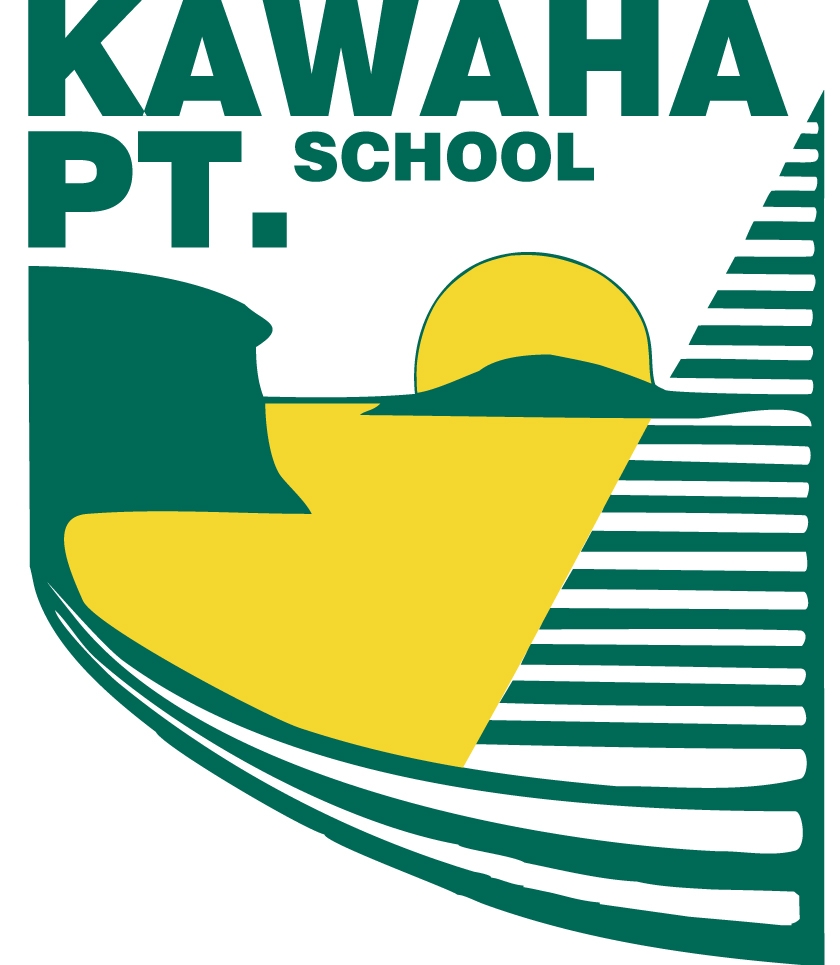
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Ki Te Taumata

Aim For The Best

**Annual Plan 2017**

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| **Annual Plan 2017** | | | | |
| Strategic Aims | Annual Goals | Specific Actions: | Responsibility | Time frame |
| **All Māori and Pasifika children will achieve consistent with their European peers and to their considerable potential in relation to the National Standards.** | * Teachers have high expectations for learning for all students. | * Identify target students & their needs (Physical/ academic) * Provide tailored, in class programmes, to meet specific needs. * Review the support programmes run by Learning Assistants with greater accountability and tracking of student progress and achievement. * On-going, regular monitoring of students by class and lead teachers (Reading, writing, maths), Collegial collaboration is used to assist teachers improve their practice. * Ensure consistency of practice and quality of programmes through leadership team class visits and attestation. * Teachers continue their own inquiries into their practice (Teaching as Inquiry) and how better to meet student needs. * Year 2 of the andragogical approach to appraisal through video appraisal, 4 min walk through and greater responsibility for improving their own practice (but with accountability). * Leadership Team engage in in-depth PLD on facilitating quality learning conversations with teachers. * PLD for staff on use of data to inform practice, visible learning and formative assessment. * Greater emphasis by teachers on students understanding their own learning needs, next steps and actions to meet their goals. * Targeted PLD for staff as required (eg. Bruce Moody- numeracy, Sally Muir- writing) |  |  |
| * The quality of learning relationships within classes and across the school is consistently strong. | * PLD for Bilingual teachers through continuing to build relationships with local schools with bilingual units. * Create a set of child speak progressions for te reo Maori to assist both students and teachers with indicating progress and achievement. * Continue to review the assessments other schools are using. |  |  |
| * Culturally responsive pedagogy is evident in all teacher practice and is constantly evolving. | * Use monitoring meetings, Team Leader class visits, Teaching as Inquiry and student progressions to refine teacher practice. * Specifically target our Year 6 students and review the data to see who currently does not meet this target. * Provide opportunities for students to accelerate their learning through extra programmes and teacher inquiry * Ensure teacher knowledge of the standards is sound and that they are following our new curriculum guidelines. |  |  |
| * The Te Reo curriculum is embedded into teacher practice with the progressions being used by students in Years 3-6. | * Contact local iwi to discuss building our relationship * Invite local komatua to come and discuss their ideas for the future of education for their tamariki. |  |  |
| * Teachers are mindful that every student is different even within the categories of Maori and Pacific. | * Build on the relationship established in 2014 with local early childhood centres first. * Continue to co-construct desired preparation/expectations for new entrant transitions to school. |  |  |
| * Students’ holistic needs are met through a variety of sporting, cultural and academic programmes being offered. | * Specifically target our Year 4 students and review the data to see who currently does not meet this target. * Provide opportunities for students to accelerate their learning through extra programmes and teacher inquiry |  |  |
| * The Graduate Profile is the centre of learning. | * Create a timetable of when reports are due and the procedures around this. * Analyse and present to board in June and November |  |  |
| * The Kawaha Point localized curriculum continues to develop and evolve with the changing needs of our students | * Teachers will share assessment data and its purpose with students and parents. * Teachers will co-construct the next learning steps with students * Students begin to knowledgably use the student learning progressions in one subject (reading, writing or maths) first and then extend to the others. * Use wall displays effectively to assist students to ‘see’ where they are and where they are heading. * Teachers will do less ‘spoon feeding’ students and allow them the opportunity to have their own “aha” moments. * Ensure SOLO is used effectively in classes. * Year 2 of Sharing the Learning sessions. * Students from each class videoed 2-3 times per year talking about their learning to show the progress they have made with this. * Teachers use reflective questioning to enhance ChiLL (Children Leading Learning). |  |  |
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| **To have quality relationships with whanau and students that focus on constantly improving student progress and achievement.** | * To enhance the quality of family / whanau involvement in all aspects of their children’s education- reporting (both ways), contributing, acknowledging the huge difference that can be made by high levels of involvement in student life. | * Teachers will continue to support students to run ‘Sharing the learning’ sessions with each child in term 3. * The school website and school/class newsletters will provide timely information to our community about forthcoming events etc. Investigate a mobile App for parents to use to stay ‘in touch’ with the school. * Written reports/ parent interviews will focus on sharing quality information in a collaborative approach to improving student achievement. Year 1-3 will receive their reports on the anniversary of their enrolment and 6 months after. * Teachers will ensure that class blogs are up to date and valuable for whanau with the view to students having their own blogs. * Newsletters are sent out digitally for everyone (paper copies available from the office if required). |  |  |
| * All parents attend parent interviews/ Sharing the Learning sessions as they feel part of the positive partnership with the school and see the worth of these. | * Teachers acquire parents email addresses/ cell phone numbers and regularly (3-5 times per term) send communication about what’s happening etc. * Teachers proactively take the opportunities to discuss face to face aspects of students learning and progress. |  |  |
| * The RoK begins to take some responsibility for inducting new families into the Kawaha Point School culture of parent participation, involvement and enthusiasm for their children’s education. | * Each team to run an evening where they share aspects of how we are now facilitating learning in the key areas. * Hold a ‘ChiLL’ evening to explain what we are trying to achieve and why. |  |  |
| * The school is seen as an open, inviting place for all our community. | * Survey sent out and results acted upon. * Hold a series of hui to encourage parents to come and explicitly state what they would like to learn more about (not necessarily related to school- ie first aide, te reo etc) |  |  |
| * Termly community information evenings are held to describe aspects of our curriculum and pedagogy. | * Teachers will telephone whanau with the principal and teacher visiting whanau to ensure parents attend as required. * Reminders will be regularly sent home prior to Sharing the Learning. |  |  |
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| **Each student will progress along the National Standards continuum in reading, writing and maths, with those currently below making accelerated progress.** | * Year 6 students who have been at Kawaha Point School for more than 3 years, 90% in reading, 85% in maths and 75% in writing will leave the school ‘At’ or ‘Above’ the National Standards. | * The bilingual unit has autonomy with their planning. * We continue to strengthen our use of te reo medium teaching with the classes being total immersion from 12pm each day. * Create expectations for each pair of year levels ie Yr 1-2, Yr 3-4, Yr 5-6. * Create a student voice set of te reo progressions. |  |  |
| * 98% of students who start school here as 5 year olds will be ‘at’ or ‘above’ the National standard in reading and 85% in maths and writing by the end of Year 5. | * Regular te reo sessions run by bilingual teachers during staff meetings. * A trial group of 4-6 to participate in the Rangihakahaka PLD |  |  |
| * 75% of students who start school here as 5 year olds will be ‘at’ or ‘above’ the National standard by the time they get to the end of Year 4. | * Ensure communication is clear, frequent and if possible, face to face with whanau. * Tuakana teina methodology, peer assisted learning instigated in classes. * Ensure teachers have an understanding and knowledge of sound Maori Tikanga. * Our Maori Student Achievement Action Plan is actioned. |  |  |
| * Students knowledgeably assess their   progress using the student progressions and use these as a ‘where to next’ document in order to lead their learning. | * Teachers will specifically target hard to ‘get to know’ students and build positive working relationships. * Teachers will self-audit their own expectations for students and also with peers and the leadership team. * Recordings of teaching practice will also be analysed to determine the language of learning being used to build those quality relationships and show high expectations. |  |  |
| * All ORS students will be achieving at least 95% of their IEP goals. | * We will make better connections with the local high school and utilize positive student role models to support our students. * Ensure we invite specialist guests regularly to our school. |  |  |
| * Students and teachers view their areas of perceived weakness as areas for growth. | * Teachers are to encourage students to take turns at leading simple songs in class and during team assemblies. * Teachers will ensure that students know their pepeha so they have a base to start from- a beginning. * Utilize specialist teacher strengths (Terrence) to help build capacity within our students and staff |  |  |
|  | * Teachers and students identify areas for development and actively select workshops, seek support and use progressions/continuums to meet their learning needs. |  |  |  |
|  | * Students are deeply in control of their learning and demonstrate ownership, responsibility and engagement. |  |  |  |