



Special character Integrated School

The spiritual connection is what makes our school unique. Our founder, Srila Prabhupada explains that the ultimate aim of education should be self-realisation of the spiritual values of the soul.

In the spirit of the Vedic teachings, we hold a holistic approach to education and acknowledge that successful education needs to provide a set of foundation skills which are transferable and adaptable for whatever the future holds.

Our Krishna conscious teachings develop the child's wisdom through critical and creative thinking. The application of this knowledge fosters respectful and meaningful relationships and supports the development of the child's social and emotional wellbeing. The joy of devotion and the celebration of learning successes ensure that a life-long learning journey is established for each child.

Our mission:

In faithful accord with the teachings, mood and mission of His Divine Grace A. C. Bhaktivedanta Swami Prabhupada:

We empower every child to discover their unique and extraordinary potential, their connection with Krishna and to experience the joy of learning and devotional service.

Within a culture of genuine respect we offer a dynamic, holistic education to prepare our students for lifelong success in an ever-changing world



Charter 2020



Wisdom

Cit: In Sanskrit is pure knowledge of the absolute truth

Wairuatanga Spirituality & Wisdom

Humility is our connected value

Joy



Ananda: In Sanskrit is a state of pure spiritual happiness and bliss.

Whakamana: Empowerment to reach our highest potential

Simplicity is our connected value

Spiritual well being

Mental & emotional well being

Physical Well being

Respect

Sat In Sanskrit Sat means eternity. Real respect for oneself and others is based on the eternal reality of the soul

Whanaungatanga

Creating positive and collaborative relationships

Non-violence is our connected value



GUIDING PRINCIPLES for our school's curriculum:

Our guiding principles for our school come directly from our mission statement:



<p>Empower each child to form connections with:</p>	<ul style="list-style-type: none"> • Self, • Others • The natural world • The Supreme Lord Krishna
<p>Empower students to achieve their unique and extraordinary Potential. We prepare our students for life long success.</p>	<ul style="list-style-type: none"> • Be developmentally appropriate • Be child centred. • Give students a voice - democratic. • Develop growth mindsets and learner agency • Provide a balance between student-directed, discovery-based learning and direct instruction.
<p><u>We empower every child to experience the joy of learning and devotional service</u></p>	<ul style="list-style-type: none"> • Enable authentic learning experiences • Develop intrinsic motivation • Develop creativity & innovation • Inspire a genuine love for learning. • Incorporate all aspects of a child's development (Head, Heart and Hands)
<p><u>We create a Culture of Genuine Respect:</u></p>	<ul style="list-style-type: none"> • Develop positive personal relationships • Recognise and nurture the value in each individual • Enhance positive communication skill through conflict resolution nurtured heart, council circles.

Applying our Core Values and Achieving our Mission

<i>Wisdom</i>	<i>Respect</i>	<i>Joy</i>
<p><u>How is Wisdom applied practically to students' learning?</u></p> <ul style="list-style-type: none"> • Learning and applying the Philosophy of Krishna consciousness by: <ul style="list-style-type: none"> ◇ Learning Sanskrit slokas ◇ Hearing and telling & acting out scriptural stories ◇ Discussing spiritual & philosophical concepts and how they relate to our lives ◇ Developing faith in the Supreme Lord ◇ Developing moral literacy and character values ◇ Sharing our philosophy & values with others • Engaging in Inquiry/project based learning • Developing effective mathematics, literacy and communication skills • Encouraging self management and leadership skills 	<p><u>How do we create this culture of respect?</u></p> <ul style="list-style-type: none"> • Personalised & authentic Learning that takes into account the relevant natures and interests of each child. • Empowering intrinsic motivation & ownership of the learning • Applying developmentally appropriate practices (supporting students to learn at their own stage and pace). • Empowering Student Voice and Student Leadership • Creating a school-wide Culture of Respectful Communication • Engaging learners in collaborative Learning and relating with all ages • Maintaining a family Mood and Culture • Learning in & with Nature • Encouraging responsible citizenship and democratic decision making 	<p><u>How do we invoke the souls joyous nature?</u></p> <p>Learning which is dynamic & holistic</p> <ul style="list-style-type: none"> • Authentic, Experiential, Discovery Learning • Investigative Play Based Learning • Engaging the head, heart, hands, mind, body and spirit • Enabling Achievement of Mastery • Celebrating Achievement • Engaging in The Arts & traditional crafts <p>Joy of Devotional Service:</p> <ul style="list-style-type: none"> • Festivals and Community Celebrations. • Engaging in a Multitude of Ways of Connecting with Krishna (God)- according to individual inclinations. • Temple Worship - singing, dancing, Deity worship • Sharing our Culture with Others
<p><u>Bicultural connection:</u></p> <p>Wairuatanga: Spiritual connection and well being</p>	<p><u>Bicultural connection:</u></p> <p>Whanaungatanga. Positive and meaningful relationships - a relationship through shared experiences and working together which provides people with a sense of belonging.</p>	<p><u>Bicultural connection</u></p> <p>Whakamana: Empowerment to reach our highest potential</p>
<p><u>Associated Values</u></p> <p>Inquiry / curiosity</p> <p>Purity of character</p> <p>Courage</p>	<p><u>Associated Values:</u></p> <p>Compassion</p> <p>Gratitude</p> <p>Integrity</p>	<p><u>Associated Values:</u></p> <p>Creativity</p> <p>Harmony / balance / Peace (inner satisfaction)</p> <p>Faith & devotion</p>

Our Graduate Vision

Wisdom (Athato brahma jijnasa—Inquire into the absolute reality)

Our learners will be empowered to discover their connection with Krishna, And be prepared for life long success

Goals	Beginning	developing	Proficient	Adults will
<p>Be a Krishna conscious Thinker</p> <p>We seek absolute knowledge</p>	<ul style="list-style-type: none"> Show some curiosity about Krishna consciousness Share ideas about Krishna consciousness Show logical thinking 	<ul style="list-style-type: none"> Ask appropriate and relevant questions about Krishna conscious concepts Share some Krishna conscious concepts/ideas with others Engage in critical thinking Demonstrate connections with our world & Krishna consciousness 	<ul style="list-style-type: none"> Inquire submissively from authorities on Krishna consciousness Apply Krishna conscious thinking to situations and problems Articulate Krishna conscious philosophy with some clarity & reference to sastra. Evaluate different solutions to problems Apply critical thinking with logic and reasoning 	<ul style="list-style-type: none"> Be well versed in sastra Qualified in teaching P4C Apply Sastra in their own lives Encourage and support deep, critical thinking. Connect sastra with the learning (sastra caksus)
<p>Be an independent learner</p> <p>We manage ourselves effectively</p>	<ul style="list-style-type: none"> Find information Demonstrate being able to manage own learning time Make some good choices about learning 	<ul style="list-style-type: none"> Actively look for information (research) Consistently manage own learning time Consistently make good choices about own learning Present learning using different media 	<ul style="list-style-type: none"> Synthesise information Manage time effectively Interpret problems Develop details in their projects Present learning creatively using a range of different media 	<ul style="list-style-type: none"> Managed their time effectively Direct their own inquiries and professional learning
<p>Be a self actualiser (growth mind-set)</p> <p>We make our goals become reality</p>	<ul style="list-style-type: none"> Be willing to try new things. Try again when mistakes are made. Being the best you can be 	<ul style="list-style-type: none"> Set personal goals and learning goals with support Approach challenging tasks with a willingness to learn Continually strive to improve Listen and respond to feedback Have a “can do” attitude (show resilience) 	<ul style="list-style-type: none"> Set and achieve personal goals Reflect on own learning Seek and value challenge Seek purpose and meaning in their learning. Develop a level of mastery in an area of strength 	<ul style="list-style-type: none"> Have personal goals and professional goals. Engage in teaching as Inquiry

Respect

Our learners will be: “Genuinely respectful” of self, God, others and the environment

Goals	Beginning	Developing	Proficient	Adults will
<p>Be Caring</p> <p>Manaakitanga</p> <p>We are kind</p>	<ul style="list-style-type: none"> Show willingness to help others Be able to apologise with some sincerity Show care for other living beings 	<ul style="list-style-type: none"> Be aware of other people’s feelings Actively assist and help others. Accept responsibility for own actions Show a sense of care for the natural world and other beings (Kaitiakitanga) 	<ul style="list-style-type: none"> Actively seek to resolve conflicts Actively seek & give forgiveness Seek to first understand others by listening (Active/empathic listening) Have a sense of guardianship with the natural world (Kaitiakitanga) 	<ul style="list-style-type: none"> Think, “Win Win” Practice active and reflective listening Show genuine care for all students, adults in the school community and the environment. Communicate respectfully with all students, staff and parents
<p>Be a positive communicator</p> <p>We seek first to understand</p>	<ul style="list-style-type: none"> Listen to instructions sometimes Listen to the needs of others sometimes Share ideas, thoughts with others sometimes Use good manners some times 	<ul style="list-style-type: none"> Always listens to instructions Show willingness to listen to others (listening from the heart) Use manners appropriately in different situations Share ideas, opinions clearly 	<ul style="list-style-type: none"> Can instruct others respectfully Can listen empathically Openly express ideas, opinions and learning with purpose, clarity and confidence Communicate with manners & correct etiquette 	<ul style="list-style-type: none"> Communicate respectfully with all students, staff and parents Apply: think win win
<p>Be a Collaborator</p> <p>We learn, serve & play together to achieve better outcomes</p>	<ul style="list-style-type: none"> Take turns. Share ideas and equipment Listen to and follow ideas from others 	<ul style="list-style-type: none"> Able to work with a variety of people Get involved Know your role within a group 	<ul style="list-style-type: none"> Celebrate the successes of others Show a “Take action” attitude Be eager to take responsibility Collaborate with others to problem solve and come up with new ideas 	<ul style="list-style-type: none"> Be involved in the community and encourage community involvement with our school Contribute positively to our schools spiritual and social culture Collaborate effectively & professionally
<p>Be a truth warrior</p> <p>We stand up for what is right</p>	<ul style="list-style-type: none"> Speak truthfully most of the time Show a good example to others most of the time Take some ownership of personal actions 	<ul style="list-style-type: none"> Speak truthfully at all times Demonstrate a positive example to others consistently Always take ownership for personal actions Sometimes stand up for what is right 	<ul style="list-style-type: none"> Seek to understand what is morally the right thing to do Uphold positive character traits and assist others to do so. Always stand up for what is established as right and encourage others to do so. 	<ul style="list-style-type: none"> Lead by example Model positive character traits Commnd respect

Joy

Our learners will: Discover their unique and extraordinary potential & Experience the joy of learning and devotional service.

Goals	Beginning	Developing	Proficient	Adults will
<p>Be Devotional</p> <p>We serve with love</p>	<ul style="list-style-type: none"> Engage in jappa meditation Help to serve the classroom deities Help to do some service when asked 	<ul style="list-style-type: none"> Engage in jappa meditation with focus. Show some enthusiasm for spiritual practices (worship, prayer, meditation) Show a service attitude 	<ul style="list-style-type: none"> Engage in spiritual practices with energy, enthusiasm and joy Demonstrate a desire to please Srila Prabhupada and Krishna. Actively seek service Be Eager to take shelter of Srila Prabhupada & Krsna 	<ul style="list-style-type: none"> Model enthusiasm in spiritual service Actively inspire others in the service of SPP.
<p>Be Creative & innovative</p> <p>We have the courage to be creative</p>	<ul style="list-style-type: none"> Be curious and inquisitive Produce creative work and ideas 	<ul style="list-style-type: none"> Inventive with materials and ideas Expresses personal creativity through art/ crafts. 	<ul style="list-style-type: none"> Be Innovative (create new solutions to problems) Developed an art or craft to a level of personal mastery Have courage to see failure as a part of the creative process 	<ul style="list-style-type: none"> Seek to enable innovation Develop their own craft skills
<p>Be Connected (Tūrangawae)</p> <p>We are confident in our identity</p>	<ul style="list-style-type: none"> Have an awareness and appreciation for our school's spiritual & social culture. Begin to develop positive relationships with staff and students 	<ul style="list-style-type: none"> Have positive relationships with school staff and students Be proud to be a part of Hare Krishna school Show willingness to contribute to our school's social and spiritual culture 	<ul style="list-style-type: none"> Have a positive self-identity as a devotee of Krishna Show confidence in self-identity in different contexts –(positive self-esteem) Actively share the philosophy & practices of K.C with others 	<ul style="list-style-type: none"> Clearly identify themselves as a devotee of Krishna. Be committed to their sacred service
<p>Be Healthy & Balanced</p> <p>We strive for balance. (Head, heart and hands)</p>	<ul style="list-style-type: none"> Engage in regular exercise Demonstrate stillness Show some control of own emotions 	<ul style="list-style-type: none"> Engage in physical challenges Understand importance of a healthy diet Demonstrate some self-control in challenging situations. Able to be peaceful and calm for a short period of time Be tidy and clean 	<ul style="list-style-type: none"> Understand the importance of a regulated lifestyle for recreation, sleep and work Take personal responsibility to eat a healthy diet Engage in physical challenges with enthusiasm Able to be peaceful and calm for sustained periods of time Have some understanding and application of Vaisnava standards of cleanliness 	<ul style="list-style-type: none"> Strive for personal balance in work and personal lives. Are regulated and aim for positive holistic health.

Cultural Diversity and our Māori Dimension:

Hare Krishna School will reflect New Zealand's cultural diversity by:

- Recognising and valuing the cultures within the school and wider community.
- Understanding local and national cultural traditions and histories.
- Acknowledging and celebrating New Zealand's cultural diversity.

Hare Krishna School will reflect the unique position of the Māori culture by:

- Following and honouring the principles of The Treaty of Waitangi.
- Recognising the unique position of Māori within New Zealand society.
- Understanding the nature of biculturalism and the partnership between Maori and Pakeha.
- Exploring bicultural heritage and how it contributes to a sense of identity for New Zealanders.

The school will undertake to incorporate Māori culture and protocol (tikanga Māori) into the school's curriculum and practices through:

- Integrating Maori values & and spirituality with our Krishna conscious spirituality and values.
- Teaching of basic Te Reo
- Teaching of Tikanga Māori.
- Inviting Maori members of the community to assist with staff and student education

Special occasions.

- Hare Krishna school will recognise, honour and celebrate special occasions such as Matariki
- Hare Krishna school will incorporate Maori into our own special occasions such as the end of year celebration

Te Reo

Hare Krishna School will implement basic Te Reo programmes in classes for all students and all reasonable steps will be taken if parents request Te Reo Māori.

Steps taken to establish the views and concerns of the school's Māori communities may include:

- Direct contact via face to face meetings, phone, email.
- Indirect contact via surveys.
- Community forums/hui.



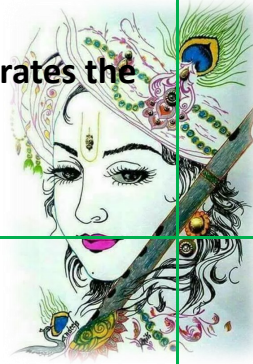
Our Strategic Goals 2020

Special Character

- 1.1 To provide instruction on KC principles & culture
- 1.2 To ensure KC is integrated and experienced through the curriculum
- 1.3 Ensure our school's special character incorporates the inclusion of bicultural elements

Student Achievement

- 2.1 All learners achieving their unique & extraordinary potential and striving for excellence
- 2.2 All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data



Personalised Learning Journeys

- 3.1 Provide students with holistic, personalised & authentic learning experiences

Community

- 4.1 Further build and grow a collaborative, community spirit amongst students, staff and parents
- 4.2 Further develop our culture of genuine respect

BOT Effectiveness

- 5.1 To ensure BOT is informed & equipped to effectively guide school decision making

Goal 1: Krishna Consciousness

Objectives	Actions	Responsible	2020	2021	2022
1.1 To provide instruction on KC principles & culture	Create and implement an Induction program (including a manual) for new staff, parents & students in KC philosophy & practice	Principal			
	Introduce a program of personal devotional practice (i.e Daily 5 or 3)	Principal			
1.2 To ensure KC is integrated and experienced through the curriculum	Continue to develop the Krishna conscious curriculum that shows knowledge, skills, and values to be attained at each year level.	Principal			
	Develop the school-wide practices of using the P4C structure for engaging all students in developing critical and creative thinking and applying this to Krishna consciousness.	Principal			
1.3 Ensure our school's special character incorporates the inclusion of bicultural elements	Treaty of Waitangi, Te Reo greetings & Simple Maori Whakatauki (proverbs) – embedded in all classrooms to support the NZ Curriculum Treaty of Waitangi requirements, and where possible being related to our special character	Principal			
1.4 Prasadam meals	Create a Think-tank team in order to develop a sustainable prasadam program that provides vegetarian meals daily to all students.	Krsnendu			

Goal 2: Student Achievement

2.1 All learners achieving their unique & extraordinary potential and striving for excellence	Effectively support and inspire the accelerated progress of targeted learners in reading, writing, maths	Principal			
	Ensure every learner continues to be challenged and make progress	Principal			
	Encourage and develop 'growth mindset' development at all year levels	Principal			
	Define what success is for Whiria te Tangata Learners				
2.2 All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data	Ensure reporting of all student achievement info to parents & board is succinct and relevant	Principal			
	Developing common understandings about raising student achievement and enhancing capabilities of all learners (Whiria te Tangata shared goal)	Principal			

Goal 3: Personalised Learning Journeys

Objectives	Actions	Resp.	2020	2021	2022
3 Provide students with holistic, personalised & authentic learning experiences	Continue to develop our knowledge, skills and resources for investigative play at junior levels & personal project-based learning in years 4-6 & 7-10	Principal			
	Continue to develop craft and technology curriculum & corresponding skills & resources	Principal			
	Develop teacher knowledge and competencies with the new digital technologies curriculum				
	Continue to develop dynamic modern learning spaces	Principal			
	Implement our graduate profile as part of our learning journey - Why, how, what? (shared Whiria te Tangata goal)				

Goal 4: Community

4.1 Further build and grow a collaborative, community spirit amongst students, staff and parents	Continue to build shared understanding of pedagogical & curriculum direction with our parent community.				
	Celebrate students' learning with all members of the community				
	Encourage increased parental involvement at the school & in their child's learning				
	Build the leadership capabilities of all middle and senior leaders (Whiria te Tangata)				
4.2 Further develop our culture of genuine respect	Promote a culture that supports student well-being, positive growth of students & positive relationships for learning.				

Annual Plans 2020

Goal 1 Special Character

Goal 1: Krishna Consciousness				
Objectives	Actions	Resp./ budget	When	Progress Report
1.1 To provide instruction on KC principles & culture	Create and implement an Induction program (including a manual) for new staff, parents & students in KC philosophy & practice	Principal	Term 2-3	
	Introduce a program of personal devotional practice (i.e Daily 5 or 3)	Principal	Term 1	
1.2 To ensure KC is integrated and experienced through the curriculum	Continue to develop the Krishna conscious curriculum that shows knowledge, skills, and values to be attained at each year level.	Principal	Term s2-3	
	Develop the school-wide practices of using the P4C structure for engaging all students in developing critical and creative thinking and applying this to Krishna consciousness.	Principal	??	
1.3 Ensure our school's special character incorporates the inclusion of bicultural elements	Treaty of Waitangi, Te Reo greetings & Simple Maori Whakatauki (proverbs) – embedded in all classrooms to support the NZ Curriculum Treaty of Waitangi requirements, and where possible being related to our special character	Principal	On-going	
1.4 Prasadam meals	Create a Think-tank team in order to develop a sustainable prasadam program that provides vegetarian meals daily to all students.	Krsnendu	Start term 1	

Student Achievement

2.1 All learners achieving their unique & extraordinary potential and striving for excellence

- 2.1.1 Effectively support and inspire the accelerated progress of targeted learners in reading, writing, maths
 2.1.2 Ensure Every learner continues to be challenged and make progress in core learning areas, reading, writing, maths

Writing:

Planned Actions	Who/when	Budget	Progress report
Introduce structured handwriting program for the years 1-2 eg. Casey Caterpillar.	Vimala, Pia	\$400	
Continue with implementing the word lab program years 1-6	Class teachers		
Ensure effective practices of modelled, shared, independent and guided writing	Principal, Class teachers		
Ensure students have effective skills for reviewing, editing their writing	Class teachers		
Focus on personal goal setting for writing & growth mindsets	Principal, Class teachers		
Celebrate students writing across the school	Principal, Class teachers		
Ensure Target students have clear goals, receive additional support and strong connections with families.	Principal, Class teachers		

Reading: Effectively support progress of targeted learners in Reading & Ensure all learners continue to progress and be inspired in their Reading

•Keep working with Urmila's foundational reading program years 1-2	Vimala		
•Build reading mileage and independent reading skills (home & school connection)	Class teachers		
•Continue and refine the Krishna Phonics which is modelled on Jolly Phonics but which works well with our special character in years 1-2.	Vimala		
• Continue to work with the 5+ and 7+ reading program & ensure Target students have clear goals, receive additional support and strong connections with families.	Principal, Class teachers		

2.1 All learners achieving their unique & extraordinary potential and striving for excellence

Mathematics: Effectively support progress of targeted learners in Maths & Ensure all learners continue to progress and be inspired in their maths

Planned Actions	Who/when	Budget	Progress report
Integrate Strand maths and hands on problem solving with investigations. (requires teacher PD) (Years 1-2)	Principal, Vimala, Pia	\$800	
• Provide teachers with professional development in the implementation of PRIME Maths years 1-6	Principal, Syndicate leaders		
• Develop more hands on maths resources for years 1-6	Principal	\$1500	
• Implement & develop pedagogical practice in teaching Cambridge Maths for the New Zealand Curriculum years 7-10	Dharma		
• Ensure Target students have clear goals, receive additional support and strong connections with families.	Principal, Class teachers		

2.1.3 Encourage and develop 'growth mindset' development at all year levels

<ul style="list-style-type: none"> Define what success looks like in our school (graduate profile). Implement strategies for making the graduate profile a part of our students learning journey Research best practice in growth mind sets Provide Professional development for teachers in growth mind sets during staff meetings and consider possible outside providers of PD Growth mind sets visible in classroom practice and student goals 	Principal, lead teacher, WSL, classroom teachers		
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2.1.4 Define what success is for Whiria te Tangata Learners

<ul style="list-style-type: none"> Shared large/overall concepts Individual schools wording these / packaging these suitable for their context Iwi voice - working alongside Te Kawerau a Maki to define success Define / Establish commonality of language about success Develop a way to monitor the impact of these Our own tool and/or NZCER wellbeing survey? Gathering student voice Gathering teacher voice and sharing of successful evidenced-based practices Teacher Only Day to support the understanding of what success looks like in different contexts. 	Principal, collective, WSL		
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Goal 2 Student Achievement

2.2 All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data				
<p>Ensure reporting of all student achievement info to parents & board is succinct and relevant</p>	<ul style="list-style-type: none"> • Transition to new Linc Ed system of reporting. As in 2018 reports will be ongoing and timely rather than twice per annum. • Ensure that written reports to the board include evaluative comments about the impact of initiatives on children's learning to support the board's decision making. 			
<p>Developing common understandings about raising student achievement and enhancing capabilities of all learners (Whiria te Tangata shared goal)</p>	<ul style="list-style-type: none"> • Strengthening the quality of our practice. - teachers - leaders - Principals • Defining processes and induction of Learning Support Coordinators (LSC) to enhance student achievement 			

Goal 3: Personalised Learning Journeys

Provide students with holistic, personalised & authentic learning experiences

Actions 2020	Who / When	Budget	Progress Report
3.1 Continue to develop our knowledge, skills and resources for investigative play at junior levels & personal project-based learning in years 4-6 & 7-10			
Play based Professional development for years 1-2 teachers, External and internal PD. Visits to other schools.	Vimala	\$800	
Years 3-6 Syndicate group Professional development and shared planning	Subhatra		
Years 7-10 continue working with Villa Trust	Bhaktimarga	\$1000	
3.2 Continue to develop arts, craft and technology curriculum & corresponding skills & resources			
Professional Development with Artisan Pathways	Subhatra & Krsnananda		
Specialist teacher input years 7-10	Rama Priya		
3.3 Develop teacher knowledge and competencies with the new digital technologies curriculum			
Engage with MOE funded PLD 20 hours	Principal, Tracey		
3.4 Continue to develop dynamic modern learning spaces			
Continue to source quality and purposeful furniture & learning resources for classrooms	Principal, Visnu-Maya, Guru-vani	\$40,000	
3.5 Implement our graduate profile as part of our learning journey - Why, how, what? (shared Whiria te Tangata goal)			
<ul style="list-style-type: none"> • How we got there (individual schools) • Why it is like it is - process as well as the end product • How do schools use this in their settings - challenge our current practice / systems. • How does this impact our other goals - progress of learners, quality of practice • Iwi voice - working alongside Te Kawerau a Maki • Developing a Whiria te Tangata profile for transition purposes and to support funding initiatives • Define / Establish commonality of language for graduate profiles across our Kāhui Ako • Bring to the table what you have • Share and explore • Identify the commonalities 	Principal, WSL		

Goal 4: Building Community

4.1 Further build and grow a collaborative, community spirit amongst students, staff and parents				
	2020 specific Actions	Who / When	Budget	Progress Report
Celebrate students' learning with all members of community.	Continue to develop the sharing of students learning through Linc-Ed	Principal, class teachers		
	Create opportunities to have parents visit the school and for students to share their learning. i.e have a Learning celebration fair in term 2 & 4 to show case art, writing and projects	Terms 2 & 4 Principal		
Encourage increased parental involvement at the school & in their child's learning	Organise a termly working Bee	Principal, property team		
	Review our home learning procedures at each syndicate level.	Principal Term 2		
	Hold a Parent event at school to inform parents how students learn at school and how they can support their child's learning at home	Term 1		
Continue to build shared understanding of pedagogical & curriculum direction with our parent community.	<ul style="list-style-type: none"> • Induction day for new parents • Create a curriculum overview document for parents that can be used consistently in documentation including marketing. 			
Build the leadership capabilities of all middle and senior leaders (Whiria te	<ul style="list-style-type: none"> • PLD with Linda Bendikson: Leading from the middle • PLD with Laurayne Tafa: Impact Coaching 	Principal, collective		
4.2 Further develop our culture of genuine respect				
Promote a culture that supports student well-being, positive growth of students & positive relationships for learning.	Continued PD for teachers and support staff on empathic communication and student council processes. Run student council circles in each class and review its effectiveness.	KN, Class Teachers,		
	Investigate whether KIVA anti bullying program will be valuable for our school and possibly begin implementation	Principal	\$3,000pa	
	Continue to develop staff competency in implementing our behaviour & social/emotional procedures	KN, Syndicate leaders		

Other key improvement strategies for further achieving our vision in 2019

Area / focus / goal	Planned action / tasks to be achieved	Who's responsible	When.. To be achieved	Progress report
Curriculum				
Ensure that Careers education happens in years 7-10 class on an annual basis	Review how well our current curriculum is covering careers education	Principal, Bhak-timarga	By term 2	
Carry out Health Education review	Make adjustments to our curriculu based on last years review	Term 1	Krsnana nda	
Property				
A well developed plan for property development	Continue to develop future property plan for the next 5 years	Guru-vani, principal	By term 4	
Buses				
An efficient and sustainable bus service	Review the effectiveness of outsourcing to Richies and make an informed decision for next steps	Principal, Guru-vani, Krsnendu	By term 2	
Administration				
An efficient and dynamic administration team	Review our current administration model and implement potential changes	Principal	By term 3	

Other key improvement strategies for further achieving our vision in 2019

Area / focus / goal	Planned action / tasks to be achieved	Who's responsible	When.. To be achieved	Progress report
Finance & Property				
Improve school resourcing, equipment and learning environment	<ul style="list-style-type: none"> • Review Capital Expenditure and create a 3-5 year plan 	Principal	By term 3	
Health and safety				
Ensure lockdown procedures are well established and practiced	Create /install a system for alerting school of a lock down. Procedures in place and shared with staff Practice drill	Operations manager KN	By mid term 2	
Personnel				
Continue to revise and develop our annual appraisal process for teachers	Review current process in consultation with staff.	Kn teachers	By start of term 1	
Implement Teacher aide appraisals	Consult with teacher aides on agreed goals Monitor & review progress	Principal, Manada	Mid term 1	