

Goals / Whāinga 2019-2021

Our Vision

Succeeding together - Te angitu tahi

Our Graduate Profile

When a child graduates from Kaipara Flats School, they will:

- Be a lifelong learner - confident, curious and creative
- Problem solve, take risks and demonstrate perseverance
- Have a strong sense of identity, whanau, community and the traditions that bind us
 - Be connected to the environment

Our Values / Nga Uara

At Kaipara Flats School we value:

Respect: Students, teachers and parents will respect each other, their beliefs and their right to a voice in our school.

Integrity: Students, Teachers and Parents will display honesty and responsibility through their actions.

Ambition: That through hard work and high aspirations, as members of our community, we will achieve our potential.

Inclusion: Accepting others, being kind and compassionate and ensuring everyone has the opportunity to be involved in all aspects of school life.

Community: A strong sense of belonging and responsibility to the Kaipara Flats community.

The 3Rs : Living our School Values

Respect Myself

Respect Others

Respect the Environment

Goals / Whāinga 2019-2021

Growing Our Learners / Te whakatipu i to tatou akonga

What that looks like:

Kaipara Flats Learners will have engaging, challenging and relevant learning experiences to promote confident, curious and creative learners. Learning experiences will be differentiated to accommodate the range of abilities and learning styles. Children will have a clear understanding of learning progressions and next steps for learning to develop learning dispositions. There will be multiple opportunities and sufficient time for all of us - children, staff, parents and whānau - to engage with and transfer our learning.

How we will achieve this:

- every child will leave Kaipara Flats Primary with a strong foundation in literacy and numeracy
- every child will be challenged in their learning to become the best they can be
- every student will be able to confidently discuss their learning pathway and identify progress and achievement using the language of learning
- we will accelerate the learning of our priority and targeted learners
- we will ensure curriculum and assessment practices are dynamic, responsive and learner driven
- we will endeavour to embed tikanga and te reo into English-medium learning

Growing the Ways We Learn / Te tipu i te huarahi e ako ai tatou

What that looks like:

Kaipara Flats Learners will be empowered to use a range of strategies to make the right choices, problem solve, make links to prior learning, set goals, achieve them and reflect on what they have learned. Teachers will foster skills for lifelong learning and wellbeing. As a learning community, we value learning and appreciate that it involves focus, effort, resilience and perseverance.

How we will achieve this:

- pedagogy will be dynamic to best suit our learners needs and thus ensure success for all
- teachers will engage in PLD and ongoing spirals of inquiry to inform teaching and learning
- there will be robust review practices and innovation to support our commitment to continuous improvement
- we will embed Digital Technologies and 21st Century Learning to enable deeper learning
- engagement in the Mahurangi Kahui Ako will involve our school community

Growing Our Wellbeing / Whakawhanake i to tatou oranga

What that looks like:

Kaipara Flats Learners will have a strong sense of personal wellbeing. We will be respectful of ourselves, each other and our environment. We will relate to others with openness and empathy. We will value diversity and are inclusive. We will see ourselves as a part of the wider community (home, school, local, global) and can have impact beyond ourselves. We will learn from and with each other. By contributing and working collaboratively we will go further.

How we will achieve this:

- the skills and practices of participation and collaboration will be explicitly taught, learned and used
- a safe and inclusive learning environment will be enhanced by taking a shared responsibility for learning and well-being
- multiple and varied opportunities enable meaningful and respectful communication and dialogue between all of us
- active whānau involvement in school life will benefit our learner

Baseline Data and School Context for 2019

Reading

Baseline Data: Monitoring and Evaluating the Impact of our previous actions:

In 2018 85% of learners were achieving at or above expectation, a 4.6% decrease in achievement from 89.6% in 2017.

Figures in brackets - 2017

After 1 yr 66% at or above (62.6%)

After 2 yrs 86% at or above (83.3%)

After 3 Yrs 66% at or above (100%)

Y4 95.5% at or above (100%)

Y5 100% at or above (91%)

Y6 92% at or above (100%)

Māori achievement in reading has decreased by 18.5.% to 69% of Māori students at or above compared with 87.5% in 2017.

82% of male students at or above compared with 87% female students. 18% of boys were below standard, compared to 13% girls. 19% of boys were above standard, compared to 37.4% of girls. In Y1 44% of children were below the standard, and in Y3 34% were below the standard.

Reflection on the data/ next steps:

- Undertake PLD in relation to Learning Progressions
- Develop a robust moderation process so that teacher capacity/ understanding is developed
- Teaching inquiries around elements within Graduate Profiles e.g. developing curiosity doing STEAM challenges and the impact on achievement when reading
- Lead team to inquire into Learning Progressions and PACT tool

Areas identified for improvement:

- Teacher capacity in Learning Progressions
- Teacher capacity in assess to learn/ formative assessment processes
- Culturally responsive ways to engage and lift Maori achievement
- Techniques for improving reading in Y1 and Y3

Annual Learning Target 2019:

- By the end of 2019 we have lifted Maori achievement across the school to 80%
- By the end of 2019 we will have identified target children in Y1 and Y3, developed strategies to improve achievement in those year groups to 80%
- By the end of 2019 all teachers will be familiar with the moderation process and able to use the Learning Progressions in that process

Writing:

In 2018 86.5% of learners were achieving at or above expectation, an 5.5% decrease in achievement from 92% in 2017.

After 1 yr 91% at or above

After 2 yrs 86% at or above

After 3 Yrs 73% at or above

Y4 95.5% at or above

Y5 88% at or above

Y6 63% at or above

Māori achievement in writing has decreased by 31.5.% to 56% of Māori students at or above compared with 87.5% in 2017. In 2018 we had 15 Maori children at school, 8-9 children in Y0-6

82% of male students at or above compared with 90% female students. 17.5 % of boys were below standard, compared to 10% girls. 7.4% of boys were above standard, compared to 16.9% of girls.

Reflection on the data/ next steps:

- Undertake PLD in relation to Learning Progressions
- Develop a robust moderation process so that teacher capacity/ understanding is developed
- Develop teacher capacity around culturally responsive pedagogies so that we can look at ways to engage and lift Maori progress.
- Lead team to inquire into Learning Progressions and PACT tool
- Ensure Maori children identified early

Areas identified for improvement:

- Teacher capacity in Learning Progressions
- Teacher capacity in assess to learn/ formative assessment processes
- Culturally responsive ways to engage and lift Maori achievement

Annual Learning Target 2019:

- By the end of 2019 we have lifted Maori achievement across the school to 80%
- By the end of 2019 we will have identified target children in Y3 and developed strategies to improve achievement to 80%
- By the end of 2019 all teachers will be familiar with the moderation process and able to use the Learning Progressions in that process

Mathematics

In 2018 89.5% of learners were achieving at or above expectation, an 5.5% decrease in achievement from 92.1% in 2017.

After 1 Year 87% At or Above

After 2 Years 100% At

After 3 Years 83% At or Above

End of 4 Years 91% At or Above

End of 5 Years 93% At or Above

End of 6 Years 93% At or Above

Overall Maori 67% of Maori students achieved at or above the standard compared with 87.5% of students in 2017. This is a decrease of 20%

71.2% of male students at standard with 21.5% above compared with 67.6% female students, 18.9% above. 7.3% of boys were below standard, compared to 14% girls. 33% of Y3 girls are working below expectation

Reflection on the data/ next steps:

- Students have performed well against the targets. The girls have slightly improved the data for working above the expectation since 2017
- Maori achievement has decreased. However very small numbers mean that % can be deceiving. 6 children are working below expectation.
- Develop teacher capacity around culturally responsive pedagogies so that we can look at ways to engage and lift Maori and Y3 girls progress.

Areas identified for improvement:

- Teacher capacity in Learning Progressions
- Teacher capacity in assess to learn/ formative assessment processes
- Culturally responsive ways to engage and lift Maori achievement
- Target Y3 girls motivation to lift achievement, with a focus on Junior mathematics
- Review of Mathematics so that we can develop a strategic plan

Annual Learning Target 2019:

- By the end of 2019 we have lifted Maori achievement across the school to 80%
- By the end of 2019 we will have identified target children in Y3 and developed strategies to improve achievement to 80%
- By the end of 2019 all teachers will be familiar with Learning Progressions

Student Engagement	<p>Children at Kaipara Flats Primary readily engage in learning at school. The strategic goals for the next 3 years highlight the development of the following areas:</p> <ul style="list-style-type: none"> ● That children take ownership of learning and learn to learn through investigative opportunities, developing transferable skills ● That teachers develop pedagogy through the inquiry process, that provides equitable learning opportunities for all students ● That our school community develops a positive and supportive learning environment.
School Organisation and Structures	<p>Kaipara Flats School is a State Contributing Primary School, established in 1878. The school is situated in the village of Kaipara Flats, 12 kms west of Warkworth and serves the community of Kaipara Flats and the Kaipara Hills and the wider area. It is attractively sited on a rise above a spacious playing field, extensive adventure challenge equipment, a solar heated swimming pool and an astro turf court. The school currently has four large teaching spaces, with two more teaching spaces being developed in 2019.</p> <p>Kaipara Flats School is a decile 9, U3 school with a growing roll. The school roll stands at 118 pupils. The school currently has six active classes operating in 4 teaching spaces and the library. The children are grouped according to year level with some cohorts split between classrooms to ensure optimal class numbers.</p> <p>The children are well supported by their parents and caregivers. Parents and whanau attend goal-setting conferences in Term 1 and Learning Conversations in Term 3 which enables the children to share their progress and achievement.</p> <p>The school is well supported by the community and has a supportive and enthusiastic PTA who actively engage in fundraising activities that generate up to \$20,000 per year. These funds are applied to resources to support teaching and learning for our children..</p>
Review of Charter and Consultation	<p>In developing the updated charter for Kaipara Flats School the board will consult with the school community:</p> <ul style="list-style-type: none"> ● to gather ideas about and create community ownership of the graduate profile and align this with the Strategic Goals. ● by providing draft Charter documentation to parents and seeking comment and feedback via community meeting in Term 1 and via the website ● consult with the Māori community re their aspirations for tamariki ● The Board self-review of the 2019 Strategic Plan will take place throughout the year during Board meetings with an overview mid-year and end of year.

Māori dimensions and Cultural Diversity

Kaipara Flats School will:

- reflect New Zealand cultural diversity. All cultures will be acknowledged, valued and accepted in all aspects of school life. All members of our school community will be treated with respect and dignity and valued for what cultural knowledge they can share with others.
- recognise the unique position of the Māori Culture by fostering programmes that are consistent with the treaty of Waitangi. Kapa Haka tuition and performance will be promoted and te reo will be incorporated into everyday classroom programmes.
- incorporate tikanga Māori into our local curriculum. Māori history, culture, legends and protocols will be an integral part of learning, when a Maori dimension whenever possible

Steps that will be taken to discover the views and concerns of the school's Māori community:

- Regular communication with the school's Maori community through informal, informal and formal meetings, survey and newsletters.