Helensville Primary School

Charter and Strategic Plan 2019-2020
Our Vision
Where we know what it is to be a learner!

This means we will:
- have literate, numerate and articulate learners
- foster and engage school community involvement
- have all children achieving
- provide an enriching and challenging learning environment
- provide opportunities for our students in music, technology and sport

Our Motto
Aim High
Arohia ake

Our Mission
To Engage
To Challenge
To Achieve

Our Values - RREACH
Respect (Whakaute) for learning, for themselves and others in all their diversity, and for the environment.
Resilience (Hihiri) in the face of challenges and demonstrating a solution focused approach
Excellence (Kairangi) by aiming high, by thinking critically, creatively and reflectively
Assertiveness (Maia) with learning and when relating to others
Citizenship (Kotahitanga) by participating in a fair and just manner
Honesty (Pono) and responsibility for their learning
Our Diversity

The school will reflect New Zealand’s cultural diversity
All cultures within the school will be valued and respected
We will celebrate the diversity of the cultures, languages and heritages within our community
We will embrace opportunities to learn about the richness of each culture within our school community

Areas which make our school unique and are important to this community
The land the school is built on was gifted by a local chief for the purpose of education and health
The community was established on the banks of the Kaipara River and at the mouth of the Kaipara Harbour
The school has a rich historical base, having been founded in 1877 and celebrated its 125th Jubilee in 2002
The school is within a semi-rural community. It is important to families that this is reflected in school events such as the school’s Agricultural Day and our participation in the local Agriculture and Produce Show
The school community/whanau value students having lifelong connections to the school
There are many second and some third and even fourth generation families attending Helensville School

The school will welcome all learners
Helensville School welcomes all learners. We are committed to catering for all learners, including those with additional learning needs.
The Board will take all reasonable steps to provide teaching and learning resources, including appropriate staffing, to ensure all learners can access the curriculum.

The school will incorporate Te Reo Maori and Tikanga Maori (Maori customs, culture and protocol) into its curriculum
There will be termly powhiri to welcome new staff, students and their Whanau
All requests to provide instruction in Te Reo Maori for full time students whose parents ask for it will be given full and careful consideration. Such decisions will be made with regard to availability of staff and resources within the school and wider community.
Within units of learning, components of Tikanga Maori will be included as appropriate to the topic and class level
Classrooms will reflect Maori language and culture through areas such as signage, waiata and daily conversation
All classes will receive weekly instruction in Te Reo Maori (delivered by a Te Reo tutor or classroom teacher)
The school will promote involvement in Kapa Haka

The school will connect with its Maori community and whanau
The school will provide opportunities for hui as appropriate through all levels (school, wider community, local kaumatua and iwi). Where appropriate, kai will be included for hui
The school will consult with Maori community via newsletters, questionnaires, personal approaches and at enrolment interviews
As a school, attend significant community events
The school will implement strategies from Ka Hikitia
The school will seek to strengthen relationships with kaumatua and with local iwi
Our Priorities

Our students
- Develop into effective citizens of Helensville, Aotearoa/New Zealand, and the world
- Develop personal and interpersonal skills to demonstrate our values
- Continue to increase competency to be confident and actively involved learners
- Monitor their individualised learning plans

Our Community
- Receive regular reports showing progress in student learning
- Receive regular feedback using “student-voice”
- Are aware of Helensville Primary School’s operational policies and how they are applied
- Are involved in education both inside and outside the classroom

Our People
- Maintain enthusiasm and commitment to achieve the goals of Helensville Primary School
- Are committed to ongoing learning to increase personal capability
- See Helensville Primary School as an “employer of choice”
- Value partnership and participation with iwi, hapu, and whānau

Our Place
- Is maintained and developed based on current and planned future requirements

Our Measures
- Our students will be achieving at or above national levels in Literacy and Numeracy.
- Our students will maintain above baseline levels of wellbeing
- Behavioural issues and referrals will decrease
- Our students will increase monitoring and reporting their learning (online reporting to parents, Seesaw).
- Our staff will monitor and report their application of whole-school teaching approaches (e.g. inquiry learning, e-learning, collaborative learning).
- Our iwi, hapu, and whānau will increase engagement with Helensville Primary School (aligned to the Treaty principles of partnership, participation and protection).
- Our parent community will increase their partnership with Helensville Primary School (e.g. though formal parent feedback and more community members involved in classroom programmes and EOTC activities).
- Our property strategies will plan for identified future growth and sufficient resources will be allocated to support whole-school teaching approaches.

Our success
- We know we will have met success across our priorities when we have: literate, numerate, articulate and well-rounded students (or confident, connected, actively involved learners)
- Staff that are enthusiastic and feel appreciated for their contribution to Helensville Primary School
- A wider school community actively engaged in school activities (inside and outside the classroom)
- Learning environments that support whole-school approaches and effective teaching and learning
Our Students
(will take away the following from their experience of attending HPS)

<table>
<thead>
<tr>
<th>We value:</th>
<th>We experience:</th>
<th>We understand about:</th>
<th>We show the personal attributes of:</th>
</tr>
</thead>
</table>
| ● RREACH values  
● Responsibility for own learning  
● Collaboration  
● Integrity  
● Courage  
● Positive attitudes  
● Trustworthiness  
● Kindness  
● Confidence  
● Politeness/Manners  
● Empathy  
● Clear communication  
● Friendships  
● Acceptance/Embracing diversity  
● Sustainability  
● Te tiriti o Waitangi  
● Sense of self  
● Strong work ethic  
● NZ multicultural society and bicultural history | ● Integrated learning  
● Education outside the classroom (EOTC)  
● Stepping out of our comfort zone  
● Fun  
● Creative opportunities  
● Practical skills  
● Life skills  
● Sports  
● Technology  
● Hand-on tasks  
● Process over outcome  
● Passions through inquiry  
● A broad, integrated curriculum  
  ○ eLearning  
  ○ Literacy  
  ○ Numeracy  
  ○ The Arts  
  ○ Health  
  ○ PE  
  ○ Te Reo | ● The effective use of technology  
● Making the most of opportunities  
● The importance of challenge  
● The need to be literate/numerate  
● The tools of critical, creative and compassionate thinking  
● The need to continually question  
● The skills of questioning  
● Skills which will enable transition  
● Tikanga Maori and other cultures  
● Maintaining a growth mindset | ● Organisation  
● Independence  
● High expectations  
● Aim High  
● Self-motivation  
● Self-acceptance/Belief in self  
● Perseverance  
● RREACH  
● Future focus  
● Creative  
● Mindful/In the moment  
● Able to self-assess  
● Pride/proud  
● Thinking  
● Able to receive and give feedback  
● Problem solver  
● Conflict resolution skills  
● Positivity/Enthusiasm/Passion  
● Willingness to learn  
● Thirst for knowledge  
● Love of learning  
● Confidence  
● Risk taking  
● Decision making  
● A sense of agency and purpose  
● Positive self esteem  
● Leadership |

<table>
<thead>
<tr>
<th>We relate through:</th>
<th>We are connected to:</th>
</tr>
</thead>
</table>
| ● Social skills  
● Collaboration  
● Empathy  
● Citizenship  
● Community  
● Contributing  
● Kindness and understanding of differences  
● Co-operative strategies  
● Effective communication  
● Teamwork  
● Friendships  
● Having a sense of self | ● Our environment  
● Learning  
● The community  
● Each other  
● Memories  
● Feelings/Emotions  
● Cultures |
**Our Big Picture Aspirations**
We will establish a pathway for the achievement of “Equity and Excellence”

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Consultation</th>
<th>Maori / Pasifika</th>
<th>Well Being</th>
<th>Reporting</th>
<th>Professional Learning</th>
</tr>
</thead>
</table>
| - Equity means providing the access needed for all to reach their potential  
- Literate Learners  
- Inquiry learning  
- Local Curriculum focus  
- Knowing the learner  
- Relationships-based Learning (RbL) | - Community Consultation - Our Community  
- Our Views  
- To tautou hapori, o tautau, whakaro implementation  
- Local Curriculum focus | - Relationships-based Learning (RbL)  
- Leadership development  
- Maori and Pasifika cultural leadership  
- Transition from Pakeha world view to Maori / Pasifika view  
- Culturally appropriate practices in line with Tapasa and Tataiako  
- All students secure and confident in their identities | - Positive and healthy culture  
(NZCER student and staff survey) | - In line with new MOE initiatives  
- In time learning reported  
- Authentic learning shared with parents  
- Empowering student agency and involving partnership with our community | - Teaching as Inquiry to drive curriculum development  
- Digital fluency imbedded in our teaching and learning  
- Growth Mindset  
- High Trust Model  
- Leadership development |
## Strategic Goals

### Our students with additional needs will be able to access and engage with the curriculum within a supportive and inclusive environment

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021 New Strategic Plan Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track the achievement of all students with additional needs.</td>
<td>Track the achievement of all students with additional needs.</td>
<td></td>
</tr>
<tr>
<td>Review the school’s procedures for identifying students with additional needs.</td>
<td>Use reviewed procedures for identifying students with additional needs.</td>
<td></td>
</tr>
<tr>
<td>Provide appropriate resourcing to ensure education needs can be met, including those of students new to Helensville School.</td>
<td>Review resourcing procedures</td>
<td></td>
</tr>
<tr>
<td>Work closely with parents/whanau to better support learners with additional needs</td>
<td>Work closely with parents/whanau to better support learners with additional needs</td>
<td></td>
</tr>
</tbody>
</table>
## Cultural Goal - Our school community/whanau will celebrate and strengthen our connections with Maori and Tangata Whenua

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021 New Strategic Plan Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the school’s Te Reo Maori and Kapa haka programme.</td>
<td>Whole school Marae visits Provide professional learning for staff and board on the Treaty of Waitangi. Ensure teaching around the Treaty of Waitangi within the local curriculum is occurring as a major learning focus</td>
<td>Provide students with the opportunity to participate in extension Te Reo lessons and Tikanga Maori focus sessions.</td>
</tr>
<tr>
<td>Provide students with the opportunity to participate in extension Te Reo lessons and Tikanga Maori focus sessions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop more formal contact with local Marae and create opportunities for staff and students to visit /stay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key staff to become Impact Coaches for Relationships-based Learning (RbL)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## CoL Goal – Relationships-based Learning RbL

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021 New Strategic Plan Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Coalition group established and goals set in line with the programme implementation. Key staff to be trained as Impact Coaches for Relationships-based Learning (RbL) in line with CoL development plan</td>
<td>Continue with CoL development plan as reviewed.</td>
<td></td>
</tr>
</tbody>
</table>
### Curriculum Goal - Mathematics with specific “Place Value” context

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021 New Strategic Plan Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our 2018 goal involved whole school testing using two different tests. These tests identified a definite gap in many students’ place value knowledge at all levels of the curriculum. This is a factor that affects our overall achievement in maths. For 2019 we have sourced a single tool for whole school measurement and diagnosis of place value knowledge. This tool is based on rigorous, recent, local research at a Masters Level. It includes progress indicators, a clear matrix to identify specific gaps, strategies to address disparities and professional development assistance to teach to gaps in knowledge. We have now undertaken whole school testing using this tool. Our next step will be to analyse results across the school and then set targets in relation to our school’s specific gaps.</td>
<td>Set new goals from 2019 data</td>
<td></td>
</tr>
</tbody>
</table>

### Digital Fluency will be an integral part of classroom learning programmes

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLD Plan 11/4/18 – 11/10/19 Review Plan</td>
<td>Set new goals from 2019 data</td>
</tr>
</tbody>
</table>
Helensville Primary School

Annual Plan
2019

Aim High
Arohia Ake
### Strategic Goals with Annual Actions

**Our students with additional needs will be able to access and engage with the curriculum within a supportive and inclusive environment**

<table>
<thead>
<tr>
<th>Action</th>
<th>Who</th>
<th>Costs / Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track the achievement of all students with additional needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that all students requiring an IEP, ILP or IBP have these completed, with appropriate goals</td>
<td>SENCO</td>
<td>1MU Release</td>
<td>Each Term</td>
</tr>
<tr>
<td>Identify those children for GaTE tracking (separated out from the many talented children who participate in extension groups and GaTE)</td>
<td>GaTE Teacher, Student Support</td>
<td>0.4 FTTE, 1MU Release</td>
<td>Terms 1, 3</td>
</tr>
</tbody>
</table>

**Provide appropriate resourcing, including the role of Student Support, and professional learning.**

| Provide professional development for new SENCO | Deputy Principal, Principal | 1MU Release | As needed, beginning end of 2019 |
| Hold transition meetings/discussions for gifted students moving on to the next year’s classroom teacher | GaTE Teacher | 0.4 FTTE | Term 4 |

| Provide further PL for teachers for identifying and catering for gifted students within the classroom programme | GaTE Teacher | 0.4 FTTE | Terms 2, 3 |

*Note: FTTE refers to Full Time Equivalent Teacher Time.*
| Increase onsite support for inclusion of students with additional needs. | Principal  
SENCO | 1MU  
Release | All Year |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide solution focused support for students identified as benefiting from this (for learning or behaviour)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Work closely with parents/whanau to better support learners with additional needs | Whaea Waratah  
GaTE | All Year |
<table>
<thead>
<tr>
<th>Action</th>
<th>Who</th>
<th>Costs / Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide biennial professional learning for staff and Board of Trustees on the Treaty of Waitangi.</td>
<td>Te Reo Lead</td>
<td></td>
<td>End of 2019</td>
</tr>
<tr>
<td>Engage a suitable kaumatua to lead this professional learning</td>
<td>Deputy Principal</td>
<td>Koha</td>
<td>As available</td>
</tr>
<tr>
<td>Ensure this is covered in local curriculum</td>
<td>Deputy Principal</td>
<td></td>
<td>End of 2019</td>
</tr>
<tr>
<td>Through planning, classroom observations and discussions at team meetings, provide evidence of clear links to incorporating learning on Te Tiriti o Waitangi</td>
<td>Team Leaders</td>
<td></td>
<td>Appropriate Term</td>
</tr>
<tr>
<td>Provide students with the opportunity to participate in Te Reo lessons and Ti kanga Maori focus sessions.</td>
<td>Te Reo Lead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource with appropriately skilled personnel</td>
<td>Principal, Deputy Principal, Te Reo Lead</td>
<td>Salary</td>
<td>Throughout 2019</td>
</tr>
<tr>
<td>Provide resources, including on-line, to align the school’s teaching with Te Aho Arataki Marau</td>
<td>Te Reo Lead</td>
<td>1MU</td>
<td>All Year</td>
</tr>
<tr>
<td>Consult with Maori and celebrate the achievement of Maori students, in a variety of ways:</td>
<td>Board of Trustees</td>
<td>Koha</td>
<td>Term 3</td>
</tr>
<tr>
<td>• An evening led by students</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make a special effort, via personal invitation, to have all whanau represented</td>
<td>Te Reo Lead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Celebrating what the students are doing well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Having shared kai</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sharing achievement across the curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Having work on display with student names and iwi attached</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Having all Year 1 to 8 Maori students attend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sharing the value of Whanau support for their students learning at home</td>
<td>Te Reo Lead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Value student and parent voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop more formal contact with local Marae and create opportunities for staff and students to visit /stay.</td>
<td>Te Reo Lead Principal Team Leaders</td>
<td>1MU</td>
<td></td>
</tr>
</tbody>
</table>
Relationship-based Learning PLD Plan

Relationships-based Learning\(^1\) Profile.\(^2\) (For Teachers, Impact Coaches, Instructional and System Leaders (i.e. Leaders of Learning) who wish to impact Indigenous and Minoritised students’ educational outcomes).

**Relationship-based Leaders of Learning:**

- **Create** a family-like context for learning by;
  - Rejecting deficit explanations for learners’ learning,
  - Caring for and nurturing the learner, including their language and culture,
  - Voicing and demonstrating high expectations,
  - Ensuring that all learners can learn in a well-managed environment so as to promote learning,
  - Knowing what learners need to learn.

- **Interact** within this family-like context in ways we know promotes learning by;
  - drawing on learners’ prior learning,
  - Using Formative assessment: Feedback,
  - Using Formative assessment: Feed-forward,
  - Using Co-construction processes,
  - Using Power-sharing strategies,

- **Monitor** learners’ progress and the impact of the processes of learning by assessing how well learners are able to; (Using the GPILSEO model);\(^3\)
  - set goals for their learning, (GOALS)
  - articulate how they prefer to learn, (PEDAGOGY)
  - explain how they prefer to organise/be organised in their learning/learning relationships and Interactions, (INSTITUTIONS)
  - participate in leadership roles and functions, (LEADERSHIP)
  - include others in the learning context and interactions, (SPREAD)
  - provide evidence of how well they are progressing and what progress they are making, (EVIDENCE)
  - take ownership of their own learning, (OWNERSHIP)

---

\(^2\) This is the generic profile that we would expect to see relationship-based Leaders of Learning, (this includes teachers, professional development impact coaches, instructional leaders and system leaders) working towards implementing in their workplace. The dimensions of the three main actions that relationship-based Leaders of Learning undertake, Create, Interact and Monitor, are described in active terms that can be identified by observers when they in turn are implementing the profile and thereby supporting the learning of others.

\(^3\) For example, learners demonstrating that they are able to set goals for their learning, provide evidence for how well they are progressing, what progress they are making and that they own their learning is one set of evidence that Leaders of Learning are creating a family-like context for learning and are effectively using the interactions that we know promote learning. Similarly, a further set of evidence that Leaders of Learning are creating the family-like context for learning and implementing Interactions that we know promote learning is that learners are able to articulate how they prefer to learn and be organised in this endeavour, participate in leadership roles and include others in their learning. In addition, this evidence shows that learners are becoming self-sufficient.
### Relationships-based Learning Profile.

(For Teachers, Impact Coaches and Instructional and System Leaders).

What do Relationship-based Leaders of Learning do? *Create/Interact/Monitor*

<table>
<thead>
<tr>
<th>Part One: Leaders of Learning Create a family-like context for learning by;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Rejecting</strong> deficit explanations for learners’ learning. <em>Which means that</em></td>
</tr>
<tr>
<td>• Deficit explanations are not used to explain learners’ difficulties.</td>
</tr>
<tr>
<td>• Agentic talk is clearly articulated, and learners are encouraged as they succeed.</td>
</tr>
<tr>
<td>• Errors and mistakes are seen as being opportunities to learn, not insurmountable problems.</td>
</tr>
<tr>
<td>• Learners’ language, culture and heritage are seen as assets and not as hindrances to learning.</td>
</tr>
<tr>
<td>2. <strong>Caring for and nurturing</strong> the learner, including their language and culture. <em>Which means that</em></td>
</tr>
<tr>
<td>• Culturally appropriate and responsive learning contexts are provided for and created.</td>
</tr>
<tr>
<td>• Learners can bring their own cultural experiences to the learning interaction/conversation.</td>
</tr>
<tr>
<td>• Learners’ prior learning is utilized.</td>
</tr>
<tr>
<td>3. <strong>Voicing and demonstrating</strong> high expectations. <em>Which means that;</em></td>
</tr>
<tr>
<td>• Learners’ performance is paramount.</td>
</tr>
<tr>
<td>• There are high expectations of learning and behaviour and activities are cognitively challenging.</td>
</tr>
<tr>
<td>• Interactions include talk about learner capability to set and reach short- and long-term goals.</td>
</tr>
<tr>
<td>• What is expected of students is clearly identified, as is what learning involves.</td>
</tr>
<tr>
<td>4. <strong>Ensuring</strong> that all learners can learn in a well-managed environment so as to promote learning. <em>Which means that;</em></td>
</tr>
<tr>
<td>• Lesson and interactions are well organized with clear routines for learners to interact and learn individually, in a pair or in a group.</td>
</tr>
<tr>
<td>• Management and Learning Interactions are implemented in a non-confrontational manner.</td>
</tr>
</tbody>
</table>
5. *Knowing* what learners need to learn. *Which means that;*

- Competency in subject knowledge is clearly displayed.
- Models and exemplars are provided to support learners to know what success looks like.
- Leader of learning incorporates routine subject knowledge with pedagogical imagination.

**Part Two : Leaders of Learning Interact within this family-like context in ways we know promotes learning by;**

1. **Drawing on learners’ prior learning.** *Which means that;*

   - Activities are provided that enable learners to activate what they know already, to see that their cultural (sense-making) knowledge is acceptable and legitimate, what they may need help with and what they need to learn.
   - This information and other assessment data is used to inform the learning intentions and the pace of the learning.

2. **Using Formative assessment: Feedback.** *Which means that;*

   - A range of feedback (including task and process feedback) is provided on learning efforts. (These are precise responses to the learners’ previous and current steps in the task and comment on learning progression and processes so far).
   - Learners are able to practice their learning and request feedback as they learn. They can articulate where they need support.

3. **Using Formative assessment: Feed-forward.** *Which means that;*

   - A range of feed-forward is provided on learning efforts. (These are precise responses that guide the learner to their next steps in the task, to make learning progression and processes clear and indicate what might help them to check that they have been successful).
   - Learners are able to practice their learning and request feed-forward as they learn. They can articulate where they need support.
   - AREA Assessment data is used to inform the learning intentions and the pace of the learning.

4. **Using Co-construction processes.** *Which means that;*

   - Models and exemplars of successful learning are provided to support learners to deconstruct tasks and to co-construct success criteria.
   - Learning tasks enable the learner to bring their understandings and perspectives to the learning in order for them to make their own sense.
   - Learners are able to be co-enquirers; that is, to be raisers of questions and evaluators of questions and answers.
   - Learning is reciprocal; knowledge is co-created.
5. Using Power-sharing strategies. Which means that;

- A range of power-sharing strategies are used. These include (among others), co-operative learning, narrative pedagogy and student-generated questions to facilitate learning interactions such as using learner’s prior knowledge, feedback, feed-forward and co-construction.
- A range of power-sharing strategies are used to deliberately promote learning by allowing learners to work co-operatively.
- Opportunities are provided for learners to learn with and from each other in order to create non-dominating learning relationships.

Part Three: Leaders of Learning Monitor learners’ progress and the impact of the processes of learning, by assessing how well those learners for whom they are responsible are able to;

GOALS: set goals for their learning. Which means that;

- Learners clearly demonstrate that they understand what they are learning and know when they are successful.
- Learners set specific, measurable goals for improving AREA measures.

PEDAGOGY: articulate how they prefer to learn. Which means that;

- Learners demonstrate their understanding of the appropriateness of practices that they are able to use to promote their learning.
- Learners acquire an in-depth understanding of the under-lying theoretical principles of how and why they are learning so that they can use their learning flexibly when new situations and challenges arise.

INSTITUTIONS: explain how they can best organize learning relationships and Interactions. Which means that;

- Learners demonstrate how they organize ways of relating and interacting in learning settings.
- Learners demonstrate understanding of the role and function of institutional structures and modes of organization that support learning.
- Learners demonstrate their ability to be engaged in individual and collaborative evidence-based, problem-solving activities.

LEADERSHIP: participate in leadership roles and functions that are responsive, proactive and distributed. Which means that;

- Learners explain how they are able to work with others and how they can take on leadership roles and functions.
- Learners are able to initiators of, and take responsibility for, their own learning and the learning of others.

SPREAD: include others in the learning context and interactions. Which means that;

- Learners are able to include others in individual and collaborative evidence-based, problem-solving activities.
- Learners are able to describe who they learn with best and explain why.
- Learners are able to describe who else needs to be involved in their learning.

Evidence: provide evidence of how well they are going and what progress they are making. Which means that;

- AERA data is used to inform learners about where to take their learning (evidence informing their practice) and the learning of others for whom they are responsible.
- AERA data is used In a cumulative manner to indicate progress over time.

Ownership: take ownership of their own learning. Which means that;

- Learners are able to explain what they need to learn next in order to reach their goals.
- Learners are seen to be responsible for their own learning and for the learning of others.
- Learning needs are based on analysis of patterns of learning of one’s self and of others.
**Digital Fluency will be an integral part of classroom learning programmes**

<table>
<thead>
<tr>
<th>Action</th>
<th>Who</th>
<th>Costs / Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen the school’s leadership in e-Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop current leadership role in e-Learning</td>
<td>Principal</td>
<td>1MU</td>
<td>End of 2019</td>
</tr>
<tr>
<td>Provide appropriate professional learning for e-Learning Lead and team leads</td>
<td>e-Learning Lead</td>
<td>1MU</td>
<td>All year, as required</td>
</tr>
<tr>
<td>Digital Literacy PLD (See Plan)</td>
<td>Principal</td>
<td></td>
<td>All year, as required</td>
</tr>
<tr>
<td>Create stronger links between Inquiry learning and e-Learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e-Learning Lead and Inquiry Lead to further develop a culture of Inquiry in the school</td>
<td>e-Learning Lead</td>
<td>1MU</td>
<td>All Year</td>
</tr>
<tr>
<td>• Leading professional learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sharing from own practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observe and being observed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Alongside teachers for planning as required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a school resource showing links between inquiry and e-Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compile school-wide guidelines which clearly show expectations for Inquiry and e-Learning</td>
<td>e-Learning Lead</td>
<td>1MU</td>
<td>By end Term 3</td>
</tr>
<tr>
<td>Review e-Learning and ICT Strategic plan</td>
<td>ICT Lead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue to resource the school with ICT hardware and software.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update software and hardware appropriate to the learning needs of each team</td>
<td>ICT Infrastructure Lead, e-Learning Lead</td>
<td>1MU, 1MU</td>
<td>All Year</td>
</tr>
<tr>
<td>Ensure all use of ICT has a clear and direct link to learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Through planning, classroom observations and discussions at team meetings, provide evidence of clear links to learning for all ICT use | Team Leaders  
Classroom Teachers | All Year |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consolidate e-Learning portfolio procedures/systems.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Further develop Seesaw programme across the school | e-Learning Lead  
2MU | All Year |
| Review and modify current practices for all classes, responding to feedback from students and parents | Team Leaders  
Classroom Teachers  
e-Learning Lead | All Year |