



**ST FRANCIS DE SALES SCHOOL**

TE KURA O HATO WERAHIKO TE HERA

**STRATEGIC PLAN 2021-2023**

*and*

**2023 ANNUAL PLAN**

The measure of love is love without measure

*Kāore he mutunga o te aroha*

# CONTENTS

## CONTENTS

Special Catholic Character

Local Histories

Wellington Catholic Schools Kāhui Ako

Kāhui Ako Theory of Improvement

Kāhui Ako Levers of Change

Strategic Plan 2021 - 2023

Vision

Mission

Values

SFDS Local Curriculum

2023 Annual Plan

2023 School Wide Achievement Targets

2023 Kāhui Ako Annual Plan

## Special Catholic Character

Our school patron, St Francis de Sales taught us: ***“The measure of love is love without measure” ~ Kāore he mutunga o te aroha***

As a Catholic school we:

- Support and live by the Charism of Compassion
- Live and teach the values of Jesus Christ as recorded in the gospels and in the practices, worship and doctrine of the Catholic Church
- Acknowledge parents as the first educators of their children and support them in this role
- Provide for Children's spiritual growth through prayer, liturgy and sacrament.
- Plan experiences of service to others within school, in our community and through Caritas programmes.
- Learn about ways to support tika, through Caritas programmes. We apply restorative justice within our behaviour management.
- Celebrate Lent, Easter, Advent, Lent, Feast Day of St Francis de Sales, and the Feast of The Assumption.
- Teach a Religious Education program to assist learners to develop their faith, and knowledge of God and the Catholic faith
- Provide an environment in which each member of our school community is able to live and express their faith.

## Local Histories

St Francis de Sales School is a state integrated Catholic school for ākonga in Year One to Eight. We are located in the beautiful Island Bay - ***Te Mapunga Kāinga***. *Te Mapunga Kāinga* was a favoured place of settlement for *Ngāi Tara* and *Ngāti Ira*. Both the hills and the flat were used as *pā* sites. Old ovens, refuse of shell, bone and stone have been found in the *pā* both at this site and at an unidentified village directly across the road on the water's edge. The Island, *Taputeranga*, sits proudly in the centre of the bay.



*Ngāti Toa Rangatira* and *Te Ātiawa Taranaki Whanui* hold mana over the whenua/land as acknowledged by the symbolic gifting of *Tawhito Whenua* (the *mere pounamu*, or greenstone club) to *Ngāti Toa* in the 1820s. It was on *Taputeranga* Island that *Tamairangi*, the princess of the paramount chief of *Ngāti Ira*, sang for her freedom. She was a well-esteemed *Māori* wahine of great *mana* so she was accorded the privilege of her standing, being allowed to live on *Kāpiti* Island with her sons after this time. A *Pou Whenua* overlooking the sea (pictured beside) pays respect to *tipuna* of *Te Mapunga Kāinga*.

After an agreement following Treaty settlements, *Ngāti Toa Rangatira* and *Te Ātiawa Taranaki Whanui* work alongside one another across *Pōneke - Wellington*. It is within the *Ngāti Toa* vision / *Moemoeā* that the natural environments are kept / returned to health and they continue to act as *kaitiaki* and leaders for *taiāo* / natural resources for future generations. Within the mission of *Te Rūnanganui o Te Ātiawa ki te Upoko o Te Ika a Māui* there is a commitment to reduce inequity; enhance wellbeing; and support people looking for help.



In the late 1890s, Italian fishermen settled in the bay, learning from local *Māori* about the best places to fish. A new step on the journey saw Island Bay affectionately referred to by some as 'Little Italy'. Our current Nonnas grew up in an Island Bay that was predominantly Italian families who only spoke Italian, working with each other, socialising with each other, attending church and supporting their families together - along with greek, polish and dutch settlers. Very few people spoke English in Island Bay right up until in the mid 1900s.

The first Saint Francis de Sales School was opened by the Sisters of the Sacred Heart in Avon Street in Island Bay in 1905. In 1926 the school moved to a new site and the name changed to Saint Madeline Sophie in honour of the founder of the Sisters of the Sacred Heart. The school continued to be run by the Sisters of the Sacred Heart until 1979. Integration with the state system took place in 1983. The Proprietor of the school was then the Catholic Archbishop of the Archdiocese of Wellington.

A new school, with eight classes, was built on the present Mersey Street site. As it was now next to the parish church it was decided to rename the school Saint Francis de Sales and in January 1985 the new school was officially opened. St Francis de Sales School now has 14 classrooms, is well resourced and continues to provide an excellent holistic education for our ākonga / learners.

## Wellington Catholic Schools Kāhui Ako

Francis de Sales School is part of Wellington Catholic Schools Kahui Ako. The vision of our Kāhui is, *"We take pride in providing an excellent holistic Catholic education to enable our community of learners on their Catholic journey – where each student is known"*.

### Kāhui Ako Theory of Improvement

In addressing our schools' shared achievement challenges, our teachers need to know that they can make a positive difference, and be able to check that their practice is achieving the desired outcomes while supporting learners within our Catholic Schools to encounter Christ. Efficacy is the ability to produce the desired outcome / result.

### Kāhui Ako Levers of Change

As a group of 13 schools that have been working together for four years, we believe there are levers for change that will make a difference for all learners: students and staff across the Kāhui Ako. These levers have evolved from our dialogue and hunches as a community and are supported by research into best practice about how to raise student achievement.

- Culturally Sustaining Teaching and Learning
- Well-Being / Being Well to Learn
- Transitions
- Agency

Each lever, on its own, is not enough - all four levers need to be engaged for learners to enjoy success. Leaders and teachers within the 13 schools in our Kāhui Ako work collaboratively to increase our capacity and responsiveness to our Wellington catholic education community.



## Strategic Plan 2021 - 2023

### Vision

The vision/whāinga matua (pae tawhiti) for St Francis de Sales School is:

*Each student developing, to the best of their abilities, a Love of God, Love of Learning and Love of Life.  
Kia pūāwai i roto i te ākongā te aroha ki te atua, te aroha ki te ako, me te aroha ki tona ao.*

Our vision reminds us of the uniqueness of every student, and that their development is an on-going process.

### Mission

The mission/whāinga (pae tata) of the entire community of St Francis de Sales School – i.e. learners, parents/ caregivers, staff and the Board of Trustees is:

***To contribute our individual talents, skills and resources to help achieve the Vision for the School. Mā tō rourou, mā taku rourou, ka ora te kura.***

### Values

All those at St Francis de Sales School support the charism of compassion and live by ***Ngā Hua o te Wairua Tapu – The Fruits of the Holy Spirit*** (Gal 5: 22-24)

- ***Love / Aroha***
- ***Joy / Harikoa***
- ***Peace / Rangimārie***
- ***Patience / Manawanuitanga***
- ***Kindness / Atawhai***
- ***Faithfulness / Piripono***
- ***Gentleness / Hūmārire***
- ***Self-Control / Tikanga whakahaere***
- ***Generosity / Ngākaunui***

<b><i>3 Year Strategic Goals</i></b>	<b><i>Broad Initiatives</i></b>	<b><i>Success Measures</i></b>
1. <b>Our Localised Curriculum:</b>	<ul style="list-style-type: none"><li>● Implementing local curriculum</li><li>● Introducing and developing the 'Hero' school management</li></ul>	All families will access Hero for ongoing school communications

Implement, evaluate and further develop the SFDS Local Curriculum.	<p>system, ensuring it is responsive to the SFDS context</p> <ul style="list-style-type: none"> <li>• Evaluating and strengthening wellbeing</li> </ul>	
<p>2. <b>Catholic Character:</b> Re-establish a dynamic relationship with the local Parish.</p>	<ul style="list-style-type: none"> <li>• Reviewing 'Religious Education' and 'Catholic Curriculum'</li> <li>• Exploring and planning new NZ Religious Education content of our Local Curriculum</li> <li>• Strengthening understanding and confidence participating in Masses</li> </ul>	
<p>3. <b>Professional Capability and Inquiry:</b> Building capability and professional learning to empower our teachers to inquire into their practice.</p>	<ul style="list-style-type: none"> <li>• Implementing professional growth cycles with Kaiako and Rangatira</li> <li>• Giving agency and authority to whānau of ākonga Māori for Te Reo me ona tikanga and supporting kaimahi to learn from Tangata Whenua</li> <li>• Arranging professional development opportunities for all kaimahi</li> </ul>	

### SFDS Local Curriculum

The Catholic Character is the framework within which our [Local Curriculum](#) is delivered; it is integral to everything that takes place in the school, or on behalf of our school and our community. Our local curriculum brings to life our community's vision, values and goals.

Parent guide to [Local Curriculum](#).

# 2023 Annual Plan

[Link to source document](#)

## St Francis de Sales School (Island Bay) - 2023 Annual Plan

Through the actions below, we contribute our individual talents, skills and resources to help achieve the Vision for the School. Mā tō rourou, mā taku rourou, ka ora te kura...

National Educational Learning Priorities (NELPs)	Long term strategic goals (3-5 years)	Over the next 3-5 years we will reach these goals by...	Term One Key Actions	Term Two Key Actions	Term Three Key Actions	Term Four Key Actions	Success Measures			
<b>1</b> <b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education.  Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	<b>Our Localised Curriculum: Implement, evaluate and further develop the SFDS Local Curriculum.</b>	Implementing local curriculum	Follow local curriculum procedures to backmap and forward plan curriculum in teams, reviewing in action				Backmap Term 4 and broad planning for 2024	<b>All families will access Hero for ongoing school communications</b>		
		Introducing and developing the 'Hero' school management system, ensuring it is responsive to the SFDS context	Share curriculum plans with whānau	Unpack NZC refresh: maths, comparing with SFDS practices	Evaluate current Camp / EOTC programmes					
			Introduce Hero to kaiako and community	Refine Hero literacy goals, backmap and set SFDS ākongā goals	Refine numeracy goals and backmap expectations on Hero	Backmap and set numeracy goals for all ākongā	Explore options for celebrating talents of ākongā using Hero			
		Evaluating and strengthening wellbeing	Unpack Hero inclusion processes in relation to SFDS needs	Introduce Hero inclusion processes to Kaiako	Monitor of inclusion processes and address needs	Monitor of inclusion processes and address needs				
			Review and strengthen behaviour management processes	Arrange professional development in KIVA	Carry out and analyse progress against NZCER wellbeing@school survey					
		<b>2</b> <b>LEARNER FREE ACCESS</b> Learners have equitable access to education and resources within reach for every learner.  Reduce barriers to education for all, including for Māori and Pacific learners/ākongā and those with learning support needs.  Ensure every learner/ ākongā gains sound foundational skills, including language, literacy and numeracy.	<b>Catholic Character: Re-establish a dynamic relationship with the local Parish.</b>	Reviewing 'Religious Education' and 'Catholic Curriculum'	Explore, plan CC Review process	Gather examples of practice for CC review			Report to the Board	
				Exploring and planning new NZ Religious Education content of our Local Curriculum	Introduce revised RE curriculum to teachers					
				Strengthening understanding and confidence participating in Masses	Set Mass plan for the year and PLD focus for each term	Teacher PLD snippets on Church tech for masses and school hui	Teacher PLD and school mass planned		Teacher PLD and school mass planned	Teacher PLD and school mass planned
				Implementing professional growth cycles with Kaiako and Rangatira	Explore professional goals, and observe teaching		Revisit professional goals, and observe teaching			
		<b>3</b> <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau.  Meaningfully incorporate Te Reo Māori and ākongā Māori into the everyday life of the place of learning.  Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	<b>Professional Capability and Inquiry: Building capability and professional learning to empower our teachers to inquire into their practice.</b>	Giving agency and authority to whānau of ākongā Māori for Te Reo me ona tikanga and supporting kaimahi to learn from Tangata Whenua	Unpack 'Niho Taniwha: Improving Teaching and Learning for ākongā Māori' together and explore ways to sustain leadership of cultural competencies					
Arranging professional development opportunities for all kaimahi	Invite school volunteers to take part in Te Ahu o te Reo Māori			Te Reo Māori PLD - Te Ahu o te Reo Māori- for all staff, with volunteers invited to participate						
	Appoint 'Toa', action plan developed			Collaboratively review and strengthen Te Reo me to ona Tikanga within the Local Curriculum in conjunction with staff learning Te Reo						
Business as usual	We will continue to implement the NELPs by continuing to...			Term One: Key business as usual actions	Term Two: Key business as usual actions	Term Three: Key business as usual actions	Term Four: Key business as usual actions	Success Measures		
<b>4</b> <b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives.  Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work.	<b>Business as Usual (BAU)</b>	Identify ākongā with learning support needs, gifted ākongā, and neurodiverse ākongā, and plan for adaptations, internal and external support, communication with family and opportunities for ākongā to share their talents with others.	Identify and plan for target learners (incl ALL / BSLA)	Review targeted plans and forward plan	Review targeted plans and forward plan	Carry out analysis of variance against targets	<b>2023 Schoolwide targets:</b>  A. B. C.			
		Seek additional resourcing for inclusion programmes and additional care for learners with disabilities and those with learning support needs	Whānau / teacher / specialist hui re IEP plans for Term 1	Regular communication with MoE, RTLB and specialists. Ongoing monitoring of inclusion programmes in place, arrangement of TA timetables, support for new staff, ongoing communication with support team, and staff PLD as an when needed.						
		Respond to teacher/kaiako confidence and competence to teach diverse learners/ākongā with varying needs, and to appropriately modify teaching approaches	Various other contestable funding applications submitted, and support timetables arranged each term to ensure responsiveness and care for individual learners							
		Address barriers to learning by ensuring ICTs are fit for purpose to enable all ākongā to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills, and minimising inequities of BYOD (ICT Lead)	Ensure cyber-agreements in place and all learners can access devices	Review Local curriculum to evaluate best inclusion of ICTs to support learning,		Make recommendations to the Board re future ICT purchase				
		Support provisionally certified kaiako and mentor teacher confidence and competence	Set up Hapara for all Year 4-8 ākongā and teachers	Teacher PLD for Year 4-8 re making best use of Hapara						
		Support learners/ākongā to see the connection between what they're learning and the world of work, including work that supports catholic social teaching	Meet with PCT and Mentor to plan support programme		Meet with PCT and Mentor to review support programme					
		Strengthen transition to college processes	Plan Year 7&8 careers education							
		Explore various curriculum updates from MoE, planning and implementing within SFDS practices	Arrange Year 7&8 tutoring (2022 MOE Covid impact funding)	Review College transition processes and plan ahead to ensure smooth transition						
<a href="#">Link to 2023 ANNUAL PLAN working document</a>			<b>Leadership Responsibilities Key:</b>							
Principal	Teacher with leadership role (Hero, ICT, Literacy, Toa)	Deputy Principal	Inclusion Lead	Team Leaders	Director of Religious Studies (DRS)	Kāhui Ako Within School Lead (WSL)	Board			





## 2023 School Wide Achievement Targets

<b>Strategic Goal</b>	Professional Capability and Inquiry: Build capability and professional learning to empower our teachers to inquire into their practice.																											
<b>NELPs:</b>	Quality teaching and leadership make the difference for learners and their whānau																											
<b>Kāhui Ako Initiatives</b>	Improving teacher capability, including the ability to use evidence to evaluate effectiveness.																											
<b>Annual Goal(s):</b>	<ul style="list-style-type: none"> <li>• Implement professional growth cycles with Kaiako and Rangatira</li> <li>• Give agency and authority to whānau of ākonga Māori for Te Reo me ona tikanga and supporting kaimahi to learn from Tangata Whenua</li> <li>• Arrange professional development opportunities for all kaimahi</li> </ul>																											
<b>Business as Usual:</b>	BAU 3: Respond to teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches																											
<b>Target 1:</b>	All learners will improve their understanding of Te Reo Māori																											
<b>Baseline Data:</b>	<p>NZCER Te Reo Māori Assessment (Assessed in Term 3, 2022)</p> <table border="1"> <thead> <tr> <th>Year Level (ref year)</th> <th>Students (Completed)</th> <th>Mean Scale Score</th> <th>Standard Deviation</th> <th>Highest Score</th> <th>Upper Quartile</th> <th>Median</th> <th>Lower Quartile</th> <th>Lowest Score</th> </tr> </thead> <tbody> <tr> <td>Y 7 (7)</td> <td>29/29</td> <td>40.6</td> <td>6.4</td> <td>53.7</td> <td>44.2</td> <td>39.3</td> <td>35.7</td> <td>32.2</td> </tr> <tr> <td>Y 8 (8)</td> <td>26/26</td> <td>41.8</td> <td>9.2</td> <td>59.0</td> <td>45.3</td> <td>39.6</td> <td>35.9</td> <td>29.5</td> </tr> </tbody> </table> <p>New baseline data to be gathered in 2023: NZCER Taku Reo Survey (Term 2)</p>	Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score	Y 7 (7)	29/29	40.6	6.4	53.7	44.2	39.3	35.7	32.2	Y 8 (8)	26/26	41.8	9.2	59.0	45.3	39.6	35.9	29.5
Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score																				
Y 7 (7)	29/29	40.6	6.4	53.7	44.2	39.3	35.7	32.2																				
Y 8 (8)	26/26	41.8	9.2	59.0	45.3	39.6	35.9	29.5																				
<b>Target 2:</b>	All target learners will make accelerated progress in writing																											
<b>Baseline Data:</b>	<p>Target ākonga:</p> <ul style="list-style-type: none"> <li>• 3 Year 4 learners</li> <li>• 6 Year 5 learners</li> <li>• 9 Year 6 learners</li> </ul>																											

- 8 Year 7 learners
- 5 Year 8 learners
- 5 NZ Māori
- 0 Pasifika
- 25 NZ European
- 1 Other
- 11 Female
- 20 Male

Year Level	Gender	Ethnicity	Time 1 Data (Baseline)	Time 2 Data
4	F	NZ Māori	419 - 476	
4	M	NZ Māori	419 - 476	
4	M	NZ European	467 - 520	
5	F	NZ European	392 - 451	
5	F	NZ European	392 - 451	
5	M	NZ European	444 - 498	
5	M	NZ European	221 - 289	
6	F	NZ European	221 - 289	
6	M	NZ European	512 - 567	
6	F	NZ European	536- 591	
6	M	NZ European	559 - 613	
5	F	NZ European	559 - 613	
6	F	NZ European	559 - 613	
6	M	NZ European	444 - 498	
6	M	NZ Māori	489 - 543	
6	M	NZ European	512 - 567	
5	F	NZ European	489 - 543	
6	F	NZ European	559 - 613	

8	M	NZ European	536 - 591	
7	M	NZ European	81 - 204	
8	M	NZ European	701 - 752	
7	M	NZ Māori	604 - 661	
7	M	NZ European	629 - 687	
7	M	NZ European	604 - 661	
7	F	NZ European	655 - 711	
8	F	Other	655 - 711	
8	M	NZ European	559 - 613	
7	M	NZ European	655 - 711	
8	M	NZ Māori	604 - 661	
7	M	NZ European	582-636	
7	M	NZ European	655 - 711	

# 2023 Kāhui Ako Annual Plan

Wellington Catholic Schools Kāhui Ako - 2023 Annual Strategic Plan							
Our Vision	Our Theory of Improvement					Our People	
<p><i>"We take pride in providing an excellent holistic Catholic education to enable our community of learners on their Catholic journey – where each student is known"</i></p>	<p><i>Efficacy Supports All Learners in our Wellington Catholic Schools</i></p> <p><i>In addressing our schools' achievement challenges, our teachers need to know that they can make a positive difference, and be able to check that their practice is achieving the desired outcomes while supporting learners within our Catholic Schools to encounter Christ. Efficacy is the ability to produce the desired outcome / result.</i></p> <p><b>Levers of Change : Culturally Sustaining Teaching and Learning, Well-Being / Being Well to Learn, Transitions, Agency.</b></p> <p><i>As a group of 13 schools that have been working together for four years, we believe there are levers for change that will make a difference for all learners: students and staff across the Kāhui Ako. These levers have evolved from our dialogue and hunches as a community and are supported by research into best practice about how to raise student achievement.</i></p> <p><i>Each lever, on its own, is not enough - all four levers need to be engaged for learners to enjoy success.</i></p>					<p><b>Learners, Teachers, Leaders, Whanau and Community from our 13 Catholic Schools:</b></p> <p><i>Cardinal McKeefry School; Holy Cross School, Miramar; Sacred Heart Cathedral School Thorndon; St Anne's School, Newtown; St Anthony's School, Seatoun; St Benedict's School, Khandallah; St Bernard's School, Brooklyn; St Catherine's College, Kilmirnie; St Francis de Sales School, Island Bay; St Mary's College, Thorndon; St Patrick's College, Kilmirnie; St Patrick's School, Kilmirnie; St Teresa's School, Karori</i></p>	
Rationale		2022 Actions				Success Metrics	
We challenge ourselves to:	...through:	Term One, 2022	Term Two, 2022	Term Three, 2022	Term Four, 2022		
<p><b>...build a Learning Community that communicates, develops and shares effective practice to make a positive difference for the learners in our Catholic schools with respect to the following challenges:</b></p> <p>* Well-being and Catholic Character (Year 1-13)</p> <p>* Writing across the Curriculum (Year 1-13)</p> <p>* Reading across the Curriculum (Year 1-10)</p> <p>* NCEA Achievement (Year 11 - 13)</p>	<p><b>1. Creating connections and supporting relationship-building between individuals, groups, schools, parishes, Tangata Whenua and the wider community.</b></p>	<p>Arrange opportunities to strengthen principal leadership through mentoring and PLD</p>	<p>Midwinter Hui (held across 4 sites)</p>			<p>Further improvement on baseline: Teacher understanding, familiarity, involvement, belonging in Kāhui Ako. (Measure: Teacher Survey done at Midwinter Hui)</p> <p>Leaders effectively help the community understand and stay focussed on what the Kāhui Ako is about. (Measure: ASL / WSL / Principal feedback gathered for Leader Appraisals)</p> <p>Engagements documented in Termly Status / Annual Reports.</p>	
		<p>Increase awareness of, and involvement with Kāhui Ako across the wider community including iwi</p>	<p>Facilitate the "Whole-School Wellbeing" programme (CORE / NZIWR)</p> <p>Facilitate Professional Learning to develop teacher and leader confidence in using evidence to evaluate effective practice (Evaluation Associates)</p>				<p>Lead / facilitate culturally sustainable practices in schools.</p>
	<p><b>2. Improving teacher capability, including the ability to use evidence to evaluate effectiveness.</b></p>	<p>Develop WSL ability to lead / facilitate culturally sustainable practices in their schools (MAC)</p>					
			<p>Implement 'sharing good practice across schools' initiative.</p>			<p>Further improvement on baseline: teachers sharing strategies and practices within and across schools (Measure: teacher / leader TSP Survey, Termly Status Reports)</p>	
			<p>Arrange opportunities for WSLs to 'Show and Tell'</p>				
		<p>Lead dialogue with school leaders about culturally sustaining practices in our schools, encouraging implementation of evidence-informed initiatives, showcasing stories of teacher innovation</p>					
<b>'Business as Usual'</b>							
<p><b>Business as Usual *</b></p> <p>(Effective teaching and learning, communication and pastoral care – ensuring equity and excellence for all learners. Continually developing culturally sustainable practices with the support of the Kāhui Ako)</p>		<p>BAU 1: Continue Weekly Leadership Team, Termly Principal, 6 monthly Stewardship group, Twice-termly WSLs, and Termly SENCo Hui, annual DRs, annual Winter Hui</p> <p>BAU 2: Regularly gather evidence of success for comparison against baseline</p> <p>BAU 3: Continue producing Termly Status Reports and Yearly Annual Reporting</p> <p>BAU 4: Continue monitoring MOE Resource allocations and ongoing KA commitments, and liaising with PLD facilitators, and continuation of ALL</p> <p>BAU 5: Continue workstream related to facilitating transitions from Y8 to Y9 and post-secondary transitions, and increasing secondary students' involvement with primary students</p> <p>BAU 6: Continue updating and broadening use of the website and facebook page</p> <p>BAU 7: Continue arranging opportunities to support new principals</p> <p>BAU 8: Continue arranging opportunities for School Boards to develop skills and understanding</p> <p>BAU 9: Kāhui Ako Leadership decisions and practices continue to respond to the diverse contexts within our 13 schools</p>					<p>Further improvement on baseline: enrolment data (Measure: ADW statistics for 2021)</p> <p>Further improvement on baseline: (Measure: Communications Survey)</p>
<b>Key Leadership Accountabilities:</b>							
Lead Principal(s)	Across School Leads	KA Leadership Team	Teachers and teaching teams	Within School Lead Teacher	PLD Providers	Principals and Leaders in schools	