



Te Kura o Tapu te Ranga





Our Vision

To nurture holistic learners in a broad, inquiring curriculum that fosters a love of learning and cultivates creative minds.

Our Approach -Values

- W** Whanaungatanga: We are connected to each other and to our communities—knowing is a collaborative process.
- E** Empowered: We are engaged in and motivated by deep learning, using pedagogical approaches that enable students to take charge of their own learning (agency).
- C** Curious and creative thinkers: Our learners are curious and creative thinkers; they connect ideas together.
- A** Active citizens: Learners are challenged to engage with and respond meaningfully to local and global issues.
- R** Resilience: We are resilient and have the ability to recover from or adjust to change.
- E** Empathy: We have empathy: the capacity and ability to understand and share the feelings of others. Also setting aside assumptions about the world in order to gain insight into users and their needs.

Children enjoy a learner-centred approach to the curriculum. This learner-centred approach reflects the spirit and intent of the New Zealand Curriculum. It has a wide variety of educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students and groups of students.



Core Principles

1. We develop learning in highly **personalised ways**—learning processes enable children to participate in their own learning, make meaning and follow unique pathways. Students develop their own sense of new concepts. Children are empowered to achieve set tasks, goals and challenges. (E)
2. We create environments where **deep learning** is supported—we challenge children’s understanding and employ a problem solving stance to the curriculum. Students build, develop and apply their understanding of ideas. Metacognitive processes are explicitly taught.(CC)
3. We develop **curious and creative thinkers** by enabling students to turn new and imaginative ideas into a reality. Students explore, think critically, have fun and develop real life understandings. (CC)
4. All students, whānau and staff have a **responsibility** to contribute to and foster the connections between us. The quality of our **relationships matter**—respectful, open and engaging relationships with children are key to successful learning. The quality of our relationships informs the state of our connections and therefore our collective wellbeing. (W) (AC)
5. We value **diversity**— children learn differently so we empower students to take ownership of, and participate actively in, their own learning. (E)
6. We promote **empathy** as a strength, an asset towards surviving and thriving in any environment. Through empathy we promote **resilience**. (E & R)



Our Culture | Educational Environment

We Talk about:

- Relationships with others
- Other people's perspectives
- Things that interest us...ideas worth pursuing
- Our problems, questions, ideas and potential about the world
- Our thinking: curious, critical, creative

We celebrate:

- Working together
- Difference
- Questioning
- Creativity
- Curiosity
- Empathy
- Resilience
- Taking action in meaningful way
- Learning



Above all, we are committed to holding respect for others and taking responsibility for the work of the school: tinorangatiratanga. As educators we seek to collaborate and show support for the goals outlined in our school charter: tautako. We aim to be kind and care about the welfare of others: manaakitanga. And we build trust and partnership between parents, students, and staff: whakawhirinakitanga.

As trained professionals, our teaching staff hold unique skills and abilities. But our vision for learning goes beyond teachers alone having an impact on our students. We invite parents to support student growth and development and students to lead and contribute to the work of their school. As a learning community, we expect to learn in partnership, from and with each other: ako.

By recognising our differences and forging connections, we exercise shared responsibility for the vision of the school.

Biculturalism (demonstrated through the implementation of our values)

We respect the unique position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori as an official New Zealand language, in accordance with our commitment to the Treaty of Waitangi. We currently foster Māori tikanga and te reo through:

- employing a specialist te reo Māori teacher to teach te reo Māori to teachers and students
- offering programmes and instruction in tikanga Māori
- convening regular whānau meetings
- integrating Māori through all curriculum areas where appropriate, using resources in the curriculum (especially inquiry, reading, maths, science, social studies, art, music, dance, and PE) that recognise New Zealand's bicultural heritage
- visits to marae and cultural centres, and fostering relationships with local iwi
- kapa haka, with opportunities to learn and show leadership through karanga, whaikorero, and taiaha
- pōwhiri for newcomers
- singing waiata in assembly and classroom music time
- signage around the school
-

Cultural Diversity

New Zealand is a linguistically and culturally diverse nation and students need to acquire knowledge, skills, and attitudes that equip them for life in a multicultural world. Teaching for cultural diversity at Island Bay School involves helping students understand and respect diverse viewpoints, values, customs, and languages. We celebrate New Zealand's growing cultural diversity and ensure that all students feel culturally safe and valued. Our cultural diversity is a valuable resource for 21st-century learning. We value a variety of cultures, for example, by:

- integrating cultural perspectives through curriculum areas across all levels
- accessing cultural advisors
- incorporating cross-cultural learning through inquiry learning



Strategic Plan 2020-2022

Our Vision	Creating holistic learners in a broad, inquiring curriculum that fosters a love of learning and cultivates creative minds.		
Our Values	<p style="text-align: center;">WE CARE</p> <p style="text-align: center;">Whanaungatanga, Empowered, 4C's-Creativity, Curiosity, Critical, Collaboration, Active Citizenship, Resilience, Empathy</p>		
Our Goals	<p style="text-align: center;">Strategic Goal 1</p> <p style="text-align: center;">Our Tamariki (Children)</p> <p style="text-align: center;">Giving the voice to the potential of every child</p> <p style="text-align: center;"><i>"One size does not fit all", and all learners are unique</i></p>	<p style="text-align: center;">Strategic Goal 2</p> <p style="text-align: center;">Our Kaiako (Staff)</p> <p style="text-align: center;">Energised and expert teachers and staff</p> <p style="text-align: center;"><i>state of being empowered</i></p>	<p style="text-align: center;">Strategic Goal 3</p> <p style="text-align: center;">Our Whanaungatanga (Community)</p> <p style="text-align: center;">Full engagement of our community</p> <p style="text-align: center;"><i>relationship, kinship, sense of family connection</i></p>
	<p>1.1 Seed and grow a 3 year rolling wellness and holistic framework for our school (including Physical, Mental, Social wellbeing)</p> <p>1.2 Hack our physical environment to support children's full participation in their learning</p> <p>1.3 Design and implement a framework that means children are actively participating and designing their learning</p>	<p>2.1 Seed and grow a well being programme for teachers and staff</p> <p>2.2 Cultivate a culture of possibility and potential that aligns staff values and beliefs to the school vision</p> <p>2.3 Nurture a practice of sharing our development and professional growth as educators</p>	<p>3.1 Seed and grow a wellness plan (with external agencies, COL) for children with varying needs</p> <p>3.2 Engaged and supportive community: relationship, accessible, partnership with whanau. With:</p> <ol style="list-style-type: none"> 1. Commitment to inclusion 2. Supportive reciprocal relationships 3. A partnership with whānau 4. Community networks



Island Bay School Charter 2020



Strategic Goals	Our Tamariki Giving voice to the potential of every child	Our Kaiako Energised and expert teachers and staff	Our Whanaungatanga Full engagement of our community
Story and Success	Our children will be given the tools with which to cultivate their own gardens of knowledge, allowing them to feel capable and successful. In a curriculum that involves the interests of themselves and makes learning relevant to life	Our staff have three loves: love of learning, love of learners, and the love of bringing the first two loves together to allow each child to blossom and grow.	E tu kahikatea, hei wakapae uroroa Awhi mai, awhi atu, tātou, tātou e (Kahikatea stand together; their roots intertwine, strengthening each) so together we are stronger than apart and diversity makes us stronger
Initiatives to make this happen	1.1 Seed and grow a 3 year rolling wellness and holistic framework for our school 2.1 Seed and grow a well being programme for teachers and staff 3.1 Holistic framework for wellness for students with learning support		
	1.2 Hack our physical environment to support children's full participation in their learning		
	1.3 Designing their learning		
	2.2 Culture of Coaching 2.2 Culture of continual possibility and potential (Kaizen)		
	2.3 Nurture a practise of sharing our development and professional growth as educators		

Key Initiatives and objectives planned for 2020 are: Blue

Strategic Goal 1: Giving voice to the potential of every child

	2020	2021	2022
1.1 Seed and grow a 3 year rolling wellness and holistic framework for our school	Research and construct a collection of wellbeing competencies that support students Pilots initiatives Define shared beliefs about student wellness	Strategically implement wellness initiatives connected to physical, social and emotional needs	Review and refine wellness initiatives connected to physical, social and emotional needs
1.2 Hack our physical environment to support children's full participation in their learning	Co design 5 year school wide building development plan (5YA) Co design 5 year school wide locally raised development plan Pilot the design of an IBS learning plan that captures students thinking on visual, physical and social spaces	Strategically implement building development plan (5YA) Strategically implement locally raised development plan	Design a schoolwide IBS learning plan that captures students thinking on visual, physical and social spaces
1.3 Design a framework that means children are actively participating and designing their learning	Form a team to develop shared language connected to our powerful learning model Form a team that reviews a growing understanding of learners at the centre and co designing learning. (TILF)	Review and refine shared language connected to powerful learning model- incl reporting	



Strategic Goal 2: Energised and expert teachers and staff

	2020		2021	2022
2.1 Seed and grow a well being programme for teachers and staff	<p>Research and construct a collection of wellbeing competencies that support staff to connect, give, keep learning, be active and take notice</p> <p>Determine shared beliefs about workplace wellness</p>		Strategically implement IBS wellbeing competency improvement system	Review and refine IBS wellbeing competency improvement system
2.2 Cultivate a culture of possibility and potential that aligns staff values and beliefs to the school vision	<p>Develop a process that harnesses the benefits of coaching- incl a feedback loop</p>	<p>Design an IBS coaching model that maximizes impact</p>	Develop a pathway that plots staff's learning, purpose, care and enjoyment. (Kaizen)	
2.3 Nurture a practise of sharing our development and professional growth as educators	<p>Design 3 year school wide professional development plan and an annual personal development framework</p> <p>Staff develop a pitch plan for personal professional development</p> <p>Staff present their learning journey within school</p>		Review 3 year school wide professional development plan and annual personal development framework	Staff present their learning journey internally and externally

Strategic Goal 3: Full engagement of our community

	2020	2021	2022
3.1 Seed and grow a wellness plan (with external agencies, COL) for children with varying needs	<p>Review and assess current support for wellness</p> <p>Construct a shared belief about the Hauora of all students</p> <p>Pilot a wellness plan for high needs/ high risk students- incl councillors/ mentors</p>	Create a wellness plan for all high needs students	Review and refine wellness plan for all high needs students
<p>3.2 Engaged and supportive community: relationship, accessible, partnership with whānau</p> <p>With:</p> <ul style="list-style-type: none"> • Commitment to inclusion • Supportive reciprocal relationships • A partnership with whānau • Community networks 	<p>Develop a 'whānau engagement' plan to involve whānau;</p> <ul style="list-style-type: none"> • at the transition to and from the school, • set goals and next steps, • Identify learning strengths and needs; language, identity and culture; and interests and aspirations • to develop deliberate curriculum priorities and principles • 'performance of understanding' that influenced and improved student outcomes. • Social evenings • Changes in practises 	Review and refine the working relationship with parents and whānau.	



Annual Plan

Goal 1.1	Seed and grow a 3 year rolling wellness and holistic framework for our school	Strategic Goal 1: Giving voice to the potential of every child by 2022	Initiatives
----------	---	---	-------------

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

<p>Research and construct a collection of wellbeing competencies that support students</p> <p>Action: Normalize 'Zones of Regulation' visual and in teaching and learning programmes.</p>	<p>Actions: Personalise Freedom Friday connected to students' passions. Use direct feedback from students. Explore ways that students lead Freedom Friday.</p> <p>Foster and develop a framework for Tuakana/ Teina relationships and mentoring.</p>			<p>Measure</p> <p>Baseline:</p> <p>Survey on IBS wellness survey shows positive wellness and strategies (including Physical, Mental, Social wellbeing)</p> <p>2020- 50% 2021-60% 2022- 90%</p>
<p>Define shared beliefs about student wellness</p> <p>Action: Coordinate and build an understanding of mindfulness practises through online 'mindfulness' professional development</p>	<p>Action: Pilot initiatives learned from professional development to engage mindfulness in the learning spaces.</p>			<p>2020 sub goals:</p> <p>Students will improve their regulation skills by identifying 4 triggers that cause a loss of regulation with 90% accuracy</p> <p>Students will use 2 mindful techniques to regulate emotion with support 80% of the time.</p>

Action	Responsible	Resources	Due
Normalize 'Zones of Regulation' visual and in teaching and learning programmes.	Nathan, Maria, Lizzie, ,Karli, Alex	Purchase more zones of regulation books	End term 1 2020
Coordinate and build an understanding of mindfulness practises through online 'mindfulness' professional development. Pilot initiatives learned from professional development to engage mindfulness in the learning spaces.	Nathan, Maria, Lizzie,,Karli, Alex	All staff complete the Core Education Wellbeing Professional Development. Plan and implement some initiatives Yoga mats	End Term 2
Personalise Freedom Friday connected to students' passions. Use direct feedback from students. Explore ways that students lead Freedom Friday. Foster and develop a framework for Tuakana/ Teina relationships and mentoring.	Nathan, Maria, Lizzie, ,Karli, Alex	New structure to Freedom Friday Framework for the mentoring of buddy classes	End Term 2 2020



Annual Plan

Goal 1.2	Hack our physical environment to support children's full participation in their learning	Strategic Goal 1: Giving voice to the potential of every child by 2022	Initiatives
----------	--	---	-------------

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

Co design 5 year school wide building development plan (5YA)	TBC The Ministry is currently working on this in consultation with school.	TBC	TBC	TBC	Measure: % strategic planning for environments both internally and externally influenced by BOT, staff and students completed 2020- 30% 2021-50% 2022- 60% 2020 sub goals: Two playgrounds will be built and fit for purpose by the end of 2020 Learning spaces will inspires the children to learn; space that fosters natural light, harmonious colors; space for comfortable, child-sized areas and aesthetics in 80% of year 1-2 spaces
Co design 5 year school wide locally raised development plan Action: Deploy 'Reggio Emilia' inspired environments		Action: Allocate playground equipment for mainside bottom playground Explore design of sustainable gardens			
Pilot the design of an IBS learning plan that captures students thinking on visual, physical and social spaces Action: Introduce mindfulness practises into lunch clubs		Action: Enrich the design of learning spaces inside and outside classroom			

Action	Responsible	Resources	Due
Co design 5 year school wide building development plan (5YA)	Debs , Deanne, Amy B, Thena, Kerry, Rachel, Gina, Ross, Alishah, Shanon	TBC	TBC
Allocate playground equipment for mainside bottom playground Explore design of sustainable gardens	Debs , Deanne, Amy B, Thena, Kerry, Rachel, Gina, Ross, Alishah, Shanon	Template for design of mainside bottom playground Home and School funded Astro Turf + design of new playground Design of sustainable gardens- Funded by grants	End term 4 2020
Deploy 'Reggio Emilia' inspired environments	Debs, Deanne, Amy B, Thena, Kerry , Rachel, Gina, Ross, Alishah, Shanon	Plant, pots, furniture, paper, shops, family home set up and easels	End term 1 2020
Introduce mindfulness practises into lunch clubs Enrich the design of learning spaces inside and outside classroom	Debs, Deanne, Amy B, Thena, Kerry , Rachel, Gina, Ross, Alishah, Shanon	Use Victoria University PHD students to support the study of other learning spaces.	End term 1 2020 End of term 2 2020



Annual Plan

Goal 1.3	Design a framework that means children are actively participating and designing their learning	Strategic Goal 1: Giving voice to the potential of every child by 2022	Initiatives
----------	--	---	-------------

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

Form a team to develop shared language connected to our powerful learning model Action: Make explicit the processes for learning eg: design process, inquiry process	Action: Conversation with school (whanau and students) on why leadership is important and design a collection of leadership opportunities that represents this conversation. Kids coaching Kids as teachers Kids taking passions	Actions: Work on understanding and using the "Reggio Emilia" 100 languages of learning Clubs for students in playtimes and during class time	Action: SPARK (personalised inquiry) time for all students in class time	Measure % of students will demonstrate via the Well Being at Schools survey that they codesign learning. 2020- 70% 2021-80% 2022- 90% Sub goals: All students will recall 3 processes for learning with 90% accuracy All children will complete at least one personalised inquiry in 2020.
	Action: Sharing of learnings and finding of TLIF		Action: Sharing of learnings and findings of TLIF	

Action	Responsible	Resources	Due
Sharing of learnings and finding of TLIF	Caitlin, Abbie, Lizzie, Ross, Ashleigh, Karli, Amy B, Alishah, Jacqui, Mel, Nathan	Funding Teacher Led Innovation Fund	End term 2 2020
Make explicit the processes for learning eg: design process, inquiry process	Caitlin, Abbie, Lizzie, Ross, Ashleigh, Karli, Amy B, Alishah, Jacqui, Mel, Nathan	Masters processes printed	End term 1 2020
Conversation with school (whanau and students) on why leadership is important and design a collection of leadership opportunities that represents this conversation	Caitlin, Abbie, Lizzie, Ross, Ashleigh, Karli, Amy B, Alishah, Jacqui, Mel, Nathan	Funding Teacher Led Innovation Fund- release + teaching as Inquiry	End term 3 2020
Kids coaching Kids as teachers Kids taking passions	Caitlin, Abbie, Lizzie, Ross, Ashleigh, Karli, Amy B, Alishah, Jacqui, Mel, Nathan		End term 3 2020
Work on understanding and using the "Reggio Emilia" 100 languages of learning	Caitlin, Shanon, Abbie, Lizzie, Ross, Ashleigh, Karli, Amy B, Alishah, Jacqui, Mel, Nathan	Professional development from 'Reggio' providers. Trip Reggio	End term 3 2020
Clubs for students in playtimes and during class time	Andrea, Abbie, Caitlin, Lizzie, Ross, Ashleigh, Karli, Amy B, Alishah, Jacqui, Mel, Nathan		End term 2 2020
SPARK time for all students in class time	Caitlin, Abbie, Lizzie, Ross, Ashleigh, Karli, Amy B, Alishah, Jacqui, Mel, Nathan	Maker resources	End term 3 2020



Annual Plan

Goal 2.1	Seed and grow a well being programme for teachers and staff	Strategic Goal 2: Energised and expert teachers and staff	Initiatives
----------	---	--	-------------

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

<p>Research and construct a collection of wellbeing competencies that support staff to connect, give , learn, be active and notice.</p> <p>Action: Research and grow professionally using the 'Educational Well-being Toolkit' created by Core Education</p>			<p>Action: Design a personalized well being framework</p>		<p>Measure</p> <p>Baseline:</p> <p>Staff wellbeing survey will show staff are connected to the leadership, school climate, culture and learning <i>strongly</i> 2020- 70% 2021-80% 2022- 90%</p> <p>2020 sub goals:</p> <p>Staff will increase awareness of states of wellbeing and demonstrate two activities that support wellness</p> <p>In the 'wellbeing at school' survey staff will strongly agree that the school sees the importance of their wellbeing in 90% of the cases</p>
---	--	--	---	--	---

Action	Responsible	Resources	Due
<p>Research and grow professionally using the 'Educational Well-being Toolkit' created by Core Education</p> <p>Design a personalized well being framework</p>	<p>Debs Deanne Kerry</p>	5 sessions in term 1 and 2: Core Education Kit	End of term 3 2020



Goal 2.2	Cultivate a culture of possibility and potential that aligns staff values and beliefs to the school vision	Strategic Goal 2: Energised and expert teachers and staff	Initiatives
----------	--	--	-------------

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

<p>Develop a process that harnesses the benefits of coaching- including a feedback loop</p> <p>Action: Staff coaching with Mark Sweeney</p>	<p>Actions: Leadership coaching with Mark Sweeney</p> <p>All staff as coaches. Staff sessions on coaching</p>	<p>Measure:</p> <p>Sub Goals for 2020: Coaching has improved the outcomes for students connected to annual targets. We will meet the targets set in our annual targets.</p>
--	---	---

Action	Responsible	Resources	Due
Staff coaching with Mark Sweeney Leadership coaching with Mark Sweeney. Planning for rest of year All staff coaches. Staff sessions on coaching	Abbie, Rachel, Mel	Mark Sweeney Staff teacher only days Leadership session with Mark Sweeney Fortnightly coaching sessions	End term 4 2020



Annual Plan

Goal 2.3	Nurture a practise of sharing our development and professional growth as educators	Strategic Goal 2: Energised and expert teachers and staff	Initiatives
----------	--	--	-------------

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

<p>Design 3 year school wide professional development plan and an annual personal development framework</p> <p>Action: Develop "Mantle of the Expert" Inquiries and process drama toolkits with Viv Aitken.</p>		<p>Action: Explore New Zealand School of Dance skills to enhance - Performances of Understanding.</p>	<p>Action: Explore professional development with Kath Murdoch to enhance Performances of Understanding.</p>		<p>Measure</p> <p>Sub Goals: 60% of staff will have pitched for Professional Development connected to the needs of tamariki and the schools vision</p>
<p>Create a conference that can be used for personal professional development.</p> <p>Explore the ability for staff to pitching for Professional Development.</p>					
<p>Staff present their learning journey within school</p>	<p>Actions: Friday sharing PD sessions (2x term)</p>				

Action	Responsible	Resources	Due
<p>Develop "Mantle of the Expert" Inquiries and process drama toolkits with Viv Aitken.</p> <p>Explore New Zealand School of Dance skills to enhance - Performances of Understanding.</p> <p>Explore professional development with Kath Murdoch to enhance Performances of Understanding.</p> <p>Create a conference that can be used for personal professional development.</p> <p>Explore the ability for staff to pitching for Professional Development</p> <p>Friday sharing PD sessions (2x term) Staff present their learning journey within school</p>	<p>Caitlin, Debs, Ross, Karli and Lizzie</p>	<p>Centrally Funded Professional Learning and Development</p> <p>Art Auction funding - NZ school of dance</p> <p>Payment via schools professional learning budget.</p>	<p>Term 4 2020</p> <p>Term 4 2020</p> <p>Term 2 2020</p>
		<p>Conference set up and structures+ a location</p>	<p>Term 4 2020</p>
		<p>Food for connection time</p>	<p>Term 4 2020</p>



Annual Plan

Goal 3.1	Seed and grow a wellness plan (with external agencies, COL) for children with varying needs	Strategic Goal 3: Full engagement of our community	Initiatives
----------	---	---	-------------

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

Review and assess current support for wellness of high learning needs students.	<p>Actions: Review SENCO in class/out class supports</p> <p>Development of a shared support learning space</p>	<p>Actions: Personalise Lego Therapy Development</p> <p>Access PMP training</p> <p>Mentoring and Coaching for high needs behaviour Councillors via COL</p>			<p>Measure</p> <p>Sub goals for 2020: There will be a visual resource of agencies that all staff have access to.</p> <p>70% of students with IEPs will have a wellbeing goals</p>
<p>Construct a shared belief about the Hauora of all students</p> <p>Every child gets what they need</p> <p>Action: Pool together a visual toolkit of agencies/ resources</p>					
Pilot a wellness plan for high needs/ high risk students-incl councillors/ mentors					<p>Actions: Councillors via COL</p> <p>Mentoring and Coaching for high needs behaviour</p>

Action	Responsible	Resources	Due
Pool together a visual toolkit of agencies/ resources	Andrea, Shanon, Gina and Ross	Visual staff/ whanau	End term 1 2020
Review SENCO in class/out class supports	Andrea, Shanon, Gina and Ross		End term 1 2020
Development of a shared support learning space	Andrea, Shanon, Gina and Ross		End term 1 2020
Personalise Lego Therapy Development Access PMP training Mentoring and Coaching for high needs behaviour	Andrea, Shanon, Gina and Ross Deanne	Resources Teacher of Learning and Behaviour (RTLB) support Lego	End term 2 2020
Councillors via COL	Andrea, Shanon, Gina and Ross	Community of Learning (COL) funding	End term 4 2020



Annual Plan

Goal 3.2	Engaged and supportive community: relationship, accessible, partnership with whanau	Strategic Goal 3: Full engagement of our community	Initiatives
----------	---	---	-------------

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

<ol style="list-style-type: none"> 1. At the transition to and from the school. Parents feel welcome, valued and collaborative. 2. Set goals and next steps, 3. home and school partnership 4. Identify learning strengths and needs; language, identity and culture; and interests and aspirations 5. To develop deliberate curriculum priorities and principles 6. 'performance of understanding' that influenced and improved student outcomes. 7. Social evenings 8. Changes in practises <p>Actions: Parent meeting: Transition, NE evening (termly), NE booklet, Parent representative per learning space.</p> <p>Change Leaders: Parent night: Kath Murdoch, Nathan Wallis, Learning station, mindfulness and wellbeing.</p> <p>Parent rep social events, communication</p>	<p>Actions:</p> <p>Teacher Led Innovation Fund (TLIF) co designing with whanau/ feedback to parent individually</p> <p>Pilot Te Reo Classes after school (parent and child. Free)</p> <p>Matariki Hangi Whanau/ Pasifika group</p> <p>Meet teachers social event</p>	<p>Change Leaders: Parent night: Kath Murdoch, Nathan Wallis, Learning station, mindfulness and wellbeing.</p>	<p>Change Leaders: Parent night: Kath Murdoch, Nathan Wallis, Learning station, mindfulness and wellbeing.</p>	<p>Change Leaders: Parent night: Kath Murdoch, Nathan Wallis, Learning station, mindfulness and wellbeing.</p>	<p>Measure</p> <p>Baseline</p> <p>Year on year, the number of parents attending a variety of events will increase.</p> <p>2020- 40% 2021-50% 2022-80 %</p> <p>In our annual survey we increase the number of parents who say we are in a true partnership when:</p> <ul style="list-style-type: none"> • we listen to what I have to say • we want to learn more about whanau ways • we don't judge whanau • we engage in genuine dialogue • we make decisions together • we show that whanau's child/ren matter • We include whanau experience, knowledge, and viewpoints with ours. <p>2020- 40% 2021-50% 2022-80 %</p>
--	--	--	--	--	---

Action	Responsible	Resources	Due
Parent meeting: Transition, NE evening (termly), NE booklet, Meet teacher, SLC, School picnic, quiz nights, fish and chips	Maria , Phillippa, Ashleigh, Alex, Debs, Caitlin	Kai	End term 2 2020
Change Leaders: Parent nights: Kath Murdoch, Nathan Wallis, Learning Station, Mindfulness and Well-being	Deanne Debs	Funding. Parents pay for Nathan Wallis Kath Murdoch- Parent evening	End term 2 2020
Parent rep social events, communication	Maria , Phillippa, Ashleigh, Alex, Debs		End term 2 2020
TLIF codesigning with whanau/ feedback to parent individually	Mel	Funding release teacher + parent evening	End term 2 2020
Pilot Te Reo Classes after school (parent and child... free)	Matt, Maria , Phillippa, Ashleigh, Alex, Debs	Kai	End term 2 2020
Matariki/ Hangi Whanau/ Pasifika group	Maria , Phillippa, Ashleigh, Alex, Debs	Kai Parent pay for matariki and hangi	End term 2 2020



Annual Section: Aims, Objectives, Targets, Planned actions, Resources
2020 Student Achievement Goals

<p>School Goal: Students will have their learning needs met in a culture of challenge, opportunity and innovation through the implementation of a strong core curriculum</p>	<p>Start Date: 04/02/20</p>
<p>Target Area: Reading Achievement</p>	<p>Years 1-6 Budget: \$2000</p>
<p>Strategy: The strategy focuses on investment in developing staff capability to increase the achievement of all readers. Five significant programmes of work have been agreed on:</p> <ul style="list-style-type: none"> • provision of targeted help programmes such as Quick 60, Reading recovery, and TARP . • targeted in-class support for training teachers in running records and using running records effectively. • Culturally connected texts will be supported for students • goals will be set with students' individually and shared with whānau. • regular monitoring and review both at school and Board level on engagement, attendance & annual targets. 	<p>Background Data: Analysis of the 2019 Curriculum data indicates lower achievement in the general cohort of some younger year groups in Reading .</p> <p>There has been an increase in the achievement of tangata whenua however there is also lower achievement in some younger years.</p> <p>IBS 2019 Reading Results:</p> <ul style="list-style-type: none"> • General cohort - 45% students above, 43% at, 12 % working towards • General cohort- Year 2: 24% students above, 53% at, 23% working towards. • General cohort- Year 3: 45% students above, 36% at, 19% working towards. <ul style="list-style-type: none"> • Māori cohort - 40% students above, 40% at, 20% working towards. • Māori cohort- Year 2: 0% students above, 50% at, 50% working towards. <ul style="list-style-type: none"> • 88% of general cohort 'at' or 'above' the curriculum level compared with 80% Māori <p>The achievement of Māori has significantly improved in the last few years however it is still slightly behind the largest general cohort.</p>
<p>Targets:</p> <ul style="list-style-type: none"> • In reading, reduce the disparity between Māori student achievement and general student achievement • Raise the achievement of the general cohort in year 2 and year 3 to be the same as the overall general cohort in the New Zealand Curriculum in Reading, aiming for 45% students above, 43% at, 12 % working towards the NZC expected level. • Raise the achievement of all Māori in year 2 to the same as the overall general cohort in the New Zealand Curriculum in Reading, aiming for 45% Māori students above, 43% at, 12 % working towards the NZC expected level. 	<p>Action Plan: 2020 Help Strategies:</p> <ol style="list-style-type: none"> 1. Know each Māori learner and their context. Sharing of pepeha, individual interview of each Māori child. Ongoing development of a 'Learner Profile'. 2. Personal engagement by teacher with students/whānau around student goals (Ako). 3. Activation of te reo me ngā tikanga and English medium texts with a Māori contexts within the Reading curriculum. 4. Targeting the Reading support programmes and tracking of priority students. 5. Monitoring of attendance relative to achievement. 6. Discussions held in teams around monitoring and effective practice. 7. Half-yearly milestone report and end of year summary report made to BOT



<p>School Goal: Students will have their learning needs met in a culture of challenge, opportunity and innovation through the implementation of a strong core curriculum</p>	<p>Start Date: 04/02/20</p>
<p>Target Area: Writing Achievement (Spelling)</p>	<p>Years 1-6 Budget: \$4000</p>
<p>Strategy: The strategy focuses on investment in developing staff capability in teaching phonemic awareness to increase the achievement of all students in writing</p> <p>Five significant programmes of work have been agreed on:</p> <ul style="list-style-type: none"> ● provision of targeted work with Joy Allcocks resources and training ● targeted in-class support for training teachers in writing analysis and using overall teacher judgement effectively, spelling under scrutiny, sounds like fun and word power ● connected resources for the students on phonemic awareness. ● goals will be set with students' individually and shared with whānau. ● regular monitoring and review both at school and Board level on engagement, attendance & annual targets. 	<p>Background Data:</p> <p>Analysis of the 2019 Curriculum data indicates lower achievement of some students in writing relative to the other years data. Significant disparity is in the year 2 age group.</p> <p>IBS 2019 Writing Results:</p> <ul style="list-style-type: none"> ● General cohort-Year 1, 3, 4, 5 with 100%, 89%, 87%, 87% at/above expectations in writing ● General cohort- Year 2 64% at/above expectations in writing
<p>Targets:</p> <ul style="list-style-type: none"> ● Raise the achievement of all students in year 2 to be the same as years 4 and 5, with 87% students at/above expected level in writing ● Increase spelling assessments scores and phonemic awareness in all students to be at the level expected for the New Zealand Curriculum in writing 	<p>Action Plan:</p> <p>2020 Help Strategies:</p> <ol style="list-style-type: none"> 8. Know each learner and their context. 9. Ongoing writing moderation 10. Explicit teaching of phonemic programmes 11. Personal engagement by teacher with students/whānau around student goals (Ako). 12. Activation of English medium texts with thought to cultural contexts within the writing curriculum. 13. Targeting the spelling programmes eg: STEPS 14. Discussions held in teams around monitoring and effective practice connected to writing and phonemic awareness. 15. Half-yearly milestone report and end of year summary report made to the Board of Trustees about level of engagement, attendance & NZC annual targets.