



Pegasus Bay

Te Kura o Manga Kawari

Inspiring AND challenging



adventurers, creators AND thinkers



Our Goals

01

Be ACT-ive learners

Our Initiatives

Strengthen communication literacy.

Our Success

Ākonga communicate and build relationships through shared experiences.

Our Values

Ako

Be Inspiring and Challenging

02

Deliver our refreshed curriculum and embed our experiential inquiry model.

Ākonga engaging with effective and exciting learning.

Kaitiaki

Be the somebody

03

School wide cultural celebrations and enhanced connections with hapori groups.

Celebrating the identities, languages and cultures of our hapori.

Whanaungatanga



Goal 1: Be ACT-ive learners

Measurement Plan

Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures
<p>Layer new writing strategies into programmes</p>	<ul style="list-style-type: none"> Developed use of deliberate writing strategies to create and communicate meaning across the curriculum Improved quality of writing aligned to curriculum progressions (purpose, audience, structure, language features) 	<ul style="list-style-type: none"> Current writing samples mapped against NZC refreshed literacy progressions Evidence of existing explicit writing instruction within programmes Writing assessment data 	<ul style="list-style-type: none"> Student work shows developing control of writing for purpose and audience Teacher planning reflects deliberate, explicit teaching of writing strategies 	<ul style="list-style-type: none"> Accelerated progress against NZC literacy progressions in writing Consistent, embedded use of structured writing approaches across learning areas Writing Assessment data
<p>Explore learning, teaching and assessment of oral language</p>	<ul style="list-style-type: none"> Increased student ability to use oral language to think, create meaning, and communicate effectively Improved use of purposeful talk aligned to curriculum progressions (audience, purpose, interaction) 	<ul style="list-style-type: none"> Current student oral language capability using observations and/or samples mapped to NZC progressions Existing opportunities and approaches for structured talk within programme 	<ul style="list-style-type: none"> Evidence of increased student participation in purposeful, structured talk Teacher planning reflects explicit teaching and integration of oral language strategies 	<ul style="list-style-type: none"> Measurable progress in oral language aligned to NZC literacy progressions Consistent integration of oral language teaching and assessment across programmes
<p>Students improve strategies to manage social and emotional challenges</p>	<ul style="list-style-type: none"> Increased student use of strategies to regulate emotions and respond to challenges Improved demonstration of key competencies (managing self, relating to others) 	<ul style="list-style-type: none"> Current student capability in managing social and emotional situations (student voice/teacher observation) Existing strategies and supports used within programmes 	<ul style="list-style-type: none"> Evidence of students applying strategies in supported contexts Teacher tracking of explicit teaching and reinforcement of social-emotional strategies 	<ul style="list-style-type: none"> Increased independence in managing social and emotional challenges Consistent application of strategies across settings and contexts

Goal 1: Be ACT-ive Learners

Implementation Plan

Initiatives	Key Partners	Key Outcome	Measures	Sense Making - Analysing Integrated Data Sources	Endpoint	Success Statement
Strengthen student capability in writing, oral language, and social-emotional skills to support learners to communicate, participate, and manage themselves effectively across the curriculum.	School Trustees	Improved writing achievement aligned to NZC literacy progressions	<ul style="list-style-type: none"> • Writing samples assessed against NZC refreshed literacy progressions • Classroom observations and structured oral language tasks/rubrics • Student voice surveys (confidence, belonging, communication) • Behaviour/engagement data (e.g., incident tracking, wellbeing check-ins) • Teacher judgments and progress tracking (OTJs) • Learning support data (for targeted students) 	<p>What is this combined data telling us about movement towards our outcomes?</p> <p>Deep Dive Session Leadership and staff data analysis.</p>	Achievements:	<p>Ākonga communicate ideas and use effective strategies to independently manage social and emotional challenges to actively participate in their learning.</p>
	Staff				Increased student use of oral language for purposeful communication	
	Students	Improved student ability to manage social and emotional challenges and Increased demonstration of key competencies (managing self, relating to others, participating and contributing)				
	PD Providers					
	MOE					
	Whānau and caregivers					

Goal 2: Be Inspiring and Challenging

Measurement Plan

Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures
Deliver our localised curriculum	<ul style="list-style-type: none"> Teaching reflects the Pegasus Bay School curriculum as inspiring, challenging, and locally meaningful Coherent delivery of the local curriculum across learning areas 	<ul style="list-style-type: none"> Current alignment of teaching programmes to the refreshed local curriculum Teacher understanding and confidence with the school's curriculum expectations (survey) 	<ul style="list-style-type: none"> Teacher planning shows increasing alignment to the local curriculum and school vision Evidence of deliberate design of engaging and appropriately challenging learning experiences 	<ul style="list-style-type: none"> Consistent, high-quality delivery of the Pegasus Bay School curriculum across the school Teaching practice reflects the vision of inspiring and challenging learners in a localised context
Track our curriculum coverage to ensure a balanced learning experience	<ul style="list-style-type: none"> Clear, consistent tracking of NZC learning area outcomes across programmes Balanced coverage of the curriculum, including use of draft NZC where appropriate 	<ul style="list-style-type: none"> Current curriculum coverage tracking practices and tools (including HERO use) Gaps and inconsistencies in coverage across learning areas 	<ul style="list-style-type: none"> Use of NZC (including draft curriculum) to track coverage across learning areas Increasing use of HERO to record and monitor curriculum goals 	<ul style="list-style-type: none"> Consistent school-wide use of HERO to track curriculum coverage against NZC outcomes Evidence of balanced, coherent curriculum coverage across all learning areas
Explore the draft areas of science, social sciences and the arts.	<ul style="list-style-type: none"> Teachers trial and reflect on draft NZC learning areas (science, social sciences, the arts) Increased teacher confidence and readiness for future implementation 	<ul style="list-style-type: none"> Current teacher familiarity with draft NZC documents Existing coverage and approaches within science, social sciences, and the arts 	<ul style="list-style-type: none"> Evidence of trialling draft NZC content within programmes Teacher reflection and feedback on effectiveness and implications for practice 	<ul style="list-style-type: none"> Clear understanding of draft NZC expectations and implications for local curriculum design Improved readiness and capability for implementation of updated NZC learning areas

Goal 2: Be Inspiring and Challenging

Implementation Plan

Initiatives	Key Partners	Key Outcome	Measures	Sense Making - Analysing Integrated Data Sources	Endpoint	Success Statement			
Strengthen the design, delivery, and tracking of the Pegasus Bay School local curriculum to ensure coherent, balanced coverage while building readiness for the NZC refresh.	School Board	Consistent delivery of the Pegasus Bay School local curriculum across learning areas	<ul style="list-style-type: none"> Teacher planning and programme documentation (curriculum alignment and design) HERO data showing curriculum goal tracking and coverage Curriculum coverage mapping across learning areas Teacher self-review and reflection against curriculum expectations Leadership observations and walkthroughs focused on curriculum delivery Staff surveys on confidence with NZC and draft learning areas 	<p>What is this combined data telling us about movement towards our outcomes?</p> <p>Deep Dive Session - Leadership and staff data analysis?</p>	Achievements:	Ākonga engaging with effective and exciting learning.			
	Staff								
	Students								
	PD - Providers								
Curriculum lead	Clear, school-wide tracking of curriculum coverage aligned to NZC outcomes	Increased teacher confidence using NZC (including draft learning areas)			Learning to date:				
Parents									
HERO	Evidence of balanced and coherent curriculum coverage across the school							Review:	

Goal 3: Be the Somebody

Measurement Plan

Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures
School wide cultural celebrations	<ul style="list-style-type: none"> Increased sense of belonging and identity through participation in cultural celebrations Stronger connections with whānau and community through inclusive events 	<ul style="list-style-type: none"> Current provision and participation in cultural celebrations Levels of student and whānau engagement 	<ul style="list-style-type: none"> Increased student and whānau participation in cultural events Evidence of diverse cultures being authentically represented and celebrated 	<ul style="list-style-type: none"> Sustained, inclusive school-wide cultural celebrations embedded in practice Strengthened sense of belonging and community connection across the school
Refine opportunities for community connections	<ul style="list-style-type: none"> Increased meaningful partnerships with whānau and the wider community Students experience authentic, connected learning beyond the classroom 	<ul style="list-style-type: none"> Current opportunities for community engagement and partnerships Levels of whānau and community involvement 	<ul style="list-style-type: none"> Increased range and quality of community connection opportunities Evidence of community voice and participation in learning programmes 	<ul style="list-style-type: none"> Sustained, purposeful community partnerships embedded in school practice Strong, reciprocal connections between school, whānau, and community

Goal 3: Be the Somebody

Implementation Plan

Initiatives	Key Partners	Key Outcome	Measures	Sense Making - Analysing Integrated Data Sources	Endpoint	Success Statement
Strengthen a sense of belonging, identity, and community connection	School Trustees	Increased student sense of belonging and identity	<ul style="list-style-type: none"> Student voice surveys (belonging, identity, connection) Whānau feedback (surveys, hui, engagement data) Participation data for cultural and community events Classroom and school environment observations (visibility of culture and identity) Teacher reflections on integration of cultural contexts and community connections 	<p>What is this combined data telling us about movement towards our outcomes?</p> <p>Deep Dive Session Leadership and staff data analysis?</p>	Achievements:	Celebrating the identities, languages and cultures of our hapori.
	Staff	Increased participation in cultural and community events			Learning to date:	
	Students				Review:	
	Hāpori Groups				Strengthened whānau and community engagement in school life	
MOE	Increased visibility and celebration of diverse cultures within the school					