

Goals / Whāinga 2020-2022

Our Vision

Succeeding together - Te angitu tahi

Our Learners will:

Connect / Hononga

Be United / Kotahi

Think / Whakaaro

Be Independent / Mana Motuhake

Our Values / Nga Uara

At Kaipara Flats School we value:

The 3Rs

Respect Myself

Respect Others

Respect the Environment

Strategic Intentions 2020-2022

Growing our learners to be the best they can be

Growing the way we learn today, empowering and inspiring us for the future

Growing our well being so that all learners can thrive and succeed

Strategic Intentions underpinned by the NELP (National Education and Learning Priorities) and the Standards for the Teaching Profession

Growing our learners to be the best they can be

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 mathematics as learners and teachers use individual learning pathways
- 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 embed tikanga and te reo into English-medium learning

Growing the way we learn today, empowering and inspiring us for the future

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 Growth Coaching 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 well being so that all learners can thrive and succeed

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 2020

Reading

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

In 2019 90% of learners were achieving at or above expectation, achievement data from 89.5% in 2018.

After 1 Year 85% At or Above (87%)

After 2 Years 90% At or Above (100%)

After 3 Years 95% At or Above (83%)

End of 4 Years 93% At or Above (91%)

End of 5 Years 95% At or Above (93%)

End of 6 Years 92% At or Above (93%)

Overall Māori 72% (13) of our Maori students achieved at or above the standard compared with 67% of students in 2018. This is an increase of 5%

71% of male students at standard with 17.2% above compared with 77% female students, 15.1% above. 12.1% of boys were below standard, compared to 5.7% 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
- ALL - Accelerated Literacy Learning intervention in Y1-2 as an intervention to replace Reading recovery
- Dedicated Teacher Aid, supported by RTLB working in Y4/5 class
- Whole school using 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
- Strategies for improving reading in Y4

Annual Learning Target 2020:

- By the end of 2020 we have lifted Maori achievement across the school to 85%
- By the end of 2020 we will have identified priority children and developed strategies to improve achievement to 85%

Writing:

In 2019 70% of learners were achieving at or above expectation, an 16.5% decrease in achievement data from 86.5% in 2018.

After 1 yr 54% at or above (91%)

After 2 yrs 65% at or above (86%)

After 3 Yrs 47% at or above (73%)

Y4 86% at or above (95.5%)

Y5 79% at or above (88%)

Y6 78% at or above (63%)

Māori achievement in writing has decreased by 12.% to 44% (8) of Māori students at or above compared with 56% in 2018. In 2019 we had 17 Māori children at school. The small numbers impact the percentage figure. 36% of boys were below standard, compared to 17% girls. 8.6% of boys were above standard, compared to 3.8% 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 and achievement.

- ALL - Accelerated Literacy Learning intervention in Y1-2 with strategies developed across the school targeting Y4 (Y3 in 2018)
- Whole school using Learning Progressions and PACT tool to inform teaching and learning

Areas identified for improvement:

- Teacher capacity in Learning Progressions
- Teacher capacity in assess to learn/ formative assessment processes
- Writing moderation process and the generation of next steps for learning
- Culturally responsive ways to engage and lift Maori achievement

Annual Learning Target 2020:

- By the end of 2020 we will significantly improve the achievement in writing of our Maori students so that 85% are achieving at or above curriculum expectation or a there is a 5% shift in achievement over 3 years, in line with the Kahui Ako Achievement Challenge.
- By the end of 2020 we will significantly improve the achievement in writing of our male students so that 85% are achieving at or above curriculum expectation or a there is a 5% shift in achievement over 3 years, in line with the Kahui Ako Achievement Challenge.
- By the end of 2020 we will have identified target children in Y1-3 and developed strategies to improve achievement in those year groups to 89% in line with the Kahui Ako Achievement Challenge or a 5% shift in achievement over 3 years,
- By the end of 2020 teacher planning in writing will reflect the Learning Progressions and provide individual learning pathways for learning

Mathematics

In 2019 78% of learners were achieving at or above expectation a decrease in achievement data of 7% (85%) in 2018. (2018 data in brackets)

After 1 yr 88% at or above (66%)

After 2 yrs 79% at or above (86%)

After 3 Yrs 53% at or above (66%)

Y4 87% at or above (95.5%)

Y5 90% at or above (100%)

Y6 97% at or above (92%)

Māori achievement in mathematics has decreased by 9% to 60% of Māori students at or above compared with 69% in 2018.

78% of male students at or above compared with 77% female students. 22% of boys were below standard, compared to 20% girls. 22% of boys were above standard, compared to 12.5% of girls. In Y3 47% of children were below the standard.

Reflection on the data/ next steps:

- Generally the students have performed well against the targets. However we still have 20% of children achieving below expectation.
- Students in Y3 are again a concern re achievement. Developing a clear learning pathway, with expectations at each year group will clarify learning and knowledge. .
- Develop teacher capacity around culturally responsive pedagogies so that we can look at ways to engage and lift Māori achievement.

Areas identified for improvement:

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

Annual Learning Target 2020:

- By the end of 2020 we will significantly improve the achievement in Mathematics of our students so that 86% of our Māori are achieving at or above curriculum expectation or there is a 5% shift in achievement over 3 years, in line with the Kahui Ako Achievement Challenge.
- By the end of 2020 we will have identified target children in Y1-3 and developed strategies to improve achievement in those year groups to 89% in line with the Kahui Ako Achievement Challenge or there is a 5% shift in achievement over 3 years
- AML - Accelerated Mathematical Learning intervention in Y1-2 with strategies developed across the school.
- Introduction of PR!ME mathematics across all year groups to develop a consistency of practice. Rich, contextual problem solving will compliment the mathematics programme

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| <p>Student Engagement</p> | <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, with the support of our school community, develops a positive and supportive learning environment, where children can take risks and make mistakes. |
| <p>School Organisation and Structures</p> | <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 six large teaching spaces and a Learning Hub under development in the school house.</p> <p>Kaipara Flats School is a decile 9, U3 school with a growing roll. The school roll stands at 125 pupils. 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> |
| <p>Review of Charter and Consultation</p> | <p>In developing the updated Strategic Plan 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 learner 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 2020 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.
- Principal to work with MoE to establish a connection and develop a learning relationship with local Maori.
- Principal to take part in MAC - Māori Achievement Collaborative Leadership in changing educational outcomes for Māori.

Kaipara Flats Strategic Plan 2019- 2021

Growing our learners to be the best they can be

| 2020 | 2021 | 2022 |
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| Every child will leave Kaipara Flats Primary with a strong foundation in literacy and mathematics as learners and teachers use individual learning pathways | | |
| <ul style="list-style-type: none"> Develop clear learning pathways in Literacy and Mathematics for children, teachers and whanau so that there is a shared understanding of progress and achievement Begin to use PACT tools to track achievement and pinpoint learning areas to focus on. Introduce PR!ME Maths across all year levels Embed formative assessment and assess to learn practices so that they impact on children's agency Learning Powers are introduced into classroom practice and the children are using the language of learning. Children begin to voice their learning. CAAP data base is being used effectively by teachers to identify and track progress and achievement so that interventions can be put in place quickly. Whole school data analysed by senior management team, concerns identified and addressed | <ul style="list-style-type: none"> Clear learning pathways established in Literacy and Mathematics for children, teachers and whanau with a shared understanding of progress and achievement Embed the use of PACT tools to track achievement and pinpoint learning areas to focus on. Use PACT tools to report to parents Review impact of formative assessment and assess to learn practices in relation to the impact on children's agency EMbed PR!ME Maths across all year levels Learning Powers are embedded into classroom practice and the children are using the language of learning. Children are able to voice their learning. Children are able to voice strategies for learning when they are problem solving ie 'it's too hard' Assessment schedule reviewed. A natural harvest of evidence is the preferred method of collation. CAAP is being used effectively by teachers to identify and track progress and achievement so that interventions can be put in place quickly. Review of current interventions and the impact on progress and achievement Whole school data analysed by senior management team, concerns identified and addressed | <ul style="list-style-type: none"> Clear learning pathways established in Literacy and Mathematics for children, teachers and whanau with a shared understanding of progress and achievement Embed the use of PACT tools to track achievement and pinpoint learning areas to focus on. Use PACT tools to report to parents Review impact of formative assessment and assess to learn practices in relation to the impact on children's agency EMbed PR!ME Maths across all year levels Learning Powers are embedded into classroom practice and the children are using the language of learning. Children are able to voice their learning. Children are able to voice strategies for learning when they are problem solving ie 'it's too hard' Assessment schedule reviewed. A natural harvest of evidence is the preferred method of collation. CAAP is being used effectively by teachers to identify and track progress and achievement so that interventions can be put in place quickly. Review of current interventions and the impact on progress and achievement Whole school data analysed by senior management team, concerns identified and addressed |

Every child will be challenged in their learning to become the best they can be

- Growth Coaching is embedded into teacher practice with a focus on improving student outcome and our learner profile
- Collaboration in inquiries. Teachers working in Project Teams inquiring into Strategic Goals.
- Targeted teaching and learning using UDL principles
- Targeted PD to support effective teaching and additional resources
- Development of new and an expansion of current teaching and learning approaches that are engaging and motivating
- Develop effective methods to collect student, whanau and teacher voice around learning. Analyse data

- Review Growth Coaching being linked to learner profile and the impact on student achievement
- Review of PLD. Are we see the impact of the development of effective teaching and additional resources
- Collaboration in inquiries. Teachers working in Project Teams inquiring into Strategic Goals.
- Continue to develop new and expand current teaching and learning approaches that are engaging and motivating
- Effective collation of student voice around learning. Ongoing analysis of data impacting on learning

- Review Growth Coaching being linked to learner profile and the impact on student achievement
- Review of PLD. Are we see the impact of the development of effective teaching and additional resources
- Collaboration in inquiries. Teachers working in Project Teams inquiring into Strategic Goals.
- Continue to develop new and expand current teaching and learning approaches that are engaging and motivating
- Effective collation of student voice around learning. Ongoing analysis of data impacting on learning

Every student will be able to confidently discuss their learning pathway and identify progress and achievement using the language of learning

- Learning Powers further developed by teachers, whanau and learners
- Visible/ audible learning displayed in multiple ways and shared across the school
- Forums for student voice developed across year groups to capture student voice in relation to learning
- Forums for school community voice introduced
- Learning pathways ('I' statements) in other curriculum areas developed

- Learning Powers embedded in teaching and learning
- Teachers sharing best practice around Learning Powers
- Visible/ audible learning displayed in multiple ways and shared across the school
- Forums for student voice developed across year groups to capture student voice in relation to learning
- Forums for school community voice established.
- Learning pathways ('I' statements) in other curriculum areas developed

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- Forums for school community voice established.
- Learning pathways ('I' statements) in other curriculum areas developed

We will accelerate the learning of our priority and targeted learners

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| <ul style="list-style-type: none"> ● ALL (Accelerated Learning in Literacy) and ALiM (Accelerated Learning in Mathematics) initiative to accelerate learning of target children in Y0-3 ● Liaison with RTLB re support for children not achieving expectation. Introduction of targeting, in class workshops. | <ul style="list-style-type: none"> ● Review impact of interventions and resourcing commitment to those interventions | <ul style="list-style-type: none"> ● Review impact of interventions and resourcing commitment to those interventions |
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We will ensure curriculum and assessment practices are dynamic, responsive and learner driven

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| <ul style="list-style-type: none"> ● Project Team with a focus on learning ● Development of local curriculum so that it is real, rich, relevant and respectful ● Use of assess to learn practice to develop language of learning and clear learning pathways. ● Introduce student self-assessment practices in all year groups ● Refining use of etap to record all data electronically for ease of access by teachers to ensure learning needs are identified promptly ● PACT implemented in literacy and mathematics ● Establishment of on-line PATS and e-asttle for use as formative assessment tools in Y3-6 | <ul style="list-style-type: none"> ● Project - review impact and redirect if necessary ● Review local curriculum so that it is real, rich, relevant and respectful. Liaise with school community ● Use of assess to learn practice to develop language of learning and clear learning pathways. ● Student self-assessment practices established in all year groups ● Refining use of etap to record all data electronically for ease of access by teachers to ensure learning needs are identified promptly ● Use of PACT tool in Literacy and Mathematics | <ul style="list-style-type: none"> ● Project - review impact and redirect if necessary ● Review local curriculum so that it is real, rich, relevant and respectful. Liaise with school community ● Use of assess to learn practice to develop language of learning and clear learning pathways. ● Student self-assessment practices established in all year groups ● Refining use of etap to record all data electronically for ease of access by teachers to ensure learning needs are identified promptly ● Use of PACT tool in Literacy and Mathematics |
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We will endeavour to embed tikanga and te reo into English-medium learning

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| <ul style="list-style-type: none"> ● Kapa Haka group established and performing to our wider community and as part of school protocol when welcoming people into our school ● Te Reo and tikanga Maori part of our school culture and learning programmes. ● MAC will guide leadership within our school and develop a strategic plan regarding Māori achievement over 2 years. This will involve forming connection to local Māori to hear their stories and incorporate the values that are important in our place | <ul style="list-style-type: none"> ● Kapa Haka group established and performing to our wider community and as part of school protocol when welcoming people into our school ● Te Reo and tikanga Maori part of our school culture and learning programmes. ● MAC will guide leadership within our school and develop a strategic plan regarding Māori achievement over 2 years. This will involve forming connection to local Māori to hear their stories and incorporate the values that are important in our place | <ul style="list-style-type: none"> ● Kapa Haka group established and performing to our wider community and as part of school protocol when welcoming people into our school ● Te Reo and tikanga Maori part of our school culture and learning programmes. ● MAC will guide leadership within our school and develop a strategic plan regarding Māori achievement over 2 years. This will involve forming connection to local Māori to hear their stories and incorporate the values that are important in our place |
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Growing the way we learn so that we ready for the world of tomorrow

| 2020 | 2021 | 2022 |
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| Pedagogy will be dynamic to best suit our learners needs and thus ensure success for all | | |
| <ul style="list-style-type: none"> • Reflect and continue to share effective practice to enhance teaching and learning programmes • Establish forums for collecting student voice around learning using Learning Maps for children recognised as GATE or Māori learners. Teachers to use student voice gathered through the maps to reflect on practice within classrooms and across the school • Teachers supported to inquire into best practice pedagogy beyond our school, to observe and work alongside other teachers within our Kahui Ako | <ul style="list-style-type: none"> • Reflect and continue to share effective practice to enhance teaching and learning programmes • Establish forums for collecting student voice around learning using Learning Maps. Teachers to use student and community voice to reflect on practice within classrooms and across the school • Teachers supported to inquire into best practice pedagogy beyond our school, to observe and work alongside other teachers within our Kahui Ako | <ul style="list-style-type: none"> • Reflect and continue to share effective practice to enhance teaching and learning programmes • Establish forums for collecting student voice around learning using Learning Maps. Teachers to use student and community voice to reflect on practice within classrooms and across the school • Teachers supported to inquire into best practice pedagogy beyond our school, to observe and work alongside other teachers within our Kahui Ako |
| Teachers will engage in PLD and ongoing cycles of inquiry to inform teaching and learning | | |
| <ul style="list-style-type: none"> • Establishment of regular collegial observations around inquiry and videoed observations for self-reflection • Establishment of Practice Analysis Conversations • Growth Coaching established as our theory of change • ALiM, ALL PLD • PACT/ Learning Progressions PLD • Learning Maps led by Sandy Meharry • MAC PLD | <ul style="list-style-type: none"> • Establishment of regular collegial observations around inquiry and videoed observations for self-reflection • Establishment of Practice Analysis Conversations • Growth Coaching established as our theory of change | <ul style="list-style-type: none"> • Establishment of regular collegial observations around inquiry and videoed observations for self-reflection • Establishment of Practice Analysis Conversations • Growth Coaching established as our theory of change |
| There will be robust review practices and innovation support our commitment to continuous improvement via the appraisal and review systems | | |
| We will embed Digital Technologies and 21st Century Learning to enable deeper learning | | |
| <ul style="list-style-type: none"> • Embed Digital Technologies curriculum • Extending: to effectively aligned processes and | <ul style="list-style-type: none"> • Review impact of Digital Technologies curriculum and plan for improvement | <ul style="list-style-type: none"> • Review impact of Digital Technologies curriculum and plan for improvement |

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| <p>practices across the school and community. The use of technologies is appropriate and allows significant adaptation of learning experiences to meet all learners' needs. In the classroom, teachers and students may work together to use technologies as part of authentic, higher order, co-constructed learning.</p> | <ul style="list-style-type: none"> ● Empowering: Our school and community regularly plan, review, and evaluate in partnership. Technology use is "anytime, anywhere", virtual, open, and equitable. It enhances needs-based, co-constructed learning within and beyond the school community. In the classroom, technologies make new ways of learning possible. It is collaborative, personalised, higher-order, and embedded in the real world. | <ul style="list-style-type: none"> ● Empowering: Our school and community regularly plan, review, and evaluate in partnership. Technology use is "anytime, anywhere", virtual, open, and equitable. It enhances needs-based, co-constructed learning within and beyond the school community. In the classroom, technologies make new ways of learning possible. It is collaborative, personalised, higher-order, and embedded in the real world. |
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Engagement in the Mahurangi Kahui Ako will involve our school community

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| <ul style="list-style-type: none"> ● WSL attend Kahui Ako meetings and in a timely manner provide feedback to Principal and staff ● WSL to provide written report to BoT or attend BoT meetings to share initiatives/ information re Kahui Ako ● ASL to work with Principal and teaching staff to develop robust collaborative inquiries that link to our strategic goals ● ASL to work with Principal and Deputy Principal to analyse data and use GROWTH model for reflective practice ● Teacher make connections to to teachers from other schools and become part of Inquiry Collaboration Hubs ● WSL to meet with Principal and Deputy Principal twice per term to discuss inquiries, data and observations ● WSL to liaise with Across School Leader ro ensure Kahui Ako connection is strong ● WSL will act on initiatives from the Kahui Ako in liaison with Principal ● ASL to work with Principal on MAC and facilitator and take inquiry data from our school back into the Kahui Ako | <ul style="list-style-type: none"> ● WSL attend Kahui Ako meetings and in a timely manner provide feedback to Principal and staff ● WSL to provide written report to BoT or attend BoT meetings to share initiatives/ information re Kahui Ako ● ASL to work with Principal and teaching staff to develop robust spirals of inquiry that link to our strategic goals ● ASL to work with Principal and Deputy Principal to analyse data and use GROWTH model for reflective practice ● Teacher make connections to to teachers from other schools and become part of Inquiry Collaboration Hubs ● WSL to meet with Principal and Deputy Principal twice per term to discuss inquiries, data and observations ● WSL to liaise with Across School Leader ro ensure Kahui Ako connection is strong ● WSL will act on initiatives from the Kahui Ako in liaison with Principal ● ASL to work with Principal on MAC and facilitator and take inquiry data from our school back into the Kahui Ako | <ul style="list-style-type: none"> ● WSL attend Kahui Ako meetings and in a timely manner provide feedback to Principal and staff ● WSL to provide written report to BoT or attend BoT meetings to share initiatives/ information re Kahui Ako ● ASL to work with Principal and teaching staff to develop robust spirals of inquiry that link to our strategic goals ● ASL to work with Principal and Deputy Principal to analyse data and use GROWTH model for reflective practice ● Teacher make connections to to teachers from other schools and become part of Inquiry Collaboration Hubs ● WSL to meet with Principal and Deputy Principal twice per term to discuss inquiries, data and observations ● WSL to liaise with Across School Leader ro ensure Kahui Ako connection is strong ● WSL will act on initiatives from the Kahui Ako in liaison with Principal ● ASL to work with Principal on MAC and facilitator and take inquiry data from our school back into the Kahui Ako |
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Growing our well being so that all learners can thrive/succeed

| 2020 | 2021 | 2022 |
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The skills and practices of participation and collaboration will be explicitly taught, learned and used

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| <p>Implement Positive Behaviour for Learning Strategies</p> <ul style="list-style-type: none"> ● Culturally Responsive Strategies - Collaboratively developing behaviour expectations - Establishing a supportive physical environment - Establishing and explicitly teaching routines - Using preventative strategies - Providing feedback and encouragement - Providing feedback and fair consequences for problem behaviour ● Inclusive Pedagogies - Teaching social behaviours for group work - Using cooperative learning approaches - Helping students to mentor and support the learning behaviours of others ● Caring Relationships - Encouraging self-regulated behaviours - Supporting students to manage their learning - Supporting goal setting and self-reflection on learning and behaviours ● Inquiry and Problem Solving - Presenting information and tasks in a variety of ways to support understanding - Provide alternatives for students to demonstrate their learning - Supporting student responses - Providing choice - Structuring tasks strategically | <p>Embed and further develop Positive Behaviour for Learning Strategies</p> <ul style="list-style-type: none"> - Collaboratively developing behaviour expectations - Establishing a supportive physical environment - Establishing and explicitly teaching routines - Using preventative strategies - Providing feedback and encouragement - Providing feedback and fair consequences for problem behaviour ● Inclusive Pedagogies - Teaching social behaviours for group work - Using cooperative learning approaches - Helping students to mentor and support the learning behaviours of others ● Caring Relationships - Encouraging self-regulated behaviours - Supporting students to manage their learning - Supporting goal setting and self-reflection on learning and behaviours ● Inquiry and Problem Solving - Presenting information and tasks in a variety of ways to support understanding - Provide alternatives for students to demonstrate their learning - Supporting student responses - Providing choice - Structuring tasks strategically | <p>Embed and further develop Positive Behaviour for Learning Strategies</p> <ul style="list-style-type: none"> - Collaboratively developing behaviour expectations - Establishing a supportive physical environment - Establishing and explicitly teaching routines - Using preventative strategies - Providing feedback and encouragement - Providing feedback and fair consequences for problem behaviour ● Inclusive Pedagogies - Teaching social behaviours for group work - Using cooperative learning approaches - Helping students to mentor and support the learning behaviours of others ● Caring Relationships - Encouraging self-regulated behaviours - Supporting students to manage their learning - Supporting goal setting and self-reflection on learning and behaviours ● Inquiry and Problem Solving - Presenting information and tasks in a variety of ways to support understanding - Provide alternatives for students to demonstrate their learning - Supporting student responses - Providing choice - Structuring tasks strategically |
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A safe and inclusive learning environment will be enhanced by taking a shared responsibility for learning and well-being

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| <ul style="list-style-type: none"> ● Provide a safe learning environment where student behaviour demonstrates a commitment to our school values ● Provide a learning environment that is respectful of people and the environment ● Ensure an on-going programme of self review ● Wellness Toolkit used to collate data from learners, | <p>As above</p> | <p>As above</p> |
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| whanau and teachers. Action plan developed using data | | |
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Multiple and varied opportunities will enable meaningful and respectful communication and dialogue between all of us

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| <ul style="list-style-type: none"> ● Principal to conduct a leadership inquiry based around methods of communication and the effect of these methods of communication <ul style="list-style-type: none"> - Develop forums to invite parents to share ideas around learning - Investigate ways to bring the wider community into our school, so that we develop a learning community that extends beyond our school. This could begin with expanding Garden to Table - Our school is part of a wider learning community in which we are all valued as learners. Learning experiences are continual and developmental, embracing all facets of our community ● Review of on-line communication tools | <ul style="list-style-type: none"> ● Principal to conduct a leadership inquiry based around methods of communication and the effect of these methods of communication <ul style="list-style-type: none"> - Develop forums to invite parents to share ideas around learning - Investigate ways to bring the wider community into our school, so that we develop a learning community that extends beyond our school. This could begin with expanding Garden to Table - Our school is part of a wider learning community in which we are all valued as learners. Learning experiences are continual and developmental, embracing all facets of our community ● Establishment of effective on-line communication tools | <ul style="list-style-type: none"> ● Principal to conduct a leadership inquiry based around methods of communication and the effect of these methods of communication <ul style="list-style-type: none"> - Develop forums to invite parents to share ideas around learning - Investigate ways to bring the wider community into our school, so that we develop a learning community that extends beyond our school. This could begin with expanding Garden to Table - Our school is part of a wider learning community in which we are all valued as learners. Learning experiences are continual and developmental, embracing all facets of our community ● Review of effective on-line communication tools |
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Active whānau involvement in school life will benefit our learners

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| <ul style="list-style-type: none"> ● MAC - Māori Achievement Consortium - 2 year PLD - Principal and ASL ● Promote the role of the PTA and encourage participation through regular communication with school community. ● Encourage whanau to come into school to share learning experiences ● Ensure that assemblies as a regular feature at school ● Learning conversations and sharing of on-line student achievement via website and student portal such as see-saw, Class Dojo etc ● Open Days each term to encourage whanau involvement in learning | <ul style="list-style-type: none"> ● MAC - Māori Achievement Consortium - 2 year PLD - Principal and ASL ● Promote the role of the PTA and encourage participation through regular communication with school community. ● Encourage whanau to come into school to share learning experiences ● Open Days each term to encourage whanau involvement in learning | <ul style="list-style-type: none"> ● Promote the role of the PTA and encourage participation through regular communication with school community. ● Encourage whanau to come into school to share learning experiences ● Open Days each term to encourage whanau involvement in learning |
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2020 Annual Plan developed from our Strategic Plan

| Growing our learners to be the best they can be | | | |
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| Goals | Action | Who, When, Resourcing | Indicators of Progress |
| Every child will leave Kaipara Flats Primary with a strong foundation in literacy and mathematics as learners and teachers use individual learning pathways | <ul style="list-style-type: none"> ● Personalized decisions. Teachers support students to make personalized decisions about improving their academic learning. | Project Team - Sandy Meharry and Maddy Tuffley Leading All staff | <ul style="list-style-type: none"> - Data to be harvested at the beginning of the PLD, and throughout, to look at progress in relation to understanding about learning - Learners able to: <ul style="list-style-type: none"> ● Discuss learning, developing the literacy of learning ● Discuss or show their learning pathways and next steps in a purposeful way - Learning is visible and audible across the school, involving all learners - children, staff, parents and community - Learning is about all aspects, rather than a focus on reading, writing and mathematics, so that all learners can experience and share success. - All learners can access learning by using their learning maps to explain the way they learn and how they learn. - - Teachers are able to create learning experiences based on Learning Maps |
| Every student will be able to confidently discuss their learning pathway and identify progress and achievement using the language of learning | <ul style="list-style-type: none"> ● Learning Powers to develop children's agency ● Use of dynamic assessment to develop personalised learning pathways ● Learning Powers are introduced into classroom practice and the children are using the language of learning. Children begin to voice their learning. ● Embed formative assessment and assess to learn practices so that they impact on children's agency | All staff | Learners know what good learning looks like and are able to use the Learning Powers to explain their thinking (age appropriate). Learners will progress through learning powers matrix. <ul style="list-style-type: none"> ● Think <ul style="list-style-type: none"> - I am curious - I keep a positive mindset - I challenge myself and challenge others - I ask questions - I am a creative and critical thinker - I keep an open mind and adapt to change ● Connect <ul style="list-style-type: none"> - I show kindness and respect - I treat others fairly - I encourage and help others - I celebrate that we are all different - I treat others how I would like to be treated - I include others - I connect with my home, my school, my community and the wider world ● Join in together <ul style="list-style-type: none"> - I am proud of my culture - I make good choices - I make positive contributions - I represent my family and my school with pride - I always do my best - I celebrate my achievements ● Independence <ul style="list-style-type: none"> - I take risks - I am not afraid to make mistakes - I persevere when something is hard - I show resilience and keep trying - I share my thoughts and ideas in the right way - I try to solve problems by myself ● Learners are able to discuss their learning, learning strategies and next steps in learning ● |

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| <p>Every child will be challenged in their learning to become the best they can be</p> <p>We will ensure curriculum and assessment practices are dynamic, responsive and learner driven</p> <p>We will accelerate the learning of our priority and targeted learners</p> | <ul style="list-style-type: none"> • ALL/ ALiM - a school inquiry and knowledge building intervention that accelerates the progress of groups of students who are not meeting expectations for their year level. • Develop clear learning pathways in Literacy and Mathematics for children, teachers and whanau so that there is a shared understanding of progress and achievement • Begin to use PACT tools to track achievement and pinpoint learning areas to focus on. • Introduce PRiME Maths across all year levels • CAAP data base is being used effectively by teachers to identify and track progress and achievement so that interventions can be put in place quickly. • Whole school data analysed by senior management team, concerns identified and addressed • Review Literacy and Mathematics across the school - teaching and assessment | <p>All Staff</p> | <p>Teachers in Y1-3 will take part in PLD supported by a facilitator, who will work with the teachers to target learners who are below expectation. The intervention will take place within the classroom. Through continuous cycles of inquiry the knowledge gained through the intervention is spread across classrooms and the school. We will be required to undertake multiple intervention cycles within regular teaching settings with targeted students. These are fast cycles of improvement where teachers inquire into the effectiveness of their practice and adapt their teaching to respond to the individual needs of the students within the group. ALL and ALiM are designed to achieve the following outcomes:</p> <ul style="list-style-type: none"> ● Acceleration for targeted students who are below or well below expectations in literacy ● Improved student achievement of learners, with a focus on priority learners, enabling greater percentages of students to reach curriculum expectation ● System improvement and capability building across each participating school <p>What this will look like school:</p> <ul style="list-style-type: none"> ● Student achievement is lifted in literacy ● Students identify as successful learners in reading and writing, enhancing their learning across The New Zealand Curriculum ● Current intervention processes and practices are reviewed so there is a school-wide response to student underachievement, reflected in a school Curriculum and Achievement Plan |
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| Local Curriculum | Develop local curriculum in consultation with whole school community. Make connection with Mana Whenua | All staff | <ul style="list-style-type: none"> • Foundations of Local Curriculum in place • Establish communication and consultation with local Maori from our community • Development of 'I' statements in relation to visible learning. Our learners will be able to articulate their learning and describe the context of their learning. • The parent community will have a sense of ownership in relation to teaching and learning • Open Days once per term. |
| We will endeavour to embed tikanga and te reo into English-medium learning | Principal to become a member of the MAC organization and commit to professional learning | All staff RTL B Support Agencies | <p>"The Māori Achievement Collaborative (MAC) is a non-profit organisation, a professional learning and development pathway by principals for principals focused on changing education outcomes for Māori students. It is visionary and transformational and aims to build the capability of schools to inquire into, recognise and delete barriers impeding improved educational and cultural outcomes for Māori in partnership with students, whānau, hapū and iwi.</p> <p>The underlying premise of this learning and development programme is that 'Schools won't change unless the principal does.' To this end the focus of the programme is on 'Changing the hearts and minds of principals' through a process of deep learning, mentoring, coaching, critical conscientisation and collaboration. In this way the belief is that change will become sustainable and enduring and will impact on all members of a school community, staff, students, parents, whānau."</p> |

Growing the way we learn so that we ready for the world of tomorrow

| Goals | Action | Who, When, Resourcing | Indicators of Progress |
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| Pedagogy will be dynamic to best suit our learners needs and thus ensure success for all | <ul style="list-style-type: none"> • Teachers will learn how to merge their formal teaching routines with the children learning through their interests and passions. • Reflect and continue to share effective practice to enhance teaching and learning programmes • Establish forums for collecting student voice around learning using Learning Maps for children recognised as GATE or Māori learners. Teachers to use student voice gathered | Project Team - Sandy Meharry and Maddy Tuffley Leading PLD Facilitator All staff | <p>Teachers:</p> <ul style="list-style-type: none"> - Teachers will use learning maps to see how children see the interactions surrounding their learning. This is a developmental process which will be refined as teachers and learners gain confidence. Learning Maps are a practical in-road into the science of learning-how-to-learn. - Teachers will be able to support children to analyse their web of interactions to decide if they need to make any changes to their learning situations. The process of drawing, analysing and making changes to current learning situations will lift learner confidence and achievement and may cause teachers (and parents) to rethink their respective support roles in relation to learners. - The maps will be used during everyday learning conversations when the teachers may reflect on what they need to do differently to ensure their students become more active learners. - Maps will also be used during Learning conversations with parents. At the end of the year, children will reflect on a second map and on the changes they have made. The reflections may be included in the end-of-year school report. - Collegial observations will be established - Growth coaching established as our theory of change - conversations once per term - Professional conversations, sharing good practice and successes as the norm |

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| | <p>through the maps to reflect on practice within classrooms and across the school</p> <ul style="list-style-type: none"> • Establishment of regular collegial observations around inquiry and videoed observations for self-reflection • Establishment of Practice Analysis Conversations • Growth Coaching established as our theory of change • ALiM, ALL PLD • PACT/ Learning Progressions PLD • Learning Maps led by Sandy Meharry • MAC PLD <ul style="list-style-type: none"> • School leadership plans. School leaders engage their teachers, other staff, students and families across an entire school in the mapping exercises. Mapping data may be used to inform annual planning priorities | | <p>Leadership:</p> <ul style="list-style-type: none"> - Data will be collated and analysed. The data will be presented to the Board of Trustees in relation to resourcing |
| <p>Teachers will engage in PLD and ongoing cycles of inquiry to inform teaching and Learning</p> <p>There will be robust review practices and innovation to support our commitment to continuous improvement via the appraisal and review systems</p> | <ul style="list-style-type: none"> • Teachers use Growth Coaching to develop practice and reflect on the impact changing pedagogy has on student achievement. • Further develop the process of Growth Coaching into teaching practice to lift student achievement • Teachers supported to inquire into best practice pedagogy beyond our school, to observe and work alongside other teachers within our Kahui Ako | <p>All staff</p> | <ul style="list-style-type: none"> • Growth Coaching will be an element of the teacher appraisal cycle • The leadership team will use Growth Coaching to develop staff capacity and their own leadership skills. • Growth Coaching will result in leaders <ul style="list-style-type: none"> • exercising leadership with increased confidence and capability • addressing performance management issues constructively • enhancing levels of motivation and commitment • supporting the development of others more effectively • providing difficult feedback while maintaining positive relationships • facilitating higher standards and results |
| <p>We will embed Digital</p> | <ul style="list-style-type: none"> • Embed Digital Technologies | <p>Staff</p> | <p>Teachers are able to discuss the two areas within the Digital Technologies curriculum and show and</p> |

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| <p>Technologies and 21st Century Learning to enable deeper learning</p> | <p>curriculum. In the classroom, we will focus on technologies being used as part of higher-order (deep), collaborative teaching, and learning. The technologies will improve aspects of the learning experience.</p> <ul style="list-style-type: none"> • Infuse digital learning opportunities across all learning areas • Extending: to effectively aligned processes and practices across the school and community. The use of technologies is appropriate and allows significant adaptation of learning experiences to meet all learners' needs. In the classroom, teachers and students may work together to use technologies as part of authentic, higher order, co-constructed learning. • To develop Flexible Learning Environments that facilitate the development of 21st Century Learning | <p>Principal</p> | <p>understanding of how the content could be incorporated into their practice.</p> <ol style="list-style-type: none"> 1. Computational Thinking for Digital Technologies <ul style="list-style-type: none"> • <u>Algorithms</u> • <u>Data Representation</u> • <u>Computational Thinking</u> • <u>Programming</u> 2. Designing and Developing Digital Outcomes <ul style="list-style-type: none"> • <u>Humans & Computers</u> • <u>Digital Applications</u> • <u>Digital Devices & Infrastructure</u> • <u>Designing & Creating</u> <p>Year 0-2 learners are using unplugged Digital Technology experiences to build their understanding of Computational Thinking and Design and Developing Digital Outcomes.</p> <p>Y3-6 learners are using both unplugged and device centred learning to develop their understanding of Computational Thinking and Design and Developing Digital Outcomes.</p> <p>The Board of Trustees, in consultation with the teachers, learners and community, has resourced the development of Flexible Learning Environments across the school.</p> |
| <p>Learning Progressions Framework/ PACT (Progress and Achievement Consistency Tool)</p> | <ul style="list-style-type: none"> • For all teaching staff to use the Learning Progressions Framework to make OTJs, to plan learning and to identify target learners • Use data from PACT to inform parents re learner achievement • Lead team to use data from PACT and LPF to identify trends and areas requiring more resourcing | <p>Facilitator and all staff</p> | <ul style="list-style-type: none"> • Consistency across the school in relation to leveling learners against curriculum expectations • Children identified as not at expectation identified and supported • Children identified exceeding expectation identified and supported • PACT information shared with BoT, parents and across the school • Resourcing - more efficient use of resources. |
| <p>Engagement in the Mahurangi Kahui Ako will involve our school community</p> | <ul style="list-style-type: none"> • WSL attend Kahui Ako meetings and in a timely manner provide feedback to Principal and staff • WSL to provide written report to BoT or attend BoT meetings to share initiatives/ information re Kahui Ako • ASL to work with Principal and teaching staff to develop | <p>All staff</p> | <ul style="list-style-type: none"> • All staff are engaged in Kahui Ako initiatives, which benefit the learners of our school • All staff are making connections to other schools • Good communication pathways established across and within schools |

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| | <p>robust collaborative inquiries that link to our strategic goals</p> <ul style="list-style-type: none"> • ASL to work with Principal and Deputy Principal to analyse data and use GROWTH model for reflective practice • Teacher make connections to to teachers from other schools and become part of Inquiry Collaboration Hubs • WSL to meet with Principal and Deputy Principal twice per term to discuss inquiries, data and observations • WSL to liaise with Across School Leader ro ensure Kahui Ako connection is strong • WSL will act on initiatives from the Kahui Ako in liaison with Principal • ASL to work with Principal on MAC and facilitator and take inquiry data from our school back into the Kahui Ako | | |
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Growing our well being so that all learners can thrive and succeed

| Goals 2020 | Action | Who, When, Resourcing | Indicators of Progress |
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| <p>The skills and practices of participation and collaboration will be explicitly taught, learned and used</p> | <p>Wellbeing Survey at the beginning and end of the year to collate qualitative data Implementation Of PB4L</p> | <p>Project Team - Sharon Brown Leading All staff PLD Contract</p> | <p>Implement Positive Behaviour for Learning Strategies</p> <ul style="list-style-type: none"> • Culturally Responsive Strategies - Collaboratively developing behaviour expectations - Establishing a supportive physical environment - Establishing and explicitly teaching routines - Using preventative strategies - Providing feedback and encouragement - Providing feedback and fair consequences for problem behaviour • Inclusive Pedagogies - Teaching social behaviours for group work |

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| | | with MoE | <ul style="list-style-type: none"> - Using cooperative learning approaches - Helping students to mentor and support the learning behaviours of others ● Caring Relationships - Encouraging self-regulated behaviours - Supporting students to manage their learning - Supporting goal setting and self-reflection on learning and behaviours ● Inquiry and Problem Solving - Presenting information and tasks in a variety of ways to support understanding - Provide alternatives for students to demonstrate their learning - Supporting student responses - Providing choice - Structuring tasks strategically <p>Data at the end of the year should show significant improvement in Wellbeing across the school</p> |
| A safe and inclusive learning environment will be enhanced by taking a shared responsibility for learning and well-being | <ul style="list-style-type: none"> ● Inform, consult and share learning developments with our community ● Use a variety of media to ensure that we communicate with our school community - website, email, formal and informal meetings, surveys, notice board etc ● The Wellbeing Inquiry team will utilise the NZCER Wellbeing Toolkit ● Multiple and varied opportunities will be used to ensure meaningful and respectful communication and dialogue between all of us | Principal, BoT and staff | <ul style="list-style-type: none"> ● Our community will feel informed and part of our school ● Parents will be confident that they are aware of their children's achievement and progression ● We will have reviewed best communication tools and are using a variety to suit all ● Principal able to share MAC Organisation ideals ● Wellbeing Survey to parents, staff and Y4-6 |
| Active whānau involvement in school life will benefit our learners | <ul style="list-style-type: none"> ● Participation through regular communication with the school community. ● Encourage whanau to come into school to share learning experiences by developing Open Days ● Establish assemblies as a regular feature at school | Principal, BoT and staff | <ul style="list-style-type: none"> ● Parents will feel part of their children' learning journey and that their voice is heard and considered in this ● Our focus will be on learning, with children being able to voice their learning to their parents/ whanau ● We will have regular meetings and assemblies to celebrate learning and our children will be confident when presenting learning ● Review learning conversations and ways forward ● Make Open Days a focal point of each term. |

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| | <ul style="list-style-type: none"> • Learning conversations with a focus on Learning Maps • | | |
| <p>Multiple and varied opportunities will enable meaningful and respectful communication and dialogue between all of us</p> | <ul style="list-style-type: none"> • Principal to conduct a leadership inquiry based around methods of communication and the effect of these methods of communication. Review of on-line communication tools • Develop forums to invite parents to share ideas around learning • Investigate ways to bring the wider community into our school, so that we develop a learning community that extends beyond our school. This could begin with expanding Garden to Table • Our school is part of a wider learning community in which we are all valued as learners. Learning experiences are continual and developmental, embracing all facets of our community | Principal and Staff | <ul style="list-style-type: none"> • Review of communication tools and reported upon • New webpage established • Ways of gathering a wider range parent voice trialled |
| <p>Active whānau involvement in school life will benefit our learners</p> | <ul style="list-style-type: none"> • MAC - Māori Achievement Consortium - 2 year PLD - Principal and ASL • Promote the role of the PTA and encourage participation through regular communication with school community. • Encourage whanau to come into school to share learning experiences • Ensure that assemblies as a regular feature at school • Learning conversations and sharing of on-line student | All staff | <ul style="list-style-type: none"> • Our community will be fully informed about teaching and learning at our school • Our community will play an active role within our school • We will have connected to mana whenua/ tanga whenua • Assemblies and open days will be established • On-line reporting will have been inquired into and a platform decided upon. • Parents will have been invited into school to be part of the learning • Positive communication between PTA and BoT maintained and developed. |

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| | <p>achievement via website and student portal such as see-saw, Class Dojo etc</p> <ul style="list-style-type: none"> • Open Days each term to encourage whanau involvement in learning | | |
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NELP (National Education and Learning Priorities)

“To focus on helping each child and young person to attain educational achievement to the best of his or her potential”

“To promote the development, in each child and young person, the following abilities and attributes:

- Resilience, determination, confidence and creative and critical thinking
- Good social skills and the ability to form good relationships
- Participation in community life and fulfillment of civic and social responsibilities
- Preparedness for work”

“To instill in each child and young person an appreciation of the importance of:

- Inclusion within society of different groups and persons with different personal characteristics
- The diversity of society
- Cultural knowledge, identity and the different official languages
- The Treaty of Waitangi and te reo”

Standards for the Teaching Profession (Business as Usual) assured via the appraisal process

| Standard | Elaboration of the Standard |
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| <p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p> | <ul style="list-style-type: none"> • Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori. |
| <p>Professional Learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> | <ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters. |

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| | <ul style="list-style-type: none"> • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions. |
| <p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p> | <p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> • learners, family and whānau • teaching colleagues, support staff and other professionals • agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information. |
| <p>Learning-focused culture Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> | <ul style="list-style-type: none"> • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners is accepted and valued. • Meet relevant regulatory, statutory and professional requirements. |
| <p>Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> | <ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Informed by national policies and priorities. |
| <p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> | <ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. |

- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

Other Key Actions for 2020 to achieve our Strategic Vision “Business as Usual”

| Documentation and Self-Review Nag 2 | Led by | Health, Safety and Welfare Nag 5 | |
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| <ul style="list-style-type: none"> • SchoolDocs - embed review cycle into BoT and staff meetings and review policies as required. Use consultation portal with the community • Student Achievement Data - use SMS to collate achievement data for presentation to the BoT. • Review achievement data with Bot and staff using analysis to drive planning and learning • Curriculum review - curriculum leaders to report of areas of development, new initiatives and lead development of policies and documentation • Strategic Plan - share and review with BoT, community and staff • Reporting to BoT - Principal reports to BoT alternating against Nags and strategic plan • Reporting to BoT - student achievement - report to BoT re student achievement levels and targets and strategic goals • Reporting to parents - review reporting procedures, including parent feedback, staff feedback and best practice for the most effective procedure | Principal BoT | <ul style="list-style-type: none"> • Provide a safe physical and emotional environment by developing a hazard register and conducting regular walk-throughs with the BoT rep, identifying hazards and taking action where required • Digital Technology and cyber safety • Swimming Pool - maintenance is ongoing and all administration around use of chemicals is completed and up to date • Student management during interval and lunchtime, by ensuring teachers are on duty and supported by student leaders (Peacemakers) • Maintain accident report systems • Emergency evacuation - conduct a fire drill and lockdown drill every term • Physical restraint - staff are aware of the rules around physically restraining students • Remove pine trees and gum trees within the 'horse paddock' as they are beginning to cause hazard. | |
| Employer Responsibility Nag 3 | | Compliance and Legislation Nag 6 | |
| <ul style="list-style-type: none"> • To build trustees capabilities so that Board's effective governance practices are sustained. Further develop training opportunities that will facilitate an improved culture of strategic thinking amongst the board. • PLD for all staff around Growth Coaching - ASL, WSL and Kahui Ako | Principal BoT | <ul style="list-style-type: none"> • Attendance - ensure attendance procedures are adhered to and unexplained absences followed through. Complete attendance review every term. • Use SMS system to report to the BoT • School Calendar, weekly newsletter and E-tap App to communicate with the | |

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| <ul style="list-style-type: none"> • Rob Webb - PD support around SMS E-tap • Non-teaching staff to be appraised against their negotiated job description • MOE PLD as negotiated with the Ministry with a focus on curriculum development • Principal PLD - MAC | | <p>school community</p> <ul style="list-style-type: none"> • Teacher registration - ensure all registrations are current • Staff Salary - ensure all staff are on the correct salary step • Ensure the correct procedures are followed re: <ul style="list-style-type: none"> - Stand downs and suspensions - Management of truancy - Teacher registration - Staff salary increments - Police vetting of non-teaching staff and contractors - Mandatory reporting to teachers council re competency and serious misconduct • Student Achievement reports for: <ul style="list-style-type: none"> - School Improvement targets TBC - Progress and Achievement Tests, - Tracking and reporting on progress for Priority students (Māori, Pasifika, students at risk of underachieving) <p>Schooldocs Review Schedule T1: Recognition of Cultural Diversity, Staff Leave, Separated Parents, Day-to-Day Care and Guardianship T2: Document and Self-Review, Employer Responsibility Policy T3: Learning Support, Appointment Procedure, Child Protection T4: Classroom Release Time, Salary Units/ Management Allowances</p> <p>School generated self reviews</p> <ul style="list-style-type: none"> - Dynamic assessment, moderation and reporting processes (notice and investigate phase) - Project Teams - Growth Coaching as theory of change | |
| <p>Property and Finance Management Nag 4</p> | | | |
| <ul style="list-style-type: none"> • Prepare annual budget that reflects the charter goals which will be adopted when approved by BoT • Regular reviewing of financial situation using detailed reports from Education Services at each BoT meeting • Maintenance of school buildings (10 YPP) and grounds using property consultant • Develop property to reflect charter goals • Regular Property Meetings with BoT and caretaker. Report to BoT | <p>Principal BoT</p> | | |

Charter Undertaking:

This Charter was ratified by the BOT on 2nd March 2020 and submitted to the Ministry of Education on 3rd March 2020.

Board Chairperson:

Name: _____ Signature: _____

Date: