

Why	To prepare Upper Hutt youth for life as engaged, informed and educated citizens.	To create connections and build meaningful relationships.	Create a place in which it is safe for akonga to express themselves, think critically and to broaden their horizons.	To make learning inspirational, enjoyable and enriching thus fostering life-long learning.	To encourage our akonga to have confidence, to explore boundaries and to find their passion.
How	<ul style="list-style-type: none"> Develop resilience and self-awareness Integrate activities that promote social consciousness, global thinking and environmental awareness in learning programmes Encourage participation in community organisations, projects and events. 	<p>Strengthened relationships at various levels, underpinned by:</p> <ul style="list-style-type: none"> the principles of restorative practice, pastoral and academic mentoring strong home - school - student connections supported by regular Kaiarahi involvement. 	<p>Provide a learning environment where akonga feel safe to:</p> <ul style="list-style-type: none"> Succeed Think deeply and aspirationally Try something new and to learn from mistakes Express cultural, sexual and gender identity Strengthen their mental health and wellbeing 	<ul style="list-style-type: none"> Place students at the centre of learning; student agency is an integral part of authentic learning Programmes are designed to be challenging, engaging and interesting Teachers build capacity to actively model the skills of life-long learning 	<ul style="list-style-type: none"> Contextualised curriculum and innovative programmes build students' motivation. Students are empowered to question and challenge ideas. Growth mindset fosters high expectations of students, staff and whanau.
Review	<ul style="list-style-type: none"> Well-being committee expanded to include students. Student involved in planning Well-Being Day. Attitude presentations again in 2018. Social Action offered for in 2018 was a success and will continue in 2019. Year 9 inquiry reflected a global awareness/consciousness/perspective. Community Captains organised Relay 4 Life and other events that promoted social issues. 	<ul style="list-style-type: none"> 3 way conferences to set goals/build relationships between home/student/school extended to two for year. Learning conversations are happening Academic tracking has taken place (traffic lighting) Targeted achievement - students identified 'at risk' supported by letters home Update training for new staff in restorative practice / update PL sessions with whole staff Held parent evenings e.g NCEA, Junior Project Based Learning evening, Senior Subject Course Selection (Pathway evening) Using social media (FB) to inform parents Online portal School Links implementation for senior course selection Kaiarahi reports (x2) Community consultation (Health) 	<ul style="list-style-type: none"> Well being committee expanded to include students. Wellbeing (staff and student) days implemented in 2018. Year 9 Junior Inquiry Project involved all staff in planning Senior Mentoring programmes; mindfulness and growth mindset sessions delivered by teachers. VIBE, Upper Hutt Community Youth Trust (Belle, Shift), Spearhead Leaders, Ignite, SPCA, Naenae Boxing Programme, Loves Me Not (Police), Rimutaka Prison 	<ul style="list-style-type: none"> Staff experimenting with new approaches within departments and some collaboratively. Staff have experimented with inquiry style learning allowing students more agency over their learning. Senior mentoring programme continued to add impetus to student engagement and outcomes at senior level. 	<ul style="list-style-type: none"> Evidence of change in student culture in that more are seeking to achieve well. Students in Years 11 to 13 were in academic mentoring programme where Kaiarahi (form teachers) were in a position to encourage akonga to extend themselves. Still concerned about our akonga having low resilience and giving up easily when they perceive the challenge to be too much. Highly concerned about growing mental health issues.
Activities	<ul style="list-style-type: none"> Establish student well-being committee Review of good practice around activities that promote social consciousness, global thinking and environmental awareness Curriculum documents /planning include opportunities for students to engage within their community Investigate / determine potential for increasing time/structure for Junior mentoring programmes as part of curriculum review Investigate impact learning approach in Junior school Strengthen Senior mentoring programmes to include aspects of good citizenship, social justice 	<ul style="list-style-type: none"> RP training for new staff Establish RP committee Learning conversations are documented consistently across the school Using the results of the reporting surveys to implement changes to the reporting and parent evening organisation 3-way conferences at start of year extended to junior school. PL sessions for teachers around effective feed forward JCEA system to be replaced by a new assessment tool based on SOLO Taxonomy (Poutama) 	<ul style="list-style-type: none"> Implement growth mindset activities as part of the mentoring programme across year groups. Departments running Inquiry programmes as they see fit and choose who they collaborate with. Curriculum documents / planning include opportunities for students to develop independent critical thinking skills. In particular at junior level and with our new Poutama tool in mind. Outcomes from school wide professional learning on growth mindset are implemented School curriculum is culturally responsive include in pride mentoring Staff develop growth mindset skills and practice high expectations for all students 	<ul style="list-style-type: none"> Student agency focussed PL PL around SOLO taxonomy Continue progress of Junior Curriculum Review Teacher feedback and feed forward (PL) Faculties / departments actively trial new pedagogical and learning approaches in line with school vision 	<p>Research, Discussion and Development continue into:</p> <ul style="list-style-type: none"> Growth mindset training Student agency Questioning skills Passion projects/Inquiry based learning SLT reading and research into Innovative Learning Environments