



# Strategic Plan

The How...

2019



‘Learning for the Future’



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# WHO WE ARE

## Type of School

Contributing, co-educational, Primary School (Years 0 – 6) – Decile 5 – U5

## General Description

Kamo Primary is a medium sized urban school with a roll range of 450 - 550. The roll has grown steadily in recent years, and this steady growth has been beneficial and capitalised on to develop various aspects of the school. In 2006 the roll increased beyond the capability of the school and the Ministry of Education directed the Board to implement an Enrolment Policy to take effect in 2007. A further classroom was also allocated to cater for the increased number of pupils. Since the enrolment policy has been in place the roll has steadily increased within our current zone.

The school first opened in 1873 and relocated to the current site in 1946. Kamo Primary is located in the northern suburbs of Whangarei and has a neighbouring, intermediate and secondary school as well as two other primary schools. The staff includes a principal, two deputy principals and two associate principals (which make up the Senior Leadership Team – SLT), part-time specialist teacher and 20 other classroom teachers. There are support staff working with children and five staff working in Administration and Property Management.

The ethnic mix is 60% European, 28% Maori and 12% made up of a range of other ethnic groups. The gender composition is 53% boys and 47% girls. Our school follows an inclusive practice model which caters for all learning abilities, including students with high needs.

The school is very well resourced with a hall, library, heated swimming pool, shade areas, ball courts, astro-turf, rugby and soccer fields and attractive well maintained playing areas. Kamo Primary also has access to the Kamo Recreation grounds, which extends the range of activities available to the children.

An important focus of the school is the integration of the curriculum with a focus on inquiry learning, problem solving and digital literacy. A significant thread through the curriculum is a continually growing use of e-Learning tools throughout all levels of the school. The schools digital resources are continuing to grow.

We have a three-year partnership with the Ministry of Education to participate in the Positive Behaviour for Learning (PB4L) programme, which also includes Restorative Practice. We are also committed to Professional Learning and Development in Mathematics, Writing and Relationships Based Learning.

The Kamo Primary School philosophy is based on:

Excellence and creativity – Challenging learning experiences – Understanding and caring for all people – **Learning for the future**

## Kahui Ako – Community of Learning

Kamo Primary is part of a Kahui Ako which consists of the following schools: Hurupaki, Kaurihauhore, Totara Grove, Glenbervie, Blomfield, Kamo Intermediate, Kamo High and Excellere College. We have developed three Learning Achievement goals that will bind us to move forward for pedagogical growth, student learning and wellbeing. Many of these students will connect through pathways to future learning, so we aim to ensure cohesive and supportive transitions to allow the best performance for all. We are still in development stages but will keep our Board of Trustees and community informed.

# PROGRAMME OF SELF-REVIEW

Kamo Primary School Board of Trustees Programme of Self-Review			
Term	Year 1 – 2018	Year 2 – 2019	Year 3 – 2020
1	Strategic Plan Set Achievement Targets	Strategic Plan Set Achievement Targets	Strategic Plan Set Achievement Targets
	Smoke Free Policy (annually) Health Programme (every 18 months)		
2	Board of Trustee Elections		
	NAGs 5 and 6	NAG 1	NAG 3
3	NAGs 7 and 8	NAGs 2 and 2a	NAG 4
4	Budget, Cash flow and Asset Register Job Descriptions Performance Agreements Staff Appraisal Staff Development Plan Review Strategic Plan and Achievement Targets Equal Employment Opportunities Programme School Operation Plan Property Plan		

# CULTURAL DIVERSITY

Kamo Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. In recognising the unique position of Maori culture, Kamo Primary School will take all reasonable steps to provide professional development in Tikanga (Maori culture) and Te Reo Maori (Maori language) for all staff; and instruction in Tikanga and Te Reo Maori for all students.

Teachers are required to:

- Use simple Maori instructions and commendations in classroom as and when appropriate
- Provide opportunities through our Education Outside the Classroom programme for students to develop an appreciation and understanding of Tikanga and Te Reo Maori through marae experiences
- Involve local iwi in planning and delivering programmes of learning
- Encourage students to perform in our school kapa haka group

The Kamo Primary School curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. It aims to implement programmes of learning that reflect and include reference to this as well as New Zealand's cultural diversity. Through the delivery of the curriculum, the school will:

- Incorporate local and regional history
- Observe occasions of national significance, eg ANZAC Day, Maori Language Week
- Use Maori contexts where possible across the curriculum and especially in English, Mathematics, Social Sciences, Science, Health, and Physical Education.
- Promote the learning from Tamsin Hanley – A critical guide to Māori and Pākehā histories of Aotearoa

## **Maori Responsiveness Plan**

If a whanau requests a higher level of Tikanga and/or Te Reo Maori than is presently evident in our school's Maori programme, the staff and the family will discuss and explore the following options:

- Further explain the existing programmes
- Further extend the existing programmes if and as appropriate
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga Maori within the child's classroom
- Access local experts in Te Reo Maori who could assist the school's current programme

2019 will see Kamo Primary continue with a whanau class for Year 5 and 6 students where there is an increase in Te reo Maori me ona tikanga, as well as investigate a Year 3 and 4 whanau class for 2020. This is in response to whanau requests and the need to acknowledge Aotearoa's heritage.

Staff will continue to learn about Relationships Based Learning where the focus is around a pedagogical shift to ensure we are meeting the needs of all learners in our school, while respecting the different cultures students bring to our school. The shift is to ensure learners needs are met through culturally responsive practices.

# OUR STAFF FOR 2019

## Leadership

- Principal – ensuring the development of the Senior Leadership Team (SLT), SENCO support, the whanau class, Growth Coaching, and Professional Learning and Development
- Senior Leadership Team (SLT) – comprises of the principal, two deputy principals and two associate principals. Each is responsible for leading a learning team. Each SLT member will also have other designated responsibilities such as SENCO, attendance, student welfare, curriculum and progress, leading and monitoring planning, classroom teacher release, growth coaching, implementing PB4L and facilitating meetings.
- All SLT members will ensure the following occurs:

<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Compulsory use of iUgo for collaborative planning</li> <li>• Responsive practice to the Code of Professional Responsibility for the Teaching Profession</li> <li>• Implementing all three areas of Professional Learning Developments contracts</li> <li>• Differentiate classroom programmes to meet needs of students</li> <li>• Use knowledge evidence and inquiry to improve teaching</li> <li>• Develop caring, collaborative learning communities that are inclusive of diverse (all) learners</li> <li>• The care and concern for the whole child and their wellbeing is paramount to teacher practice</li> <li>• Personalised assessment practices will be used in all classes</li> <li>• Analysis of assessment data will be used to inform planning</li> <li>• All teachers will be part of a whanau team</li> <li>• All teachers are committed to collaborative practice</li> </ul>	<p><b>Support Staff – Student focused</b></p> <ul style="list-style-type: none"> <li>• Will be guided by student and teacher</li> <li>• Will implement programmes set by teachers</li> <li>• Will ensure students are included in all classroom life</li> <li>• Will have regular meetings</li> <li>• Will contribute and attend PEP's</li> <li>• Will participate in PLD opportunities</li> </ul>
<p><b>Support Staff - Administration and Property</b></p> <ul style="list-style-type: none"> <li>• Will support all aspects of school life</li> <li>• Participate in any relevant PLD</li> </ul>	<p><b>All Staff</b></p> <ul style="list-style-type: none"> <li>• All staff will be annually appraised for best performance against relevant standards.</li> <li>• All staff will follow Policies and Procedures.</li> </ul>

# OUR GOALS 2019

- For all students to grow their skills and knowledge in Reading, Writing and Mathematics with an emphasis on authentic and meaningful learning.
- Facilitate student learning and development through an environment that fosters cultural responsiveness in Mathematics and Writing so students strive comfortably to meet learning levels and expectations relevant to their year of schooling.
- For all staff to understand and support the Achievement Challenges of our Kahui Ako, in particular, an environment that fosters wellbeing.
- For teachers to be supported to meet all learners who have had a Six Year Net administered where the results show specific literacy needs.

# KAMO PRIMARY SCHOOL YEAR 6 GRADUATE PROFILE



# STRATEGIC GOALS FOR 2019

## Professional Learning and Development

Curriculum Learning Areas	PB4L / Restorative Practice	Relationships Based Learning
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Enrich teaching curriculum knowledge.</li> <li>Enrich teacher pedagogical content knowledge.</li> <li>Increase students' problem solving approach to their learning.</li> <li>Cater for student needs identified in problem solving activities using mixed ability groupings.</li> <li>Ensure independent activities are respond to student learning needs.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Enrich teaching curriculum knowledge.</li> <li>Enrich teacher pedagogical content knowledge.</li> <li>To ensure the programme is followed as it is set out by writing facilitator.</li> <li>To ensure robust moderation practices occur.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the new indicators of our school values.</li> <li>Redefine our matrix for the implementation of PB4L school-wide.</li> <li>All staff to follow and implement behaviour management and restorative practices that we are learning and growing as a team.</li> <li>To provide a positive school climate which promotes acceptable social and learning skills.</li> <li>To promote and encourage behaviour across the school.</li> </ul>	<ul style="list-style-type: none"> <li>We will build effective relationships with all students through the Relationships Based Learning Profile.</li> <li>Teachers will look at classroom relationships and the ways that traditional teaching methods have not met all learners.</li> <li>This will be part of our Kahui ako and will ensure the students of Kamo are connected through teacher practice.</li> <li>Teachers will grow a greater understanding of teacher discourse and the positive impact on learners.</li> </ul>

## Student Outcomes from Professional Learning and Development

Curriculum Learning Areas	PB4L / Restorative Practice	Relationships Based Learning
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Raise student achievement in relation to New Zealand Curriculum levels and expectations.</li> <li>Evidence of accelerated progress.</li> <li>Increase student voice.</li> <li>Increase in independence as a mathematician.</li> <li>Increase student confidence in Mathematics.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Raise student achievement in relation to New Zealand Curriculum levels.</li> <li>Evidence of accelerated progress.</li> <li>Increase student voice.</li> <li>Increase in independence as a writer.</li> <li>Increase student confidence in Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in positive behaviour</li> <li>Understanding negative feelings</li> <li>How I can help my behaviour</li> <li>Increase in confidence around positive behaviour for learning</li> <li>Effectively demonstrate the school values in all areas of school life</li> <li>Know that behaviour will be handled consistently by all staff</li> <li>Grow an understanding of how Relationships Based Learning connects to, and has an impact on, positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>To understand the right to a safe and inclusive learning environment where individual learning needs are met</li> <li>To be proud of their cultural heritage</li> </ul>



# STRATEGIC GOALS FOR 2019

## Students

### 2019 Goals

#### Priority Goals

1. For all students to grow their skills and knowledge in Reading, Writing and Mathematics with an emphasis on authentic and meaningful learning.
2. Facilitate student learning and development through an environment that fosters cultural responsiveness in Mathematics and Writing so students strive comfortably to meet learning levels relevant to their year of schooling.
3. For all staff to understand and support the Achievement Challenges of our Kahui Ako, in particular, an environment that fosters wellbeing.
4. For teachers to be supported to meet all learners who have had a Six Year Net administered where the results show specific literacy needs.
5. Promote Maori achieving educational success as Maori.

#### Integrated Goals

1. Develop students' talents and creativity in authentic and meaningful ways.
2. Effectively implement personalised teaching, learning and assessment to cater for all students.
3. Uphold the school's vision and values with the inclusion of PB4L practices.
4. Maintain confident, competent and responsible users of digital technologies.

## Staff Effectiveness

### 2019 Goals

1. Develop an in-depth knowledge of Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession.
2. Explore and effectively utilise pedagogical practices in relation to collaboration.
3. Implement and maintain targeted Professional Learning and Development for all staff to develop an in-depth knowledge of curriculum and assessment practices, in particular accelerated progress.
4. Strengthen a culture of learning where e-Learning is purposefully integrated school-wide.
5. Further develop Maori achieving educational success as Maori.

# STRATEGIC GOALS FOR 2019

## Learning Community

### 2019 Goals

1. Maintain strong, positive connections and communication with families and whanau.
2. Develop a culture of engagement and a partnership between parents and the school.
3. Uphold a school culture and environment that is safe, respectful and culturally aware for all stakeholders.
4. Develop stronger partnerships between education sectors and the local community.

## Physical Environment

### 2019 Goals

1. Create more effective learning spaces and a ore purposefully built sports shed.
2. Further develop the outdoor environment and playing spaces, in particular the new junior playground and the sunshade over the Rimu deck.
3. Further develop and maintain the school as an Enviro School.
4. Plan to extend the hall (ongoing).

# ANNUAL PLAN 2019

## Strategic Direction – Students

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p><b>Priority Goal 1</b></p> <ul style="list-style-type: none"> <li>For all students to grow their skills and knowledge in Reading, Writing and Mathematics with an emphasis on authentic and meaningful learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will ensure that students have an understanding of the New Zealand Curriculum levels and expectations in Reading, Writing and Mathematics.</li> <li>Students who are working below the New Zealand Curriculum levels and expectations will be identified and support will be given to address the needs of these students.</li> <li>Use of Senior Leadership team and internal and external facilitators to ensure quality teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Share and discuss results of assessment data with students.</li> <li>Analyse progress and achievement data school-wide.</li> <li>Team Leaders to identify those students working below the New Zealand Curriculum expectations. Students are identified and actions will be taken to improve their learning.</li> </ul>	<ul style="list-style-type: none"> <li>New Zealand Curriculum, Te Aho Arataki Marau mo te Ako I Te Reo Maori , Learning Progressions</li> <li>Staff</li> <li>Students</li> <li>SLT</li> <li>Facilitators</li> </ul>
<p><b>Priority Goal 2</b></p> <ul style="list-style-type: none"> <li>Facilitate student learning and development through an environment that fosters cultural responsiveness in Mathematics and Writing so students strive comfortably to meet learning levels relevant to their year of schooling.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to talk about their learning and reflect on their own thinking and learning processes in Mathematics and Writing. Teachers will allow time for class discussion and conferencing for students to understand the results of their assessments and the outcome and impact on their learning in Mathematics and Writing.</li> <li>SLT to have discussions with all teachers about how they manage their classrooms to promote learning and encourage discussion.</li> <li>Provide explicit instruction in learning strategies to strengthen the ability to take control of learning, develop meta-cognitive skills, self regulate and develop self-efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of student learning to be collected school-wide. Examples of this could be recorded in Seesaw or through discussion with students by Team Leaders and teachers.</li> <li>Determine whether families and whanau are satisfied with the outcomes of the contact made from the school with regard to their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments to be shared with students and discussed in depth</li> <li>Teaching staff</li> <li>SLT</li> <li>Students</li> <li>Families and whanau</li> </ul>
<p><b>Priority Goal 3</b></p> <ul style="list-style-type: none"> <li>For all staff to understand and support the Achievement Challenges of our Kahui Ako, in particular an environment that fosters wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Keep teaches informed of regular updates.</li> <li>Identify practices and resources that achieve this and share as a team.</li> <li>Seek teacher voice regularly.</li> <li>Identify our own school wellbeing measuring tool.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback at staff meetings and staff survey.</li> <li>Create a shared document of practice and resources.</li> <li>Feedback collated and actively plan to lead next learning steps.</li> <li>Results of school wellbeing collated, evaluated and discussed with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Kahui Ako</li> <li>Across School Leaders</li> <li>Within School Leaders</li> <li>SLT</li> </ul>

## Strategic Direction – Students

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p><b>Priority Goal 4</b></p> <ul style="list-style-type: none"> <li>For teachers to be supported to meet all learners who have had a Six Year Net administered where the results show specific literacy needs.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with teachers the importance of the Six Year Net.</li> <li>Plan forward.</li> <li>Develop and implement tracking systems.</li> <li>Hold regular teacher workshops on Six Year Nets and supporting learners.</li> <li>Develop and locate programmes to support learners.</li> </ul>	<ul style="list-style-type: none"> <li>Track students and monitor their rate of change.</li> <li>Regular contact with whanau.</li> <li>Evaluate teacher meetings for content effectiveness.</li> <li>Evaluate the effectiveness of programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Six Year Net within school</li> <li>Reading Recovery teaching</li> <li>Literacy Support from Jane Bowker and Jo Beaumont</li> <li>External Reading Recovery tutor – Heather Hardy</li> <li>RTLB – STEPS Web</li> </ul>
<p><b>Priority Goal 5</b></p> <ul style="list-style-type: none"> <li>Promote Maori achieving educational success as Maori.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and use achievement information to identify trends (which include Maori) patterns of progress and achievement and to evaluate and improve programmes and teaching strategies.</li> <li>Teaching practices reflect Culture Counts PLD and previous PLD undertaken with Tamsin Hanley (A critical guide to Māori and Pākehā histories of Aotearoa)</li> <li>Te Reo Maori me ona Tikanga promoted across the school at all levels.</li> <li>Kapahaka and Noho Marae continue.</li> <li>Designated whanau class for Year 5 and 6 students.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Te Reo/Tikanga Maori being developed weekly in all teachers planning.</li> <li>Evaluate the effectiveness of the Te Reo/Tikanga Maori development across the school.</li> <li>Analyse Maori student achievement data – looking at the overall achievement, and gender difference. Areas for improvement will be identified and addressed.</li> <li>Appraisal system will show evidence of the Tataiako cultural competencies and Culture Counts.</li> </ul>	<ul style="list-style-type: none"> <li>Kapa Haka tutors to be paid from allocated budget</li> <li>Teaching staff</li> <li>Whanau</li> <li>Kapa Haka tutors</li> <li>SLT</li> <li>Principal</li> <li>Community</li> </ul>
<p><b>Integrated Goal 1</b></p> <ul style="list-style-type: none"> <li>Develop students' talents and creativity in authentic and meaningful ways.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will record those students with exceptional abilities on the Gifted and Talented register in eTap.</li> <li>Teachers need to work differentiation for their Gifted and Talented children into their daily programmes across all curriculum areas. To guide teachers through this, they can refer to the Maker Model in the Kamo Primary School Curriculum booklet.</li> <li>Teachers planning will include learning opportunities that respond to students' identified strengths, talents, needs and prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>Gifted and Talented Register</li> <li>Evidence of planning for learning through play, learning to explore, Discovery Time, self-directed learning and examples of students work.</li> <li>Team Leaders will check for differentiated learning in teachers planning.</li> </ul>	<ul style="list-style-type: none"> <li>Kamo Primary School Curriculum Booklet</li> <li>iUgo Planning templates</li> <li>Time will be allocated in the school day for learning through play, learning to explore, Discovery Time, and self-directed learning.</li> </ul>

## Strategic Direction – Students

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
	<ul style="list-style-type: none"> <li>• Strengths and talents will be catered for through:                             <ul style="list-style-type: none"> <li>- Learning through play, learning to explore (Pono)</li> <li>- Discovery Time (Kowhai)</li> <li>- Self-directed learning</li> </ul> </li> </ul>		
<p><b><u>Integrated Goal 2</u></b></p> <ul style="list-style-type: none"> <li>• Effectively implement personalised teaching, learning and assessment to cater for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain personalised assessments for students learning needs and abilities.</li> <li>• Teachers will provide classroom programmes that allow students to engage in cognitively challenging and purposeful learning opportunities. These will relate to real-life contexts, issues and experiences in every area of learning.</li> <li>• Personalised Education Plans (PEP) are written and implemented for those who require them. Families and whanau to be included in these meetings and the decisions made for the students.</li> <li>• Teachers to design personalised programmes to cater to the individual needs of the students, which promote inclusive practice for all (include ESOL students).</li> <li>• Teachers will plan for differentiation using multiple teaching strategies to engage students. This will ensure a balance of surface, deep and conceptual learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardised assessments should show improvement within the Scale Score.</li> <li>• Regular and effective use of the online appraisal and performance management system (including Provisionally Registered Teacher induction and mentoring programmes).</li> <li>• Student PEPs are evaluated and new goals are set in conjunction with families and whanau.</li> </ul>	<ul style="list-style-type: none"> <li>• Test Resources budget</li> <li>• SENCO Budget</li> <li>• Principal</li> <li>• Teaching Staff</li> <li>• Support Staff</li> <li>• SENCO</li> </ul>
<p><b><u>Integrated Goal 3</u></b></p> <ul style="list-style-type: none"> <li>• Uphold the school’s vision and values with the inclusion of PB4L practices.</li> </ul>	<ul style="list-style-type: none"> <li>• School values are explicitly taught in every classroom, which are guided by PB4L matrices.</li> <li>• PRIDE Awards are awarded to those who achieve all of the school values. Each team will award student the appropriate award (Bronze, Silver, Gold).</li> <li>• School values and vision to be put on as external signage around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students who achieve PRIDE Awards increases.</li> <li>• Evidence of the school’s vision and values is observed within the school culture.</li> <li>• Monitoring of student behaviour through the Positive Behaviour for Learning programme (PB4L) recorded in eTap for further action if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• PRIDE Awards from Curriculum Development Budget</li> <li>• Signwriting – from PB4L Budget</li> <li>• All Staff</li> <li>• Principal</li> <li>• Ministry of Education</li> </ul>

## Strategic Direction – Students

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p><b>Integrated Goal 4</b></p> <ul style="list-style-type: none"> <li>Maintain confident, competent and responsible users of digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support BYOD programme in Years 3 – 6</li> <li>Teaching programmes are further developed and adjusted to support and sustain digital technologies in all classrooms.</li> <li>Teachers will make provisions for students to use digital devices and ICT resources in ways that promote learning and digital and technological literacy.</li> <li>Digital Citizenship will be taught in all classes. This is to educate against Cyber Bullying and how to respond appropriately.</li> <li>Continue with KPS News on a weekly basis.</li> <li>Introduction of coding and robotics school wide</li> </ul>	<ul style="list-style-type: none"> <li>Teachers planning shows evidence of Digital Citizenship consistently being taught and referred to.</li> <li>Evidence of digital technologies are consistently used in all classrooms as a tool for learning in all learning areas.</li> <li>Families and whanau meetings held to explain purpose and rationale behind the BYOD programme.</li> </ul>	<ul style="list-style-type: none"> <li>ICT Teacher Release</li> <li>ICT Technical Support budget</li> <li>ICT Budget (equipment)</li> <li>Time will be allocated during the school day for KPS News</li> <li>Teaching staff</li> <li>Principal</li> <li>Dave Boswell – Technical support</li> </ul>

# ANNUAL PLAN 2019

## Strategic Direction – Staff Effectiveness

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
1. Develop an in-depth knowledge of Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession.	<ul style="list-style-type: none"> <li>Understand and practice the requirements of Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession to be an effective teacher.</li> <li>Document evidence against the standards using Mapping during the appraisal process.</li> <li>Leadership to evaluate and build the capabilities as leaders of learning to promote and support the improvement of teaching and learning through Coaching for Growth.</li> </ul>	<ul style="list-style-type: none"> <li>Appraisal monitoring and discussions to be held each term for SLT leaders and teachers.</li> <li>Annual review by team leaders to held in term.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers personal appraisal</li> <li>Appraisal budget</li> <li>Allocated funding for Coaching for Growth – PLD budget</li> <li>Teaching staff</li> <li>SLT</li> </ul>
2. Explore and effectively utilise pedagogical practices in relation to collaboration.	<ul style="list-style-type: none"> <li>Professional Learning and Development (PLD) focus is centred on modern learning practices with an emphasis on collaboration and developing personal pedagogical knowledge.</li> <li>Teachers share high, clear and equitable expectations for student learning, achievement, progress and wellbeing.</li> <li>Professional learning planned for 2019 will challenge teachers’ practice and encourage them to change based on the needs of their students.</li> <li>All teachers will be using iUgo as the planning format and this will be supported in collaborative team meetings.</li> <li>Lead teachers in Mathematics and Writing will model, co-teach, hold workshops and follow through in a planned and consistent approach.</li> </ul>	<ul style="list-style-type: none"> <li>All planning is evidenced through the use of a collaborative format in iUgo.</li> <li>Evidence of collaboration shown in teacher appraisals.</li> <li>Changes in teaching practices will be evident through classroom observations, appraisal process and planning.</li> </ul>	<ul style="list-style-type: none"> <li>PLD budget</li> <li>Allocated funding for online planning solution (iUgo)</li> <li>Internal and external PLD facilitators</li> <li>All Staff</li> </ul>
3. Implement and maintain targeted Professional Learning and Development for all staff to develop an in-depth knowledge of curriculum and assessment practices, in particular accelerated progress.	<ul style="list-style-type: none"> <li>Teachers will strongly focus on student learning and thinking.</li> <li>Mixed-ability groupings will be used across the curriculum.</li> <li>Teachers content knowledge of Mathematics and Writing to be improved. This will be supported with internal and external professional learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics and Writing data will be analysed and reported on. Planning will reflect the needs of the students.</li> <li>Mathematics and Writing data will show progress and achievement school-wide.</li> <li>Teacher inquiry in Mathematics and Writing will be linked to the appraisal system.</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Curriculum Plan Booklet</li> <li>Mathematics budget</li> <li>Literacy budget</li> <li>Time allocated for Staff Meetings</li> <li>Teaching staff</li> </ul>

## Strategic Direction – Staff Effectiveness

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
	<ul style="list-style-type: none"> <li>Classroom programmes will reflect current, effective practices in Mathematics and Writing for all students.</li> <li>Internal Writing and Mathematics leaders will support teachers in class with collaborative teaching and learning.</li> <li>Personalised assessment practices will continue and focus on getting the best outcomes for students.</li> <li>Why we use assessment information/data will be explored.</li> <li>Changes in student-teacher relationships will be evident through the PLD we receive around building cultural respect and responsiveness through our Culture Counts PLD.</li> </ul>		<ul style="list-style-type: none"> <li>SLT</li> <li>PLD facilitators</li> </ul>
4. Strengthen a culture of learning where e-Learning is purposefully integrated school-wide.	<ul style="list-style-type: none"> <li>All staff will effectively use digital technology in their daily programmes.</li> <li>Grow our 1:1 programme throughout the school. These could be a combination of BYOD and school owned devices.</li> <li>Teachers are responsible for undertaking their own PLD to address their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Observational evidence of the use of digital technologies in classrooms.</li> <li>Evaluate the percentage of school owned devices against BYOD and formulate a plan on how best to move forward.</li> </ul>	<ul style="list-style-type: none"> <li>ICT Teacher Release</li> <li>ICT Technical Support budget</li> <li>ICT Budget (equipment)</li> <li>Students to bring their own devices</li> <li>All Staff</li> <li>SLT</li> <li>Board of Trustees</li> <li>Mac North Computers – Technical support</li> </ul>
5. Further develop Maori achieving educational success as Maori.	<ul style="list-style-type: none"> <li>Teachers will continue to understand, respect and value all cultures. We will continue to integrate the PLD we completed around Tamsin Hanley's work, and developing our practice with the Relationships Based Learning Profile.</li> <li>Teachers to have a greater understanding of the Treaty of Waitangi.</li> <li>Analyse and use achievement information to identify trends (which include Maori) patterns of progress</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Te Reo/Tikanga Maori lessons being taught in all teachers planning.</li> <li>Analyse Maori student achievement data.</li> <li>Evidence of cultural responsiveness in teacher appraisals.</li> </ul>	<ul style="list-style-type: none"> <li>Whanau class budget</li> <li>Time will be allocated in the school day for teaching and learning of Te Reo/Tikanga Maori</li> <li>All staff</li> <li>Kapa Haka tutors</li> <li>SLT</li> </ul>



## Strategic Direction – Staff Effectiveness

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
	<p>and achievement and to evaluate and improve programmes and teaching strategies.</p> <ul style="list-style-type: none"> <li>Teaching practices will reflect the cultural competencies of Maori learners: in particular manaakitanga, ako, whanaungatanga, Wananga and tangata whenuatanga.</li> </ul>		<ul style="list-style-type: none"> <li>Board of Trustees</li> </ul>

# ANNUAL PLAN 2019

## Strategic Direction – Learning Community

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>1. Maintain strong, positive connections and communication with families and whanau.</p>	<ul style="list-style-type: none"> <li>Consult regularly, both formally and informally, to ensure there is more parental and community involvement in school planning.</li> <li>Communication will be through school newsletters, community newsletters, newspaper briefs, school website, Seesaw, school App, and other media.</li> <li>Parents will be encouraged to participate in all school activities.</li> <li>Our 'Open Door Policy' continues for all family and whanau.</li> <li>Maintain relationships with the community.</li> <li>Investigate ways to further involve the community with the school.</li> <li>Family and whanau induction days for new students will be held each term on a needs basis.</li> </ul>	<ul style="list-style-type: none"> <li>Higher levels of engagement with families and whanau entering the school will be recorded and observed.</li> <li>Parent feedback collected in relation to our reporting systems.</li> <li>Conduct a school satisfaction survey seeking feedback for growth from families and whanau.</li> </ul>	<ul style="list-style-type: none"> <li>School Website and App budget</li> <li>All Staff</li> <li>Families and whanau</li> <li>School community</li> </ul>
<p>2. Develop a culture of engagement and a partnership between parents and the school.</p>	<ul style="list-style-type: none"> <li>Survey parents to establish whether they require curriculum workshops to develop their understanding of how their children learn.</li> <li>Continue with our 'Open Door' policy.</li> <li>Teachers to be proactive and contact families and whanau to discuss student issues when necessary.</li> <li>Encourage families and whanau to ask questions about their child's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents making contact our school to discuss their child's learning increases.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff</li> <li>School community</li> <li>SLT</li> <li>Board of Trustees</li> <li>Newsletter and digital contact</li> <li>Face to face contact</li> </ul>
<p>3. Uphold a school culture and environment that is safe, respectful and culturally aware for all stakeholders.</p>	<ul style="list-style-type: none"> <li>School Values are explicitly taught in conjunction with PB4L PLD.</li> <li>The Treaty of Waitangi is taught in all classes.</li> <li>Teachers will promote, acknowledge and celebrate the unique cultures within their classes to ensure students are confident in their identity, language and culture.</li> <li>Classroom programmes promote the recognition of Maori and Pakeha as full Treaty partners.</li> </ul>	<ul style="list-style-type: none"> <li>Contact made with families and whanau will be documented in eTap.</li> <li>Number of students who achieve PRIDE Awards increases.</li> <li>Evidence of the school's vision and values is observed within the school culture.</li> </ul>	<ul style="list-style-type: none"> <li>PRIDE posters are displayed in every room</li> <li>Treaty of Waitangi resources are current – in particular 'A critical guide to Maori and Pakeha histories of Aotearoa' by Tamsin Hanley</li> </ul>

## Strategic Direction – Learning Community

Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
	<ul style="list-style-type: none"> <li>• All classes will do a karakia/whakatauki to begin and end the school day.</li> <li>• Create a school-wide karakia to be used by all.</li> <li>• Share Restorative Practice with whanau</li> </ul>	<ul style="list-style-type: none"> <li>• Students will practice their Pepeha/Mihi.</li> <li>• Karakia/Whakatauki is visible in this school.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Board of Trustees</li> <li>• PB4L – Restorative Practice</li> </ul>
<p>4. Develop stronger partnerships between education sectors and the local community.</p>	<ul style="list-style-type: none"> <li>• Links consolidated with the early childhood sector, and other schools within our community.</li> <li>• Year 0 and Year 1 teachers to visit early childhood providers regularly as part of the transition to school process to strengthen relationships with schools in our Kahui Ako.</li> <li>• Teachers will understand where our student's come from, and where they are heading to with regard to their learning.</li> <li>• Transitions between schools and education providers are seamless. We will pass on relevant information, meet with staff from other providers, organise visits for students and staff (including SENCO) where required.</li> <li>• Take opportunities, as they arise, for interaction with local community groups. Education and business partnerships, including sponsorship, will be encouraged.</li> <li>• Develop a moderation process between schools for targeted learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of visits between the school and early childhood providers increases.</li> <li>• More regular contact with our local schools.</li> <li>• Teachers are aware of each stage and level of learning.</li> <li>• Principal and staff representative to report to the Board of Trustees on the effectiveness of partnerships within our school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Providers</li> <li>• Kahui Ako</li> <li>• Local Schools</li> <li>• Allocate time for New Entrant teachers to visit early childhood providers at least once per term</li> <li>• Principal</li> <li>• Board of Trustees</li> </ul>

# ANNUAL PLAN 2019

Strategic Direction – Physical Environment			
Goals	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
1. Create more effective learning spaces and a more purposefully built sports shed.	<ul style="list-style-type: none"> <li>Staff, students and Board of Trustees to be informed of physical environment progress.</li> <li>Potential for construction in Kauri Block to create another learning space.</li> <li>Rimu canopy to be installed Term 1 2019.</li> <li>Container to be placed on field and converted into a sports shed – known as Stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>Staff, students and Board of Trustees will monitor progress.</li> <li>Container stalled, fitted and in use.</li> </ul>	<ul style="list-style-type: none"> <li>As per 5 Year Agreement budget in the 10 Year Property Plan</li> <li>Board of Trustees budget allocation</li> <li>Time to be allocated at Board of Trustees meetings to discuss ideas for Innovative Learning Environments</li> <li>All staff</li> <li>School caretaker</li> <li>Board of Trustees</li> <li>Architect</li> <li>Property manager</li> <li>Preferred tenderers</li> </ul>
2. Further develop the outdoor environment and playing spaces, in particular the new junior playground and the sunshade over the Rimu deck.	<ul style="list-style-type: none"> <li>Junior playground to be constructed.</li> <li>Safety fall upgrades under the playgrounds to be monitored.</li> <li>E-Team to plan enhancing school area.</li> </ul>	<ul style="list-style-type: none"> <li>Junior playground project is completed.</li> <li>Students construct a planned and dated timeline for change.</li> </ul>	<ul style="list-style-type: none"> <li>Home and School Committee raising funds for playground</li> <li>Time will be allocated in the school day for the E-Team</li> <li>Home and School Committee</li> <li>School caretaker</li> </ul>
3. Further develop and maintain the school as an Enviro School.	<ul style="list-style-type: none"> <li>Maintain the Enviro School's guiding principles in planning and actions, community and school awareness of being an Enviro School. Maintain and extend our sustainable practices, increase range and depth of learning and action, develop connections and integration, whole school participation.</li> </ul>	<ul style="list-style-type: none"> <li>Students are benefitting from the crops provided by the school orchard and gardens.</li> <li>Native Reserve is improved.</li> <li>Bees in Schools programme will be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>Environment budget</li> <li>Time will be allocated in the school day for the E-Team to complete Enviro projects.</li> </ul>

## Strategic Direction – Physical Environment

Goals	Strategic Development <i>What will we do to achieve this?</i>	How will this be measured?	Resources
	<ul style="list-style-type: none"> <li>Recycling – maintain recycling throughout school. Use shredded paper in compost, gardens and worm farms. Reduce amount of rubbish in school and community. Monitor waste.</li> <li>Maintain the E-Team. Students are trained up across the school for sustainability.</li> <li>Continue to develop the areas around Otapapa stream, Hodges Park, Pukenui Forest and our school native reserve. These areas will become teaching and learning resources for the whole school. Students involved in maintenance and restoration of a native environment. Learn the importance of native plants to our ecosystem.</li> <li>Maintain shade house to allow for propagation of seedlings, which can be sold to our local community.</li> <li>Maintain school orchard. Use organic sprays and fertilisers. Prune, mulch, harvest and use fruit.</li> <li>Maintain eco-hut, school gardens and vegetable gardens.</li> <li>Enhance our school native reserve.</li> <li>Develop the new Bees in Schools programme.</li> </ul>	<ul style="list-style-type: none"> <li>Survey the students to find out what they know about our school environment</li> </ul>	<ul style="list-style-type: none"> <li>Time to be allocated for Staff meetings</li> <li>All Staff</li> <li>School caretaker</li> </ul>
4. Plan to extend the school hall (ongoing)	<ul style="list-style-type: none"> <li>Board of Trustees to continue to work with architect on potential extension solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Staff, students and Board of Trustees agree on a plan.</li> </ul>	<ul style="list-style-type: none"> <li>Time to be allocated at Board of Trustees meetings to discuss ideas for Hall extension</li> <li>All staff</li> <li>School caretaker</li> <li>Principal</li> <li>Board of Trustees</li> <li>Students</li> <li>Architect</li> <li>Property Manager</li> </ul>

# CURRICULUM ACHIEVEMENT TARGET FOR 2019

## Curriculum Achievement Target for 2019 – Writing

### General Goals:

- All students will be engaged in Writing and their learning will show the progress they have made to reach their own potential.
- All students will strive to meet, or achieve above the New Zealand Curriculum levels and expectations for their year level in Writing.

### Historical Position

**Baseline data:** Analysis of school-wide Writing data in December 2018 identified some concerns in Years 1 – 6 for our students.

Year Level	Well Below and Below	At and Above
Year 1	0%	100%
Year 2	15%	85%
Year 3	15%	85%
Year 4	23%	77%
Year 5	51%	49%
Year 6	52%	48%

- There is concern with the percentage of students working below the New Zealand Curriculum levels and expectations in all year groups.
- There is still work to do, as the number of students who are not achieving is far higher than we would like.
- Overall, 28% of boys and 15% of girls are underachieving across our school.
- 29% of our Maori students are either working below or well below the New Zealand Curriculum levels and expectations.
- There is a high percentage of Pasifika students (39%) who are working below or well below the Writing expectation for their Year level, but this equates to a very small number of students overall.

Strategic Actions and Checkpoints	When?	What?
Appropriate budget support	All Year	Literacy Budget and Staffing
Collect data and review	Term 1 and Term 3	All Writing data
Initial report to Board of Trustees	Term 1	Collate data from previous year
Moderation at team meetings	Term 1 and Term 3	OTJ consistency
Professional Learning and Development	All year	Staff meetings, classroom support and targeted workshops
Home and School partnerships	All year	Reporting and consultation
OTJ professional development	All year	SLT, team moderation, whanau group meetings
Final report to Board of Trustees	Term 4. OTJ reporting in Terms 2 and Term 4.	All Writing data, analysis of outcomes and PLD

## Curriculum Achievement Target for 2019 – Writing

### Outcome Indicators

- All students will be engaged in Writing and their learning will show the progress they have made to reach their own potential.
- All students will strive to meet, or achieve above the New Zealand Curriculum levels and expectations for their year level in Writing.
- The teaching staff will be undertaking internal Professional Learning and Development in Writing. The Board of Trustees is aware of this and supports this target.

### Strategic Goals

Using the 2018 historical New Zealand Curriculum levels and expectations data, all year levels from Year 1 to Year 6 will be targeted for 2019. It is a requirement for all teachers (full or part-time) to use the Teaching as Inquiry model as an ongoing reflective tool throughout their Writing practice.

#### Set criteria to strengthen Writing practice:

- Have a common genre and teach appropriate layout and structure
- Teaching of specific language features
- Provide an environment rich in language
- Write in a book
- Development of assessment

#### Teachers will be:

- Following the programme outlining the specific teaching sequence
- Constructing and maintaining an inclusive classroom climate
- Encouraging students to take risks
- Providing a well-organised environment
- Maximise student learning time
- Having focused planning and teaching
- Using a variety of assessment methods
- Teaching responsive lessons
- Creating a variety of instructional and workshop groups to address specific learning needs
- Making connections
- Using realistic contexts to help students connect to their worlds
- Having high expectations
- Asking questions that provoke higher-order thinking skills
- Encouraging students to regulate their own learning, make their own learning decisions and be self-critical
- Providing equity for all students
- Providing extra time for students with high learning needs

#### Leaders will be:

- Leading regular staff and team meetings to learn and support alongside teachers with a focus on improved teacher knowledge and practice in Writing
- Facilitating discussions which will lead teachers to engage in the way they practice and to implement the next steps
- Monitoring evidence that shows gaps for/in analysis
- Ensuring data leads and informs best teacher practice
- Monitoring target students alongside teachers
- Ensuring Writing is taught daily
- Supporting teachers to learn best practice from each other, and as a team
- Working with Professional Learning Development providers to gain greater knowledge and understanding
- Promoting an inclusive classroom
- Looking for focused planning and relevant Writing activities
- Observing responsive lessons
- Ensuring teachers provide success for all
- Promoting KPS Key Competencies for Writing

## Curriculum Achievement Target for 2019 – Writing

### Strategic Goals Continued

#### Students will be:

- Talking about their learning
- Self and peer assessing
- Having the locus of control
- Be clear about where they are and what they are going to achieve
- Experiencing daily Writing learning
- Sharing to a wide audience in a variety of ways
- Confident and enthusiastic mathematicians
- Maintaining and improving their attitudes towards Writing
- Learning in authentic contexts
- Sharing Writing with peers, teachers and families
- Using planning strategies
- Understanding the purpose of Writing
- Participating in shared learning experiences
- Understanding their role as a learner

#### Parents will be:

Learning to help at home through:

- Parent-teacher-student discussions as needed
- School newsletters/notices
- Sharing students work via Seesaw and encouraging feedback
- Sharing students work with parents
- Parents and the community being kept informed of progress towards school goals
- Board of Trustee reports and feedback
- Working with parents, families and whanau around ways to support student learning



# CURRICULUM ACHIEVEMENT TARGET FOR 2019

## Curriculum Achievement Target for 2019 – Mathematics

### General Goals:

- All students will be engaged in Mathematics and their learning will show the progress they have made to reach their own potential.
- All students will strive to meet, or achieve above the New Zealand Curriculum levels and expectations for their year level in Mathematics.

### Historical Position

**Baseline data:** Analysis of school-wide Mathematics data in December 2017 identified some concerns in Years 1 – 6 for our students.

Year Level	Well Below and Below	At and Above
Year 1	0%	100%
Year 2	6%	94%
Year 3	29%	71%
Year 4	12%	88%
Year 5	38%	62%
Year 6	36%	64%

- There is concern with the percentage of students working below the New Zealand Curriculum levels and expectations in Years 3, 5 and 6.
- There is still work to do at all year levels across the school, as the number of students who are not achieving is far higher than we would like.
- Overall, 17% of boys and 18% of girls are underachieving across our school.
- 27% of our Maori students are either working below or well below the New Zealand Curriculum levels and expectations.
- There is a high percentage of Pasifika students (34%) who are working below or well below the Mathematics expectations for their year level, but this equates to a very small number of students overall.

Strategic Actions and Checkpoints	When?	What?
Appropriate budget support	All Year	Mathematics Budget and Staffing
Collect data and review	All year	All Mathematics data
Initial report to Board of Trustees	Term 1	Collate data from previous year
Moderation at team meetings	Term 1 and Term 3	OTJ consistency
Professional Learning and Development	All year	Staff meetings, classroom support and targeted workshops. External facilitator through Cognition Education.
Home and School partnerships	All year	Reporting and consultation
OTJ professional development	All year	SLT, team moderation, whanau group meetings
Final report to Board of Trustees	Term 4. OTJ reporting in Terms 2 and Term 4.	All Mathematics data, analysis of outcomes and PLD

# Curriculum Achievement Target for 2019 – Mathematics

## Outcome Indicators

- All students will be engaged in Mathematics and their learning will show the progress they have made to reach their own potential.
- All students will strive to meet, or achieve above the New Zealand Curriculum levels and expectations for their year level in Mathematics.
- The teaching staff will be undertaking external Professional Learning and Development in Mathematics through Cognition Education. The Board of Trustees is aware of this and supports this target.

## Strategic Goals

Using the 2018 historical New Zealand Curriculum levels and expectations data, all year levels from Year 1 to Year 6 will be targeted for 2019. It is a requirement for all teachers (full or part-time) to use the Teaching as Inquiry model as an ongoing reflective tool throughout their Mathematics practice.

### Set criteria to strengthen Mathematics practice:

- Use the problem-solving approach and mixed ability groups in all areas of Mathematics
- Teaching of specific learning needs in relation to the relevant strand
- Provide an environment rich in Mathematics
- Using assessment data to inform teaching

### Teachers will be:

- Having high expectations while using a growth mindset
- Constructing and maintaining an inclusive classroom climate
- Encouraging students to take risks
- Providing a well-organised environment
- Maximising student learning time
- Having focused planning
- Using a variety of assessment methods
- Providing problem-centred activities
- Teaching responsive lessons
- Creating a variety of instructional groups to address specific learning needs
- Making connections
- Using realistic contexts to help students connect mathematics to their worlds
- Asking questions that provoke higher-order thinking skills
- Encouraging students to regulate their own learning, make their own learning decisions and be self-critical
- Observing colleagues for best practice

### Leaders will be:

- Leading regular team meetings to learn and support alongside teachers, with a focus on improved teacher knowledge and practice in Mathematics
- Facilitating discussions which will lead teachers to engage in the way they practice and to implement the next steps
- Monitoring evidence that identifies the next steps for learning
- Ensuring data leads and informs best teacher practice
- Monitoring target students alongside teachers
- Ensuring Mathematics is taught daily
- Supporting teachers to learn best practice from each other, and as a team
- Working with Professional Learning Development providers to gain greater knowledge and understanding
- Promoting an inclusive classroom
- Looking for focused planning and problem-centred activities
- Observing responsive lessons
- Ensuring teachers provide success for all
- Promoting KPS Key Competencies for Mathematics

## Curriculum Achievement Target for 2019 – Mathematics

### Strategic Goals Continued

- Providing equity for all students
- Providing extra time for students with high learning needs
- Putting students at the centre of their learning and talking about Mathematics
- Promoting and using the Talk Moves
- Focusing on accelerating learning and not remediating it
- Encouraging students to show effective recording of evidence
- Having high expectations

#### Students will be:

- Talking about their learning
- Self and peer assessing
- Having the locus of control
- Be clear about where they are and what they are going to achieve
- Experiencing daily Mathematics learning
- Sharing to a wide audience in a variety of ways
- Confident and enthusiastic mathematicians
- Maintaining and improving their attitudes towards Mathematics
- Learning in authentic contexts
- Sharing their ideas with peers, teachers and families
- Understanding the purpose of mathematics
- Participating in shared learning experiences
- Understanding their role as a learner
- Using the Talk Moves

#### Parents will be:

Learning to help at home through:

- Parent-teacher-student discussions as needed
- School newsletters and notices
- Sharing students work via Seesaw, and encouraging feedback
- Parents and the community being kept informed of progress towards school goals
- Board of Trustee reports and feedback
- Working with parents, families and whanau around ways to support student learning
- Invited to attend open days to sit, observe, learn and participate alongside their child as a mathematician
- Surveyed to see if they want to have regular Mathematics evenings or afternoons