

Manurewa Central School



Charter Strategic and Annual Plan 2023-2025

Principal: Michelle Dibben

Board PM: Aaron Scorringe



STRATEGIC INTENTIONS

- ***Mission Statement –Vision and Values***
- ***Guiding Principles***
- ***Maori Dimensions and Cultural Diversity***
- ***School Organisation and Structures***

MAORI DIMENSIONS and CULTURAL DIVERSITY

Manurewa Central School reflects Cultural Diversity by:

- *Ensuring that the experiences, cultural traditions, histories and languages of our diverse community are respected and valued*
- *Ensuring our curriculum acknowledges the unique position of Maori, the place of Pacific Nation communities and other cultural groups in NZ*
- *Providing learning support for our students with non-English speaking backgrounds*
- *Acknowledging and utilising our local community in the learning experiences for our children*

Manurewa Central School recognises and values the unique position of Maori by:

- *Ensuring the Treaty of Waitangi guides our practice*
- *Acknowledging that New Zealand is foremost a bicultural nation*
- *Ensuring that all learners have the opportunity to learn Te Reo and an understanding of everyday conversational language*
- *Acknowledge and respect the values, traditions and history of Maori, observe cultural sensitivity to Tikanga Maori (Maori protocol) and show respect for local Maori identity involved in the school and community*

Manurewa Central School incorporates Tikanga Maori into the school curriculum by:

- *Integrating Te Reo across the school day and promoting Tikanga Maori within programmes*
- *Encouraging the correct pronunciation of Te Reo Maori*
- *Making efforts to provide kapa haka opportunities for our students*
- *Promoting and participating in Maori Language Week and celebrating Matariki*

Manurewa Central School consults with our local Maori community by:

- *Communicating policies, plans and targets to support the achievement of Maori students*
- *Seeking Maori voice in matters relating to the wellbeing and learning of their children*

When a parent of a student requests that their child/ren be provided with instruction in Te Reo Maori beyond the resources of the school, the Principal will:

- *Discuss with the whānau the ways Manurewa Central School currently includes Te Ao Maori-Te Reo and Tikanga Maori in our programmes*
- *Assist parents to gain information on schools in the district that have capacity for more intensive instruction*



GUIDING PRINCIPLES

CURRICULUM

The Board accepts that every child in this school will have access to the best learning opportunities.

The curriculum will be based around the learner. This involves the provision of a balanced and broad curriculum which enables all learners to; learn without limits, refine existing knowledge and skills, develop student agency, engage in learning to learn and participate in inquiry-based learning.

The curriculum will provide opportunities for students to pursue their strengths and passions in a range of programmes including sports, cultural, social and the Arts.

EQUITY and EXCELLENCE

The Board promotes equity and excellence.

The Board will ensure that all staff have high expectations of themselves and students.

The Board will ensure that the school's policies and practices seek to achieve equitable outcomes for all students irrespective of their religious, ethnic, cultural, social, family and class backgrounds, and their abilities.

EQUAL EDUCATIONAL OPPORTUNITY

The Board will ensure equal opportunity for all students to participate and succeed in all aspects of school life.

The Board of Trustees will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will affect the school's curriculum and the way the school distributes resources.

They will include programmes that address the current and future needs of students, particularly our priority learners:

- *Māori*
- *Pacific*
- *Students with other special learning needs*
- *Students from low socio-economic backgrounds*

SCHOOL ORGANISATION and STRUCTURES

The following documentation supports us in fostering learning in the New Zealand curriculum:

- Curriculum Delivery Guidelines
- Staff Handbook
- Annual curriculum review
- Annual curriculum reports
- Assessment for Learning Principles
- Learning Support Register
- Attendance
- Student Management System-ETAP
- Staff Induction Booklet
- GaT Register

The following documentation supports us in fostering excellence in teaching:

- Professional Development plan
- Performance Management plan through the Professional Growth Cycle

The following documentation supports us in fostering excellence in school organisation:

- Self-review programme
- Annual Budget
- Financial Management procedures
- 10 year Cyclical Maintenance Plan
- 5 year Property Plan
- All policies and procedures
- Board of Trustee Organisational Booklet-NZSTA

The following practices support us in fostering positive community partnerships:

- Twice termly newsletters
- MCS website
- Class Dojo, class blogs, web pages
- MCS Facebook
- Regular parent contact
- Community consultation meetings
- Parent workshops
- CoL participation

Manurewa Central School



MCS Vision

Our vision is for our tamariki who:

- Believe in themselves
- Dream big
- Shape the future
- Learn without limits

EFFORT BRINGS REWARD
MA TE KAHA KA PUTA TE HUA

“Every child will learn”

“Ka ako te tamaiti katoa”

MCS Values

Passion

- Pursuing interests and developing talents

Respect

- care for self, others, and the environment

Integrity

- making the right choices

Diversity

- accepting and celebrating the similarities and differences of themselves and others

Excellence

- being the ‘best you can be’



Manurewa Central School

Turangawaewae

A place of belonging, connection and empowerment.

A place where “all children will learn”

NEEDS are the guiding principles that underpin every decision we make as educators in our school.

Nurturing uniqueness

He taonga matapopore

Ensuring equity of opportunity

He mana tō te ōritetanga

Enhancing cultural capital

Whakareia te tōpūnga ahurea

Displaying high expectations

Titohua ngā tumanakohanga nui

Strengthening learner agency

Whakaūria te pokapū o te ākongā

Strategic Plan 2023 – 2025

STRATEGIC GOALS	STRATEGIC INITIATIVES	Core Strategies for Achieving Goals 2023-2025
<ul style="list-style-type: none"> ● Student Learning and Engagement - Ako 		
<ul style="list-style-type: none"> ● Create student agency through self-efficacy and growth mindset ● Provide a coherent learning pathway through the school's interpretation of the local curriculum 	<ul style="list-style-type: none"> ● Develop student agency ● Delivery of local curriculum ● Improve collaborative inquiry practice to maximise impact on learning 	<ul style="list-style-type: none"> ● Develop effective assessment for learning practice ● Implementation of He Manu Rere - MCS Learner Profile ● Further develop our student inquiry cycle ● Review of provision for GaT learners ● Give opportunity for student voice and participation in the ongoing work of the school ● Incorporation of NZ History curriculum ● Develop planning at medium and short term levels, inline with refreshed curriculum, for greater accountability of curriculum coverage and differentiated learning tasks ● Development of an Information Centre ● PLD to support a rich and authentic local curriculum - focus on writing and maths through WiS inquiries ● Embedding Professional Growth Cycle ● Monitor, review and evaluate pedagogical approaches, systems and processes, people and resources, as we adapt to our ILE spaces ● Use of a shared language through, school-wide progression frameworks (in reading, writing and maths), to inform planning, student goal setting and parent partnerships, ● WiS collaborative inquiries

STRATEGIC GOALS	STRATEGIC INITIATIVES	Core Strategies for Achieving Goals 2023-2025
<ul style="list-style-type: none"> ● Educationally Powerful Connections - Whanaungatanga 		
<ul style="list-style-type: none"> ● Strengthen collaborative partnerships with parents/whanau and the community for improved student outcomes 	<ul style="list-style-type: none"> ● Community Engagement - participation in the strategic direction of the school ● Community Engagement - involvement in the local curriculum ● Engagement with families - home/school partnerships 	<ul style="list-style-type: none"> ● Delivery of our Community Engagement Plan (2022) ● Broaden our connections with local Marae, iwi, manu whenua, temple, community organisations and businesses, connections with our local area/history etc. ● Ensure voice (informal and formal) is captured in the learning contexts for children ● Involvement of Board in this initiative ● Reinstate curriculum evenings ● Review of reporting format ● Review of digital platforms to support effective partnerships ● Support families with low attendance
<ul style="list-style-type: none"> ● Cultural Capability - Manaakitanga 		
<ul style="list-style-type: none"> ● Enhance students' sense of identity, language and culture through curriculum design and implementation 	<ul style="list-style-type: none"> ● Māori achieving success as Māori ● Strengthen cultural identity for all ethnicities in the school 	<ul style="list-style-type: none"> ● Use of research/documentation to support treaty centric practice ● PLD to support confidence in Te Reo Māori ● Involvement with MAC Project and Kahui Ako initiatives ● Use of Framework for Self Review (ERO:Accelerating the Progress of Priority Learners in Primary Schools, May 2013) to review provision for priority learners ● Inclusion of Tātaiako in teacher's Performance Management Agreements ● Board training - Hautu ● Build arts profile through a cultural lens ● Utilise local resources to support local curriculum design ● Strengthen culturally responsive teaching and learning

STRATEGIC GOALS	STRATEGIC INITIATIVES	Core Strategies for Achieving Goals 2023-2025
<ul style="list-style-type: none"> Wellbeing - Hauora 		
<ul style="list-style-type: none"> Enhance students' sense of wellbeing through curriculum design and implementation Provide a safe and caring workplace where staff feel supported to carry out their roles to the best of their ability 	<ul style="list-style-type: none"> Develop students' social and emotional competencies Continue to build and sustain high trust relationships Streamline systems and processes that impact on workload Provide opportunities for social support - invest in staff on a personal and professional level 	<ul style="list-style-type: none"> Provide PLD to support teachers to develop teaching practices that build students' capacity to relate well to each other Increase opportunities for student leadership in all year groups Review of leadership job descriptions using the Educational Leadership Capability Framework Embed implementation of our Korowai - the values that guide our behaviours Provide team building PLD with a focus on conflict resolution, above the line behaviours, and the difference between collaboration, cooperation and consultation in decision making processes Review protocols for verbal and written communications Prioritise agenda items in meetings that directly impact on quality of teaching and learning Review planning, assessment and reporting mechanisms to avoid paper/online overload Increase opportunities for whole staff involvement in school activities and events Provide differentiated PLD when appropriate Promote celebration of achievements - personal and professional Maximise opportunities for collaborative decision making

Annual Action Plan 2023

Strategic Goal 1: Student Learning and Engagement - Ako			
Baseline data: Teacher survey of AfL practice 2020, Effective Teaching and Learning Capability Matrices 2022, Teacher feedback on student goal setting practices 2022			
Strategic Initiative	Actions	Lead	Commencing
Develop student agency	<ul style="list-style-type: none"> Provide external PLD to upskill teachers in use of the 6 AfL capabilities from the effective teaching AfL archway. Particular focus on: active reflection, promoting further learning, and closing the gap strategies involving co-construction of goals to clarify learning and sharing of assessment info Inhouse PLD to unpack the process of assessment and data analysis Continue to embed the language of He Manu Rere in classroom programmes and through tools such as the “learning pit”. Celebration of student achievement of dispositions in assemblies etc. Raise the profile of our student inquiry model through visual representation and communication with our school community Develop a plan to give voice and choice to our more capable learners (GaT) 	Evaluation Associates MD Teachers SG/JE WiS - Trudy Simpson	Ongoing Term 2 & Term 4 Term 1 then ongoing Term 3 Ongoing
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> are teachers confident in using 6 AfL capabilities, making OTJs and reporting? do teachers use assessment methodology to plan and deliver differentiated learning programmes? do we provide opportunities for learners to engage in ‘learning to learn’ principles? is He Manu Rere used to support student learning and engagement? do we have a shared language of learning? are we catering for the needs of our GaT learners? 	Indicators of progress: <ul style="list-style-type: none"> Students are able to articulate what they are learning, how they know they are successful and what they need to do next. Teachers have increased confidence and ability to respond to learning needs using AfL capabilities. Promotion of student agency and He Manu Rere is evident in teacher practice (as evidenced in our Quality Practice Statements) Draft Inquiry Model is finalised GaT learners needs are identified and catered for 	
Strategic Initiative	Actions	Lead	Commencing
Delivery of Local Curriculum	<ul style="list-style-type: none"> Promote student voice through the ongoing development of the local curriculum (use of Charteris and Smardon - NZ Principal Sept 2019) Strengthen local curriculum design through adopting the Know, Understand, Do framework in programme planning, and delivery Incorporation of local history curriculum - link to work of Kāhui Ako through Ngā Manu Taiko Provide rich, challenging and authentic learning tasks, with a specific focus this year on the 	MD Teachers MD Teachers	Term 1 Ongoing Ongoing Ongoing

	<ul style="list-style-type: none"> physical world in science, hauora, the arts and kaitiakitanga Develop writing units that consider te ao Māori, boys engagement and relevance to children's interests and prior knowledge Build inquiry based model of teaching mathematics into weekly planning AFL PLD to support rigour in planning for differentiation - low floor/high ceiling in core subjects Development of the Information Centre 	Teachers	Ongoing
		WiS - Deborah McGrath Evaluation Associates SG/JE	Ongoing Term 1
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> does our local curriculum promote te ao Maori? are our learners exposed to low/floor high ceiling learning opportunities that meet the needs of <u>all</u> learners are students involved in curriculum planning and assessment? do we enable curriculum design to be influenced by multiple perspectives? are we raising achievement levels in writing and mathematics? is our curriculum planning reflective of the NZ Curriculum refresh expectations? 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> Te ao Maori is visible across curriculum planning and lesson delivery Differentiation provides different starting points for students, allowing individuals and groups to attain their goals Teachers' planning and programmes incorporate understanding of curriculum progressions in core subjects Planning templates take account of changes to the NZ Curriculum Local curriculum is informed by multiple perspectives Information Centre proposal completed Cohorts meet curriculum targets 	
Strategic Initiative	Actions	Lead	Commencing
Improve collaborative inquiry practice to maximise impact on learning in an ILE context	<ul style="list-style-type: none"> Strengthen links between collaborative inquiry and our Professional Growth Cycle (PGC) TOD day to reset expectations of teaching and learning at MCS - making our Curriculum Delivery Guidelines live Maximise our new learning, through our AfL PLD, to inform collaborative inquiries Continue to monitor, review and evaluate pedagogical approaches, systems and processes, people and resources as we adapt to our ILE spaces Align inquiries of our WiS to meet Kahui Ako/school strategic goals and expectations 	SLT Evaluation Associates SLT WiS teachers	Term 1 25 Jan 2023 Ongoing
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> are our professional conversations impacting on learning? are our Quality Practice Statements guiding our teaching and learning practice? are AFL practices embedded to support the learners in an ILE context? are our WiS inquiries supporting the school's strategic goals? are we providing an inclusive learning environment, where the needs of all students are met, in the ILE context? 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> Teaching as inquiry processes and collaborative inquiry are embedded in practice, facilitating high quality discussions, reflection and systematic processes through a robust PGC Wis inquiries support implementation of school goals Teachers have a shared understanding of the expectations of effective assessment practices at MCS Our ILEs provide an inclusive education that meets the needs of all students 	

Strategic Goal 2: Educationally Powerful Connections - Whanaungatanga

Baseline data: Community Consultation survey 2022/Community Engagement Plan 2022

Strategic Initiative	Actions	Lead	Commencing
Community Engagement - participation in the strategic direction of the school	<ul style="list-style-type: none"> Delivery of our Community Engagement Plan (2022) to enable community aspirations and voice to be actioned through our strategic planning <ul style="list-style-type: none"> - feedback from pre-school visits - feedback from agencies - Whānau Hui (curriculum design and reporting processes) -Local business/community leaders Hui 	Board/SLT	Term 1 then ongoing Term 2 Term 1 Term 3
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> do we provide opportunities for our local school community to add voice to the strategic direction of our school? is our community participating in, and making decisions about, the education of their children? are our community aspirations evident in outcomes? 	Indicators of progress: <ul style="list-style-type: none"> Board play an active role in engaging community with school initiatives Community report greater engagement with the strategic direction of the school Strategic planning incorporates community voice 	
Strategic Initiative	Actions	Lead	Commencing
Community Engagement - involvement in the local curriculum	<ul style="list-style-type: none"> Plan relatable student inquiries with newly acquired knowledge from our whānau/involvement by whānau Reinstate information evenings to support understanding of curriculum delivery and how parents can help at home e.g. Reading Together, Making Maths Count. Forge stronger relationships with mana whenua through the development of our NZ History Curriculum and the work of Ngā Manu Taiko Investigate the possibility of involvement in local initiatives detailed in the Manurewa Local Board Plan 2020 	Teachers SLT WiS SLT	Ongoing Term 2 & 3 Ongoing
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> are parents actively involved in curriculum design and implementation? does our curriculum engage with mana whenua? are we utilising community groups to enhance curriculum delivery? 	Indicators of progress: <ul style="list-style-type: none"> Whanau voice and local community involvement/initiatives are present in unit planning Reading Together and Making Maths Count 	

		<ul style="list-style-type: none"> workshops are well attended Connections with mana whenua is extended to enhance provision 	
Strategic Initiative	Actions	Lead	Commencing
Engagement with families - home/school partnerships	<ul style="list-style-type: none"> Review of report format/writing report comments Maximise digital platforms to support feedback on children's learning and achievements Partner with whānau to equip every Māori learner to realise their potential Improve regular attendance rates (particularly for our priority learners). Investigate the reasons prompting an E code and offer support to families 	SLT/teachers Teachers Teachers SLT/Teachers	Term 1 Ongoing Termly monitoring
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> are parents actively involved in the assessment and reporting process? are our digital platforms enhancing home/school partnerships? do our attendance strategies promote parental engagement? are our home/school partnerships, a reciprocal process? 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> Report format is more accessible Parents report increased opportunities to engage in their child's learning and support achievement of learning goals Regular attendance rates improve for our priority learners 	

Strategic Goal 3: Cultural Capability - Manaakitanga

Baseline data: WiS Te Reo inquiry, MASAM Teacher voice 2022

Strategic Initiative	Actions	Lead	Commencing
Māori achieving success as Māori	<ul style="list-style-type: none"> Work in partnership with our facilitator from the Māori Achievement Collaborative to meet the goals of this initiative. For 2023 this means; deliberate acts of planning and teaching of te reo Māori, use of schoolwide karakia and Manurewa pepeha, use of powhiri/whakatau for new staff/students, shared understanding of Tikanga Involvement in WiS inquiry to find the best pedagogical approach to the teaching of te reo Māori - trialling Mahi Pai (Manurewa Marae initiative) in selected pods/classes Use of Framework for Self Review (ERO:Accelerating the Progress of Priority Learners in Primary Schools, May 2013) to review provision for priority learners Provide enrichment opportunities for fluent speakers of Māori Inclusion of Tātaiako in teacher's Performance Management Agreements to ensure PLG cycle and professional conversations monitor teachers' growth Board training - Hautu with MAC 	George Ihimaera WiS - Karrie Sampson MD WiS - Karrie Sampson SLT/Teachers George Ihimaera	Termly Ongoing Term 2 Ongoing Term 2 13 Feb 2023

Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> do teachers' incorporate te reo Maori in their weekly programme? do staff use te reo Maori within and outside of classrooms? do we provide opportunities for staff/Board to understand and acknowledge the histories, heritages, languages and cultures of the partners of Te Tiriti o Waitangi? do our policies and procedures reflect manu whenua identity and the identities, languages and cultures of learners? are our Maori learners supported through within school and across school transitions? are we improving/accelerating outcomes for Maori learners? are professional learning conversations focused on the expectations of Tataiako? 	Indicators of progress: <ul style="list-style-type: none"> Te reo Maori is taught in a progressive way across the school. Te Reo Maori is used meaningfully in daily interactions both inside and outside the classroom Maori learners and whanau tell us that their identity, language and culture is valued and they have a strong sense of belonging in our school Staff feel confident in their cultural capabilities Maori learners are achieving excellent and equitable educational outcomes Evaluation identifies the impact of decisions and strategies on accelerating the progress of Maori learners to provide next steps Policy and procedures reflect Board understanding of their obligations under Te Tiriti o Waitangi 	
Strategic Initiative	Actions	Lead	Commencing
Strengthen cultural identity for all ethnicities in the school	<ul style="list-style-type: none"> Build our arts profile through a cultural lens, including participation in community events and enhancing our physical environment to reflect school ethnicities Build understanding of learners' contexts, histories, stories and cultural values to strengthen culturally responsive teaching and learning Utilise local resources to support local curriculum design 	SG/JE Teachers Teachers	Ongoing
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> is our arts curriculum reflective of the ethnicities in our school? do we create an environment where learners are confident in their identities, languages, cultures and abilities? do we create an environment where all ethnicities are valued and celebrated? are we utilising local resources to support local curriculum design? 	Indicators of progress: <ul style="list-style-type: none"> The environment reflects all school ethnicities Planning and curriculum delivery reflects an understanding of learners' contexts Planning and curriculum delivery utilises local resources Learners and whanau tell us that their identity, language and culture is valued and they have a strong sense of belonging in our school Students are confident in their language, culture and identity 	

Strategic Goal 4: Wellbeing- Hauora

Baseline data: Well being at School Survey 2022, Staff Wellbeing discussions June 2021

Strategic Initiative	Actions	Lead	Commencing
Develop students' social and emotional competencies	<ul style="list-style-type: none"> Wellbeing at School Survey results to be shared with staff in TOD day on 25/01 to support alignment of expectations with practice Use of MoE Resource "Mental Health Education" to provide PLD to support staff to manage behaviours through: restorative conversations, building capacity for students to relate well to others, and recognising types of bullying behaviours Provide PLD for, and adoption of, the Mitey Resilience Programme (5 aspects of mana endorsed by the Mental Health Foundation) Use of regular mindfulness/circle time sessions to promote social skills Active monitoring of the Skodal programme at Years 5 and 6 Provide opportunities for student leadership across all year groups 	MD SLT SG/JE SLT JE Teachers	25 Jan 2023 Term 2 & Term 3 Term1 then ongoing Ongoing
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> does our PLD programme support teachers to provide consistent and sustainable intervention strategies? are teachers using 'hard data' to change and adapt programmes? do our programmes build capacity for students to relate well to each other? do we promote the profile of our student leaders across the school? 	Indicators of progress: <ul style="list-style-type: none"> Programmes are in place that support social and emotional aspects of learning Survey feedback reports improvements in social skills and fewer negative behaviours Student leadership is evident and celebrated across the school 	
Strategic Initiative	Actions	Lead	Commencing
Continue to build and sustain high trust relationships	<ul style="list-style-type: none"> Promote our Korowai as the document that provides the framework for respectful, professional relationships Provide individuals the opportunity for risk taking, creativity and innovation in curriculum delivery and decision making etc. Provide PLD in conflict resolution, personal responsibility and above the line behaviours Review leadership job descriptions with support of Educational Leadership Capability Framework - roles and responsibilities as they pertain to this goal Provide PLD in team building and the important role of consultation and feedback in decision making 	Staff SLT SLT MD MD	TOD 25/01 then ongoing Term 2 Term 1 Term 2
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> are behaviours adhering to the statements in our Korowai? do teachers have autonomy over their work? do staff feel empowered to manage conflicts and deal with challenges? is leadership role modelling high trust relationships? 	Indicators of progress: <ul style="list-style-type: none"> Our Korowai is a "live" document - the way we conduct ourselves at MCS Teachers report that they feel empowered to make decisions 	

	<ul style="list-style-type: none"> are decisions justified through the process of a feedback loop 	<ul style="list-style-type: none"> Teachers report greater transparency and accountability in leadership decision making Staff report greater confidence in resolving issues with the person involved Leadership job descriptions clarify expectations relevant to this strategic goal A high trust model exists 	
Strategic Initiative	Actions	Lead	Commencing
Streamline systems and processes that impact on workload	<ul style="list-style-type: none"> Reduce overload of physical evidence that “doubles up” or does not impact directly on the quality of teaching and learning Limit number of meetings and only agenda items that need discussion - give time for creativity, innovation and sharing of good practice Limit time pressured expectations through timely consultation and communication Develop protocols for verbal and written communications, particularly use of email 	SLT SLT/Learning Leaders All staff SLT	Ongoing Term 1
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> has workload been reduced? do meetings make a difference to teaching and learning? has email communication improved? 	Indicators of progress: <ul style="list-style-type: none"> Teachers report a more manageable workload Systems and processes impact positively on teaching and learning Protocols are in place for effective communication - verbal and written 	
Strategic Initiative	Actions	Lead	Commencing
Provide opportunities for social support - invest in staff on a personal and professional level	<ul style="list-style-type: none"> Increase opportunities for staff to get to know each other on a more personal level Consider individual’s PLD needs - one size does not fit all Safeguard CRT/PCT as far as possible Maximise opportunities for collaborative decision making - all voices heard and contributions valued Celebrate accomplishments big and small, personal and professional Encourage full staff participation in school wide events 	SLT Teachers	Ongoing
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> are staff contributing to the collective wellbeing of all? is PLD differentiated? is CRT/PCT safeguarded? 	Indicators of progress: <ul style="list-style-type: none"> Staff feel appreciated and valued for the contribution they make to the collective CRT/PCT is rescheduled as a last resort PLD is differentiated when appropriate Attendance at school wide events improves 	