

Strategic Plan

The How... The Quest

2021

‘Learning for the Future’

Values
Graduate
Profile

1873 to 2021
and beyond-
450 students



PB4L
Restorative
Practice



The Arts, a
Social Sciences
and
Te reo Maori
focus

Te Tai Raki
Kahui Ako

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CULTURAL DIVERSITY

Kamo Primary School is going to make a deliberate effort to 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 steps to provide development in Te Ao Maori and 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, commendations and dialogue in classrooms along with daily blessing of timatanga, kai and whakamutunga with an expectation to increase personal levels through professional guidance.
- 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 performance group.
- Provide Kapa Haka across the school for all students to experience learning through waiata.

The Kamo Primary School curriculum acknowledges the principles of the Treaty of Waitangi/Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. We will 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. For example: Waitangi Day, ANZAC Day, Maori Language Week.
- Use Maori contexts where possible across the curriculum and especially in English, Mathematics, Social Sciences, Science, The Arts, Digital Technology, Health, and Physical Education.
- Use 'A critical guide to Māori and Pākehā histories of Aotearoa' by Tamsin Hanley.

The school has commenced growing teacher knowledge around the teaching of New Zealand histories and eagerly awaits further guidance. However, this does not stop the exploration of it.

Maori Responsiveness Plan

A whanau class was established in 2018 and continues to grow. It started as a class of 14 students and has now become a classroom of 30 students working in a full-sized classroom. Whanau who helped to establish the original class requested Reading, Writing and Mathematics in English. However, alongside this, they encouraged the teacher to explore all learning from a Te Ao Maori perspective. This class continues to be a work in progress and is a definite feature of Kamo Primary School.

Staff will continue to learn about Relationships Based Learning and The Hikairo Schema 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 and in particular our Maori students. The shift is to ensure learners needs are met through culturally responsive practices.

We have much to learn and grow in this area and will constantly seek out advice and guidance as necessary, and know we are continually learning.

OUR STAFF FOR 2021

Leadership

- Principal – ensuring the development of the Senior Leadership Team (SLT), team leaders, SENCo support, the whanau class, Growth Coaching, and Professional Learning and Development
- Senior Leadership Team (SLT) – comprises of the principal, two deputy principals and one associate principal. Two are responsible for leading learning teams and one is our lead in curriculum and assessment. 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. 2021 will see two team leaders in training as we have four teams across the school.

Teachers

- Collaborative planning for all teams and all teachers are committed to collaborative practice.
- Responsive practice to the Code of Professional Responsibility for the Teaching Profession.
- Differentiate classroom programmes to meet needs of students.
- Use knowledge, evidence and inquiry to improve teaching.
- Develop caring, collaborative learning communities that are inclusive of diverse (all) learners.
- Set goals for, and contribute to, Personalised Learning Plans (PLPs) for students who require them.
- The care and concern for the whole child and their wellbeing is paramount to teacher practice.
- Personalised assessment practices will be used in all classes.
- Analysis of assessment data will be used to inform planning and teaching.
- All teachers will be part of a whanau team.
- Teachers will have a committed focus to teaching through the areas of The Arts and the Social Sciences.
- PLD commitment to Maths, Writing, Digital Technologies, PB4L and Restorative Practice, Relationships Based Learning (Culture Counts) and Te reo Maori

Learning Support Assistants – Student focused

- Will be guided by students and teachers.
- Will implement programmes set by teachers and other outside agencies if appropriate.
- Will ensure students are included in all aspects of classroom life.
- Will have regular meetings with teachers to determine next steps for the students.
- Will contribute to and attend PLPs.
- Will participate in PLD opportunities.

Support Staff – Administration and Property

- Will support all aspects of school life.
- Participate in any relevant PLD.

All Staff

- All staff will be appraised annually for best performance against the relevant standards.
- All staff will follow the school's Policies and Procedures.

OUR LEARNING QUEST FOR 2021 (Refocusing from 2020)

We will support all students to achieve increased personal success in Reading, Writing and Mathematics through uplifting teaching and learning, using The Arts and the Social Sciences curriculums with an emphasis on authentic and meaningful learning.

This may mean a specific focus in one learning area in particular for some students.

We will:

- Facilitate student learning and development through an environment that fosters cultural responsiveness in pedagogy and practice.
- Strive for all teachers to make personal gains with their use of Te reo Maori.
- Ensure all teachers act upon data which indicates those students who need extra support.
- Assist staff to understand and support the Achievement Challenges of our Kahui Ako, in particular, an environment that fosters wellbeing.
- Assure teachers meet all learners who have had a Six Year Net administered where the results show specific literacy needs.

KAMO PRIMARY SCHOOL YEAR 6 VALUES GRADUATE PROFILE

This is currently under review, but the focus has moved to meeting our school values. **However**, our school values remain our guiding and binding way of being at Kamo Primary School for all stakeholders – students, support staff and teachers.

Proactive – Ahuwhenua	<ul style="list-style-type: none">• I always do what is right and what the school expects.
Respect – Maanakitia	<ul style="list-style-type: none">• I am kind, safe, thoughtful and careful with everything I do.
Independence – Mana Motuhake	<ul style="list-style-type: none">• I try, I fix, I own, and I grow my learning.
Determination – Manawanui	<ul style="list-style-type: none">• I keep trying and never give up
Empathy – Aroha	<ul style="list-style-type: none">• I care for others and look out for them.

STRATEGIC QUESTS FOR 2021

Professional Learning and Development		
Curriculum Learning Areas	PB4L / Restorative Practice	Relationships Based Learning
<p>Mathematics</p> <ul style="list-style-type: none"> Maintaining, consolidating and extending teachers' curriculum knowledge. Maintaining, consolidating and extending teachers' pedagogical content knowledge. Increase students' problem solving approaches to their learning. Workshops that cater for student needs which have been identified in problem solving activities using mixed ability groupings. Independent activities are responsive to student learning needs. <p>Please note: To sustain our progress and learning in Mathematics when the contract ceases mid 2021, teachers will continue with team planning and forming needs-based groups for Mathematics teaching.</p> <p>Writing</p> <ul style="list-style-type: none"> Continue with school Writing programme to inform teachers of the appropriate curriculum knowledge, and teacher pedagogical content knowledge. Increase proofreading and editing skills school-wide. <p>Social Sciences</p> <p>"The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens." <i>The New Zealand Curriculum, 2007</i></p> <ul style="list-style-type: none"> Teachers will spend the year unpacking this statement, in particular in relation to Maori History and the influence of our local curriculum 	<ul style="list-style-type: none"> Implement the PB4L flowchart. Redefine our matrix for the implementation of PB4L school-wide. All staff to follow and implement behaviour management and restorative practices. To provide a positive school climate which promotes wellbeing across the school. To promote and encourage positive behaviour across the school. 	<ul style="list-style-type: none"> Teachers will look at classroom relationships and the ways that traditional teaching methods have not met all learners. This is part of our Kahui Ako and will ensure the students of Kamo are connected through teacher practice. Teachers will grow a greater understanding of teacher discourse and the positive impact on learners. We will plan a pathway with our PLD provider for all teachers to access support to gain further understanding. Grow cultural capabilities.

Professional Learning and Development

Curriculum Learning Areas	PB4L / Restorative Practice	Relationships Based Learning
<p>Te reo Maori</p> <ul style="list-style-type: none"> Teachers will make personal learning gains in Te reo Maori and will be aware of communication, language knowledge and cultural knowledge. <p>The Arts</p> <ul style="list-style-type: none"> This will be influenced and integrated through teachers Mathematics and Writing programmes. 		

Student Engagement and Outcomes from Professional Learning and Development

Curriculum Learning Areas	PB4L / Restorative Practice	Relationships Based Learning
<p>Mathematics through an Arts and Social Science lens</p> <ul style="list-style-type: none"> Continue to raise student achievement in relation to New Zealand Curriculum levels and expectations. Evidence of accelerated progress across the school. Promote student voice through deliberate acts of teaching and the talk moves. Maintain independence as a mathematician. Maintain student confidence in Mathematics. <p>Writing through an Arts and Social Science lens</p> <ul style="list-style-type: none"> Continue raising student achievement in relation to New Zealand Curriculum levels. Evidence of accelerated progress across the school. Promote student voice through deliberate acts of teaching and the talk moves. Maintain independence as a writer. Developing independence with their proofreading and re-crafting skills. 	<ul style="list-style-type: none"> Increase in positive behaviour. Understanding negative feelings and identify how they can help their behaviour. Increase in confidence around positive behaviour for learning. Effectively demonstrate the school values in all areas of school life. Expect that behaviour will be handled consistently by all staff. 	<ul style="list-style-type: none"> To understand the right to a safe and inclusive learning environment where individual learning needs are met. To be proud of their cultural heritage. Grow cultural capabilities.

ANNUAL PLAN 2021

Strategic Quest – Students			
Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 1</p> <ul style="list-style-type: none"> We will support all students to achieve increased personal success in Reading, Writing and Mathematics. We will do this through uplifting teaching and learning using The Arts and the Social Sciences curriculums with an emphasis on authentic, meaningful learning that is culturally responsive. This may mean for some students a specific focus in one learning area in particular. 	<ul style="list-style-type: none"> Teachers will ensure that students have an understanding of the New Zealand Curriculum levels and expectations in Reading, Writing and Mathematics. 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. Use of the Senior Leadership Team (SLT) and internal and external facilitators to ensure quality teaching and learning. Ensure teachers meet the needs of the identified target and priority students. Students are able to talk about their learning and reflect on their own thinking and learning processes in Mathematics and Writing through The Arts and the Social Sciences as a main learning area focus. 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. SLT to have discussions with all teachers about how they manage their classrooms to promote learning and encourage discussion. 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. 	<ul style="list-style-type: none"> Share and discuss results of assessment data with students. Analyse progress and achievement data school-wide. Teachers to identify those students working below the New Zealand Curriculum expectations. Students are identified and actions will be taken to improve their learning. These students will be recorded and discussed at fortnightly team meetings. 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. Determine whether families and whanau are satisfied with the outcomes of the contact made from the school with regard to their child's education. 	<ul style="list-style-type: none"> New Zealand Curriculum, Te Aho Arataki Marau o te Ako Te Reo Maori , Learning Progressions Framework, Social Sciences online, The Arts online. Assessments to be shared with students and discussed in depth. Staff. Students. SLT. Team Leaders. Facilitators. Families and whanau.

Strategic Quest – Students

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 2</p> <ul style="list-style-type: none"> For all staff to understand and support the Achievement Challenges of our Kahui Ako; in particular an environment that fosters wellbeing. 	<ul style="list-style-type: none"> Keep teaches informed of regular updates. Identify practices and resources that achieve this and share as a team. Seek teacher voice regularly. Identify our own school wellbeing measuring tool. 	<ul style="list-style-type: none"> Feedback at staff meetings and staff survey. Create a shared document of practice and resources. Feedback collated and actively plan to lead next learning steps. Results of school wellbeing collated, evaluated and discussed with all stakeholders. 	<ul style="list-style-type: none"> Kahui Ako. Across School Leaders. Within School Leaders. SLT. Team Leaders.
<p>Priority Quest 3</p> <ul style="list-style-type: none"> For teachers to meet all learners needs who have had a Six Year Net administered where the results show specific literacy needs. 	<ul style="list-style-type: none"> Discuss with teachers the importance of the Six Year Net. Plan forward from current tracking systems and monitoring. Run a teacher workshops on Six Year Nets and how to support learners each term. Develop and locate programmes to support learners. 	<ul style="list-style-type: none"> Track students and monitor their rate of change. Regular contact with whanau. Evaluate teacher meetings for content effectiveness. Evaluate the effectiveness of programmes. 	<ul style="list-style-type: none"> Six Year Net within school. Reading Recovery. Literacy Support from Jane Bowker and Jo Beaumont. Reading Recovery tutor – Heather Hardy. The Code.
<p>Priority Quest 4</p> <ul style="list-style-type: none"> Promote Maori achieving educational success as Maori. Supported by the whole school learning and making personal gains in Te reo Maori. 	<ul style="list-style-type: none"> 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. Teaching practices reflect Culture Counts PLD and previous PLD with Tamsin Hanley (A critical guide to Māori and Pākehā histories of Aotearoa) Te Reo Maori me ona Tikanga promoted across the school at all levels. Kapa Haka and Noho Marae continue. Designated whanau class for Year 5 and 6 students. All staff to participate in making personal gains in building Te reo Maori me ona Tikanga – language and understanding. 	<ul style="list-style-type: none"> Increase use of Te reo Maori from teachers as they gain support through our 2021 PLD Contract. Evidence of Te Reo/Tikanga Maori being developed weekly in all teachers planning and shared in staff meetings. Evaluate the effectiveness of the Te Reo/Tikanga Maori development across the school. Analyse Maori student achievement data – looking at the overall achievement, and gender difference. Areas for improvement will be identified and addressed. Appraisal system will show evidence of the Tataiako cultural competencies and Culture Counts. We will see and hear evidence of this in classrooms, staff meetings and team hui. Students will tell us. 	<ul style="list-style-type: none"> Kapa Haka tutors to be paid from allocated budget. External support – Lisa Watson. Families and whanau. Principal. SLT. Team Leaders. Teachers. Community. Book resources – e.g. Te Takanga o te Wa.

Please Note – We must:

- Provide teaching for our gifted and talented students and record them on a gifted and talented register.
- Provide evidence of planning for learning through play, learning to explore, Discovery Time, self-directed learning and examples of students work.
- Maintain personalised assessments for students learning needs and abilities.
- 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.
- Personalised Learning Plans (PLP) 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.
- Teachers to design personalised programmes to cater to the individual needs of the students, which promote inclusive practice for all (including ESOL students).
- Uphold the school's vision and values with the inclusion of PB4L and Restorative Practice.
- School values are explicitly taught in every classroom, which are guided by PB4L matrices.
- Monitoring of student behaviour through the Positive Behaviour for Learning approach (PB4L) with incidents recorded in eTap.
- Maintain confident, competent and responsible users of digital technologies.
- Digital Citizenship will be taught in all classes to educate against cyber-bullying and for students to learn how to respond appropriately.

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Strategic Quest – Staff Effectiveness			
Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p><u>Priority Quest 1</u></p> <ul style="list-style-type: none"> 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"> 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. Document evidence against the standards during the appraisal process. Leadership to evaluate and build the capabilities as leaders of learning to promote and support the improvement of teaching and Coaching for Growth. 	<ul style="list-style-type: none"> Appraisal monitoring and discussions to be held each term for SLT leaders and teachers. Annual review by team leaders to held in term. 	<ul style="list-style-type: none"> Teachers personal appraisals. Appraisal budget. Allocated funding for Coaching for Growth – PLD budget. Principal. SLT. Team Leaders. Teachers.
<p><u>Priority Quest 2</u></p> <ul style="list-style-type: none"> 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 through effective pedagogical practices. 	<ul style="list-style-type: none"> Teachers will focus on student learning and thinking. Mixed-ability groupings will be used across the curriculum. Teachers content knowledge of Mathematics and Writing to be improved. This will be supported with internal and external PLD. Classroom programmes will reflect current, effective practices in Mathematics and Writing for all students. Internal Writing and Mathematics leaders will support teachers in class with collaborative teaching and learning. Personalised assessment practices will continue and focus on getting the best outcomes for students. Why we use assessment information/data will be explored. Changes in student-teacher relationships will be evident through the PLD we receive around building cultural respect and responsiveness through our Culture Counts PLD. Professional Learning and Development (PLD) focus 	<ul style="list-style-type: none"> Mathematics and Writing data will be analysed and reported on. Planning will reflect the needs of the students. Mathematics and Writing data will show progress and achievement school-wide. Professional conversations in whanau teams centred on Writing and Mathematics with a particular emphasis on moderation. 	<ul style="list-style-type: none"> Mathematics Curriculum Plan Booklet. Mathematics budget. Literacy budget. Time allocated for Staff Meetings. Teachers.

Strategic Quest – Staff Effectiveness

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
	is centred on modern learning practices with an emphasis on collaboration and developing personal pedagogical knowledge.		
<p>Priority Quest 3</p> <ul style="list-style-type: none"> Strengthen a culture of learning where digital technologies are purposefully integrated school-wide. 	<ul style="list-style-type: none"> All staff will effectively use digital technology in their daily programmes. Teachers are responsible for undertaking their own PLD to address their needs. 	<ul style="list-style-type: none"> Observational evidence of the use of digital technologies in classrooms. Evidence of the use of the Digital Technology progress outcomes outlined in our school curriculum with a particular emphasis on the outcomes written in kids speak. 	<ul style="list-style-type: none"> Digital Technology Teacher Release. Digital Technology Technical Support budget. Digital Technology Budget (equipment). All Staff. Board of Trustees. Technical support.
<p>Priority Quest 4</p> <ul style="list-style-type: none"> Further develop Maori achieving educational success as Maori. 	<ul style="list-style-type: none"> 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. Teachers to have a greater understanding and use of the Treaty of Waitangi (Te Tiriti o Waitangi). 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. Teaching practices will reflect the cultural competencies of Maori learners: in particular manaakitanga, ako, whanaungatanga, Wananga and tangata whenuatanga. Begin to explore New Zealand histories at staff meetings. 	<ul style="list-style-type: none"> Evidence of Te Reo/Tikanga Maori lessons being taught in all teachers planning. Analyse Maori student achievement data. Evidence of cultural responsiveness in teacher appraisals. Evidence of teacher knowledge shared in staff meetings. 	<ul style="list-style-type: none"> Whanau class budget. Time will be allocated in the school day for teaching and learning of Te Reo/Tikanga Maori. All staff. Kapa Haka tutors. SLT. Board of Trustees.

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

Strategic Quest – Community

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
	<p>school day and whakamutunga to end the day.</p> <ul style="list-style-type: none"> • Share Restorative Practice with whanau. 		
<p>Priority Quest 2</p> <ul style="list-style-type: none"> • Develop stronger partnerships between education sectors and the local community. 	<ul style="list-style-type: none"> • Links consolidated with the early childhood sector, and other schools within our community. • 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. • Teachers will understand where our student’s come from, and where they are heading to with regard to their learning. • Transitions between schools and education providers is seamless. We will pass on relevant information, meet with staff from other providers, organise visits for students and staff (including SENCo) where required. • Take opportunities, as they arise, for interaction with local community groups. Education and business partnerships, including sponsorship, will be encouraged. • Develop a moderation process between schools for targeted learning areas. 	<ul style="list-style-type: none"> • The number of visits between the school and early childhood providers increases. • More regular contact with our local schools. • Teachers are aware of each stage and level of learning. • Principal and staff representative to report to the Board of Trustees on the effectiveness of partnerships without our school community. 	<ul style="list-style-type: none"> • Early Childhood Providers. • Kahui Ako. • Local Schools. • Allocate time for new entrant teachers to visit early childhood providers at least once per term. • Principal. • Board of Trustees.

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Strategic Quest – Physical Environment			
Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 1</p> <ul style="list-style-type: none"> Further develop the outdoor environment and playing spaces, in particular the new junior playground and the sunshade over the Kauri deck, Room 12 and the Library. 	<ul style="list-style-type: none"> Junior playground to be designed. Safety fall upgrades under the playgrounds to be monitored. School to plan enhancing school environment. 	<ul style="list-style-type: none"> Junior playground designed and finalised. Students construct a planned and dated timeline for change. 	<ul style="list-style-type: none"> Home and School Team raising funds for playground. Time will be allocated in school planning for environmental improvements. School caretaker.
<p>Priority Quest 2</p> <ul style="list-style-type: none"> Maintain the Enviro School's guiding principles in planning and actions, sustainability, community and school awareness of being an Enviro School. 	<ul style="list-style-type: none"> Recycling – maintain recycling throughout school. Use shredded paper in compost, gardens and worm farms. Reduce amount of rubbish in school and community. Monitor waste. Maintain the E-Team. Students are trained up across the school for sustainability. 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. Maintain shade house to allow for propagation of seedlings. Maintain school orchard. Use organic sprays and fertilisers. Prune, mulch, harvest and use fruit. Maintain eco-hut, school gardens and vegetable gardens. Enhance our school native reserve. 	<ul style="list-style-type: none"> Students are benefitting from the crops provided by the school orchard and gardens. Native Reserve is improved. Reduction of paper and card in classroom rubbish bins. Recycling improves and greater awareness of what goes in our bins. 	<ul style="list-style-type: none"> Environment budget. A lunchtime group of student Enviro enthusiasts (E-Team) to plan and implement projects. Time to be allocated for Staff meetings. All Staff. School caretaker.

CURRICULUM ACHIEVEMENT QUESTS FOR 2021

Curriculum Achievement Quest for 2021 – Writing through The Arts and the Social Sciences

General Quests:

- All students will be engaged in Writing and their learning will show the progress they have made to reach their own potential. This will be integrated across the curriculum with a particular focus through The Arts and the Social Sciences.
- All students will strive to meet personal gains that supports 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 2020 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	8%	92%
Year 3	38%	62%
Year 4	38%	62%
Year 5	52%	48%
Year 6	28%	72%

- There is concern with the percentage of students working below the New Zealand Curriculum levels and expectations in all year groups except Years 1 and 2.
- There is still work to do, as the number of students who are not achieving is far higher than we would like.
- Overall, 33% of boys and 22% of girls are underachieving across our school.
- 33% 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 (30%) 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.

Outcome Indicators

- All students will be engaged in Writing and their learning will show the progress they have made to reach their own potential in The Arts and the Social Sciences in particular.
- 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 Quests

Using the 2020 historical New Zealand Curriculum levels and expectations data, all year levels from Year 1 to Year 6 will be monitored for 2021. It is a requirement for all teachers (full or part-time) to use the Teaching as Inquiry model from the New Zealand Curriculum as an ongoing reflective tool throughout their Writing practice with a focus on writing expectations in The Arts and the Social Sciences.

Set criteria to strengthen Writing practice:

- Continue with the teaching of genre and its appropriate layout and structure.
- Teaching of specific language features.
- Continue to implement and teach proofreading and re-crafting skills.
- Moderation of Writing and plan next steps.

Curriculum Achievement Target for 2021 – Writing through The Arts and the Social Sciences

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.
- Using The Arts online and Social Sciences online to increase teacher knowledge.

Students will be:

- Talking about and understanding their learning.
- Self and peer assessing.
- Developing and 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 about Writing.
- Maintaining and improving their attitudes towards Writing.
- Learning in authentic contexts.
- Sharing writing with peers, teachers and families/whanau.
- Using planning strategies.
- Understanding the purpose of Writing.
- Participating in shared learning experiences.

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.

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 QUEST FOR 2021

Curriculum Achievement Target for 2021 – Mathematics through The Arts and the Social Sciences

General Goals:

- All students will be engaged in Mathematics and their learning will show the progress they have made to reach their own potential. This will be integrated across the curriculum with a particular focus through The Arts and the Social Sciences.
- All students will strive to meet personal gains that supports 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 2020 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	1%	99%
Year 3	24%	76%
Year 4	31%	69%
Year 5	30%	70%
Year 6	22%	78%

- There is concern with the percentage of students working below the New Zealand Curriculum levels and expectations in Years
- There is still work to do at all year levels across the school, as the number of students who are not achieving is higher than we would like.
- Overall, 18% of boys and 18% of girls are underachieving across our school.
- 24% 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 (25%) 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.

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 till mid 2021. The Board of Trustees is aware of this and supports this quest.

Strategic Quest

Using the 2020 historical New Zealand Curriculum levels and expectations data, all year levels from Year 1 to Year 6 will be targeted for 2021. It is a requirement for all teachers (full or part-time) to use the Teaching as Inquiry model from the New Zealand Curriculum 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.
- Teaching through workshops to address specific identified needs from problem solving aspects of lessons.

Curriculum Achievement Target for 2021 – Mathematics through The Arts and the Social Sciences

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 through workshops.
- 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.
- 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.

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.

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.