



# 2023 Strategic Plan Annual Plan & Targets



# 2023 STRATEGIC PLAN

**Our Vision:** Whāia te ara tika | Pursue the right path

## STRATEGIC GOALS

<b>1. LEARN</b> <b>Rich and responsive Curriculum maximise success for all ākonga</b>	<b>2. LEAD</b> <b>Professional capability and evaluative inquiry build collective capacity</b>	<b>3. CONNECT</b> <b>Learning-focussed relationships empower positive community connections</b>
NELP 2: Priority 3, 4 (N2P3, 4)	NELP 3: Priority 5, 6 (N3P5, 6)	NELP 1: Priority 1, 2 (N1P1, 2)
<p><b>1a. Curriculum   Marautanga</b>  <b>Literacy: Reading   Pānui, Writing   Tuhituhi, Oral Language   Reo ā-waha &amp; Mathematics   Pāngarau</b></p> <ul style="list-style-type: none"> <li>- High quality relationships and high quality teaching &amp; learning every day for all ākonga</li> </ul> <p><b>1b. Curriculum   Marautanga</b>  <b>Te Puna Wairua (TPW) Reo Rua Unit</b></p> <ul style="list-style-type: none"> <li>- Local curriculum and assessment plan</li> </ul> <p><b>1c. Curriculum   Marautanga</b>  <b>Talamuka-'a-Tonga (TmT) Tongan Bilingual Class</b></p> <ul style="list-style-type: none"> <li>- Local Curriculum and assessment plan</li> </ul> <p><b>1d. Assessment   Aromatawai</b>  <b>Assessment for Learning (Afl)</b></p> <ul style="list-style-type: none"> <li>- Formative and inclusive practice</li> <li>- Ākonga efficacy and agency (voice)</li> </ul> <p><b>Summative Practice</b></p> <ul style="list-style-type: none"> <li>- Valid and reliable data informs decision-making</li> </ul> <p><b>1e. Ākonga Learning Support (LS)</b></p> <ul style="list-style-type: none"> <li>- School wide targeted LS interventions</li> </ul>	<p><b>2a. Professional Practice</b></p> <ul style="list-style-type: none"> <li>- Teaching and leadership capability</li> <li>- Staff cultural competence</li> </ul> <p><b>Education for Sustainability E4S</b>  <b>Digital literacy (fluency)</b>  <b>Health/PE and Sports</b>  <b>Te Mātaiaho and Aotearoa/NZ Histories (ANZH)</b></p> <p><b>2b. Professional Practice</b>  <b>Te Puna Wairua (TPW) Reo Rua Unit</b></p> <ul style="list-style-type: none"> <li>- Teaching and leadership capability (80:20 delivery)</li> </ul> <p><b>2c. Professional Practice</b>  <b>Talamuka-'a-Tonga (TmT) Tongan Bilingual Class</b></p> <ul style="list-style-type: none"> <li>- Teaching and leadership capability (50:50 delivery)</li> </ul>	<p><b>3a. Educationally Powerful Connections</b></p> <ul style="list-style-type: none"> <li>- 'Power of 3' engagement</li> <li>- Positive and productive relationships</li> </ul> <p><b>3b. Learning-focussed environment</b></p> <ul style="list-style-type: none"> <li>- 10YPP/5YA improvement plans</li> <li>- TPS new build Master Plan</li> <li>- Sustainable digital infrastructure</li> </ul>

**Our Values:**  Manaakitanga  Kaitiakitanga  Rangatiratanga



GOAL 1: LEARN N2P3, 4	Rich and responsive Curriculum maximise success for all ākonga			
	Actions	Success Measures	Resourcing	
<p><b>1a. Curriculum   Marautanga Literacy: Reading   Pānui, Writing   Tuhituhi, Oral Language   Reo ā-waha</b></p> <ul style="list-style-type: none"> <li>High quality relationships and high quality teaching &amp; learning in literacy increased</li> </ul> <p><b>Curriculum   Marautanga Mathematics   Pāngarau</b></p> <ul style="list-style-type: none"> <li>High quality relationships and high quality teaching &amp; learning in mathematics increased</li> </ul> <p><b>Supported by Te Mātaiaho NZC Refresh - English &amp; Mathematics Drafts (progressions)</b></p> <p><b>Links to ERO 6 Domains (D) and Evaluation Indicators (EI)</b></p>	<ul style="list-style-type: none"> <li>Implement 2<sup>nd</sup> year iteration of literacy PLD to strengthen ākonga efficacy and agency and kaiako collaborative planning, teaching, peer observation and practice evaluation conversations supported by Instructional Mentoring/ Coaching ICM</li> <li>Strengthen oral language teaching capability</li> <li>Establish TLF Maths Collaborative School Cluster to build maths teaching capability; build teacher and ākonga agency and efficacy; distribute maths leadership to support Team collaboration</li> <li>Appoint Manaiakalani Kāhui Ako (MKA) Within School Teacher (WST) to inform and support school wide improvement in literacy and/or mathematics</li> <li>Strengthen learning-focussed relationships through *culturally conscious and culturally responsive practice to increase efficacy and agency</li> <li>Develop shared pedagogical approaches and indicators of effective practice, weaving in TPS Values</li> <li>Explore Te Mātaiaho Curriculum refresh and English and mathematics Drafts</li> </ul>	<ul style="list-style-type: none"> <li>Accessible, visible and effective (AVE) delivery of culturally contextualised lessons for all ākonga (Deliberate Acts of Teaching DATs, use of accelerative practices), flexible &amp; inclusive grouping</li> <li>Positive shift in ākonga progress and achievement; increasing ākonga joy, critical thinking, rich dialogue, co-op problem solving &amp; voice capture</li> <li>Coherent expansion of foundation vocabulary &amp; use of rich literacy texts; digital devices leverage literacy modes</li> <li>Our PLC is informed by relevant research and aligned with targeted PLD; Kaiako actively engage in weekly targeted PLD aligned to Team Hui evaluation as part our Professional Growth Cycle (PGC); TPS Values woven into our PLC/PLD</li> <li>Middle Leaders observe and trial use of ICM feedback &amp; feedforward strategies</li> <li>School wide planning, teaching, assessment, evaluation and reporting aligns with Teaching As Inquiry TAI; increased use of noticing &amp; responding tactics</li> <li>Development of balanced Maths programmes for all ākonga; indicators of effectiveness/5 dimensions of powerful maths identified; implementation of core TLF strategies (rich tasks; knowledge building; procedural fluency); Kaiako engage in TLF Termly PLD days and TLF year level core strategy PLD Zooms; Teams' Local Curriculum back-mapping</li> <li>Critical thinking applied to exploration of <i>Understand Know Do</i> (UKD) and <i>Progressions</i> in the English and Maths Drafts; trialed UKD aspects in kaiako/Team planning</li> </ul>	<p>Principal, DP (SLT) Team Leaders TLs, TPW Pouako Matua All teachers/kaiako Learning Assistants LAs</p> <p>Vision Education with Dr Davis, Doreen Jukes Core Education Alicia Ngaropo-Tuia Jrs, Jannie Van Hees</p> <p>WST SM Pr, Leaders</p> <p>The Learner First (TLF) Maths Cluster (7 Schools) with Rob Proffitt- White Just In Time Maths (JITM) with Bruce Taplin in TPW</p> <p>Pr, Ts</p>	<p>Internal and external MoE PLD funded hours Kaiako release TL release</p> <p>Vocab PLD Workshop</p> <p>TLF Cluster resources</p>

GOAL 1: LEARN N2P3, 4	Rich and responsive Curriculum maximise success for all ākonga			
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<b>1b. Curriculum   Marautanga Te Puna Wairua (TPW) Reo Rua Unit</b> – Local curriculum and assessment strengthened (80:20 delivery)	<ul style="list-style-type: none"> <li>– Develop TPW ākonga reo ā waha (oral language output)</li> <li>– Build on pānui and pāngarau teaching and assessment capability (1a)</li> </ul>	<ul style="list-style-type: none"> <li>– Expansion of reo ā waha fluency in Tau 6-8</li> <li>– Utilisation of a range of rich culturally contextualised pānui texts</li> <li>– Implementation of bilingual pānui texts in Tau 1-5 support mahi kainga</li> <li>– Utilisation of aromatawai ā waha (oral language assessment tool)</li> <li>– Positive shift and acceleration in ākonga progress and achievement in pānui and pāngarau (1a)</li> <li>– Increasing ākonga efficacy and agency (tuakana-teina) (1a)</li> </ul>	Pouako Matua, SLT Vision Education with Dr Davis, Doreen Jukes Core Education with Alicia Ngaropo-Tuia  TLF Maths Cluster with Rob Proffitt-White JITM with Bruce Taplin	Internal and external MoE PLD funded hours Pouako Matua release Pānui texts Reo App TLF Cluster resources
<b>1c. Curriculum Talamuka-‘a-Tonga (TmT) Tongan Bilingual Class</b> – Local curriculum and assessment strengthened (50:50 delivery)	<ul style="list-style-type: none"> <li>– Develop TmT student oral language output</li> <li>– Build on reading and maths teaching and assessment capability (1a)</li> </ul>	<ul style="list-style-type: none"> <li>– Expansion of Tongan vocabulary in Y3-8</li> <li>– Utilisation of a range of rich culturally contextualised Tongan bilingual literacy texts</li> <li>– Positive shift and acceleration in student progress and achievement in literacy and maths (1a)</li> <li>– Increasing student efficacy and agency in Tongan bilingual delivery (1a)</li> </ul>	SLT TmT Team Leader LT MoE PEIF Learning Assistant LA	FTU TL release MoE PEIF \$25K

GOAL 1: LEARN N2P3, 4	Rich and responsive Curriculum maximise success for all ākonga			
	Actions	Success Measures	Resourcing	
<b>1d. Assessment   Aromatawai Assessment for Learning (AFL)</b> – Formative practice in Reading, Writing and Mathematics and professional curriculum judgments strengthened – Ākonga efficacy and agency (voice and decision-making) strengthened	<ul style="list-style-type: none"> <li>– Strengthen AfL capability</li> <li>– Strengthen learning-focussed conversations, weaving in TPS Values</li> <li>– Strengthen kaiako conversations that focus on high expectations teaching</li> </ul>	<ul style="list-style-type: none"> <li>– Fidelity to the principles of formative practice in teaching, planning and assessment: alignment of learning intentions LI with co-constructed success criteria SC, ākonga evaluation; feedback FB and futurised learning actions</li> <li>– Increasing ākonga voice/choice in personalised learning design</li> <li>– Increasing ākonga articulation of learning against goals</li> <li>– Daily purposeful use of kaiako modelling books and incorporate ākonga learning notes (AVE) to support ākonga engagement</li> </ul>	SLT TLs, WST Vision Ed Rob Proffitt-White TLF Bruce Taplin JITM  All teachers/kaiako	MoE PLD Provider

<p><b>Summative Practice</b></p> <ul style="list-style-type: none"> <li>- Appropriate achievement data informs decisions about ākonga learning</li> </ul> <p><b>Supported by Te Mātaiaho NZC Refresh - English &amp; Mathematics Draft (progressions)</b></p> <p><b>Links to ERO 6 Domains (D) and Evaluation Indicators (EI)</b></p>	<ul style="list-style-type: none"> <li>- Strengthen school-wide data use in decisions for implementing and monitoring targeted actions for all ākonga</li> <li>- Review the TPS Assessment Map (tools)</li> </ul>	<ul style="list-style-type: none"> <li>- Flexible and inclusive grouping</li> <li>- Transfer of PLD and accelerative practices in lessons</li> <li>- Increased exemplification of TPS Values in language of learning/citations</li> <li>- Summative data informs kaiako next teaching and learning actions &amp; personalised goal setting for ākonga</li> <li>- Increasing reflective and evaluative inquiry in Team and Leadership Hui (Team, classroom, group and individual data conversations focus on accelerative practice for ākonga)</li> <li>- Progress measured at key points to inform learning conversations and regular reporting</li> <li>- Assessment tools are culturally relevant, timely, purposeful</li> </ul>		
<p><b>1e. Ākonga Learning Support</b></p> <ul style="list-style-type: none"> <li>- School wide Learning Support (LS) targets interventions for ākonga needing learning support</li> </ul>	<ul style="list-style-type: none"> <li>- Implement targeted intervention programmes to support culturally and linguistically diverse learners</li> <li>- Review and develop targeted learning support for English Language Learners (ELL) in literacy</li> <li>- Further develop DP and Learning Assistant (LA) Kaiāwhina reflective practice conversations</li> </ul>	<ul style="list-style-type: none"> <li>- Live, current Learning Support Register</li> <li>- Targeted and flexible Kaiāwhina intervention programmes</li> <li>- Increasing responsive planning, teaching and monitoring of individual ākonga learning and/or behaviour needs</li> <li>- Increasing Kaiāwhina transfer of PLD and utilising accelerative practice</li> <li>- Evaluation of impact of LS interventions informs identification and allocation of targeted programmes</li> </ul>	<p>DP Learning Support Lead (LSL) Teachers LAs MoE Learning Support RTL Speech Language SWIS PHN</p>	<p>MoE ESOL Grant MoE specialist funding RTL funding</p>

### TĀMAKI PRIMARY SCHOOL 2023 ACHIEVEMENT TARGETS

<b>Target 1</b>	Increase the achievement of <b>all ākonga</b> in literacy <b>reading</b>   <b>pānui</b> (increase rates of acceleration for those identified ākonga not at expectation)
<b>Target 2</b>	Increase the achievement of <b>all ākonga</b> in literacy <b>writing</b>   <b>tuhituhi</b> (increase rates of acceleration for those identified ākonga not at expectation)
<b>Target 3</b>	Increase the achievement of <b>all ākonga</b> in <b>mathematics</b>   <b>pāngarau</b> (increase rates of acceleration for those identified ākonga not at expectation)

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GOAL 2: LEAD (N3P5, 6)	Professional capability and evaluative inquiry build collective capacity			
	Actions	Success Measures	Resourcing	
<p><b>2a. Professional Practice</b></p> <ul style="list-style-type: none"> <li>- Teaching strengths utilised and leadership capability increased (**Digital Literacy; Education for Sustainability (E4S) Travelwise, Wastewise; Heath/PE and Sports)</li> <li>**See Ako Leaders' Action Plans</li> <li>- Te Ao Māori and Te Reo Māori teaching capability increased</li> <li>- Staff cultural competence strengthened</li> <li>- Rich and responsive curriculum explored and planned for ākonga, weaving in TPS Values</li> </ul> <p style="text-align: center;"><b>Links to NZC Refresh – Aotearoa/NZ Hītori</b>  <b>Links to ERO 6 Domains (D) and Evaluation Indicators (EI)</b></p>	<ul style="list-style-type: none"> <li>- Increase collaborative practice and culture of inquiry</li> <li>- Develop innovative leadership practice to align with the strategic direction of the School and weave TPS Values in activity</li> <li>- Develop understanding of Te Ao Māori and weave presence in local curriculum</li> <li>- Normalise Te Ao Māori tikanga, kawa and Te Reo Māori in every day school life</li> <li>- Increase presence of ngā mahi a rēhia (NMaR) (performing arts)</li> <li>- Foreground cultural diversity and promote ākonga cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>- Personalised engagement in kaiako and Tumuaki PGC; transfer of targeted PLD from PLC to practice</li> <li>- Instructional Coaching and Mentoring (ICM) strategies re-modelled and trialed by Team Leaders; development of localised observation framework and ICM questions</li> <li>- Distribution of ako leadership aligns with school priorities; development of Ako Leaders' Action Plans informs reporting</li> <li>- Strong promotion and embedding of TPS Values in every day practice</li> <li>- Increasing exemplification of STP1 giving practical effect to Te Tiriti o Waitangi (TTOW); Te Ao Māori woven across local curriculum; localised TPS karakia and pepeha; NMaR kaiako lessons; implementation of two Kapa Haka groups; recognition of ākonga strengths and aspirations, School Leaders' voice present in decision-making</li> <li>- Transfer of Tamsin Hanly PLD in visual arts/ngā toi ataata and student inquiry learning/pakirehua; Nga toi ataata gallery T3</li> <li>- Engagement in Te ahu o te reo Māori Takatū (Principal Level 4; DP Level 1; TPW Level 6)</li> </ul>	<p style="text-align: center;">SLT</p> <p>Team Leaders (TL) Ako Leaders (ALs)</p> <p style="text-align: center;">MoE PLD Providers</p> <p style="text-align: center;">Lead Coach/ Mentor (Pr); DP, TLs School Wide NMaR Kaiako Māori</p> <p style="text-align: center;">Tamsin Hanly CPR PLD</p> <p>3<sup>rd</sup> year of MoE PLD funded Takatū course</p>	<p style="text-align: center;">\$7K</p> <p>MoE PLD funding Leadership Units PBS PLD free via Southern Cross \$500 to School per kaiako completion of Takatū 2023 FTUs</p>
<p><b>Education for Sustainability (E4S) (with links to TPS localised Student Inquiry Model)</b></p> <ul style="list-style-type: none"> <li>- Wastewise (WW) initiatives implemented</li> <li>- Travelwise (TW) initiatives implemented</li> </ul>	<ul style="list-style-type: none"> <li>- Develop sustainable school wide waste reduction practice, underpinned by TPS Values</li> <li>- Re-invigorate the TPS Auckland Transport School Safety Action Plan</li> <li>- Weave presence of Te Ao Māori in E4S local curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Green Team established; School wide coloured bins and systems implemented; School wide waste reduced; Composting systems developed; Trees 4 Survival Sanctuary sustained, saplings survive and planted on the reserve by ākonga</li> <li>- Travelwise (including Bikewise) Team established; TW ākonga-led initiatives, Walking School Bus reviewed; Action Plan</li> </ul>	<p style="text-align: center;">JG</p> <p>Trees 4 Survival</p> <p style="text-align: center;">ASd</p> <p>Auckland Transport Walking School Bus Volunteers</p> <p style="text-align: center;">Tamsin Hanly PLD MoE ANZH resourcing</p>	<p style="text-align: center;">1 FTU</p> <p>School cycle track Local bike track</p> <p>Tamsin Hanly 6 Texts: Te</p>

		<p>redrafted with programme of TW promotions scheduled</p> <ul style="list-style-type: none"> <li>- Te Ao Māori and local Hītori explored in student inquiry learning</li> </ul>		Ao, Hītori & Ngā toi ataata
<p><b>Digital literacy (fluency)</b></p> <ul style="list-style-type: none"> <li>- High quality teaching and learning of digital literacy across the curriculum increased</li> </ul>	<ul style="list-style-type: none"> <li>- Review 1:1 device care and online safety practice</li> <li>- Weave literacy modes across local curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Refreshed Ākonga Device Care and safety tracking guidelines established</li> <li>- TPS Ākonga Device Allocation Register updated; School infrastructure stabilised</li> <li>- Allocation of 1:1 devices leverage ākonga literacy learning</li> <li>- 2<sup>nd</sup> tranche of iPads and Chromebooks purchased &amp; utilised by all ākonga</li> </ul>	<p>DP AS SLT Ts</p>	<p>1 FTU Relevant Apps Fusion Tech Support</p>
<p><b>Health/PE and Sports</b></p> <ul style="list-style-type: none"> <li>- TPS Health/PE and Sports curriculum reviewed</li> </ul>	<ul style="list-style-type: none"> <li>- Promote ākonga water safety skills</li> <li>- Re-invigorate engagement in PE and sports lessons and Sport Cluster interschool events</li> <li>- Explore ākonga hauora/self-regulation practice</li> <li>- Review H/PE and Sports local curriculum delivery</li> </ul>	<ul style="list-style-type: none"> <li>- Increased ākonga attendance in T1 swimming lessons</li> <li>- Weekly PE/Sports lessons and fitness teaching; bikewise lessons</li> <li>- Break-time PE systems and ākonga leadership established</li> <li>- Audit, replenishment &amp; utilisation of PE/sports equipment</li> <li>- All kaiako trained in <i>Pause Breathe Smile</i> and ākonga hauora/self-regulation practices trialed in classrooms</li> <li>- HPE/Sports Community Survey informs annual review and 2023 Strategic Plan refresh</li> </ul>	<p>Sport Auckland; Healthy Active Learning Swim School TLs, Ts</p> <p><i>Pause Breathe Smile</i> training PLD Pr, DP, Ts</p>	<p>1 FTU Kiwi Sport MoE funding Donations Grants</p> <p>PBS free</p>
<p><b>2b. Professional Practice Te Puna Wairua (TPW) Reo Rua Unit</b></p> <ul style="list-style-type: none"> <li>- Teaching and leadership practice increases ākonga engagement in the delivery of Te Reo Māori Tau 1 to 8</li> </ul>	<ul style="list-style-type: none"> <li>- Implement 3<sup>rd</sup> year iteration of targeted reo matatini and aromatawai PLD guided by Ka Hikitia 2020</li> <li>- Develop a TPW Reo Matatini (literacy) acquisition Plan</li> <li>- Develop a TPW aromatawai framework (Assessment for Learning 1d)</li> </ul>	<ul style="list-style-type: none"> <li>- Localised TPW reo matatini kaupapa (literacy acquisition)</li> <li>- Ākonga reo matatini fluency increasing</li> <li>- Effective planning and assessment enable sustainable delivery (80:20)</li> <li>- Review and utilisation of a range of relevant resources support effective kaiako practice</li> <li>- Targeted allocation of FTU</li> <li>- Targeted Tau 6-8 support from second Kaiako Māori</li> </ul>	<p>TPW Pou Matua/ Pouako Matua WL Whānau Hui SLT Vision Ed support TLF support</p> <p>MoE PLD Provider Core Ed</p>	<p>Takatū PLD MoE PLD hours Leadership FTU</p>
<p><b>2c. Professional Practice Talamuka-‘a-Tonga (TmT) Tongan Bilingual Class</b></p> <ul style="list-style-type: none"> <li>- Teaching and leadership practice increases engagement in Tongan learning</li> </ul>	<ul style="list-style-type: none"> <li>- Implement the 2<sup>nd</sup> year iteration of the PEIF teacher plan and delivery milestones, guided by The Pacific Education Plan 2020</li> <li>- Develop a sustainable Tongan language bilingual class plan</li> </ul>	<ul style="list-style-type: none"> <li>- Effective teacher planning and assessment enable localised bilingual delivery (50:50)</li> <li>- Review and utilisation of a range of relevant resources support effective teacher practice</li> <li>- Targeted allocation of FTU</li> <li>- Targeted LA support for students' cultural heritage (performing arts)</li> </ul>	<p>Team Leader LT, SLT PEIF FT LA support</p>	<p>Leadership FTU</p> <p>MoE PEIF Grant</p>



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GOAL 3: CONNECT N1P1, 2	Learning-focussed relationships empower positive community connections			
	Actions	Success Measures	Resourcing	
<b>3a. Educationally Powerful Connections</b> – Ākonga, parent/whānau and school 'power of 3' engagement strengthened (leading into 2023 Strategic Plan Refresh) – Positive and productive relationships with ākonga and whānau partnerships enhanced  <b>Links to NZC Refresh – Aotearoa/NZ Hītori (social sciences, Hītori o te rohe)</b>  <b>Links to ERO 6 Domains (D) and Evaluation Indicators (EI)</b>	– Celebrate cultural diversity and foreground inclusive practice – Promote ākonga hauora building on sense of belonging and positive school wide culture, with TPS Vision and Values embedded – Maximise opportunities for all students to promote and sustain their personal histories / cultural narratives – Partner with mana whenua / local iwi to build working relationship – Refresh strategies to support Y8 transition pathways to secondary school	– Improved ākonga daily attendance 90% and reduced unjustified absences; – Increasing attendance at Kaiako & kaiāwhina Hui, Whānau Kōrero (Ākonga-led Conferences), Ako Connect Days (class visits), Whānau House Games, Cultural Heritage Weeks and Whānau Hui and Fono; Parents/ whānau partner on EOTC activities – Whānau House traditions embody TPS Values & affirm ākonga way of being; refreshed TPS PC4L Matrix; Refreshed Tiers of ākonga acknowledgements framework – Feedback from Whānau Hui and Fono informs self-review, including local curriculum review; Ākonga and whānau aspirations reflected in local curriculum; Ākonga progress and achievement reporting is clear for ākonga and whānau – Hītori o te rohe explored in local curriculum; ngā tohu o te rohe PLD; Significance of TPS logo enhanced; development of student pepeha and localised TPS pepeha – Partnership with College(s), term plan/prep, promo events, info Hui	Staff Leaders       WL, Pr Mana whenua rep / local iwi Kaiako support Y8 College transition support	Home School Partnership Board PEIF    Staff Hikoi - ngā tohu o rohe
<b>3b. Learning-focussed environment</b> – The 2022/2023 10YPP/5YA improvement plans implemented – Sustainable digital infrastructure  <b>Links to ERO 6 Domains (D) and Evaluation Indicators (EI)</b>	– Refresh ākonga learning environments – Progress the TPS Master Plan for the new School build – Progress the N4L partnership into next phase of TPS infrastructure support	– Regular liaison progresses plans; Block 1 refurbishments; flexible and hauora-enhancing learning spaces, – 2023 design brief iteration informed by kaimahi, ākonga, parent/whānau Board and review aligns with our pedagogy cultural narrative (NB unique tuakiri/identity retained) – N4L Relationship Manager liaison completes design phase; N4L SNUP Phase planning design implemented	Board, SLT, Watershed MoE Delivery Manager; MoE Property Advisor EA Facilitator Ākonga, whānau voice N4L RM Marnie Fusion IT provider	Internal PLD External support MoE Prop funding HSP Watershed Contract