult with staff with regards to their ongoing health and safety and to minimise risks to health and safety wherever practical. We commit to providing health and safety induction, training and supervision for all new and existing workers

A health and safety committee was established in the earlier parts of 2020 and begun to meet once a term. Since the beginning of term 3 these team has been meeting monthly. These meetings need to be further embedded into practice and gradually move from Principal leadership to of Executive officer leadership

We have a commitment to ensure that Workplace incidents, near misses and injuries are accurately reported, recorded and considered, and appropriately responded to

Actions	Responsibilities	Timing	Resources
Hazard register in place and used	Karyn, Brett, Katie	Weekly	
Risk identification register in place	Brett, Katie, H& S Team	Ongoing	Digital from linked from handbook
Health and safety team fully operating	Brett, Katie	Monthly	Release time budgeted for
Digital Tools utilised	Link to digital communication tools Strategic goal 2.2		

4.5 Clear Emergency Systems

<p>Goal:</p> <p>The school is prepared for any emergency event requiring evacuation or lockdown or traumatic incident response.</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Emergency response procedures are in place, regularly practiced reviewed • Lockdown procedures are in place, regularly practiced and reviewed • There is a responding to traumatic incidents procedure in place, with key people fully aware of their roles
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Background:

It's important to be prepared for any potential emergency event.

There has been considerable effort put into reviewing and publishing emergency procedures during 2020. IN the latter part of 2020 this has included establishing lockdown procedures, although these have yet to be discussed with staff and practiced.

There is a need to create a set of procedures for responding to traumatic incidents.

Actions	Responsibilities	Timing	Resources
Emergency procedures regularly reviewed	Brett, Barry	Ongoing	
Lockdown procedures fully developed and embedded	Brett, Barry	Term 1	
Links to emergency systems made clear within EOTC procedures	Brett, Barry, Senior Leaders	Ongoing	
Traumatic incidents Response Guidelines developed	Karyn, Pastoral Team	Term 1-2	

Strategic Goal 1: To develop a sustainable networked leadership that allows a school wide learning culture to flourish.

Our Mission: To help every student progress towards becoming free, responsible and caring individuals, able to contribute to society

Strategic Goal 2: To embed a culture of care and collaboration that allows a school wide learning culture to flourish.

Staff Targets:

Learning Talk is a stronger feature of the culture of the school

Every staff member has a co constructed personal professional learning plan that is regularly reviewed

Every staff member is being regularly coached, according to their personally identified needs

Strategic Goal 4: To build, maintain and strengthen systems that allows a school wide learning culture to flourish.

Staff Targets:

Communication systems will be streamlined and report higher levels of satisfaction

EOTC systems to be streamlined

Budget to report a surplus

Staff Targets:

Staff understanding and application of assessment literacy will widen

Staff understanding of Te Ao Māori and use of Te Reo Māori will develop further

The 3-fold process for learning will be integrated into all teaching practices

Student Achievement Target:

Students requiring Learning Support/Learning enrichment/regular guidance and/or crisis support are catered for with identification systems and support plans created and regularly reviewed

Strategic Goal 3: To design and develop holistic learning that allows a school wide learning culture to flourish.

Student Achievement Targets:

Students literacy skills across the curriculum improve in every class level.

Students creativity skills across the curriculum improve in every class level.



