

CHARTER 2018



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Critical and creative thinker: able to look at concepts, situations and ideas from multiple perspectives; able to apply reasoning and rationale to solve problems; able to transfer previous learning to new situations; informed decision maker; uses initiative; innovative and discerning

Information literate: able to locate and critique information from a range of sources, including the use of ICT tools

Sense of self: a positive self identity and a sense of belonging; confident to take risks; passionate; receptive to change

Creative, Connected,
Empowered Learners -
successful now and for
the future

Relates to others with empathy and understanding; appreciates, respects and values difference

Self motivated: able to set and monitor goals; reflects on, revises and modifies own learning; manages time effectively; organizes self for learning; perseveres to achieve and compete; aims high



Confident and effective communicator in a range of situations and contexts; uses multimodal communication methods; makes meaning

Team worker: works cooperatively with others; participates and contributes effectively; considers others' thoughts and ideas; collaborative and flexible in approach

Ready, willing and able to learn: responds to new learning situations with wonderment and awe; curious and questioning; user and creator of knowledge

Literate and numerate with a repertoire of skills and understandings in Science, Social Science, Technology, The Arts, Health and Physical Education

VISION

Creative, Connected, Empowered Learners

EXCELLENCE

- I give everything my personal best
- I set and reflect on my goals
- I am a motivated and enthusiastic learner
- I persevere to achieve
- I am proud to succeed

RESPECT

- I like and respect myself
- I appreciate and value others
- I am considerate of property and the environment

INTEGRITY

- I am responsible for my learning, actions and in my communications with others
- I am honest and can be trusted

CITIZENSHIP

- I choose to be involved in my school
- I am proud to be a part of our community
- I appreciate the individuality of others within our school and community

LEARNING AREAS

KEY COMPETENCIES

Thinking

Participating & Contributing

Relating to others

Managing self

Using Language, Symbols and Text

Literacy Maori Numeracy

Arts Technology & ICT

Social Studies & Science

Thinking Skills

Health & PE

VALUES

ERIC
excellence
respect
integrity
citizenship

PRINCIPLES

HIGH EXPECTATIONS

To empower and equip children to achieve personal excellence

TREATY OF WAITANGI

Provide opportunities to learn Te Reo Maori and Tikanga and the significance of the treaty in our society

CULTURAL DIVERSITY

Create an environment where cultures at our school are valued, recognised and appreciated

INCLUSION

Every child will have access to a curriculum which identifies their unique needs, skills and abilities

LEARNING TO LEARN

Providing skills and opportunities for children to reflect on their learning processes to become lifelong learners.

COMMUNITY

ENGAGEMENT

We provide authentic learning opportunities that connect with our community and engages its support

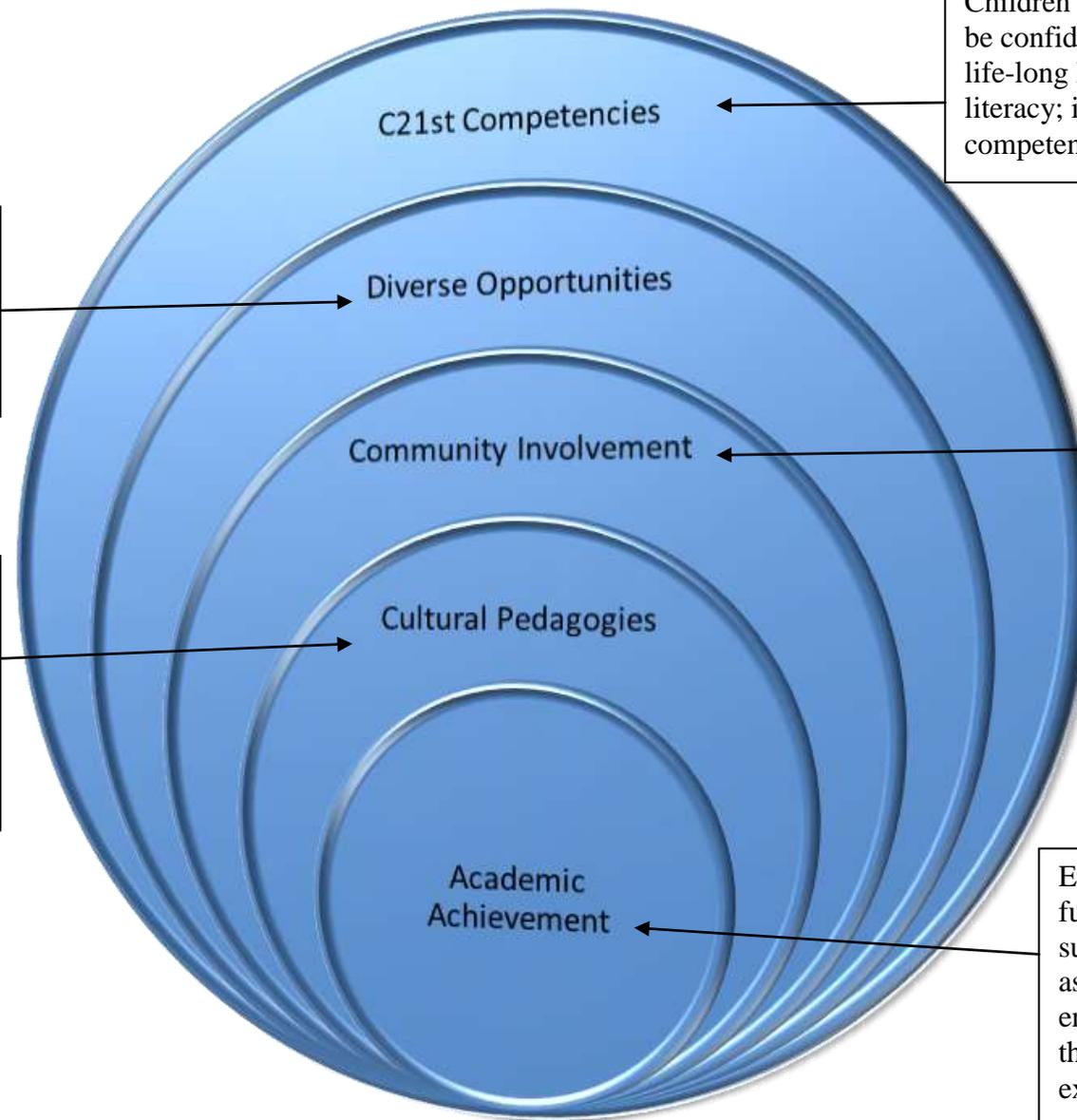
COHERENCE

We aim to provide a coherent, consistent education which consolidates and builds a foundation for lifelong learning

FUTURE FOCUS

To enable our children to be active thinkers whose values promote the belief that they can contribute and make a difference to an ever changing world.

KEY ELEMENTS FOR ACHIEVING OUR VISION



Children having the skills and attributes to be confident, connected, actively involved life-long learners. This will include: digital literacy; inquiry learning skills and the key competencies.

Providing access to a wide range of experiences be they: academic; cultural; sporting; EOTC or in the arts. Enabling children to excel in diverse areas of strength.

Encouraging parents, whanau and our extended community to work with us for the benefit of the children. Ensuring clear communication and consultation. Ensuring families feel welcome at the school.

Ensuring that the dual heritage of our country is recognized and underpins school and curriculum development. To acknowledge and provide the best learning opportunities for our multicultural community.

Ensuring every child reaches their full potential and that academic success is celebrated and recognised as important. Children will be encouraged to take ownership of their learning and strive for excellence.

DESCRIPTION OF SCHOOL AND COMMUNITY

Katikati Primary School is situated 37 km northwest of Tauranga City and 26 km south of the Borough of Waihi on State Highway 2. Katikati Township is the service centre for the larger Katikati District, which extends from the Athenree Gorge to Pahoia/Omokoroa, and is the catchment area for both the Primary School and Katikati College. The area is currently undergoing a period of rapid growth.

The community area encompasses a considerable area of orchard and farmland, which generally extends from the Kaimai Range to the Harbour Coastline. A mainstay of the economy of the area until recent times, has been the Kiwifruit industry. This is now diversifying into a range of horticultural based activities, in particular avocado growing, with increasing proportions of land being sub-divided into lifestyle type blocks, and smaller urban housing developments.

The resident population of Katikati Town Community is at present changing with a large number of new families moving into the area. The recreational facilities offered by the town and district are exceptional for the size of the population, and range from aquatic pursuits on the harbour, to tramping in the nearby Kaimai Ranges, with a full range of sporting and cultural organisations and facilities in between. Katikati is proud of its traditional past, being founded in 1885 by immigrants from Ulster under the leadership of George Vessey Stewart. It is at present known nationally, as "Katikati Mural Town" and has been the recipient of the National "Most Beautiful Small Town" award twice in recent years.

Historically the area in and around Katikati was, and still is, inhabited by the sub -tribe of the Ngaiterangi Tribe within the Tauranga Moana District defined as Mai Nga Kuri-a-Wharei Ki Maketu. The three main Marae in the broad Katikati catchment area being

- 1) Otawhiwhi - at Bowentown (Waihi Beach) 15 km north of Katikati
- 2) Tuapiro - 10 km north of Katikati
- 3) Te Rereatukahia - 3km south of Katikati

The local Marae provides all facilities - including a Kohanga Reo - to serve its people. A large proportion of Katikati Maori are resident within the Marae's immediate area. The Maori pupil population at the school is 21%.

MAORI ACHIEVEMENT AND CULTURALLY RESPONSIVE PEDAGOGIES

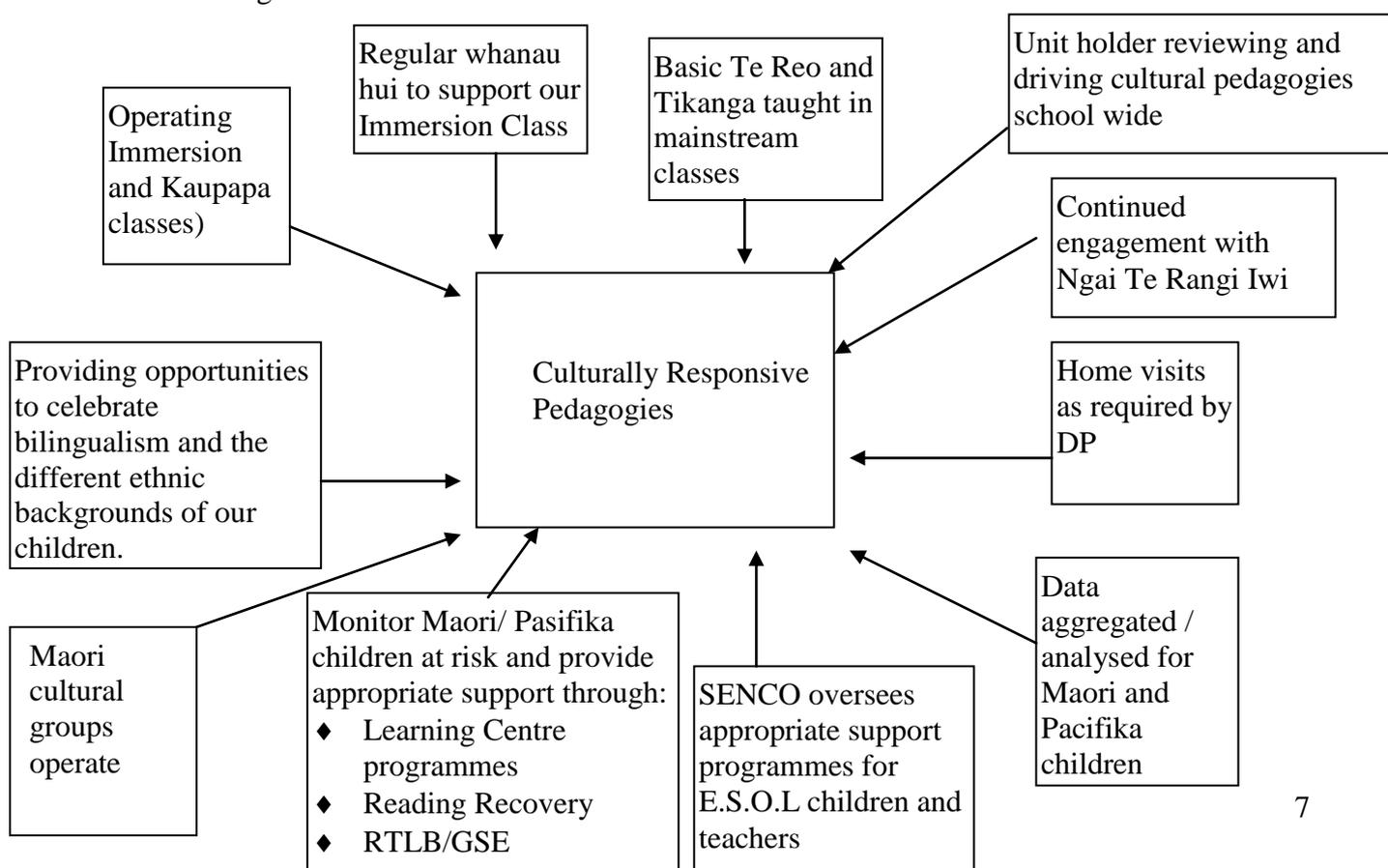
We are committed to developing an environment of learning where the uniqueness of New Zealand’s dual heritage and diversity is acknowledged and enhanced. This includes Te Reo (language) and Tikanga Maori (kapa haka, arts, crafts, waiata and the study of local history) being taught within the mainstream classrooms and our immersion class (Whare Putake). We understand and value the Treaty of Waitangi. In 2015 we created a kaupapa class for children in years 4 – 6 which enables children to learn in a whanau setting. It has a strong focus on Tikanga Maori but follows the English language curriculum.

We consult annually with our Maori community through:

- ◆ Monthly Whanau hui in the Whare Putake
- ◆ Informal dialogue
- ◆ New entrant parent meetings
- ◆ Newsletters

We have engaged with the Ngai Te Rangi Iwi strategy to develop our plans for Maori achievement and have maintained our contact with the iwi undertaking a MOE contract with them in 2016. We have also worked closely with the MOE to provide professional development for the kaiako in our immersion unit. For the last three years we have had unit holders for Cultural Pedagogies in place whose role is to provide professional development, advice and curriculum support for teachers.

In addition to our dual heritage, we recognise the multicultural nature of our school. The establishment of our Tongan cultural group has strengthened our relationship with our Tongan community and has improved the Tongan children’s wellbeing. We are also actively promoting the importance of bilingualism and provide specially trained teacher aides to support our dual language speakers. When reviewing our curriculum plans we are mindful of the needs and experiences our children bring to the school and are proactive in catering to and celebrating the cultural mix of our school.



STRATEGIC SECTION (2018 -2020)

GOAL 1: To improve children’s learning and achievement.

OBJECTIVES

- ◆ To improve literacy and numeracy achievement for all students.
- ◆ To further develop provision for cohorts of concern.
- ◆ To ensure assessment practices inform teaching and learning.
- ◆ To ensure that parents are well informed of their child’s levels of achievement and how they can support their child’s learning.
- ◆ To ensure the work of our special needs department supports and enhances the work of the classroom teachers.

Actions and Responsibilities 2018- 2020

2018	2019	2020
<p>Focus to be placed on surface features as this has been identified as a reason why our target senior students haven’t been achieving at expected levels.</p> <p>The Maths Whizz Programme will be made available to Year 4 target students. Their progress will be monitored to evaluate the effectiveness of this intervention.</p> <p>We will be continuing with our Teacher Led Innovation Fund Project focusing on Growth Mindset. We will be looking at: Heroes of Growth; Intelligent Effort and Managing Competiveness. We believe that this will have a positive impact on children across the curriculum and in their development of Key Competencies. Our lead group of teachers will continue to work with our external expert. Our school’s lead teacher will bring the rest of the staff on board.</p> <p>There will be a greater focus on an integrated curriculum this year with children taking ownership of their learning.</p> <p>Our curriculum unit holders are working together to provide a professional development schedule which will enable staff members to pursue areas of interest or need and share with the rest of their team.</p> <p>Fixed term units will be used to promote leadership in writing and maths.</p> <p>ALIM groups will continue to operate school wide.</p> <p>The Kids Zone Programme will be extended this year to cater for Year 2 children as well. We recognize that children’s achievement levels often drop off again after short term intervention programmes so we want to give children the opportunity to concrete their skills.</p>	<p>Reading to become a whole school focus.</p> <p>After the completion of the Teacher Led Innovation Fund project, the TLIF team and senior management will work together to embed good practice into the school’s curriculum document and classroom programmes. A new application will be made for a cluster TLIF so hopefully we will be able to continue to develop our knowledge and understanding in this area.</p> <p>We will review our work on curriculum integration and refine our practices.</p> <p>Fixed term units will be continued to promote leadership in writing and maths. The literacy unit holder will work closely with the DP to design the school wide Reading development for the year.</p> <p>ALIM groups will continue to operate school wide.</p> <p>The Kids Zone Programme will be adapted and maintained.</p> <p>Senior Leadership will continue to review the progress of target children in Reading and look to extend their focus to include Maths or Writing depending upon analysed priorities. The team will meet twice a term to review data and intervention programmes and discuss whether any adaptations are needed.</p> <p>Reading Together and Best Start Programmes to continue.</p> <p>We will continue to use collaborative practices to enhance the children’s learning and to provide a diversity of opportunities.</p>	<p>Maths to become a whole school focus.</p> <p>Growth Mindset Practices to be embedded across the school and new staff members inducted.</p> <p>Curriculum integration to continue to be an expectation across the school. Our curriculum unit holders will work with the senior management team to refine practices school wide.</p> <p>Fixed term units will be continued to promote leadership in writing and maths. The maths unit holder will work closely with the DP to design the school wide Maths development for the year.</p> <p>ALIM groups will continue to operate school wide.</p> <p>The Kids Zone Programme will be adapted and maintained.</p> <p>Senior Leadership will continue to review the progress of target children in Reading and/ or Maths.</p> <p>Reading Together and Best Start Programmes to continue.</p> <p>We will continue to use collaborative practices to enhance the children’s learning and to provide a diversity of opportunities.</p> <p>Teachers will each undertake an Action Research project aimed at enhancing outcomes for children in a collaborative environment.</p> <p>Reading Recovery to continue.</p> <p>Assessment data will be collected and analysed on a six</p>

<p>Our assessment procedures will be overhauled this year to ensure that we continue to collect data to inform teaching and learning without detracting from classroom programmes.</p> <p>Senior Leadership will continue to review the progress of target children in Reading. The team will meet twice a term to review data and intervention programmes and discuss whether any adaptations are needed.</p> <p>Reading Together Programme will be provided for parents so they can better support their children with Reading at home.</p> <p>The Best Start Programme will run once a term to inform parents of school routines and how they can help their child at home. The main purpose for the Best Start programme is to ensure there are smooth transitions to school.</p> <p>We will continue to use collaborative practices to enhance the children's learning and to provide a diversity of opportunities.</p> <p>Teachers will each undertake an Action Research project aimed at enhancing outcomes for children in a collaborative environment.</p> <p>Reading Recovery to continue, although due to staffing levels it has had to be reduced this year.</p> <p>Assessment data will be collected and analysed on a six monthly basis.</p> <p>Target children will be identified, catered for and progress discussed at appraisal meetings.</p> <p>Special needs programmes and teacher aide allocation to be refined based upon data.</p> <p>The upgraded Special Needs Register will be maintained.</p> <p>The staff will focus on building learning power with the children: resilience; reciprocity; reflection; resourcefulness. A small of team will trial this in 2018.</p>	<p>Teachers will each undertake an Action Research project aimed at enhancing outcomes for children in a collaborative environment.</p> <p>Reading Recovery to continue.</p> <p>Assessment data will be collected and analysed on a six monthly basis.</p> <p>Target children will be identified, catered for and progress discussed at appraisal meetings.</p> <p>Special needs programmes and teacher aide allocation to be refined based upon data.</p> <p>The upgraded Special Needs Register will be maintained.</p> <p>Adaptations made to the building of learning power initiative which will then be rolled out school wide.</p>	<p>monthly basis.</p> <p>Target children will be identified, catered for and progress discussed at appraisal meetings.</p> <p>Special needs programmes and teacher aide allocation to be refined based upon data.</p> <p>The upgraded Special Needs Register will be maintained.</p> <p>Continued focus on building learning power.</p>
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GOAL 2: To promote culturally responsive pedagogies.

OBJECTIVES

- ◆ To improve the achievement of our Maori students as Maori.
- ◆ To enhance the achievement of our Pasifika children.
- ◆ To further develop an awareness school wide of our growing cultural diversity.
- ◆ To improve the quality of provision for our ESOL students both in the mainstream classroom and through withdrawal programmes.
- ◆ To accelerate progress of our Maori and Pasifika children through the development of a growth mindset.
- ◆ To develop a tukana teina model with our Primary children and Katikati College students.
- ◆ To ensure provision in our immersion unit meets the needs of our community and to encourage more families to choose this as an option for their tamariki.

Actions and Responsibilities 2018- 2020

2018	2019	2020
<p>Ensure a smooth transition back for the children in our immersion unit after the kaiako’s study leave.</p> <p>With the support of our external PLD provider we will have four key areas of priority on 2018: ensuring better alignment with our immersion unit and the mainstream classes in terms of areas such as e learning, collaborative learning and Growth Mindset; upskilling the senior leadership team to better support the kaiako; promoting the immersion unit as a choice for new children to the school and looking at how we can further cultural pedagogies across our mainstream classes.</p> <p>Our PLD provider will work with our kaiako, providing support as we work through our priorities. Our cultural pedagogies unit holder will be working alongside too.</p> <p>Our CP unit holder will provide on-going workshops for staff throughout the year focusing on reflection of cultural pedagogies within classroom programmes as well in instruction on: Te Reo pronunciation; school waiata and basic Te Reo for the classroom.</p> <p>Our CP unit holder will up skill our kaiarahi I te reo and review their role within the school. The status of our kaiarahi will be enhanced by inclusion in the Head Student camp at the beginning of the year and in the Head Student meetings throughout the year.</p> <p>Instead of a production this year we will be having a cultural showcase. Each class will choose a culture represented within our school to study and learn about their visual and performing</p>	<p>Continue to build upon the priority areas from 2018.</p> <p>The professional development needs for the kaiako to be reviewed.</p> <p>Continue to work with the kaiako to promote the work of the unit through whanau hui and links with local kohanga.</p> <p>The Cultural Pedagogies Unit Holder to continue to promote Maori achievement and the need for culture, language and identity to be visible/ reflected within classrooms and across the school.</p> <p>Our CP unit holder will be responsible for assessing professional development needs and providing suitable access for staff.</p> <p>The role of our kaiarahi I te reo will be reviewed and adapted as needed.</p> <p>We will continue to monitor the impact of our Growth Mindset Practices especially on our Maori and Pasifika students as they are our target group.</p> <p>Tracking of our Maori and Pasifika children as they move through the school will continue. An overview of success and concerns from our first year of this initiative will be reviewed and feed into our work for the year.</p>	<p>Priority areas to be reviewed and new priorities set.</p> <p>Continue to work with the kaiako to promote the work of the unit through whanau hui and links with local kohanga.</p> <p>The Cultural Pedagogies Unit Holder to continue to promote Maori achievement and the need for culture, language and identity to be visible/ reflected within classrooms and across the school.</p> <p>Our CP unit holder will be responsible for assessing professional development needs and providing suitable access for staff.</p> <p>We will continue to have kaiarahi I te reo.</p> <p>We will continue to monitor the impact of our Growth Mindset Practices especially on our Maori and Pasifika students.</p> <p>Tracking of our Maori and Pasifika children as they move through the school will continue.</p> <p>ESOL provision to be continued and refined.</p> <p>Kaupapa class to continue and practices to be refined.</p> <p>Pasifika Cultural group run if a tutor can be sourced.</p> <p>Continue to promote bilingualism both in written and oral form.</p>

<p>arts. We will then have a celebration evening for parents.</p> <p>Our school curriculum document will be updated in line with our new practices.</p> <p>Continue to work with the kaiako to promote the work of the unit through whanau hui and links with local kohanga.</p> <p>The Teacher Led Innovation Fund Project will continue and findings from the first year will be used to enhance opportunities for our Maori and Pasifika children.</p> <p>Tracking of our Maori and Pasifika children as they move through the school will continue. An overview of success and concerns from our first year of this initiative will be reviewed and feed into our work for the year.</p> <p>ESOL provision to be continued and refined.</p> <p>Kaupapa class to continue and practices to be refined.</p> <p>Teachers to use what has been learnt through ELA to enhance classroom practice.</p> <p>Pasifika Cultural group to be reinstated if a tutor can be sourced.</p> <p>Continue to promote bilingualism both in written and oral form.</p> <p>Continue strengthening connections between the school and wider Maori, Pasifika and Asian communities.</p> <p>Continued focus on making our parents and local community feel welcomed at the school.</p> <p>On-going review of resources school wide.</p>	<p>ESOL provision to be continued and refined.</p> <p>Kaupapa class to continue and practices to be refined.</p> <p>Pasifika Cultural group run if a tutor can be sourced.</p> <p>Continue to promote bilingualism both in written and oral form.</p> <p>Continue strengthening connections between the school and wider Maori, Pasifika and Asian communities.</p>	<p>Continue strengthening connections between the school and wider Maori, Pasifika and Asian communities.</p>
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GOAL 3: Community Involvement

OBJECTIVES

- ◆ To ensure our community feels welcome at the school.
- ◆ To enhance our home school partnerships.
- ◆ To involve parents and the wider community in the children's learning.

Actions and Responsibilities 2018- 2020

2018	2019	2020
<p>At the start of the year we will hold a family picnic where parents can meet their child's teacher and can socialize with other families.</p> <p>Celebrations of learning will be held regularly throughout the year where parents will be invited into the school.</p> <p>We will continue to promote our open door policy where parents can make appointments with teachers at any stage throughout the year rather than waiting for a specific parent/ teacher evening. Teachers to make contact with parents if their child is falling behind or they have any social concerns.</p> <p>Continue to work with local organizations to raise funds and complete projects around the school.</p> <p>Our volunteer reading programme will continue this year.</p> <p>SuperGrans will continue to work with the children to provide a diversity of opportunities for the children.</p> <p>Our school website and Facebook pages will be up dated this year to ensure they are targeting needs.</p> <p>This year we intend to move to digital newsletters to ensure that the newsletters reach parents.</p> <p>Parent and community kept up to date with our developments through the Teacher Led Innovation Fund.</p> <p>Best Start Programme continued to encourage parents to engage with us as soon as their children start school.</p> <p>Expectation in place that class teachers will make contact with all of their children's parents early on in term one and to actively endeavor to stay in touch for the rest of the year.</p>	<p>At the start of the year we will hold a family picnic where parents can meet their child's teacher and can socialize with other families.</p> <p>Celebrations of learning will be held regularly throughout the year where parents will be invited into the school.</p> <p>We will review the numbers of parents making appointments with teachers throughout the year to ensure that our current system provides the best contact between teachers and parents. Teachers to make contact with parents if their child is falling behind or they have any social concerns.</p> <p>School website and Facebook pages to be maintained.</p> <p>Our volunteer reading programme will continue this year.</p> <p>SuperGrans will continue to work with the children to provide a diversity of opportunities for the children.</p> <p>Results and findings from the Teacher Led Innovation Fund along with plans for the future, to be shared with parents and the local community.</p> <p>Best Start Programme continued.</p> <p>Expectation in place that class teachers will make contact with all of their children's parents early on in term one and to actively endeavor to stay in touch for the rest of the year.</p> <p>Home school communication to be undertaken in various forms including: newsletter; phone call; emails and texts.</p>	<p>At the start of the year we will hold a family picnic where parents can meet their child's teacher and can socialize with other families.</p> <p>Celebrations of learning will be held regularly throughout the year where parents will be invited into the school.</p> <p>We will continue to promote our open door policy. Teachers to make contact with parents if their child is falling behind or they have any social concerns.</p> <p>School website and Facebook pages to be maintained.</p> <p>Our volunteer reading programme will continue this year.</p> <p>SuperGrans will continue to work with the children to provide a diversity of opportunities for the children.</p> <p>Best Start Programme continued.</p> <p>Expectation in place that class teachers will make contact with all of their children's parents early on in term one and to actively endeavor to stay in touch for the rest of the year.</p> <p>Home school communication to be undertaken in various forms including: newsletter; phone call; emails and texts.</p> <p>Children's achievements to be celebrated and in the senior school to be accessible to parents via digital portfolios.</p> <p>Regular community events provided e.g. galas; agricultural day.</p> <p>Parents invited to share their cultural talents and expertise.</p> <p>Parents invited to productions, assemblies and musical concerts.</p>

<p>Home school communication to be undertaken in various forms including: newsletter; phone call; emails and texts.</p> <p>Children’s achievements to be celebrated and in the senior school to be accessible to parents via digital portfolios.</p> <p>Regular community events provided e.g. galas; agricultural day. Celebration afternoons to be held at the end of inquiry units or in the case of the Junior School open afternoons at the end of the term.</p> <p>Parents invited to share their cultural talents and expertise.</p> <p>Parents invited to productions, assemblies and musical concerts.</p> <p>Parents will receive written reports twice a year.</p> <p>Continue to nurture the close links developed between our school and the Ngai Te Rangi Iwi.</p> <p>Links strengthened between school and preschool entities.</p> <p>Community Consultation undertaken.</p>	<p>Children’s achievements to be celebrated and in the senior school to be accessible to parents via digital portfolios.</p> <p>Regular community events provided e.g. galas; agricultural day</p> <p>Celebration afternoons to be held at the end of inquiry units or in the case of the Junior School open afternoons at the end of the term.</p> <p>Parents invited to share their cultural talents and expertise.</p> <p>Parents invited to productions, assemblies and musical concerts.</p> <p>Parents will receive written reports twice a year.</p> <p>Continue to nurture the close links developed between our school and the Ngai Te Rangi Iwi.</p> <p>Links strengthened between school and preschool entities.</p>	<p>Parents will receive written reports twice a year.</p> <p>Continue to nurture the close links developed between our school and the Ngai Te Rangi Iwi.</p> <p>Links strengthened between school and preschool entities.</p>
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GOAL 4: To ensure our children experience a diversity of opportunity.

- ◆ To provide a range of learning experiences inside and outside of the classroom.
- ◆ To ensure quality learning across the breadth of the curriculum.
- ◆ To encourage the children to follow their talents.
- ◆ To enable children to excel in areas of strength.

Actions and Responsibilities 2018- 2020

2018	2019	2020
<p>Children encouraged to take ownership of their learning.</p> <p>Greater focus on STEM activities in the senior school and on the wider curriculum.</p> <p>Cultural Showcase, Ra Whakangahau, music lessons, Freshmoves all to be offered to the children to enhance the performing arts.</p> <p>Continue to work with our local community to source and provide different opportunities for our children.</p> <p>The choir, kapa haka and Pasifika groups will run again.</p> <p>Children will be given the opportunity to learn a wide range of musical instruments through the MEP programme.</p> <p>Middle school camp to continue.</p> <p>All of our lead students will attend the Rotorua Young Leaders' Conference and the House Captains and Ambassadors will participate in the Dynamos Lead Student Programme.</p> <p>Our Head Students and kaiarahi I te reo will take part in a camp with student leaders from other neighbouring schools.</p> <p>Our sports coordinator will ensure that the children have the opportunity to take part in a wide range of sporting events throughout the year.</p> <p>Children's special abilities will be showcased in assembly.</p> <p>Unit holders appointed to promote PE and EOTC. A wide range of inter house and staff vs student games to be organized.</p> <p>Kapa Haka group to take part in Ra Whakangahau.</p>	<p>A review of children's key competencies following on from our work on Growth Mindset and collaborative learning to be undertaken. Programmes and strategies adapted.</p> <p>STEM activities to be a focus.</p> <p>\Ra Whakangahau, music lessons, Freshmoves all to be offered to the children to enhance the performing arts.</p> <p>Junior school production to be held.</p> <p>Continue to work with our local community to source and provide different opportunities for our children.</p> <p>Senior school camp to be held in 2019.</p> <p>Middle school camp to continue.</p> <p>The choir, kapa haka and Pasifika groups will run again.</p> <p>Children will be given the opportunity to learn a wide range of musical instruments through the MEP programme.</p> <p>All of our lead students will attend the Rotorua Young Leaders' Conference.</p> <p>Our Head Students and kaiarahi I te reo will take part in a camp with student leaders from other neighboring schools and the House Captains and Ambassadors will participate in the Dynamos Lead Student Programme.</p> <p>Our sports coordinator will ensure that the children</p>	<p>Adapted programmes and strategies will be evident in the classrooms.</p> <p>STEM activities a school focus.</p> <p>Ra Whakangahau, music lessons, Freshmoves all to be offered to the children to enhance the performing arts.</p> <p>Senior production.</p> <p>Continue to work with our local community to source and provide different opportunities for our children.</p> <p>The choir, kapa haka and Pasifika groups will run again.</p> <p>Children will be given the opportunity to learn a wide range of musical instruments through the MEP programme.</p> <p>Middle school camp to continue.</p> <p>All of our lead students will attend the Rotorua Young Leaders' Conference.</p> <p>Our Head Students and kaiarahi I te reo will take part in a camp with student leaders from other neighbouring schools and the House Captains and Ambassadors will participate in the Dynamos Lead Student Programme.</p> <p>Our sports coordinator will ensure that the children have the opportunity to take part in a wide range of sporting events throughout the year.</p> <p>Children's special abilities will be showcased in assembly.</p> <p>Unit holders to promote PE and EOTC.</p>

<p>Funky Fun Days to continue. ERIC community awards to be celebrated at assemblies.</p> <p>Teams of senior students will be given the opportunity to take part in events such as EPro8 Technology Challenge, Chess Tournaments and quizzes with other schools.</p> <p>Host our own Katikati Talent Quest, run by our student leaders.</p> <p>Organise clubs at lunch and morning tea to cater for the different interests and talents of our students e.g. ICT club, Art club, Drama club etc.</p> <p>Deputy Principals to mentor and support children identified with behavioural, social and emotional needs.</p>	<p>have the opportunity to take part in a wide range of sporting events throughout the year.</p> <p>Children’s special abilities will be showcased in assembly.</p> <p>Unit holders to promote PE and EOTC.</p> <p>Kapa Haka group to take part in Ra Whakangahau.</p> <p>Funky Fun Days to continue.</p> <p>ERIC community awards to be celebrated at assemblies.</p> <p>Teams of senior students will be given the opportunity to take part in events such as EPro8 Technology Challenge, Chess Tournaments and quizzes with other schools.</p> <p>Host our own Katikati Talent Quest, run by our student leaders.</p> <p>Organise clubs at lunch and morning tea to cater for the different interests and talents of our students e.g. ICT club, Art club, Drama club etc.</p> <p>Deputy Principals to mentor and support children identified with behavioural, social and emotional needs.</p>	<p>Funky Fun Days to continue.</p> <p>ERIC community awards to be celebrated at assemblies.</p> <p>Teams of senior students will be given the opportunity to take part in events such as EPro8 Technology Challenge, Chess Tournaments and quizzes with other schools.</p> <p>Host our own Katikati Talent Quest, run by our student leaders.</p> <p>Organise clubs at lunch and morning tea to cater for the different interests and talents of our students e.g. ICT club, Art club, Drama club etc.</p> <p>Deputy Principals to mentor and support children identified with behavioural, social and emotional needs.</p>
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GOAL 5: For our children to develop C21st competencies

- ◆ To increase the use of digital technologies to enhance learning in the classroom.
- ◆ To develop higher order thinking skills.
- ◆ To enhance teachers' use of inquiry learning.

Actions and Responsibilities 2019- 2020

2018	2019	2020
<p>School research project into the impact of a growth mindset to continue.</p> <p>Unit holders to provide professional development for staff. The new technology curriculum being a focus.</p> <p>New planning expectations in place to work towards consistency across classrooms.</p> <p>ICT technician to be employed for a day a fortnight to ensure that devices and the network are running smoothly.</p> <p>Current ICT equipment will be reviewed and continued professional development will be delivered to ensure the equipment is well utilized. New purchasing plan drawn up.</p> <p>Curriculum unit holders in place to lead developments in this area.</p> <p>Workshops will be offered to staff regarding the use of digital devices to support problem solving and creativity.</p> <p>E portfolios to be continued in the senior school.</p> <p>Teachers to engage in action research.</p> <p>Collaborative learning practices to be expanded to further personalise the learning for children and to allow for greater flexibility in the learning environment.</p> <p>ICT student club continued to develop technicians and innovators.</p>	<p>Growth Mindset practices to be embedded across the school and hopefully extended within the local cluster of schools.</p> <p>Unit holders to provide professional development for staff.</p> <p>Updated planning expectations adhered to.</p> <p>ICT technician to be employed for a day a fortnight to ensure that devices and the network are running smoothly.</p> <p>Current ICT needs to be reviewed and adequate professional development provided.</p> <p>Curriculum unit holders in place to lead developments in this area.</p> <p>Workshops will be offered to staff regarding the use of digital devices to support problem solving and creativity.</p> <p>E portfolios to be continued in the senior school.</p> <p>Teachers to engage in action research.</p> <p>Collaborative learning practices to be used to further personalise the learning for children and to allow for greater flexibility in the learning environment.</p> <p>ICT student club continued to develop technicians and innovators.</p>	<p>Expectation for all teachers to use Growth Mindset practices within the classroom.</p> <p>Unit holders to provide professional development for staff.</p> <p>Updated planning expectations adhered to.</p> <p>ICT technician to be employed for a day a fortnight to ensure that devices and the network are running smoothly.</p> <p>Current ICT needs to be reviewed and adequate professional development provided.</p> <p>Curriculum unit holders in place to lead developments in this area.</p> <p>Workshops will be offered to staff regarding the use of digital devices to support problem solving and creativity.</p> <p>E portfolios to be continued in the senior school.</p> <p>Teachers to engage in action research.</p> <p>Collaborative learning practices to be used to further personalise the learning for children and to allow for greater flexibility in the learning environment.</p> <p>ICT student club continued to develop technicians and innovators.</p>

ANNUAL SECTION

ACHIEVEMENT TARGET: READING

Teaching and learning programme development

- ◆ 0.45 Reading Recovery to be provided.
- ◆ Phonics programme to be provided in class.
- ◆ Volunteer Reading Programme to assist with Reading Mileage.
- ◆ KidsZone programme extended into Year 2.
- ◆ Lexia Programme provided.
- ◆ Reading at Home Programme run for parents.
- ◆ Concentrated teacher aide support to be provided for junior school programmes.
- ◆ Targeted assessments to be continued.
- ◆ Reading will be taken daily by class teachers.
- ◆ Professional conversations will be held at team, appraisal and staff meeting times based on teaching practice and data.
- ◆ Collaborative practices to be used to enhance evidence-based teaching.
- ◆ Target students identified and monitored.
- ◆ New school wide tracking system for Maori and Pasifika children to be continued.

Baseline Data

At the end of 2017 62% of our children after their first year at school were at or above their chronological age. In 2018 we want to increase this percentage to 70% for this cohort. As 26% of these children are Maori, enhancing the achievement of Maori learners is entrenched in this goal.

Resourcing

- ◆ Reading Recovery
- ◆ Lexia & STEPS Programme
- ◆ LASS assessment tool utilised
- ◆ Learning Centre programmes
- ◆ Professional development
- ◆ Teacher Aide Time

Target for improving student achievement:

By the end of 2018 70% of Year 2 children will be reading at or above their chronological age in comparison to 62% on their first anniversary at school.

Link to Strategic Plan:

To improve children's learning and achievement.

Led by:

Deputy Principal in charge of Literacy
Literacy unit holder
SENCO

Review

- ◆ Data reported to BOT and MOE.
- ◆ PROBE/ Running Records will be carried out termly with data aggregated in terms 2 & 4. Aggregated data will be used to track progress.
- ◆ For children below their chronological age, data will be collected every term. The SLT will track progress and where possible offer additional support.

Community Involvement

- ◆ Newsletter notices.
- ◆ Best Start Programme to focus on how to help at home.
- ◆ Reading Together Programme continued.
- ◆ Parent/ Teacher interviews.
- ◆ Volunteer Reading Programme to be continued.
- ◆ Parents invited to learning celebrations.

Staff and personal professional development

- ◆ SENCO to track progress and to adapt specialist programmes to meet needs.
- ◆ Whole school and individual professional learning programmes undertaken.
- ◆ Cultural Pedagogies professional development provided for staff.
- ◆ Team leaders to lead teaching as inquiry meetings focused on moving target children.
- ◆ Appraisal goals based around classroom data targets.
- ◆ On-going support for teacher leading Reading Together Programme.

Reporting

- ◆ MOE: Annual Report.
- ◆ BOT meetings twice a year.
- ◆ Report to our Maori community.

Agency Support

- ◆ School support services.
- ◆ In-school expertise.
- ◆ RT Lit and RT Maori.
- ◆ RTLB.

Professional development

- ◆ Analysis of achievement has shown that one of the issues preventing children from working at Level 3 of the curriculum is lack of accuracy with surface features. Senior teachers will work collaboratively to trial and utilize new approaches to addressing this issue. They will also share their findings with junior school staff so that in the long term we can adopt an across school approach to addressing this concern.
- ◆ Staff members to attend PD with Sheena Cameron and Louise Dempsey and share new learning with their teams.
- ◆ Phonics to be promoted in the senior school and new staff upskilled.
- ◆ Regular moderation and team inquiries to focus upon moving children forward.
- ◆ Collaborative practices will be used to share best practice.
- ◆ Unit holders will offer professional development to target needs.

Baseline Data

At the end of 2017 69% of our children were working within Level 3 for writing at the end of Year 5. Our aim is to increase this to 80% for this cohort by the end of 2018. As 22% of our focus group are Maori, engagement and achievement for our Maori students will be a focus for the year.

Resourcing

- ◆ Deputy Principal to lead professional development based on formative assessment and teaching as inquiry.
- ◆ New junior school programme to be rolled out for those children with identified needs.
- ◆ Concentrated teacher aide resourcing provided.
- ◆ Commitment by the BOT to keep junior class sizes low to facilitate opportunities for 1:1/ small group tuition.
- ◆ Best Start Programme continued.

ACHIEVEMENT TARGET: WRITING

Target for improving student achievement

By the end of 2018 we want to increase the percentage of students working within Level 3 of the curriculum for Writing in Year 6 to 80% in comparison to 69% for this cohort at the end of Year 5.

Link to Strategic Plan:

To improve children's learning and achievement.

Led by:

Deputy Principal in charge of Literacy
Literacy unit holder
SENCO

Review

- ◆ Data collected at mid and end of the year will be aggregated. This data will be used to monitor progress towards our goal and to highlight needs to be addressed.
- ◆ At termly appraisal meetings, progress towards the target will be discussed.
- ◆ Data reported to MOE.

Community involvement

- ◆ Achievement levels will be clearly reported to parents twice a year.
- ◆ Parents will be given advice on how to support their child at home via written reports, the website and parent/ teacher interviews
- ◆ Newsletter notices.
- ◆ Parent meetings.
- ◆ Best Start Programme.

Teaching and learning programme development

- ◆ A structured phonics programme to be maintained across the school.
- ◆ Literacy lead team to focus on strategies to raise success with surface features.
- ◆ New ideas developed through the action research process will be trailed in classrooms.
- ◆ Writing will be taken daily, recognising the importance of writing mileage.
- ◆ Children to be provided with a wide range of experiences to write about.
- ◆ Teachers will use their collaborative expertise to review children's work, identify areas of need and develop strategies to move children forward.
- ◆ Target children will be identified and monitored through the appraisal process.
- ◆ Writing sample data will be used to identify areas of need. This will feed into professional development schedules.
- ◆ ICT will be used to support classroom writing programmes and to motivate children.
- ◆ Intensive writing workshops for small groups will be provided to accelerate progress.
- ◆ Children with special needs e.g. dyslexia will have differentiated support programmes.

Reporting

- ◆ MOE: Annual Report.
- ◆ BOT meetings twice yearly.
- ◆ Reports to parents

Agency Support

- ◆ RTLit
- ◆ RTMaori

Professional development

- ◆ The teachers trained in ALIM over the last two years will be sharing their knowledge and expertise at team meetings.
- ◆ The unit holder for Maths will continue to attend curriculum up-date meetings with our local advisor and feedback to the team.
- ◆ Team leader to ensure teachers have the content knowledge they need at this level and will oversee Maths planning.
- ◆ Collaborative practices will be used to share best practice.
- ◆ Professional conversations at team, appraisal and staff meeting times will be based on teaching practice and data.

Baseline Data

Based on our National Standards data at the end of 2017, 15% of our children were above for Maths after their third year at school. We want to accelerate the progress of this cohort so that 20% of children will be working above curriculum expectations by the end of Year 4. As 15% of children in this cohort are Maori, accelerating Maori achievement is entrenched in this goal.

Resourcing

- ◆ Unit holders in charge of Maths to attend curriculum up-date meetings.
- ◆ Teacher aide time and training to be provided in order to facilitate Maths support groups.

ACHIEVEMENT TARGET: MATHEMATICS

Target for improving student achievement

To raise the percentage of children working above curriculum expectations for Maths from 15% at the end of their third year at school to 20% at the end of Year 4.

Link to Strategic Plan:

To improve children's learning and achievement.

Led by:

Unit holders in charge of Maths
Deputy Principals

Review

- ◆ Data collected at mid and end of the year will be aggregated.
- ◆ This data will be used to monitor progress towards our goal and to highlight needs to be addressed.
- ◆ At termly appraisal meetings, progress towards the target will be discussed.
- ◆ Data reported to MOE.
- ◆ GLOSS testing will be used to inform teachers' planning and so judgements can be made of what level a student is working at within the curriculum.
- ◆ "I Can"/ pre- tests will also be used to inform teaching.

Community involvement

- ◆ Newsletter notices.
- ◆ Parent meetings.
- ◆ How to help at home documented.
- ◆ Parents provided with MOE pamphlets.
- ◆ Parents notified of useful web sites to improve basic facts.

Teaching and learning programme development

- ◆ Teachers will use their collaborative expertise to review children's work, identify areas of need and develop strategies to move children forward.
- ◆ Cross grouping will occur as required.
- ◆ Targeted children will be identified and tracked through the appraisal process.
- ◆ A focus will be placed on Maths problem solving and Maths inquiries.
- ◆ ICT will be used to support and enhance learning.
- ◆ ALIM groups will continue.
- ◆ Teachers will focus on Growth Mindset and challenge within the classroom to encourage children to extend their mathematical thinking.
- ◆ Cross curriculum links will be made to encourage children to use their maths strategies to solve real life problems.

Reporting

- ◆ MOE: Annual Report.
- ◆ BOT meetings.
- ◆ Reporting to parents

Agency Support

- ◆ School support services.
- ◆ Maths Adviser.

SELF REVIEW 2018

GOAL: To ensure that a system of self – review is implemented.

	<u>TERM 1</u>	<u>TERM 2</u>	<u>TERM 3</u>	<u>TERM 4</u>
<i>CURRICULUM</i>	<ul style="list-style-type: none"> ◆ Maintenance work on school curriculum. 	<ul style="list-style-type: none"> ◆ Data gathered in Literacy and Numeracy. 		<ul style="list-style-type: none"> ◆ Data gathered in Numeracy and Literacy. ◆ Curriculum Reviews.
	<ul style="list-style-type: none"> ◆ Principal reports to Board meetings on targets. 			
<i>PERSONNEL</i>	<ul style="list-style-type: none"> ◆ Teachers will identify target children and appraisal goals will be set in line with these. 	<ul style="list-style-type: none"> ◆ The progress of target children and progress towards set goals will be reviewed with DPs. 		
	<ul style="list-style-type: none"> ◆ Teachers to set Action Research Question. 	<ul style="list-style-type: none"> ◆ Action Research undertaken and practice adapted. 		<ul style="list-style-type: none"> ◆ Teachers appraised against professional standards. ◆ Outcomes of Action Research reflected upon.
	<ul style="list-style-type: none"> ◆ Policy and procedures reviewed. 			

	<u>TERM 1</u>	<u>TERM 2</u>	<u>TERM 3</u>	<u>TERM 4</u>
<i>HEALTH & SAFETY</i>	◆ Fire drills occur each term.			→
	◆ Weekly / monthly equipment / property checks.			→
	◆ Monthly health and safety meetings held. Minutes provided to the BOT.			→
	◆ Policy and procedures reviewed.			→
<i>OPERATIONS</i>	◆ School Charter approved.			◆ School Charter reviewed and redeveloped.
	◆ BOT training.			→
<i>FINANCE & PROPERTY</i>	◆ Expenditure reported and monitored.			◆ Budget reviewed, developed and approved.
	◆ Policy and procedures reviewed.			◆ Audit procedures.
	◆ Policy and procedures reviewed.			→
<i>LEGISLATION</i>	◆ Policy and procedures reviewed.			◆ Annual report prepared.

