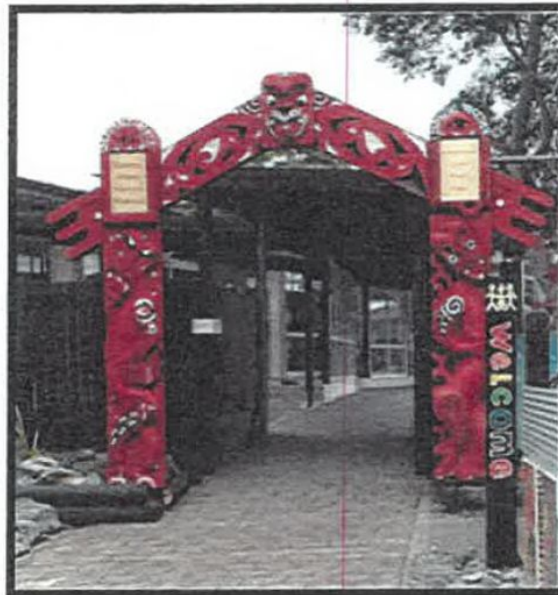


# Te Kauwhata Primary School School Charter - Strategic and Annual Plan for 2019 - 2021



Principals' endorsement:	<i>F. P. Whiting</i>
Board of Trustees' endorsement:	<i>[Signature]</i>
Submission date to Ministry of Education:	<i>28-02-19</i>

## 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 ~ Whai wāhi
<b>Māori Dimensions 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 in 2016 and 2017. In 2018 introduction of TKP Curriculum and achievement plan with in-school signposts developed (Based on NZC expectations and pre-existing NS).

	Reading			Writing			Maths		
	At or above - %age (number)			At or above - %age (number)			At or above - %age (number)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All	74 (186)	76 (200)	75 (184)	70 (174)	72 (189)	75 (182)	77 (194)	76 (200)	70 (170)
Boys	66 (84)	69 (95)	73 (98)	59 (75)	62 (85)	71 (92)	70 (90)	77 (106)	67 (89)
Girls	82 (100)	84 (95)	78 (86)	81 (99)	83 (94)	82 (90)	85 (104)	74 (93)	73 (81)
NZE	79 (107)	81 (113)	82 (125)	74 (101)	78 (109)	81 (124)	82 (112)	77 (109)	74 (112)
NZM	69 (60)	65 (63)	60 (40)	62 (54)	62 (59)	56 (39)	72 (64)	70 (68)	56 (39)
Pas.	44 (4)	100 (8)	60 (3)	56 (5)	73 (5)	80 (4)	67 (6)	100 (8)	80 (4)

### Reading at or above expectation - %age (number of students) Shaded yellow below 70%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All boys	77 (14)	83 (15)	85 (18)	81 (17)	53 (14)	74 (20)
All girls	75 (9)	83 (15)	82 (14)	72 (18)	76 (16)	86 (14)
NZM boys	50 (2)	85 (6)	0 (2)	64 (7)	66 (2)	71 (5)
NZM girls	50 (1)	66 (2)	85 (6)	66 (2)	50 (3)	66 (2)
NZE boys	84 (11)	75 (3)	94 (16)	83 (10)	71 (12)	72 (13)

NZE girls	75 (6)	84 (11)	75 (6)	88 (14)	86 (13)	90 (10)
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**Maths** at or above expectation - %age (number of students) - Shaded yellow below 70%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All boys	88 (16)	88 (16)	53 (12)	63 (13)	65 (17)	55 (15)
All girls	91 (12)	89 (16)	65 (10)	60 (19)	71 (13)	75 (11)
NZM boys	50 (2)	85 (6)	0 (2)	68 (8)	28 (2)	42 (3)
NZM girls	100 (2)	100 (3)	85 (6)	33 (1)	50 (3)	33 (1)
NZE boys	100 (13)	100 (8)	58 (9)	69 (7)	71 (12)	55 (9)
NZE girls	100 (8)	84 (11)	50 (4)	75 (11)	76 (11)	81 (9)

**Writing** at or above expectation - %age (number of students) Shaded yellow below 70%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All boys	88 (16)	88 (16)	66 (14)	63 (13)	58 (15)	70 (18)
All girls	83 (10)	94 (19)	82 (13)	72 (18)	80 (17)	75 (13)
NZM boys	50 (2)	85 (6)	0 (2)	60 (5)	28 (2)	71 (5)
NZM girls	100 (2)	66 (2)	85 (6)	33 (1)	66 (4)	66 (2)
NZE boys	100 (13)	100 (7)	76 (12)	53 (7)	71 (12)	66 (11)
NZE girls	88 (7)	100 (14)	75 (6)	88 (13)	86 (13)	81 (9)

Priority Learners	Maori Learners (between 23 and 26% of school roll during 2018)	<ul style="list-style-type: none"> <li>• There was been a regression in the overall achievement in Reading, Writing and Maths in 2018</li> <li>• In Reading, the percentage of Y6 Maori boys achieving 'At and Above' the curriculum expectation (71%) was only 1% less than our Y6 NZE boys (72%).</li> <li>• While we have shown growth, in our Writing achievement (72% to 75%), our Maori students are not achieving as well as non-Maori students.</li> <li>• The achievement in maths is a concern across all groups and this is why it is a schoolwide target and focus in 2019.</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>○ ALL writing groups in some classes</li> <li>○ Dyslexia group developed</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> <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> </li> <li>• IEP meetings completed for those children who have one, with involvement of parent / caregivers and all stakeholders across the year.</li> </ul>
	Pacific Learners (between 1-3% of school roll during 2017 and 2018)	<ul style="list-style-type: none"> <li>• Our Pacific learner 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 <ul style="list-style-type: none"> <li>○ In reading, our Pacific learners are achieving below our NZE students but are on par with our Maori students.</li> <li>○ In Writing , our Pacific learners are achieving below our NZE students but above our Maori students.</li> <li>○ In Maths our Pacific Learners are achieving at a higher rate than both our NZE and Maori students.</li> </ul> </li> </ul>

Student Engagement	Overall student attendance was 92% for 2017.			
	Ethnicity	2016	2017	2018
	NZE	93%	92%	90%
	NZM	90%	86%	83% *
	Pasifika	84%	91%	91%
<p>Overall student lateness was; 4 % in 2017 and 3.96 in 2018.  Our NZM student attendance has declined by 3% in 2018 with at least 10% of these absences being unjustified. This is a concern and we will need to work with whanau to see how we can support them in getting their children to school.  # One family with unexplained circumstances have greatly impacted on this drop in NZM attendance.</p>				

### School Organisation and Structures

School Finance and Property	<p>Property:</p> <ul style="list-style-type: none"> <li>Shared Learning Space - wall coverings and verandah screens completed in Term 2, 2018. Additional furniture was purchased for this space.</li> <li>Swimming Pool - Chlorine pump was replaced</li> <li>10YPP accepted by BOT and school</li> <li>Cyclical Maintenance of Buildings - due to future of school, painting will be touch ups only</li> <li>Four new classrooms promised by MOE for 2019 - currently with Capital Works, two temporary classrooms could be onsite by the end of Term 1, 2019.</li> <li>Junior School Playground installed in January 2019.</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 a new playground for the Junior area.</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>EOTC guidelines and policy updated and shared with staff. Implemented by Staff in 2018.</li> <li>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> <li>Guidelines for machinery reviewed by Principal and Caretaker</li> <li>Guidelines for pool usage updated and health and safety plan will be put in place in 2019.</li> </ul>

## Review of Charter and Consultation

<b>Charter Review</b>	<p>Our 2018 Charter was reviewed at the end of 2018. Two of the main areas that we need to focus on in 2019 is our Maori achievement in Reading, Writing and Maths, and the overall achievement in Maths.</p> <ul style="list-style-type: none"> <li>• From the analysis of variance we have see that our Maori students are underachieving against non-Maori. In 2019 we are working with Poutama Pounamu to develop culturally responsive and relational pedagogy across our school. We have the baseline data for this from working with the team in 2018.</li> <li>• We also saw a decrease in the amount of students achieving 'At and Above' the expected curriculum achievement in Maths. This is a concern and we have sought to access an outside facilitator and mentor to support our teachers in developing consistent maths practices.</li> </ul>
<b>Curriculum Review</b>	<ul style="list-style-type: none"> <li>• 'The Technology" curriculum was reviewed in Term 3, student and community voice sought.</li> <li>• Curriculum and Achievement Plan implemented across the school. This was also used a way to report to parents regarding the progress of their children.</li> <li>• Reading Progressions reviewed by staff and changed to child speak</li> <li>• Maths audit complete to prepare school for PLD in 2019.</li> </ul>
<b>Enviro Schools</b>	<p>There has been a more focussed approach to our EnviroSchools programme with the aim of embedding the Enviroschools curriculum across all aspects or life at TKP. We are working with EnviroSchools and Xtreme waste staff to support us. A whole school commitment that puts the Enviroschools ethos at the forefront of everything we do, needs to be regained to progress to the Green Gold level.</p>
<b>Community Engagement and Consultation</b>	<p>Community Consultation was undertaken by the Board in T3 with a focus on relationships between whanau and staff; parents thoughts on the emotional and physical safety of their children; communication between home and school reporting to parents and general satisfaction with school performance. A</p> <p>Meetings were also held in Term 4 where parents could contribute to what they would like to see targeted in 2019. From <u>all</u> consultation a community target has been set around communication with parent. Approximately 80% of parents are satisfied with the level of communication from the school regarding their child's progress and achievement.</p> <p>CC 10 - I am satisfied with the level of communication from the School on my child's progress &amp; learning.</p>



## Strategic Section

*Kāhui Ako ~ Tō Tātou Haerenga - initiatives and strategies that support our Kāhui Ako achievement challenge are highlighted in magenta*

Strategic Goals	Core Strategies for Achieving Goals 2019 - 2021
<p><b>Students' Learning</b></p> <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 School Wide will support increased actual learning time and responsive practices.</li> <li>● Increased school wide inclusion of e-learning to support teaching and learning</li> <li>● Development of TKP Graduate Profile</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing targeted staff PLD both schoolwide and individual to meet teacher needs</li> <li>● Schoolwide Maths PLD to develop consistent practices in each classroom.</li> <li>● Review Maths Learning Progressions with support from facilitator so that staff have a shared expectations of maths at each level of the curriculum.</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; Word Reading; Oral Language and Concepts about Print. 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 2019</li> <li>● Continue to focus improving student use of punctuation</li> <li>● Review of school Writing 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>● Continue to use 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>● Develop 'My Learning Journey @ TKP' on Seesaw as a way for students to link their learning to our Reading, Writing and Maths Progressions.</li> <li>● Continue to use portfolios as a way to develop greater coherence of curriculum expectations in Reading, Writing and Maths progressions. Also for students to take ownership for their learning by providing evidence of their progress through the progressions.</li> <li>● Ensure collation of assessment data is accurate and timely in line with formal assessment overview.</li> <li>● PB4L School Wide - 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> <li>● Develop graduate profile - utilising our curriculum reviews, Science (2015), The Arts (2016), Social Sciences (2017) and Technology (2018), PB4L-SW, and our TKP Progressions, in consultation with our community develop a holistic picture of what all stakeholders envision for a child who leaves TKP in Year 6.</li> </ul>

		<p>All of the strategies above will support our Kāhui Ako - Tō Tātou Haerenga achievement challenge which is to improve progress and achievement in literacy for all students in our Kāhui Ako.</p>
<p><b>Priority Learners</b></p>	<p><b>Maori enjoying Educational Success as Maori (also refer to MSA&amp;E plan below)</b></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> <li>Maori 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>Pacific Learners</b></p> <ul style="list-style-type: none"> <li>Pacific Learners will be engaged with their learning,</li> </ul>	<p><b>Maori enjoying Educational Success as Maori</b></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 relational pedagogy through Poutama Pounamu.</li> <li>Increased communication and consultation with all local Marae</li> <li>Continue to develop our 'school narrative' providing a clear history and perspective of our kura</li> <li>Use our <a href="#">Te Reo Maori progressions</a> as a method to assess all students acquisition of Te Reo across our school.</li> <li>These strategies will support our Kāhui Ako - Tō Tātou Haerenga Target which is to develop culturally responsive and relational pedagogy in our schools to support Maori students achieving as Maori</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>Pacific Learners</b></p> <ul style="list-style-type: none"> <li>Continue to monitor progress and achievement of our Pacific learners maintaining regular communication with their parents / fanau.</li> </ul>

	feel a sense of belonging and continue to make satisfactory progress and achievement.	
<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>• Gain 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-SW practices will support this target</li> </ul> <p>These strategies will support our Kāhui Ako - Tō Tātou Haerenga Target which is to engage students through the development of culturally responsive and relational pedagogy, once we do this it will lead to a higher rate of student engagement and students attending school.</p>
<b>School Organisation and Structures</b>		<b>Core Strategies for Achieving Goals 2019 - 2021</b>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• Support staff in developing their knowledge in the Maths curriculum</li> <li>• Support staff as they develop culturally responsive and relational pedagogies in a safe and nurturing environment</li> <li>• Utilise Arinui as an online appraisal portal</li> <li>• Support students and staff in their use of Te Reo and understanding of Maori Tikanga.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing targeted staff PLD both schoolwide and individual to meet teacher needs</li> <li>• Ongoing professional support in Arinui (appraisal system)</li> <li>• Continue to employ kaiawhina and kapa haka instructors to further develop tikanga in the school.</li> <li>• Continue to upskill our Learning Assistants through PLD to cater for the needs of our students.</li> <li>• Ongoing support in the development of 'culturally responsive and relational pedagogies' through schools appraisal system.</li> </ul>

<b>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> <li>•</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 - Once future of school is known we will determine if we need a painting plan. Up to now maintenance has been carried out where necessary.</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>• Liaise with MOE, but also local developers in regards to significant predicted roll growth in local area.</li> <li>• Utilise two temporary classrooms from the Ministry of Education to cater for the roll growth until new buildings arrive.</li> <li>• Utilise 4 new classrooms from the Ministry of Education to support roll growth</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>• Operate school in line with budget priorities</li> <li>• Apply for funding if necessary</li> <li>• Continue to grow, where possible, multi-purpose space savings fund, currently \$200,000</li> <li>• Review Finance policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Review finance policy and procedures as part of review cycle - update if necessary</li> <li>• Follow MOE guidelines for school-funded projects to support students learning</li> <li>• Designate the role of applying for funding to a staff member. so we can apply for funding for: Senior team end of year camp and Y5 leadership week , New Netball hoops and a new sports uniform, and technology that supports students learning.</li> <li>• 20% of PTA fundraising donated to school multi-purpose building fund annually</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 - SW</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>• Implementation of PB4L school wide initiative, eg. promotion of positive behaviour and safety in all school contexts</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>○ Reading programme (2019)</li> <li>○ Oral Language programmes (2019)</li> <li>○ Health and PE Review (2019)</li> </ul> </li> <li>● Ongoing review of learning intervention programmes</li> <li>● Develop a TKP Graduate Profile of a Y6 student leaving our school</li> <li>● Preparation for Digital Technology curriculum implementation in 2020</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 - PB4L - SW / Maths evening / SeeSaw (2019) / Graduate Profile discussion meeting</li> <li>● Consult all stakeholders and gather community, student, staff and BOT voice regarding a graduate profile</li> <li>● Use existing reviews as a base on which to develop our Graduate Profile in 2019</li> <li>● Monitoring of Digital Technology Action Plan to ensure we are on track to implement this new curriculum by 2020.</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>● Consult and communicate with parents / caregivers around their children's progress and how satisfied they are with this communication.</li> <li>● Consult community regarding Graduate Profile</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 area</li> <li>● Consult community on the implementation of PB4L-SW at Te Kauwhata Primary school</li> <li>● Keep community informed regarding the implementation of the new Digital Technology curriculum in 2020.</li> </ul>
<b>EnviroSchools</b>	<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 in either</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>

	<p>2019 or 2020</p> <ul style="list-style-type: none"><li>• Maintain our school gardens programme</li></ul>	
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## Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report				
<p><b>Students' Learning - Literacy</b></p> <ul style="list-style-type: none"> <li>Link to Kāhui Ako - Tō Tātou Haerenga Achievement Challenge: - Improve progress and achievement in literacy for all students in our Kāhui Ako.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to accelerate and raise student achievement in Literacy</li> </ul> <p>Annual Goal:</p> <ul style="list-style-type: none"> <li>Improve reading and writing progress and achievement for all learners with a focus on Boys and NZM.</li> </ul>	<p>To accelerate the achievement of all 46 students who are currently below or well below the curriculum expectation in their reading.</p> <p>Goal: To accelerate at least 50% of this group so they will achieve curriculum expectation (23 students).</p> <p>Goal: To accelerate the learning of 13 boys (50%) so they will be achieving at the correct curriculum level by the end of 2019.</p> <p>Goal: To accelerate the learning of 12 Maori students (54%) so they will be achieving at the correct curriculum level by the end of 2019.</p>	Reading: Below or Well Below - %age (number)				
				2018	T2 2019	T2 2019	
			All	25% (46)			
			Boys	27% (26)			
			Girls	22% (20)			
			NZE	18% (20)			
			NZM	40% (22)			
			Pas.	40% (2)			

		<p>To accelerate the achievement of all 46 students who are currently below or well below the curriculum expectation in their writing.</p> <p>Goal to accelerate at least 50% of this group so they will achieve curriculum expectation (23 students).</p> <p>Goal: To accelerate the learning of 13 boys (52%) so they will be achieving at the correct curriculum level by the end of 2019.</p> <p>Goal: To accelerate the learning of 13 Maori students (52%) so they will be achieving at the correct curriculum level by the end of 2019.</p>	<p><b>Writing: Below or Well Below - %age (number)</b></p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>T2 2019</th> <th>T2 2019</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>25% (46)</td> <td></td> <td></td> </tr> <tr> <td>Boys</td> <td>29% (25)</td> <td></td> <td></td> </tr> <tr> <td>Girls</td> <td>18% (21)</td> <td></td> <td></td> </tr> <tr> <td>NZE</td> <td>19% (20)</td> <td></td> <td></td> </tr> <tr> <td>NZM</td> <td>44% (25)</td> <td></td> <td></td> </tr> <tr> <td>Pas.</td> <td>20% (1)</td> <td></td> <td></td> </tr> </tbody> </table>		2018	T2 2019	T2 2019	All	25% (46)			Boys	29% (25)			Girls	18% (21)			NZE	19% (20)			NZM	44% (25)			Pas.	20% (1)		
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<p><b>Students' Learning - Numeracy</b></p>	<ul style="list-style-type: none"> <li>Continue to accelerate and raise students achievement in numeracy</li> </ul> <p><b>Annual Goal:</b></p> <ul style="list-style-type: none"> <li>Improve progress and achievement in numeracy for all students.</li> </ul>	<p>To accelerate the achievement of all 54 students who are currently below or well below the curriculum expectation in their Numeracy.</p> <p>Goal: To accelerate at least 50% of this group so they will achieve curriculum expectation (27 students).</p> <p>Goal: To accelerate the learning of 18 boys (56%) so they will be</p>	<p><b>Maths: Below or Well Below - %age (number)</b></p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>T2 2019</th> <th>T2 2019</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>30% (54)</td> <td></td> <td></td> </tr> <tr> <td>Boys</td> <td>33% (32)</td> <td></td> <td></td> </tr> <tr> <td>Girls</td> <td>27% (22)</td> <td></td> <td></td> </tr> <tr> <td>NZE</td> <td>26%</td> <td></td> <td></td> </tr> </tbody> </table>		2018	T2 2019	T2 2019	All	30% (54)			Boys	33% (32)			Girls	27% (22)			NZE	26%										
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<b>Student Engagement</b>	<p>Overall student attendance was 90% for 2018.</p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>NZE</td> <td>92%</td> <td>90%</td> <td></td> </tr> <tr> <td>NZM</td> <td>86%</td> <td>83% *</td> <td></td> </tr> <tr> <td>Pasifika</td> <td>91%</td> <td>91%</td> <td></td> </tr> </tbody> </table> <p>Overall student lateness was; 4 % in 2017 and 3.96 in 2018.</p>		Ethnicity	2017	2018	2019	NZE	92%	90%		NZM	86%	83% *		Pasifika	91%	91%		
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<b>Community Target - Communicating with parents</b>	<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><b>Annual Strategic Goal:</b> Consult and communicate with parents / caregivers around their children's progress and how satisfied they are with this communication.</p>	<p>Reporting to Parents:</p> <ul style="list-style-type: none"> <li>Increase the percentage of parents who are satisfied with how we communicate with them regarding their children's learning.</li> </ul> <p>CC 10 - I am satisfied with the level of communication from the School on my child's progress &amp; learning.</p>	<p><b>% of parents satisfied</b></p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>CC #10</td> <td>80%</td> <td></td> </tr> </tbody> </table> <p>Comment:</p>		2018	2019	CC #10	80%											
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## Maori Student Achievement and Engagement Plan 2019 - 2021

Goal: To learn and work together to grow our Maori students enjoying Educational Success as Maori		
	<u>Strategic Goals</u>	<u>Core Strategies for Achieving Goals 2019</u>
<u>Ako</u> A two way teaching and learning process	<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>Continue to grow staff knowledge about culturally responsive and relational pedagogy to enable Maori to achieve success as Maori.</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> <li>Continue to develop a greater understanding of Aotearoa/New Zealand as a bicultural society</li> </ul>	<ul style="list-style-type: none"> <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>Continue to add Whakatauki via newsletters and web pages</li> <li>Continue to focus on 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> </ul>
<u>Wānanga</u> Classroom and school action	<ul style="list-style-type: none"> <li>Continue to strengthen the place of Tataiako within the teacher as inquiry appraisal process</li> <li>Implement the assessment of students learning against our progressions in Te Reo</li> </ul>	<ul style="list-style-type: none"> <li>Assess students learning in Te Reo Maori against our TKP Te Reo Progressions</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> </ul>
<u>Whanaungatanga</u> Relationships ~ Positive partnerships	<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>	<ul style="list-style-type: none"> <li><b>Kaahui Ako - PLD with a focus on Culturally Responsive Practice linked to curriculum - Poutama Pounamu (providers)</b></li> <li>Staff to develop an awareness of NZ as a bicultural society through develop culturally responsive and relational pedagogy.</li> </ul>
<u>Manaakitanga</u> Values	<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> <li>Ensure that our PB4L - SW supports and enhances Te Ao</li> </ul>	<ul style="list-style-type: none"> <li>Teams of teachers conducting a mini inquiry into culturally responsive and relational pedagogy in Term 1</li> <li>Individual teachers developing a personal inquiry that links their PD in maths to an aspect of culturally responsive and</li> </ul>

	Moari through consultation with whanau and students.	relational pedagogy
<b>Resources and Reference documents to support strategies:</b>		
<ul style="list-style-type: none"> <li>Tataiako, Ka Hikitia, Hautu, Te Takanga o Te Wa - Maori History, Our Code, Our Standards, Te Reo / Kapa haka overviews</li> </ul>		

### Improvement Plan ~ Students' Learning ~ Literacy

<b>Strategic Goal:</b> Continue to raise student achievement in Literacy and Numeracy	
<b>Annual Goal:</b> Improve reading and writing progress and achievement for all learners with a focus on Boys and NZM.	<b>Annual Targets:</b> <ul style="list-style-type: none"> <li>To accelerate the achievement of all 46 (25%) students who are currently below or well below the curriculum expectation in their reading.</li> <li>To accelerate the achievement of all 46 (25%) students who are currently below or well below the curriculum expectation in their writing..</li> </ul>
<b>Baseline data: Reading</b> <ul style="list-style-type: none"> <li>75% of all students 'at and above' the curriculum expectation,</li> <li>73% of all boys 'at and above' the curriculum expectation</li> <li>78% of all girls 'at and above' the curriculum expectation</li> <li>60 % of all Maori 'at and above' the curriculum expectation</li> </ul>	<b>Baseline data: Writing</b> <ul style="list-style-type: none"> <li>75% of all students 'at and above' the curriculum expectation,</li> <li>71% of all boys 'at and above' the curriculum expectation</li> <li>82% of all girls 'at and above' the curriculum expectation</li> <li>56 % of all Maori 'at and above' the curriculum expectation</li> </ul>
<b>Links to Kāhui Ako - Tō Tātou Haerenga:</b> <ul style="list-style-type: none"> <li>Improve progress and achievement in literacy for all students in our Kāhui Ako.</li> <li>Develop culturally responsive and relational pedagogy in our schools to support Maori students achieving as Maori</li> </ul>	<b>Kāhui Ako Targets:</b> <b>As a Community of Learning we are:</b> <ul style="list-style-type: none"> <li>Aligning our learning for Maori students with Waikato Tainui Education Plan</li> <li>Raising achievement of all children in Y1 - 6 in Literacy</li> <li>Raising achievement of all children in Y 7 - 10 in Literacy</li> <li>Raising achievement of all children in Y 11 - 13 in Literacy</li> <li>Engaging all students through developing culturally responsive and relational pedagogy</li> </ul>

#### 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 Facilitator) to support a continuance of ALL strategies in writing programmes</li> </ul>	<p style="text-align: center;">All teachers Leaders / Teams / Teachers</p> <p style="text-align: center;">All teachers</p> <p style="text-align: center;">Dylan, Summer - with Gill</p>	<ul style="list-style-type: none"> <li>Leaders will ensure teachers are using inquiry cycle to inform teaching and learning</li> <li>Teachers are engaged in regular learning conversations</li> <li>Leaders will ensure that teachers feel supported when facing challenges or introducing new initiatives</li> </ul>

	<ul style="list-style-type: none"> <li>Boys-n-Blokes night</li> <li>Documenting acceleration</li> </ul>		<ul style="list-style-type: none"> <li>New teachers are aware of strategies and use them</li> <li>Leaders will ensure that teachers are responding to the needs of students who are at risk of underachieving.</li> <li>Teachers to document strategies that accelerate learning and plan to accelerate learning.</li> </ul>
T1	<ul style="list-style-type: none"> <li>Close analysis of what baseline data indicates</li> <li>Teachers identify target students from their classroom in reading and writing. Use ALL principles to accelerate learning</li> <li>PLD around using e-asTTle adapted reading assessments for Years 3-6, for new teachers. All learners to complete an assessment before the end of the term</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</p> <p>Year 3-6 teachers</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>Leaders will conduct an audit to identify 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 Writing Learning progressions to ensure 'child-speak' friendly. Support teachers, where necessary, to use progressions purposefully.</li> </ul>	<p>Year 3-6 teachers</p> <p>Led by DP</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>Leaders will ensure that 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 2020</li> <li>Celebrate 2019 successes</li> <li>Make any necessary changes to Literacy implementation plan</li> <li>Boys-and-blokes night</li> </ul>	<p>All teachers</p> <p>BoT</p> <p>Community / Learners</p> <p>Brian</p>	<ul style="list-style-type: none"> <li>Many voices contribute to evaluation and looking ahead to 2020</li> <li>More dads and males involved in our boys learning</li> </ul>
<p>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  Resourcing: budget considerations; PLD for relevant courses; Learning Assistant support hours; purchase appropriate resources where necessary</p>			

## Improvement Plan ~ Students' Learning ~ Maths

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

**Annual Goal:** Improve progress and achievement in numeracy for all students.

**Annual Target:**

- To accelerate the achievement of all 54 students who are currently below or well below the curriculum expectation in their Numeracy.
- Goal: To accelerate at least 50% of this group so they will achieve curriculum expectation (27 students).
- Goal: To accelerate the learning of 18 boys (56%) so they will be achieving at the correct curriculum level by the end of 2019.
- Goal: To accelerate the learning of 12 Maori students (54%) so they will be achieving at the correct curriculum level by the end of 2019.

**Baseline data:**

- 70% of all students 'at and above' the curriculum expectation,
- 67% of all boys 'at and above' the curriculum expectation
- 73% of all girls 'at and above' the curriculum expectation
- 56 % of all Maori 'at and above' the curriculum expectation

### 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 teaching practice - working with Bruce Moody to develop consistent teaching practice in Maths across the school.</li> <li>• Regular focus at team meetings to discuss, share and develop new ideas</li> <li>• Documenting acceleration</li> </ul>	Year 3-6 teachers  Gill and Bruce Moody  Teams	<ul style="list-style-type: none"> <li>• Leaders will ensure that teachers are analysing their data.</li> <li>• Leaders will ensure that teachers are responding to the needs of students who are at risk of underachieving.</li> <li>• Teachers will take on new practices that they have seen through working with Bruce Moody</li> <li>• Teachers become more efficient analysing data</li> </ul>
T1	<ul style="list-style-type: none"> <li>• Maths PAT assessment completed and analysed</li> <li>• Staff meetings held with Bruce focusing on accelerating achievement in maths,</li> <li>• Review resources and ideas from PLD so all staff are familiar with</li> </ul>	Leadership and teachers All teachers  Leaders and Bruce Moody	<ul style="list-style-type: none"> <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> </ul>

	them and their place in the maths programmes		<ul style="list-style-type: none"> <li>• A greater emergence of mixed ability maths groups with teachers developing their knowledge around these</li> <li>• Teachers to document strategies that accelerate learning and plan to accelerate learning.</li> </ul>
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>• Staff meetings with Bruce - rich learning tasks that will elicit new learning across strand maths and numeracy and how these can be linked cross-curricula</li> <li>• Ongoing moderations and sharing within teams and school wide</li> <li>• PLD (IPL) - mixed ability grouping to be shared with Staff</li> </ul>	Leaders / teams / teachers  Leaders and Bruce Moody  All teachers Team Leaders	
T4	<ul style="list-style-type: none"> <li>• Evaluation of progress this year - complete AoV</li> <li>• Determine priorities for 2020</li> <li>• Celebrate 2019 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 into culturally responsive and relational pedagogy (linking their focus to literacy and Maths); targeted learners will be identified in teaching and learning overviews
- 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
- Leadership team - PLD with Poutama Pounamu
- Senior leadership team will monitor the records of feedback given to students in their learning. These findings will be regularly shared with staff as a part of their appraisal programme. An improvement in quality of feedback will be demonstrated - this will have a direct impact on the achievement of students.

## 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.

**Annual Goal:** Consult and communicate with parents / caregivers around their children's progress and how satisfied they are with this communication.

**Annual Target:** Increase the percentage of parents who are satisfied with how we communicate with them regarding their children's learning.

### Baseline data: From Community Consultation 2018

CC 10 - I am satisfied with the level of communication from the School on my child's progress & learning - 80% in agreement.

### Key Improvement Strategies

When	What	Follow-up	Outcomes / Future actions
Ongoing	Parent information and support meetings offered for those with children receiving extra support through intervention programmes. Daily communication with parents is documented by staff through email, phone calls, impromptu chat.		Reading together meetings
T1	Scheduling of 'Help us get to know your child' interviews in Term 1 to support communication between home and school  Parent Info evening - Mathletics and SeeSaw	<ul style="list-style-type: none"> <li>• Monitor support of interviews and parent evening - (%age of parents/caregivers who attended)</li> </ul>	Collect feedback sheet handed out twice in 2019 with reports.
T2	Student-led conferences held this term Whanau hui held in Term 2 with Kapa Haka group performing	<ul style="list-style-type: none"> <li>• Monitor support of interviews and parent evening - (%age of parents/caregivers who attended)</li> </ul>	
T3	'Your child @ school' interviews offered, the purpose of these interviews to communicate with parents the progress that their children have made.	<ul style="list-style-type: none"> <li>• Monitor support of interviews (%age of parents/caregivers who attended)</li> </ul>	Interviews scheduled in Term 3
T4	BoT consultation early this term with same to questions asked to determine how many parents caregivers agree with the #10 statement from 2018. Whanau hui held in Term 4 with Kapa Haka group performing (2020)	<ul style="list-style-type: none"> <li>• Evaluate responses</li> <li>• Feedback sought via new digital newsletter platform</li> </ul>	

	charter focus)		See BOT for this information
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Other 2019 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	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>• Operate school in line with budget priorities</li> <li>• Apply for funding if necessary</li> <li>• Continue to grow, where possible, multi-purpose space savings fund, currently \$200,000</li> <li>• Review Finance policy and procedures</li> </ul>	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> <li>• Support staff in developing their knowledge in the Maths curriculum</li> <li>• Utilise Arinui as an online appraisal portal</li> <li>• Support students and staff in their use of Te Reo and understanding of Maori Tikanga.</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>	



<b>Enviroschools</b>		<b>Curriculum Review</b>	
<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 in either 2019 or 2020</li> <li>• Maintain our school gardens programme</li> </ul>		<ul style="list-style-type: none"> <li>• Review the following curriculum areas: <ul style="list-style-type: none"> <li>◦ Reading programme (2019)</li> <li>◦ Oral Language programmes (2019)</li> <li>◦ Health and PE Review (2019)</li> </ul> </li> <li>• Ongoing review of learning intervention programmes</li> <li>• Develop a TKP Graduate Profile of a Y6 student leaving our school</li> <li>• Preparation for Digital Technology curriculum implementation in 2020</li> </ul>	

Digital Technology and ICT ~ 2019		
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>• Grow local content on Listen Up 102fm</li> <li>• Implementation of Digit citizen policy in each class.</li> <li>• BYOD policy will be developed by new Digital Technology Team in 2019, with input from BOT and community.</li> <li>• Digital Technology PLT - inquire into how ICTs / digital fluency can support acceleration of learning</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>• Support further use of ICTs / e-Learning across all classrooms</li> <li>• Digital Fluencies - CoL PLD for e-learning team</li> <li>•</li> </ul>
Notes / Commentary:	Notes / Commentary:	Notes / Commentary:

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