

Cannons Creek Strategic Plan

Our Purpose: *Our learners will further develop a passion for learning and their kete of strategies to prosper and flourish*

Hauora:
to provide safety and security to ensure our learners well-being

Voice:
to support our learners to form and voice their own views

Whanau:
to support every learner to connect and relate to others



Action:
to support our learners to be proactive and enact change

Ako:
to develop a local curriculum that reflects and responds to our learners

Identity:
to support our learners to know who they are, be who they are, and show who they are

Strategic Plan 2022



Whanau: to support every learner to connect and relate to others

***"He Waka Eke Noa"** = We are all in this together*

	Goal	Responsibility	Timetable	Outcome
Introduce	Website: develop a new website, integrate newsletter, notices and parents comms	<u>Principal</u> Office Manager Transition Class Teacher	Website to start Term 1 Comms app Term 2 Newsletter/notices Term 2	
	Whanau Hui: establish regular consult with whanau and learning workshops	<u>Community Co-ord Unit Holder</u> Principal	Consult Hui Term 1 Learning Workshop Term 2 Consult Hui Term 3	
Embed	Transition Process: develop clearly stated procedures for transition to school, from the transition class to Year 1-2 and for Year 6 leavers	<u>Transition Class Teacher</u> Year 1-2 Teachers Year 6 Teacher Principal	New Entrant and Transition class procedure Term 1 Year 6 procedure Term 4	
	Tuakana-Teina: tuakana-teina to have formal mentoring programmes, buddy class timetabled	<u>PB4L Unit Holder</u> Teachers	Implement programmes by Term 2	
Review	Enrolment Process: review and develop clearly stated procedures for enrolment	<u>Principal</u> Office Manager Transition Class Teacher	Written procedure by end of Term 1	
	Reporting to Parents: review both written and oral reporting to parents	<u>Community Co-ord Unit Holder</u> Principal Teachers	Any changes dependent on feedback from hui, implement for Term 4	



Hauora

Hauora: to provide safety and security to ensure our learners' wellbeing

"Mauri tu, mauri ora" = An active soul is a healthy soul

	Goal	Responsibility	Timetable	Outcome
Introduce	Wellbeing Pilot: establish our wellbeing pilot for targeted students	<u>LSC & Principal</u> Teacher Aides Whanau	Running in Term 1, review and look to sustain or adapt Term 2	
	Playground: installation of a new senior playground	<u>Principal</u> Office Manager	Install by end of Term 1 Establish guidelines for use Term 2	
Embed	Restorative practices: behaviour coach and clear restorative practices	<u>PB4L Unit Holder</u> SENCO Principal Teachers	Ongoing throughout the year Clear procedures established by Term 4	
	School Counsellor: embed the newly established role of school counsellor (Kaiarahi), clear guidelines and processes	<u>Principal & Kaiarahi</u> Teachers Teacher Aides	Ongoing throughout the year, guidelines clear to all by Term 2	
Review	PB4L Data: review the use of data around behaviour incidents	<u>PB4L Unit Holder</u> SENCO Principal Teachers	Ongoing throughout the year Clear procedures established by Term 4	
	Care roles and processes: review pastoral care processes, roles and responsibilities	<u>SENCO & Principal</u> Teachers	Ongoing throughout the year Clear procedures established by Term 4	



Action: to support our learners to be proactive and enact change

“Whaia te iti kahurangi, kit e tuohu koe me mauga teitei” = Aim high despite all difficulties

	Goal	Responsibility	Timetable	Outcome
Introduce	Resource Room: create a centralized resource room	<u>Principal</u>	Construction complete end of Term 1 Move in complete end of Term 2	
	Peer Mediation: train student mediators to assist other children in the playground	<u>PB4L Unit Holder</u> Principal Teachers	Ongoing throughout the year, well established by Term 4	
Embed	School Pepeha: ensure all students and staff know the pepeha, familiarize whanau and community	<u>PB4L Unit Holder</u> Principal Teachers	Ongoing throughout the year	
	Service: ensure our plans are including ways for students to serve our community	<u>Principal</u> Teachers	Plan events for Term 2 & 3	
Review	Graduation: review the graduation events, seek student voice	<u>Teachers of Year 5-6</u> Principal	Completed by beginning of Term 4	
	Inquiry Learning: review school approach to inquiry learning	<u>Principal</u> Teachers	Completed by beginning of Term 4	



Identity: to support our learners to know who they are, be who they are and show who they are.

“E koekoe te tui, e ketekete te kaka, e kuku te kereru” = It takes all kinds

	Goal	Responsibility	Timetable	Outcome
Introduce	Signage: develop consistent signage for PB4L values, and expectations	<u>PB4L Unit Holder</u> Principal Teachers	Completed by beginning of Term 4	
	Poly Club Tutors: introduce new poly club tutors and continue to build expectations	<u>Cultural Co-ordinator</u> Tutors Teachers	Ongoing throughout the year	
Embed	Iwi Connections: further develop school connections with our mana whenua	<u>Cultural Co-ordinator</u> Principal Teachers	Ongoing throughout the year	
	School Kawa: ensure all students and staff are familiar with and understanding our tikanga	<u>Cultural Co-ordinator</u> Principal Teachers	Ongoing throughout the year	
Review	Languages: review our support for students who speak other languages	<u>Cultural Co-ordinator</u> Principal Teachers	Reviewed and plans in place by Term 3	
	GATE: review our support for our gifted and talented students	<u>SENCO</u> Principal Teachers	Reviewed and plans in place by Term 3	



Ako: to develop a local curriculum that reflects and responds to our learners

“Whaowhia te kete matauranga” = Fill the basket of knowledge

	Goal	Responsibility	Timetable	Outcome
Introduce	CCS AKO: develop an agreed and consistent pedagogy, introduce Professional Learning Circles	<u>Principal</u> Teachers	Ongoing throughout the year, well established by Term 4	
	Histories Curriculum: ensure the Aotearoa History curriculum is incorporated into our plans	<u>Principal</u> Teachers	Ongoing throughout the year, well established by Term 4	
Embed	CoL: continue to develop engagement with our Kahui Ako for staff	<u>CoL within school teacher</u> Principal	Ongoing throughout the year, well established by Term 4	
	ALL: strengthen processes and expectations re ALL target groups	<u>Literacy Lead Teachers</u> Principal Teachers PACT Facilitator	Ongoing throughout the year, well established by Term 4	
Review	Local Curriculum: ensure documents re our school curriculum now all align with values, pepeha and graduate profile	<u>Principal</u> Teachers	Ongoing throughout the year, well established by Term 4	
	Learning Support Processes: review learning support processes, roles and responsibilities	<u>SENCO</u> Principal Teachers	Reviewed and plans in place by Term 3	



Voice: to support our learners to form and voice their own views

“Haere taku mua, taka muri, kaua e whai” = Be a leader not a follower

	Goal	Responsibility	Timetable	Outcome
Introduce	Student Voice: newsletter page, input in text selection for library	<u>Principal</u> Teachers	Ongoing throughout the year	
	Library: complete a full revamp of the library: collection, display, usage etc	<u>Librarian</u> Principal Teachers	Ongoing throughout the year, well established by Term 3	
Embed	Student Council: embed and strengthen the role of our student council	<u>Principal</u> Teachers	Ongoing throughout the year, well established by Term 3	
	Environment: develop greater student voice in our school environment, go for enviro award.	<u>Environment Unit Holder</u> Principal Teachers	Ongoing throughout the year	
Review	ESOL: review the ESOL support: processes, planning and provision	<u>SENCO</u> Principal Teachers	Reviewed and plans in place by Term 3	
	Community Voice: review our engagement with our community	<u>Cultural Co-ordinator</u> Principal Teachers	Reviewed and plans in place by Term 3	

In developing this plan we have factored in the aspirations of our students and their whanau, the goals of our own school and wider community (including our Kahui Ako), the expectations of Ka Hikitia and Pacific Education Action Plan as well as the objectives of each of the NELPs.