



**Te Kauwhata Primary School**  
**School Charter**  
**Strategic and Annual Plan**  
**2018 - 2020**

Principal's endorsement:

*Susandra*

Board of Trustees endorsement:

*[Signature]*

Date submitted to MOE:

*1 - 3 - 2018*

Te Kauwhata Primary School 2018 - 2020  
**Introductory Section ~ Strategic Intentions**

<b>Mission Statement</b>	'Learning Together' ~ Kia Ngatahi te Ako
<b>Vision</b>	Developing confident, connected, actively-involved lifelong learners who C.A.R.E.
<b>Values</b>	We C.A.R.E. ~ Communicate ~ Aspire ~ Respect ~ Engage Manaakitia ~ Korerotia ~ Hokaka ~ Whakaute ~ Whakaware
<b>Maori dimension and Cultural Diversity</b>	<p style="text-align: center;"><u><b>Maori dimension</b></u></p> <p>Our curriculum will acknowledge the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All reasonable steps will be taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full time students should their parents request it. All learners will have the opportunity to acquire and develop knowledge of te reo Maori me ona tikanga.</p> <p>Indicators will be:</p> <ul style="list-style-type: none"> <li>• Te Reo and Tikanga is planned for</li> <li>• Te Reo is used effectively in daily classroom interactions</li> <li>• All learners have continued opportunities to improve their knowledge of Te Reo and Tikanga</li> <li>• Local protocol / 'kawa' is respected and followed.</li> </ul> <p style="text-align: center;"><u><b>Cultural diversity</b></u></p> <p>Our curriculum will acknowledge, reflect and celebrate New Zealand's cultural diversity, and value the histories and traditions of its people.</p> <p>Indicators will be:</p> <ul style="list-style-type: none"> <li>• Contexts for learning in English, The Arts and Social Sciences will reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.</li> <li>• Our school will offer opportunities for Kapahaka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.</li> </ul> <p style="text-align: center;"><u><b>Whanau Engagement</b></u></p> <p>Our curriculum will draw on and recognise the expertise and support of whanau and community through two Whanau Support meetings and the continued growth and development of a Whanau Support Group.</p>

# Principles

## High Expectations

Our curriculum supports and empowers all staff and students to learn as they strive to achieve personal excellence, regardless of their individual circumstances.

### Indicators:

- Learners can talk about their strengths and weaknesses, and with support from teachers and/or family/whanau, set challenging but achievable goals for future learning.
- Teachers use rich assessment data to set meaningful 'growth' targets for future learning by all groups of learners.
- Teachers 'inquire' into the impact of their teaching (Teaching as Inquiry) and act appropriately to improve practice.

## Treaty of Waitangi

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All learners will have the opportunity to acquire and develop knowledge of *te reo Maori me ona tikanga*.

### Indicators:

- Te Reo and Tikanga are evident in teacher planning.
- Te Reo is used effectively in daily classroom interactions.
- All learners have continued opportunities to improve their knowledge of Te Reo and Tikanga.
- Local protocol / 'kawa' is respected and followed.

## Cultural Diversity

Our curriculum acknowledges, reflects and celebrates New Zealand's cultural diversity, and values the histories and traditions of its people.

### Indicators:

- Contexts for learning in English, The Arts and Social Sciences reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.
- Our school offers opportunities for Kapahaka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.

## Inclusion

All learners have equal opportunities to learn and succeed regardless of gender and /or ethnicity. Learning and success will be recognised and celebrated.

### Indicators:

- Individual learner's strengths are recognised and extended.
- Classroom and school programmes reflect the needs of all groups of learners.
- Learner progress is not hindered for reasons of gender, ethnicity or disability.
- Knowledge of, and opportunity to interact with diverse groups of learners is evident for all.

# Curriculum @ TKP

'Learning Together ~ We **C.A.R.E**'  
'Kia Ngatahi te Ako ~ Manaakitia'



## Learning to Learn

All staff and students are reflective learners and take responsibility for their own learning processes, learning how to learn.

### Indicators:

- Teaching, learning and assessment reflects meta-cognitive and Key Competency development.
- Assessment for Learning practices are evident in all learning zones with all learners being able to drive and reflect on their learning.
- Planning incorporates e-learning approaches.
- Inquiry by all learners is built upon curiosity and the desire to discover!

## Community Engagement

Our curriculum reflects learning through current and topical events that connect with learner's wider lives, drawing on and recognizing the expertise and support of whanau and community.

### Indicators:

- Our school community is regularly consulted about the school curriculum and learning, including whanau support
- Support and skills of whanau and community are utilised wherever appropriate and possible.
- Student-led conferences are understood and supported by all the school community.
- Parents / caregivers and the wider school community are actively involved in school activities.
- Our 'open door' policy is maintained.

## Coherence

Our curriculum reflects a shared understanding and enables coherent transitions between all learning zones and teams while opening up pathways to further learning.

### Indicators:

- Our vision is shared and modeled by all.
- There is consistent understanding and knowledge of current pedagogy evident through quality teaching and learning programmes school-wide.
- Contexts for learning reflect the school's curriculum and annual plan.
- Further learning is evident through knowledge of and use of higher order thinking skills.
- Learning Zones are print rich environments and reflect current teaching and learning across the curriculum.

## Future Focus

Our curriculum encourages all learners to look to the future by exploring such issues as sustainability, citizenship, enterprise and globalization.

### Indicators:

- Learners understand the concept of 'sustainability' through the principles that underpin being an Enviro-School.
- Citizenship is modeled through the 'Cool Schools' programme and TKP values; this incorporates digital citizenship.
- Learners seek to solve problems by exploring a wide range of possibilities with a view to future outcomes and impact.
- Learners grow to become global citizens and understand the significance of this for today and the future.

## School Context - Baseline Data

### Student Learning

- National Standards over time (final NS comparison)

Reading				Writing				Maths			
At or above - %age (number)				At or above - %age (number)				At or above - %age (number)			
	2015	2016	2017		2015	2016	2017		2015	2016	2017
All	75 (174)	74 (186)	76 (200)	All	69 (158)	70 (174)	72 (189)	All	74 (172)	77 (194)	76 (239)
Boys	67 (82)	66 (84)	69 (95)	Boys	56 (70)	59 (75)	62 (85)	Boys	70 (86)	70 (90)	77 (106)
Girls	85 (92)	82 (100)	84 (95)	Girls	82 (88)	81 (99)	83 (94)	Girls	80 (86)	85 (104)	74 (93)
NZE	80 (93)	79 (107)	81 (113)	NZE	72 (84)	74 (101)	78 (109)	NZE	83 (97)	82 (112)	77 (109)
NZM	73 (64)	69 (60)	65 (63)	NZM	64 (57)	62 (54)	62 (59)	NZM	67 (59)	72 (64)	70 (68)
Pas.	58 (7)	44 (4)	100 (8)	Pas.	66 (8)	56 (5)	73 (5)	Pas.	66 (8)	67 (6)	100 (8)

### Reading at or above expectation - %age (number of students)

	After 1 year	After 2 years	After 3 years	Year 4	Year 5	Year 6
All boys	60 (12)	57 (12)	75 (15)	76 (25)	67 (18)	74(14)
NZM boys	38 (3)	11 (1)	87 (7)	69 (11)	48 (4)	100 (4)
NZM girls	67 (6)	67 (6)	63 (5)	90 (9)	50 (2)	86 (6)
NZE boys	67 (6)	92 (11)	60 (6)	81 (13)	72 (13)	77 (10)
NZE girls	89 (8)	73 (8)	93 (14)	100 (10)	80 (8)	100 (8)

	<b>Maths</b> at or above expectation - %age (number of students)						
		After 1 year	After 2 years	After 3 years	Year 4	Year 5	Year 6
	All boys	75 (15)	81 (17)	70 (14)	73 (24)	81 (22)	84 (16)
	All girls	69 (13)	87 (20)	77 (20)	71 (15)	65 (11)	73 (16)
	NZM boys	50 (4)	67 (6)	75 (6)	69 (11)	87 (7)	100 (4)
	NZM girls	67 (6)	100 (9)	75 (60)	60 (6)	50 (20)	43 (3)
	NZE boys	89 (8)	92 (11)	60 (6)	75 (12)	78 (14)	80 (12)
	NZE girls	78 (7)	73 (8)	80 (12)	80 (8)	60 (6)	88 (7)
	<b>Writing</b> at or above expectation - %age (number of students)						
		After 1 year	After 2 years	After 3 years	Year 4	Year 5	Year 6
	All boys	60 (12)	57 (12)	55 (11)	70 (23)	63 (17)	68 (11)
	NZM boys	25 (2)	11 (1)	75 (6)	56 (9)	50 (4)	50 (2)
	NZM girls	78 (7)	89 (8)	63 (11)	80 (8)	50 (2)	86 (6)
	NZE boys	78 (9)	92 (11)	40 (4)	81 (13)	67 (12)	60 (9)
	NZE girls	100 (9)	73 (7)	80 (12)	100 (10)	80 (8)	100 (8)
Priority Learners	Maori Learners (between 25 and 27% of school roll during 2017)	<ul style="list-style-type: none"> <li>There has been a regression in the overall achievement in Reading for our Maori learners</li> <li>Writing achievement remains at 62% however our Maori boys achievement remains a real concern</li> <li>Overall maths achievement is comparable to NZE, however there are disparate differences within some cohorts.</li> </ul>					
	Learners with Special Education Needs	<ul style="list-style-type: none"> <li>Progress and achievement for all students is carefully monitored. Those with special learning needs received the following where appropriate: <ul style="list-style-type: none"> <li>Extension writing and maths</li> <li>ALL intervention</li> <li>Oral Language intervention through HPP, speech and language groups, Talk to Learn programme</li> <li>Spelling support through STEPs programme</li> <li>CARP (Computer Assisted Reading Programme)</li> </ul> </li> </ul>					



		<ul style="list-style-type: none"><li>○ Targeted literacy and/or numeracy (in-class support)</li><li>○ Life Skills / Managing self experiences,</li><li>○ Outside agency interventions where appropriate.</li></ul> <ul style="list-style-type: none"><li>● IEP meetings completed for those children who have one, with involvement of parent / caregivers and all stakeholders across the year.</li></ul>		
	Pasifika Learners (between 1-3% of school roll during 2016)	<ul style="list-style-type: none"><li>● Our Pasifika roll has decreased over the past few years. Individual students are monitored carefully and regular communication is maintained with parents / caregivers.</li><li>● Pasifika achievement is below that of our NZE and NZM students. Careful monitoring continues.</li></ul>		
Student Engagement	Overall student attendance was 92.2% for 2016.			
	Ethnicity	2015	2016	2017
	NZE	92%	93%	92%
	NZM	87%	90%	86% *
	Pasifika	85%	84%	91%
	Overall student lateness was 3.6% for 2016; 2017 4% * Three individual students with explained circumstances have impacted greatly on this drop in NZM attendance.			
School Finance and Property	<p>Property:</p> <ul style="list-style-type: none"><li>● The assembly area has been partially closed in and makes a big difference in wet weather</li><li>● The library was converted to a shared space over the holidays to accommodate growing roll</li><li>●</li></ul> <p>Finance:</p> <ul style="list-style-type: none"><li>● The school is in a sound financial position. Funds have been accumulated and remain on term deposit (\$200,000) towards a multi-purpose facility in the future.</li><li>● The Board continues to subsidise bus and travel costs for students through transport group direct resourcing funds.</li><li>● Funds were spent on the assembly area screens</li></ul>			
Health and Safety	<ul style="list-style-type: none"><li>● Regular property checks are carried out</li><li>● Policies and procedures continued to be reviewed</li><li>● Vulnerable Children's Act policy implemented; Health and Safety and Sunsmart policies reviewed.</li><li>● Earthquake, fire and evacuation drills carried out.</li><li>● Regular H&amp;S discussions at admin staff meetings</li></ul>			
Curriculum Review	'The Social Sciences' curriculum was reviewed in Term 3, student and community voice sought.			
Community Engagement and Consultation	Community Consultation was undertaken by the Board in T3 with a focus on relationships between whanau and staff; reporting to parents and general satisfaction with school performance. Attendance and punctuality is also an ongoing focus.			

	<p>Meetings were also held in Term 4 where parents could contribute to what they would like to see targeted in 2018. From <u>all</u> consultation a community target has been set around reporting to parents. Approximately 31% of parents would like to see a change to how the school reports to parents, both face-to-face and content of written reports.</p> <p>CC#11: I receive regular and detailed feedback on the educational progress of my child</p> <p>CC#12: Student led conferences are a good way for parents to be updated on their child's education.</p>
<b>Enviro Schools</b>	<p>There has been a more focussed approach to our EnviroSchools programme with the aim of achieving Green Gold in 2018. We are working with EnviroSchools and Xtreme waste staff to support us. A whole school commitment needs to be regained to progress to a sustainable platform.</p>

Strategic Overview 2018 - 2020		
Strategic Goals		Core Strategies for Achieving Goals
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Continue to raise student achievement in Literacy and Numeracy</li> <li>Students will grow their 'Learner Agency' skills and capabilities</li> <li>PB4L Schoolwide will support increased actual learning time and responsive practices.</li> <li>Increased schoolwide inclusion of e-learning to support teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing targeted staff PLD both schoolwide and individual to meet teacher needs</li> <li>Increasing acceleration of learning in reading, writing and maths.</li> <li>Use of Curriculum and Achievement Plan as a resource of learning expectations at TKP</li> <li>Improving 6 year Survey outcomes for After 1st year at school particularly in Writing Vocab; Oral Language and Concepts about Print. (1-2 stanines over 3 years) This will have a positive effect on Reading and Writing outcomes</li> <li>Increased coherence of teaching and learning programmes across the school through ongoing critical review of current practice schoolwide and through individual appraisal process.</li> <li>Further strengthen moderation processes school wide with a focus on reading in 2018</li> <li>Continue to focus improving student use of punctuation</li> <li>Review of current maths programmes and evaluation if implementation of maths learning progressions end of 2016.</li> <li>Review of school reading progressions to make more child friendly and establish links with other assessments</li> <li>Continue to transfer new knowledge acquired through ALL (writing) to reading and maths in relation to acceleration of learning and targeted learners</li> <li>Revise 'My Learning Journey @ TKP' portfolios to lead to greater coherent and smarter use of Reading, Writing and Maths progressions as well as more consistent standard of content and ownership by students.</li> <li>Ensure collation of assessment data is accurate and timely in line with formal assessment overview.</li> <li>Introduction of SeeSaw school-wide as a digital platform for sharing and receiving feedback on learning with whanau and each other. Staff PLD to support this.</li> <li>PB4L Schoolwide - dedicated team leading the school through this initiative</li> <li>Continue to run Boys-and-Blokes nights to encourage and support male involvement in our boys' learning</li> </ul>
<b>Priority Learners</b>	<p>Maori enjoying Educational Success as Maori (also refer to MSA&amp;E plan below)</p> <ul style="list-style-type: none"> <li>Continued growth and implementation of Maori Achievement and Engagement plan</li> <li>Maori learners will be engaged and connected with their school and community.</li> </ul>	<p>Maori enjoying Educational Success as Maori</p> <ul style="list-style-type: none"> <li>Continue to support increased Whanau consultation and engagement with the school and student learning</li> <li>Ongoing commitment to fund Kapahaka and Te Reo programmes across the school, introduce option of extension Te Reo learning</li> <li>Professional learning for staff to increase cultural responsiveness and awareness.</li> <li>Increased communication and consultation with all local Marae</li> <li>Develop our 'school narrative' providing a clear history and perspective of our kura</li> </ul>



	<ul style="list-style-type: none"> <li>• Moori learner's progress and achievement will continue to improve, reducing the gap between progress and achievement of NZE learners</li> </ul> <p><b>Learners with Special Education Needs</b></p> <ul style="list-style-type: none"> <li>• Learners with special needs will feel included and valued within the school community</li> <li>• Learners with special needs and abilities will progress and achieve at steady and in some cases accelerated rates as with other learners through teaching and learning programmes targeted to meet their needs</li> <li>• Differentiated programmes will be enhanced for all high ability and high learning needs students.</li> </ul> <p><b>Pasifika</b></p> <ul style="list-style-type: none"> <li>• Pasifika learners will be engaged with their learning, feel a sense of belonging and continue to make satisfactory progress and achievement.</li> </ul>	<p><b>Learners with Special Needs</b></p> <ul style="list-style-type: none"> <li>• Continue to monitor and track progress and achievement of learners with special needs both while receiving intervention programmes and beyond in the classroom</li> <li>• Ongoing evaluation of intervention programmes to ensure they meet current needs of students.</li> <li>• Make available PLD for teachers and support staff as necessary to support student needs</li> <li>• Support teachers to integrate IEP goals and recommendations for maximum impact within the classroom programme</li> <li>• Develop, in consultation with parents, differentiated programmes that support life skills through the Key Competencies for high learning needs students; and extension for high abilities.</li> <li>• Provide information and knowledge workshops/ meetings for parents whose children are receiving learning intervention support.</li> </ul> <p><b>Pasifika</b></p> <ul style="list-style-type: none"> <li>• Continue to monitor progress and achievement of our Pasifika learners maintaining regular communication with their parents / whanau.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Student absence rates will reduce by 5% over next 3 years</li> <li>• The number of students arriving late to school will reduce to less than 1% over next 3 years</li> <li>• Students will be engaged with school and learning, feeling emotionally and physically safe.</li> <li>• Parents / caregivers believe their children are engaged in school and their learning, and want to come to school each day.</li> </ul>	<ul style="list-style-type: none"> <li>• Review current absence procedures as well as gaining feedback from parents and students about how we can better work together to improve attendance, and the underlying reasons for some absences and student lateness.</li> <li>• Use school assemblies, newsletters, Social Media and website to keep community informed and celebrate improvements regularly</li> <li>• Recognise and acknowledge positive attendance rates more regularly (not just end of year prizegiving).</li> <li>• Support parents / caregivers to have their child/ren at school on time, especially where circumstances beyond their control are impacting on this.</li> <li>• Gather student and parent / caregiver voice around engagement. Use data to inform and plan future actions.</li> <li>• PB4L practices will support this target</li> </ul>

<b>School Finance and Property</b>	<ul style="list-style-type: none"> <li>• Complete 5YA projects as per agreement, includes painting of all buildings</li> <li>• Expand Adventure playground equipment for all ages</li> <li>• Continue to reserve funds towards multi-purpose facility</li> <li>• Utilise buildings as best as possible to accommodate roll growth</li> </ul>	<ul style="list-style-type: none"> <li>• Follow 5YA / 10 YPP guidelines and requirements. Keep abreast of MOE changes to procedures and requirements.</li> <li>• Plan for cyclical painting of school buildings</li> <li>• Follow MOE guidelines for school-funded projects where building changes may be made</li> <li>• Follow MOE guidelines re. Water tightness concerns and issues</li> <li>• 20% of PTA fundraising donated to school multi-purpose building fund annually</li> <li>• Liaise with MOE, but also local developers in regards to significant predicted roll growth in local area.</li> <li>• Complete upgrade of library as a Year 4-6 learning Hub to cater for roll growth in this area of school</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Review and update current property check schedules</li> <li>• Review Caretaker guidelines for machinery to ensure alignment with Health and Safety Act</li> <li>• Provide training, where necessary for Caretaker in line with health and safety expectations</li> <li>• PB4L</li> </ul>	<ul style="list-style-type: none"> <li>• Continued review of current policies and procedures</li> <li>• Use of MOE Fact / Help sheets to guide process</li> <li>• Purchase of any safety equipment needed to comply with legislation</li> <li>• Ongoing health and safety audits and reviews; include a Health and Safety focus to regular Thursday morning staff meetings</li> <li>• Review Health statement biennially</li> <li>• Commencement of PB4L schoolwide initiative</li> </ul>
<b>Curriculum Review</b>	<ul style="list-style-type: none"> <li>• Review the following curriculum areas: <ul style="list-style-type: none"> <li>◦ Technology (2018)</li> <li>◦ Maths (2018)</li> <li>◦ Reading Progressions (2018)</li> <li>◦ Reading and Oral Language programmes (2019)</li> </ul> </li> <li>• Ongoing review of learning intervention programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to invite parents to contribute to curriculum reviews via website response/ paper response / review meetings</li> <li>• Gather student voice during curriculum reviews</li> <li>• Make changes, where practical, to curriculum in light of consultation, community and student voice.</li> <li>• Provide parent information evenings - Athletics and SeeSaw (2018)</li> </ul>
<b>Community Engagement and Consultation</b>	<ul style="list-style-type: none"> <li>• Continue to build and review pre-school / ECE transitions</li> <li>• As a Board consult with parent / Whanau community around policy, future school initiatives and Charter priorities</li> <li>• Continue to offer a variety of opportunities for parents / Whanau to engage with their children's school and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal visits with local child care centres and playcentre by key staff to observe children in action in respective environments</li> <li>• Review current transition programme, in consultation with prospective parents and local organisations to best meet needs of new children and/or whanau</li> <li>• Board consultation by revised planning for review and community consultation in line with school's annual priorities.</li> <li>• Following 2017 consultation introduce revised reporting to parents opportunities - to include 'Help us know your child interview'- T1; Student Led conferences - T2; Parents Interviews T3; Celebration week T4 - Arts performances. (Also refer to Community target)</li> <li>• Consult and communicate with parents / caregivers around life after National Standards.</li> <li>• Ongoing hui and events to support all whanau and learners</li> <li>• Development of Kaahui Ako function to support overall engagement in our local</li> </ul>

		area
EnviroSchools	<ul style="list-style-type: none"> <li>• Develop sustainable practices around reducing landfill rubbish</li> <li>• Support and initiate local EnviroSchool projects and studies to enhance local environments</li> <li>• Achieve Green-Gold EnviroSchool status by end of 2018</li> <li>• Maintain our school gardens programme</li> </ul>	<ul style="list-style-type: none"> <li>• Close liaison with EnviroSchools and PareKore facilitators</li> <li>• Annual series of lessons with Xtreme Waste facilitator</li> <li>• Promoting sustainable practices within school and the wider community; sharing our progress</li> <li>• Celebrating our successes - success builds success!</li> </ul>

## Maori Student Achievement and Engagement Plan 2018 - 2020

Goal: To learn and work together to grow our Maori students enjoying Educational Success as Maori		
	Strategic Goals	Core Strategies for Achieving Goals 2018
<p><u>Ako</u> A two way teaching and learning process</p>	<ul style="list-style-type: none"> <li>Continue to grow staff confidence and capability using Te Reo as part of daily teaching and learning</li> <li>Grow staff and student knowledge of local Maori history and significant places / events / stories</li> <li>All staff and students will develop their personal Pepeha</li> <li>Community engagement will be strengthened through x2 Whanau hui and involvement of students in whanau events</li> <li>All students will continue to receive weekly Te Reo and Tikanga lessons from an experienced Kaiawhina, Te Reo and Te Ao Maori will be planned for by teachers</li> <li>Maori student achievement will be accelerated to decrease the gap between NZM and NZE.</li> </ul>	<ul style="list-style-type: none"> <li>Whole staff enrolled in He Papa Tikanga through TWOA, along with some whanau and members of community - due for completion July 2018</li> <li>Ongoing rigorous tracking of student progress and achievement</li> <li>Support and instruction for our senior students to lead Powhiri and other events, including being part of hui.</li> <li>Introduction of regular Whakatauki via newsletters and web pages</li> <li>Introduction of Our Code, Our Standards and review of Tataiako, as part of teacher appraisal, in line with revised document</li> <li>Continued Te Reo lessons for all students, including opportunity for community members to work with our Kaiawhina - Whaea Karen's programmes evaluated end of T2</li> <li>Whole school Marae waananga T3, over 2 days</li> <li>Community consultation T2 (Te Reo progressions) and T4</li> <li>BOT: Further develop understanding of Hautu resource as a tool for school review</li> <li>Kaahui Ako - PLD with a focus on Culturally Responsive Practice linked to curriculum - Poutama Pounamu (providers)</li> </ul>
<p><u>Waananga</u> Classroom and school action</p>	<ul style="list-style-type: none"> <li>Continue to strengthen the place of Tataiako within the teacher as inquiry appraisal process</li> <li>Develop school-wide progressions in Te Reo</li> </ul>	
<p><u>Whanaungatanga</u> Relationships ~ Positive partnerships</p>	<ul style="list-style-type: none"> <li>Further develop staff understandings of what Culturally Responsive pedagogy looks, sounds and feels like</li> <li>Continue to grow relationships with all local Marae drawing on whanau knowledge and expertise.</li> <li>Start each term with a powhiri to welcome new whanau and tamariki, also any new staff - student led</li> </ul>	
<p><u>Manaakitanga</u> Values</p>	<ul style="list-style-type: none"> <li>Further unpack our school values of We C.A.R.E. to support and enhance Te Ao Maori through consultation with community and learners.</li> </ul>	
<p><u>Resources and Reference documents to support strategies:</u></p> <ul style="list-style-type: none"> <li>Tataiako</li> <li>Ka Hikitia</li> <li>Hautu</li> <li>Te Takanga o Te Wa - Maori History</li> <li>Our Code, Our Standards</li> <li>Te Reo / Kapahaka overviews</li> </ul>		

## Annual School Improvement Plan - Summary Overview

Domain	Strategic Goal	Target	Progress notes:
Student Learning ~ Literacy	<ul style="list-style-type: none"><li>Continue to raise student achievement in Literacy and Numeracy</li></ul> Annual Goal: <ul style="list-style-type: none"><li>Improve reading and writing progress and achievement for all boys and NZM boys.</li></ul>	Literacy <ul style="list-style-type: none"><li>Increase <u>all boys</u> reading achievement by at least 10%</li><li>Increase <u>NZM boys</u> achievement by at least 10%</li><li>Increase <u>NZM boys</u> writing achievement by at least 10%</li></ul>	Reading % at or above expectation

Student Learning - Maths	<p>Annual Goal: To improve Y4-6 girls progress and achievement in maths</p>	<p>Maths</p> <ul style="list-style-type: none"><li>Increase <u>all Y4-6 girl</u>' maths achievement by at least 10%</li></ul>	<p>Maths % at or above expectation</p> <table><tr><td></td><td>T1</td><td>T2</td><td>T3</td><td>T4</td></tr><tr><td>Y4</td><td></td><td></td><td></td><td></td></tr><tr><td>Y5</td><td></td><td></td><td></td><td></td></tr><tr><td>Y6</td><td></td><td></td><td></td><td></td></tr></table>		T1	T2	T3	T4	Y4					Y5					Y6				
	T1	T2	T3	T4																			
Y4																							
Y5																							
Y6																							
Community Target - Reporting to Parents	<ul style="list-style-type: none"><li>As a Board consult with parent / Whanau community around policy, future school initiatives and Charter priorities</li><li>Continue to offer a variety of opportunities for parents / Whanau to engage with their children's school and learning.</li></ul> <p>Annual target:</p> <ul style="list-style-type: none"><li>Better report student progress, achievement and citizenship at school, to parents/caregivers</li><li>Consult and communicate with parents / caregivers around life after National Standards.</li></ul>	<p>Reporting to Parents:</p> <ul style="list-style-type: none"><li>Increase the percentage of parents who are satisfied with how we report to parents on their child's progress, achievement and citizenship at school</li></ul>	<p>% of parents satisfied</p> <table><tr><td></td><td>2017</td><td>T2, 2018</td><td>T4, 2018</td></tr><tr><td>CC #11</td><td>71%</td><td></td><td></td></tr><tr><td>CC #12</td><td>69%</td><td></td><td></td></tr></table>		2017	T2, 2018	T4, 2018	CC #11	71%			CC #12	69%										
	2017	T2, 2018	T4, 2018																				
CC #11	71%																						
CC #12	69%																						



## Improvement Plan ~ Students' Learning ~ Literacy

**Strategic Goal:** Continue to raise student achievement in Literacy and Numeracy

**Annual Goal:** Improve reading and writing progress and achievement for all boys and NZM boys

**Annual Targets:**

- Increase all boys reading achievement by at least 10%
- Increase NZM boys achievement by at least 10%
- Increase NZM boys writing achievement by at least 10%

**Baseline data:** 69% of ALL boys and 65% of NZM boys are achieving at or above expectation.

### Key Improvement Strategies

When	What	Who	Indicators of progress
Ongoing	<ul style="list-style-type: none"> <li>Progress data collated at the end of each term for reading and writing</li> <li>Moderation at whole school and team levels</li> <li>Regular check-ins and learning conversations at team / leadership meetings around targeted learners, initiative and what's working well</li> <li>New teachers receive time with ALL teacher (2017) to support a continuance of ALL strategies in writing programmes</li> <li>Boys-n-Blokes night</li> </ul>	<p>All teachers Leaders / Teams / Teachers</p> <p>All teachers</p> <p>Matthew, Nicola - with Gill Brian</p>	<ul style="list-style-type: none"> <li>Teachers are using inquiry cycle to inform teaching and learning</li> <li>Teachers are engaged in regular learning conversations</li> <li>Teachers feel supported when facing challenges or introducing new initiatives</li> <li>New teachers are aware of strategies and use them</li> </ul>
T1	<ul style="list-style-type: none"> <li>Close analysis of what baseline data indicates</li> <li>Introduction and PLD around using e-asTTle adapted reading assessments for Years 3-6, learners complete an assessment before the end of the term</li> <li>Boys in Literacy Course - March 28</li> <li>Audit of how cohesively and effectively the literacy learning progressions are being used to support teaching and learning</li> </ul>	<p>All teachers Year 3-6 teachers</p> <p>Carolyn, Angela, Vanessa and Matthew</p> <p>Senior leadership</p>	<ul style="list-style-type: none"> <li>Teachers can identify aspects of teaching and learning programme that need to change / be adapted</li> <li>Teachers can interpret and use data from e-asTTle to inform teaching and learning.</li> <li>Course info shared with staff &amp; used</li> <li>Analysis of audit identifies where further PLD around progressions is needed and where better use of them is needed.</li> </ul>
T2 / T3	<ul style="list-style-type: none"> <li>Ongoing use of e-asTTle reading as a diagnostic tool to inform progress, achievement and plan next steps for learning - teacher and learners</li> <li>Review Reading Learning progressions to ensure 'child-speak' friendly. Support teachers, where necessary, to use progressions purposefully.</li> <li>Establish how progression data will be collated in eTap (T2), set u with reviewed progressions (T3)</li> </ul>	<p>Year 3-6 teachers</p> <p>Led by DP</p> <p>Leadership</p>	<ul style="list-style-type: none"> <li>Teachers continue to grow their understanding and use of this tool, along with learners involved in determining next steps</li> <li>Learners have better understanding of these</li> </ul>
T4	<ul style="list-style-type: none"> <li>Evaluation of progress this year - complete AoV</li> <li>Determine priorities for 2019</li> <li>Celebrate 2018 successes</li> <li>Make any necessary changes to Literacy implementation plan</li> <li>Boys-and-blokes night</li> </ul>	<p>All teachers BoT Community / Learners</p> <p>Brian</p>	<ul style="list-style-type: none"> <li>Many voices contribute to evaluation and looking ahead to 2019</li> <li>More dads and males involved in our boys learning</li> </ul>

Monitoring: Ongoing moderation; e-asTTle reading assessments; Reading and writing progressions; 6 year survey; Yolanda Soryl prog; monitor progress and ach. of year level cohorts  
Budget considerations: PLD for relevant courses; Learning Assistant support hours; purchase appropriate resources where necessary

## Improvement Plan - Students' Learning - Maths

**Strategic Goal:** Continue to raise student achievement in Literacy and Numeracy

**Annual Goal:** To improve Y4-6 girls progress and achievement in maths

**Annual Target:** Increase all Y4-6 girl' maths achievement by at least 10%

**Baseline data:** Girls' maths achievement has dipped over past year: Overall 74%; Year 4 NZM - 60%; Year 5 NZM - 50%; Year 6 NZM - 43%; Year 5 NZE - 60%

### Key Improvement Strategies

When	What	Who	Progress indicators
Ongoing	<ul style="list-style-type: none"> <li>Collate progress and achievement data each term - GLoSS, progressions</li> <li>Maths programmes review, including how use of maths progressions is being implemented. Regular feedback will be provided as review progresses.</li> <li>Regular focus at team meetings to discuss, share and develop new ideas</li> </ul>	Year 4-6 teachers Led by AP - Gill  Teams	<ul style="list-style-type: none"> <li>Regular analysis of data</li> <li>'Big picture' of current programmes of learning; areas for further PLD / support identified</li> <li>Teachers become more efficient analysing data</li> <li>Problem-solving has an increased priority in teaching and learning programmes</li> <li>Teachers and learners continue to build on and use a shared maths language</li> <li>A greater emergence of mixed ability maths groups with teachers developing their knowledge around these</li> </ul>
T1	<ul style="list-style-type: none"> <li>Maths PAT assessment completed and analysed</li> <li>Revisit resources from previous PLD so all new staff are familiar with them and their place in the maths programmes</li> </ul>	Leadership and teachers All teachers	
T2 /3	<ul style="list-style-type: none"> <li>Whole staff PLD (in-house) around how the maths progressions are being implemented and progress determined.</li> <li>Collation and sharing of rich learning tasks to elicit new learning across strand maths and numeracy and how these can be linked.</li> <li>Ongoing moderations and sharing within teams and school wide</li> <li>PLD (IPL) - mixed ability grouping, Big Ideas - Level 4</li> </ul>	Leaders / teams / teachers  Leaders  All teachers Team Leaders + 1 per team	
T4	<ul style="list-style-type: none"> <li>Evaluation of progress this year - complete AoV</li> <li>Determine priorities for 2019</li> <li>Celebrate 2018 successes</li> <li>Make any changes to maths implementation plan</li> </ul>	All teachers BoT Community / Learners	

Monitoring: PAT Maths - Y4-6; GLoSS; maths learning progressions  
 Budget: PLD as appropriate; top up resources and materials where necessary

#### Notes to support progress indicators:

- The Appraisal programme will support teacher inquiry in literacy and Maths; targeted learners will be identified in teaching and learning overviews
- Senior leadership team inquiry around how quality feedback impacts of progress and achievement will be regularly shared with next steps identified individually as part of appraisal programme. An improvement in quality of feedback will be demonstrated.
- Formative Assessment @TKP will be evident across all teaching spaces as a school wide expectation within appraisal programme
- The TKP Curriculum Achievement Plan will support and guide teachers when determining where learners are achieving
- As part of CoL PLD the Digital Fluencies will be unpacked in line with how they link to the learning areas as part of e-Learning team priorities
- Team leaders and DP/AP - PLD with James Nottingham - Challenging Learning

## Improvement Plan - Community Target

### Strategic Goal:

- As a Board consult with parent / Whanau community around policy, future school initiatives and Charter priorities
- Continue to offer a variety of opportunities for parents / Whanau to engage with their children's school and learning.
- Implementation of revised reporting to parents

**Annual Goal:** Better report student progress, achievement and citizenship at school, to parents/caregivers

**Annual Target:** Increase the percentage of parents who are satisfied with how we report to parents on their child's progress, achievement and citizenship at school

### Baseline data: From Community Consultation 2017

CC#11: I receive regular and detailed feedback on the educational progress of my child - 71% agreement

CC#12: Student led conferences are a good way for parents to be updated on their child's education - 69% agreement

### Key Improvement Strategies

When	What	Follow-up	Outcomes / Future actions
Ongoing	<p>From T3 a revised reporting format for learners in Years 1 and 2, still keeping in line with anniversary reporting.</p> <p>Parent information and support meetings offered for those with children receiving extra support through intervention programmes.</p>	<ul style="list-style-type: none"> <li>• Include a feedback sheet for parents to complete</li> <li>• Evaluation completed at end of session</li> </ul>	
T1	<p>Rescheduling of 'Help us get to know your child' interviews to later in term so a greater focus on learning is included. Parents are encouraged to bring their children.</p> <p>Parent Info evening - Athletics and SeeSaw</p>	<ul style="list-style-type: none"> <li>• Monitor support of interviews and parent evening - (%age of parents/caregivers who attended)</li> </ul>	
T2	<p>Parent evening / info pack around new reporting formats after National Standards Revised mid-year reports (Years 3-6) reflect clear statements about learning progress along with an indication of effort and attitude and citizenship at school Student-led conferences held this term</p>	<ul style="list-style-type: none"> <li>• Feedback sought via new digital newsletter platform - early T3</li> </ul>	
T3	<p>'Your child @ school' interviews offered, parents are encouraged to bring their child.</p>	<ul style="list-style-type: none"> <li>• Monitor support of interviews (%age of parents/caregivers who attended)</li> </ul>	
T4	<p>BoT consultation early this term with same to questions asked to determine how many parents caregivers agree with the #11 and #12 statements from 2017.</p> <p>New end of year report format to include an indication of effort and attitude and citizenship at school</p>	<ul style="list-style-type: none"> <li>• Evaluate responses</li> <li>• Feedback sought via new digital newsletter platform</li> </ul>	

Note: Also supporting home / school communications will be a survey with new parents after 6 weeks involvement with our school to ascertain how they are feeling.

## Other 2018 Key Improvement Strategies to Achieve Strategic Goals

Property / Finance	Short Report	EnviroSchools	Short Report
<ul style="list-style-type: none"> <li>• Complete 5YA projects as per agreement, includes painting of all buildings</li> <li>• Expand Adventure playground equipment for all ages</li> <li>• Continue to reserve funds towards multi-purpose facility</li> <li>• Utilise buildings as best as possible to accommodate roll growth</li> </ul>		<ul style="list-style-type: none"> <li>• Develop sustainable practices around reducing landfill rubbish</li> <li>• Support and initiate local EnviroSchool projects and studies to enhance local environments</li> <li>• Achieve Green-Gold EnviroSchool status by end of 2018</li> <li>• Maintain our school gardens programme</li> </ul>	
Health and Safety	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> <li>• Review and update current property check schedules</li> <li>• Review Caretaker guidelines for machinery to ensure alignment with Health and Safety Act</li> <li>• Provide training, where necessary for Caretaker in line with health and safety expectations</li> <li>• PB4L</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to build and review pre-school / ECE transitions</li> <li>• As a Board consult with parent / Whanau community around policy, future school initiatives and Charter priorities</li> <li>• Continue to offer a variety of opportunities for parents / Whanau to engage with their children's school and learning.</li> </ul>	
Student Engagement	Short Report	Curriculum review	Short Report
<p>Continue to monitor and promote attendance and punctuality</p> <p>Gather student and parent / caregiver voice around engagement with school and learning.</p>		<ul style="list-style-type: none"> <li>• Term 3 - Technology</li> <li>• Ongoing 2018 - Maths</li> <li>• T2/3 - Reading Progressions</li> </ul>	

e-Learning and ICTs ~ 2018		
Connectivity	Content	Confidence and Capability
<ul style="list-style-type: none"> <li>• Maintain infrastructure</li> <li>• Continue to grow use of Google Drives as way to collaborate and connect</li> <li>• IT Technician contracted 3 hours per fortnight</li> </ul>	<ul style="list-style-type: none"> <li>• Develop BYOD (or BOTD) policy and procedures</li> <li>• Develop school definition of e-learning</li> <li>• e-Learning PLT - inquire into how ICTs / e-Learning can support acceleration of learning</li> <li>• Grow local content on Listen Up 102fm</li> </ul>	<ul style="list-style-type: none"> <li>• Offer staff training on a needs basis to support personal growth and development using ICT tools</li> <li>• Use student strengths to support other students eg. senior students supporting junior students</li> <li>• U-Learn PLD opportunity for staff members - October, Auckland</li> <li>• Support further use of ICTs / e-Learning across all classrooms</li> <li>• Digital Fluencies - CoL PLD for e-learning team</li> </ul>
Notes / Commentary:	Notes / Commentary:	Notes / Commentary..