



## **Kilbirnie School Charter**

**(2880)**

## **Strategic Plan 2020-2022**

**Including Annual Management Plan for 2020.**

Principal's Endorsement	Yes.
Board of Trustees' endorsement	Yes.
Submission date to Ministry of Education	March 1 <sup>st</sup> 2020

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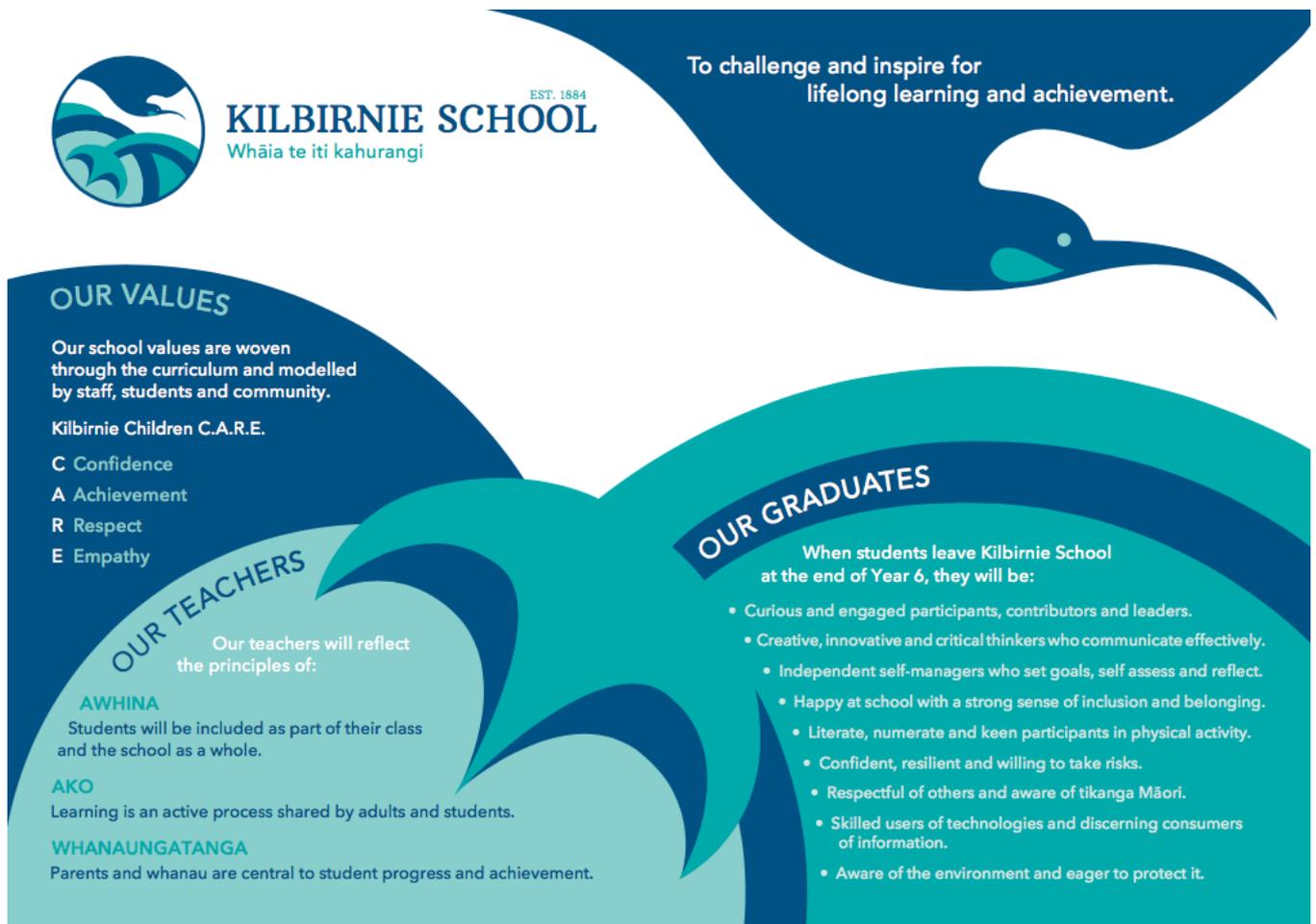
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## SECTION ONE:

### Strategic intentions

The school's vision and values are represented in the visual below.



#### 1. Kilbirnie School Vision

To challenge and inspire for lifelong learning and achievement.

#### 2. Kilbirnie School Whakatauki

**Whaia te iti kahurangi, ki te tuohu koe me maunga teitei**

**(Seek that which is most precious, if you should bow let it be to a lofty mountain).**

This Whakatauki speaks of aspiration, striving for success and determination to be the best one can be. It is about aiming high and persevering when challenged. These themes resonate with the vision, graduate profile, enablers and values of Kilbirnie School. This Whakatauki is aligned to education in a broad sense, with education and learning beginning at birth and continuing throughout life.

### 3. Kilbirnie School Motto

**Whaia te iti kahurangi.**

**(Strive for something of great value).**

Our motto is associated with the idea of encouraging and supporting learners to strive to reach their personal potential - to be the best they can be.

This motto encourages us to pursue the things that we believe are important in growing our students into lifelong learners and achievers. The motto is closely aligned to the notion of personalized learning. Our school intends to deliver personalised learning in regard to student needs and interests. We conceptualise success and achievement in a holistic sense. We also believe all students are capable of engagement, progress and achievement.

### 4. Kilbirnie School Values

Our school values are integral to school life. They are to be woven through the curriculum, modelled by staff, students and community and at times explicitly taught.

#### **Kilbirnie Children CARE**

<b>C:</b>	<b>CONFIDENCE</b>	Inquiry; Curiosity; Independence; Responsibility
<b>A:</b>	<b>ACHIEVEMENT</b>	Excellence; Creativity; Innovation; Co-operation
<b>R:</b>	<b>RESPECT</b>	Consideration; Integrity; Honesty; Diversity
<b>E:</b>	<b>EMPATHY</b>	Compassion; Sense of Family; Caring

### 5. Kilbirnie School Graduate Profile

These are the competencies, skills and qualities we want the students of Kilbirnie School to have developed when they leave our school at the end of year 6. Our graduates will be:

- Happy at school with a strong sense of inclusion and belonging.
- Confident, resilient and willing to take risks
- Respectful of others and aware of tikanga Māori.
- Independent self-managers, who set goals, self-assess and reflect.
- Literate, numerate and keen participants in physical activity.
- Skilled users of technologies and discerning consumers of information.
- Curious and engaged participants, contributors and leaders.
- Creative, innovative and critical thinkers who communicate effectively.
- Aware of the environment and eager to protect it.

## 6. Kilbirnie School Enablers

These are the principles that guide the work of Kilbirnie School. We base the work of the school on our shared understanding of how students learn and what their needs are as they grow, live and learn in a changing and unpredictable world.

The enablers are underpinned by the concepts of:

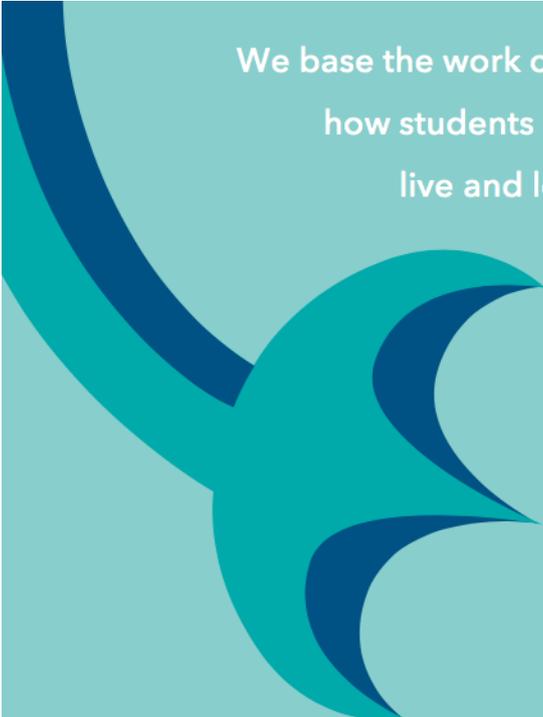
**Awhina:** Students will be included as part of their class and the school as a whole.

**Ako:** Learning is an active process shared by adults and students.

**Whanaungatanga:** Parents and whanau are central to student progress and achievement.

Our school will:

- Be willing to innovate pedagogically and seek evidence to evaluate its success.
- Expose students to a wide range of experiences acknowledging diverse talents and success in a broad sense.
- Deliver a curriculum based on transferable concepts emphasizing the links between learning and real life.
- Consider all students capable of progress and achievement while striving to personalise learning in regard to student needs and interests.
- Ensure students have opportunities to create, innovate and imagine across the curriculum including the application of understandings in problem solving contexts
- Promote engagement, progress, success and excellence in literacy and numeracy.
- Provide opportunities for student choice in independent and collaborative learning. Ensure student voice is heard.
- Provide opportunities for students to use digital technology to access and engage with information and to collaborate.



We base the work of the school on our shared understanding of how students learn and what their needs are as they grow, live and learn in a changing and unpredictable world.

*As teachers we will:*

- Be willing to innovate pedagogically and seek evidence to evaluate its success.
- Expose students to a wide range of experiences acknowledging diverse talents and success in a broad sense.
- Deliver a curriculum based on transferable concepts emphasizing the links between learning and real life.
- Consider all students capable of progress and achievement while striving to personalise learning in regard to student needs and interests.
- Ensure students have opportunities to create, innovate and imagine across the curriculum including the application of understandings in problem solving contexts.
- Promote engagement, progress, success and excellence in literacy and numeracy.
- Provide opportunities for students to use digital technology to access and engage with information and to collaborate.
- Provide opportunities for student choice in independent and collaborative learning. Ensure student voice is heard.

## SECTION 2:

### School context

Kilbirnie School is a co-educational state funded contributing primary school catering for students from Year 1 to 6 in the Wellington suburbs of Kilbirnie and Hataitai. The school opened in 1884, the first school in the eastern suburbs of Wellington. Kilbirnie School is a decile 10 funded school, drawing on parents from middle to above socio-economic status. A large number of parents are involved in self-employed and professional occupations.

#### 1. ERO Findings (May 2019)

Achievement data from 2015 to 2018 shows that most students achieve at and above The New Zealand Curriculum expectations in writing and mathematics, with almost all achieving at and above expected levels in reading.

Leaders have clear expectations that all students, including those at risk of not achieving, will be supported to make accelerated progress. In reading and writing, two thirds of students achieving below expectations at the start of 2018 made accelerated progress during the year.

School achievement information from 2018 shows that many students moved from achieving at the expected level to above this level during the year in reading and writing.

Children are engaged, active learners. They talk confidently about their learning and progress. Children know about and demonstrate the CARE values. A sense of belonging is clearly evident.

Respectful interactions are an integral part of the school culture. Teachers are responsive to students' interests and holistic wellbeing. They know the students well and build positive and affirming relationships.

Well-considered theory and practice to guide the development of innovative learning environments is in place, supporting current and future teaching and learning. This includes increased emphasis on student choice.

The school's bicultural policy sets high expectations for leaders and teachers to emphasise Māori culture and language. A bicultural curriculum is evident, and the school is extending and further developing this emphasis.

The broad curriculum provides a wide range of learning opportunities for students. Leaders and teachers have developed and documented expectations for teacher practice to guide student learning and development.

There is a considered approach to coverage of *The New Zealand Curriculum* and students' interests inform their inquiry and authentic contexts for learning.

The school's bicultural policy sets high expectations for leaders and teachers to emphasise Māori culture and language. A bicultural curriculum is evident, and the school is extending and further developing this emphasis.

**On the basis of the findings of this review, ERO's overall evaluation judgement of Kilbirnie School's performance in achieving valued outcomes for its students is:**

**Strong.**

## 2. School Roll

Kilbirnie School has had an enrolment scheme in place since the beginning of 2006. The school roll is between 210 and 250 students. The school draws its population from a narrow geographical zone, north of the Kilbirnie shopping area and east of Newtown. Since the enrolment scheme has been in place, no balloted positions have been offered.

Approximately 64% of students are New Zealand European, 9.5% Māori, 12.5% Asian, 4% Pasifika and 10% other. Attendance figures are excellent and there are no current truancy issues. All absences are fully justified. There is very little transience at the school.

## 3. Curriculum

The major focus is the implementation of The New Zealand Curriculum. With literacy and numeracy being the core focus areas. Our curriculum is designed to foster individual and group learning, to give students the skills, attitudes and knowledge to become life-long learners. Students are encouraged to take risks to develop their natural strengths and abilities and to assume responsibility for their own learning. We use an integrated inquiry learning model that present students with authentic, transferable concepts.

There is a strong emphasis on building children's self-esteem so that they will have the confidence to use their skills and talents in a positive manner. There is also a clear expectation that children will develop socially responsible attitudes through caring co-operative group behaviour and service to the school.

The Government has introduced National Standards for Reading, Writing and Mathematics. Each standard states the expected level of achievement of each child compared with others at the same age and level nationally. We have fully implemented National Standards within the assessment and reporting procedures at Kilbirnie School.

## 4. Personnel

The school currently has ten teachers and a non-teaching principal. Part-time teachers and teacher aides are employed, as well as several ancillary staff. The school provides an extra teacher providing te reo Māori for all students, as well as extra music tuition. The board generously funds teacher aide positions for each syndicate.

There is a strong commitment to professional development, quality teaching practice, development and review, collegial decision making and co-operative team endeavour. Performance management systems are designed to improve the quality of learning and teaching in the school. Regular assessment of both teaching and learning assists the school in identifying priorities and implementing changes. All professional development is linked to the school's strategic direction.

## 5. Property

In 2017 the three main teaching blocks at the school were renamed after central figures in the traditional Māori creation story of our local area, this is the story of the Taniwha Ngake and Whāitaitai. A new hall and administration area opened in 2010 and a four-roomed Learning Studio block opened in 2011, this is known as the Ngake Hub. This learning environment facilitates twenty-first century teaching and learning opportunities for our junior students.

Our year 3-4 students work in the Whāitaitai hub which consists of three prefabs and a resource area. The original prefab has been located on the school site since the early 1970's; the other two were relocated to the school in the late 1990's. In late 2019 the school received Ministry of Education approval for a three-classroom building replacement project in this area of the school.

The senior area of the school is known as the Matairangi hub. This classroom block dates to the early 1970's and comprises three classrooms. The main toilet block and resource areas were refurbished in 2016. The classrooms are being upgraded and modernized in 2020.

The school has a number of asphalted playground areas, a shaded area, a grassed field and well-equipped adventure playground. The school pool, built in 1945 and redeveloped in 2018 is still in use by the school and community.

## 6. Finances

Parents are well prepared to support the school with fundraising activities and the school donation return is generally well above 90%. Funds raised are used to provide equipment and resources for the benefit of Kilbirnie School students.

## 7. Bicultural Commitment

Kilbirnie School acknowledges the special position of Māori as tangata whenua of Aotearoa New Zealand, te reo Māori as an official language, and te tiriti o Waitangi/The Treaty of Waitangi as the founding document of New Zealand as a nation.

The school's Bicultural Commitment Statement outlines how the school will ensure these important elements of our nation's history and culture are implemented in school practice, and integrated into the classroom. By doing this, we believe that a supportive and challenging environment will be created, in which our Māori students enjoy and achieve success as Māori.

This Commitment Statement is enacted by providing experiences and understandings in cultural traditions, language, local and national histories. To ensure that the school provides in Tikanga Māori (Māori culture) and te reo Māori (the Māori language) for all students, extra teaching personnel and staff professional learning and development have been provided. Our commitment to biculturalism captures three of the five principles of Ka Hikitia: The Māori Education Strategy:

- Treaty of Waitangi
- Identity, Language and Culture, and
- Ako: a two-way teaching and learning process.

We address the Treaty regarding: **Partnership, Participation and Protection:**

**Partnership** – build and nurture partnerships between Treaty partners.

- Building relationships and consulting with local kaumatua and iwi
- Meaningful engagement and collaboration with whānau Māori.
- Promote the partnership model within all aspects of the school

**Participation** – encourage Māori participation in all areas of the school (equality of opportunity)

- Encourage and foster a culture of bicultural practices, te reo Māori me nga tikanga – and ensure that they are meaningfully integrated into all curriculum areas
- Encourage and foster a culture of staff and community development to support knowledge of Te Tiriti, te reo Māori me nga tikanga.

**Protection** – ensure positive outcomes for all students and the sustainability of te reo Māori and tikanga within the school culture and environment.

- Monitoring the performance of Māori students in literacy, numeracy, language and engagement.
- Ensuring Te Reo Māori me nga tikanga are a part of the school's daily programme.

The school has a process in place to identify Māori students on enrolment. Achievement data for Māori students is tracked, and reported to the Board of Trustees, to ensure high expectations are maintained for their learning and that their needs are being met.

## **8. Consultation**

Communication with the school community is undertaken through fortnightly school newsletters, regular board newsletters, class emails and blogs. Parent surveys are carried out annually and the information gathered is used as the basis for future strategic planning. Regular staff surveys also enhance this process. Consultation also includes informal and formal meetings, surveys and questionnaires.

Kilbirnie School consults with the members of the community, including Māori students and their whanau, as part of the consultation process. This consultation gathers information in regard to meeting the needs and aspirations of the Māori families and sharing targets and strategies for raising student achievement.

## **9. Procedural Statement**

Kilbirnie School will lodge a copy of its annually updated Charter to the Ministry of Education each year, along with its annual targets and the previous year's analysis of variance.

## SECTION 3:

### Strategic Plan.

During 2019, the Kilbirnie School staff and board of trustees worked to review the priorities used to guide school development. The then current priorities had been used since 2017 and were established using feedback from the 2015 and 2016 school surveys. This review of the strategic priorities and charter of our school has allowed us to align these important statements with the new Kilbirnie School vision and graduate profile. The board of trustees received very positive feedback about the vision and graduate profile in the 2015 school survey.

We believe that if our students develop the competencies represented in the graduate profile they will be prepared to continue to succeed educationally and personally, equipped with the skills for on-going learning and development. The graduate profile is now implicit in the school charter. Quality teaching and deep learning drive the Kilbirnie School vision. We are guided by the principles of teacher inquiry, evaluation and knowledge building for improvement and innovation.

The review in 2019 culminated in the development of 4 strategic goals underpinned by the influence of quality teaching on deep learning. Each goal has several core areas of work which we believe will provide our learners with authentic opportunities to develop the competencies associated with our graduate profile. Annual student achievement targets are established based on needs identified in school wide data. Targets are captured under strategic goal 1.

**The following strategic goals have been identified for 2020-2022.**

**Strategic goal 1: Equity and excellence is possible for all students as they access the New Zealand and Kilbirnie School curricula.**

**Strategic goal 2: Hauora/well-being for all students in a safe environment where relationships are positive.**

**Strategic goal 3: All students will be actively engaged in learning.**

**Strategic goal 4: Learning is personalization for student needs and interests.**

### **STRATEGIC GOAL 1: Equity and excellence is possible for all students as they access the New Zealand and Kilbirnie School curricula.**

We aim to provide a rich and broad-based curriculum that promotes progress and achievement in all learning areas or all students. Formative assessment practice provides teachers with quality information to identify progress and enhance further learning.

We expect Kilbirnie School students to progress and achieve in:

Core learning areas:

- **Reading**
- **Writing**
- **Mathematics**

Other learning areas within the New Zealand Curriculum:

- **Science**
- **The Arts**
- **Technology**
- **Social sciences**
- **Health and Physical Education**

## **STRATEGIC GOAL 2: Hauora/well-being for all students in a safe environment where relationships are positive.**

All students feel comfortable, confident and happy in all aspects of their physical and mental health. Relationships between students and between students and adults are positive.

## **STRATEGIC GOAL 3: All students will be actively engaged in learning.**

We aim to develop a modern, innovative learning environment in which students, teachers and where possible parents and whanau are highly engaged and actively involved in learning. There will be clear evidence of high levels of commitment to learning and to each other.

This will be achieved through a focus on:

- **Future focused learning in a modern learning environment. Digital technologies, E-learning and digital citizenship.**
- **Educationally powerful connections between home and school.**

## **STRATEGIC GOAL 4: Learning is personalization for student needs and interest.**

Student learning is individual and highly personal. We recognize the unique requirements and characteristics of our students as well as the unique requirements and characteristics of our community and of Aotearoa New Zealand. The value of content, context and focus of teaching and learning and student progress, achievement and success is perceived in a broad sense.

This will be achieved through a focus on:

- **Support for diverse learners and specific learning needs.**
- **Rich school-wide bicultural and environmental programmes.**
- **An authentic school-based curriculum including a broad range of extra curricula learning opportunities.**

## Strategic outcomes.

Strategic goal	2020	2021	2022
<p><b>Strategic goal 1:</b></p> <p>Equity and excellence are possible for all students as they access the New Zealand and Kilbirnie School curricula.</p>	<p><b>2.1</b> Student achievement targets are set, monitored and evaluated based on self-review of data.</p> <p><b>2.2</b> Staff professional development aligned to student target groups and other areas of school development ie. Science 2020.</p> <p><b>2.3</b> Student learning needs are evaluated and addressed by teachers and across school.</p>	<p><b>2.1</b> Student achievement targets are set, monitored and evaluated based on self-review of data.</p> <p><b>2.2</b> Staff professional development aligned to student target groups and other areas of school development ie. Science 2021.</p> <p><b>2.3</b> Student learning needs are evaluated and addressed by teachers and across school.</p>	<p><b>2.1</b> Student achievement targets are set, monitored and evaluated based on self-review of data.</p> <p><b>2.2</b> Staff professional development aligned to student target groups and other areas of school development.</p> <p><b>2.3</b> Student learning needs are evaluated and addressed by teachers and across school.</p>
<p><b>Strategic goal 2:</b></p> <p>Hauora/well-being for all students in a safe environment where relationships are positive.</p>	<p><b>2.1</b> Action plan from 2019 survey reviewed with staff.</p> <p><b>2.2</b> Staff professional development to initiate direct acts of teaching and learning in strategies for student mental well- being.</p> <p><b>2.3</b> NZCER Well-being @ school tool administered.</p>	<p><b>2.1</b> 2020 NZCER Well-being @ school tool data used for planning.</p> <p><b>2.2</b> Staff professional development to further develop direct acts of teaching and learning in strategies for student mental well- being.</p>	<p><b>2.1</b></p>
<p><b>Strategic goal 3:</b></p> <p>All students will be actively engaged in learning.</p>	<p><b>3.1</b> Staff and students involved in planning of changes to physical learning environment in Matairangi hub.</p> <p><b>3.2</b> Implementation of digital curriculum.</p> <p><b>3.3</b> Review of strategies to enhance educationally powerful connections between home and school.</p>	<p><b>3.1</b> Staff and students involved in planning of changes to physical learning environment in whataitai hub.</p> <p><b>3.2</b> Staff and students involved in planning of changes to learning and teaching approaches in Matairangi following changes to physical learning environment.</p>	<p><b>3.1</b> Staff and students involved in planning of changes to learning and teaching approaches in Whāitaitai hub following changes to physical learning environment.</p>

<p><b>Strategic goal 4:</b></p> <p>Learning is personalization for student needs and interests.</p>	<p><b>4.1</b> Kilbirnie School curriculum concepts planned for 2 years to incorporate science, New Zealand History and digital curriculum.</p> <p><b>4.2</b> Review of rich school-wide arts, bicultural and environmental programmes.</p>	<p><b>4.1</b> Kilbirnie School curriculum concepts delivered to incorporate science, New Zealand History and digital curriculum- year 2.</p> <p><b>4.2</b> Review of rich school-wide approach to multicultural programmes.</p>	<p><b>4.1</b></p>
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## SECTION 4:

### Kahui Ako Change Model and Achievement Challenges.

Kilbirnie School is one of 13 schools in the Eastern Wellington Kahui Ako.

The following model for educational change and the associated achievement challenges were developed in 2017:

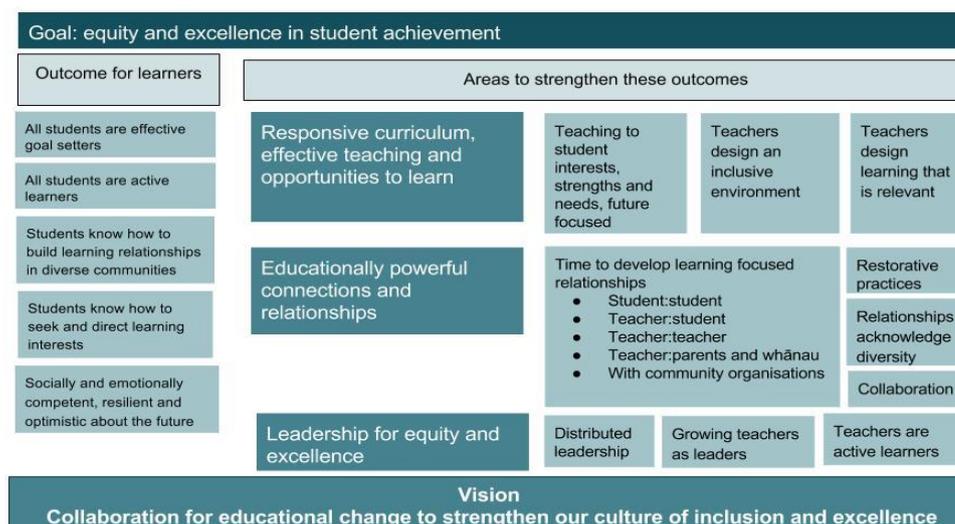
We'll work towards our goal of equity and excellence by using a systems approach to strengthen:

- young people, teachers and leaders' capability
- the rich learning opportunities we can provide
- the systems, processes and structures that support our young people their families and whānau, our teachers and leaders.

We have identified some key aspects of our system that are our priority areas for strengthening and will be developed through local context. We will work collaboratively to identify, develop and embed effective practices through sharing information and resources.

Contexts will be identified in collaboration with community, teachers and students.

#### Priority areas of focus.



#### Achievement challenges.

The kahui ako has appointed a lead principal and is currently in the process of discussing and approving the approach that all schools will take and the specific achievement challenges that we will be focusing on.

## SECTION 5: Annual Management Plans 2020.

Individual management plans have been developed for each of the school's four strategic goals.

### Strategic goal 1: 2020.

#### Student achievement targets.

**Equity and excellence are possible for all students as they access the New Zealand and Kilbirnie School curricula.**

#### Focus area:

- Literacy- Boys writing.

#### Annual Plan goals:

- To increase the number of boys across the school achieving AT or ABOVE expectation in writing.
- To accelerate the progress being made by male students who may have learning needs in writing. (Acceleration is defined as making more than one year's progress in 2020).

#### Student Achievement Targets

Curriculum area.	Writing.
Students targeted.	Lower achieving boys. Students achieving at the expected level who may have the potential to achieve above the expected level in writing. All Maori, Pasifika or students with special needs that are not progressing or achieving at the expected rate in writing.
Lead/support staff.	Senior leadership team.
Budget.	Release for assessment and evaluation. Teacher release for observation, school visits and inquiry. Facilitation and external PLD from Ben Laybourne- Evaluation Associates.
<b>2020 Baseline data- collected, collated and analysed at the end of 2019.</b>	
3% of boys are well below in writing. 30% of boys are below in writing.	
<b>2020 Targets.</b>	
No boys well below in writing. Less than 10% of boys are below in writing.	

## Action Plan- Writing in years 1-4.

### Objectives

Teachers will:
<ul style="list-style-type: none"> <li>• Gather data to evaluate student ability in writing.</li> <li>• Gather student voice data about student attitudes toward writing.</li> <li>• Use evidence to identify the most important learning needs for each student in writing.</li> <li>• Use internal and external expertise to determine how students might be most effectively taught using science contents to increase boy's motivation to write. Use Ben Laybourne- Evaluation Associates.</li> <li>• Use devices to expedite the writing process. BYOD in Matairangi and school based in other areas.</li> <li>• Evaluate outcomes using data and student voice.</li> <li>• Plan to continue to sustain the PLD.</li> </ul>

### Planning.

Action	Responsibility	Resources	Success criteria
Assessment tools used to gather student achievement information on all students in writing.	All teachers.	e- AsTTle tools.	Data to evaluate student ability in writing is gathered.
Gather student voice in regard to current writing programmes.	All teachers.	Survey or focus group.	Student voice data underpins development of writing programmes in classes.
Teachers plan approaches to teaching and learning in writing that use science contexts to increase boy's motivation to write.	All teachers.	Equipment to underpin learning and teaching in science.	
Teachers plan to incorporate the use of devices to remove the hand writing aspect from some writing tasks.	All teachers.	Devices.	
Teacher look to synthesis the use of devices with science-based writing tasks in the classroom.	All teachers.		
Professional learning and development and support for staff from Ben Laybourne- Evaluation Associates.	Ben Laybourne- Evaluation Associates.	Programme tools developed by WSL.	Teachers able to continue using programme.
Peer based in class modelling and observations.	Teachers	Realase rtime.	Teachers enhance use of programme and have feedback on progress.

*Progress report to BoT- Term 3.*

<b>What has happened so far?</b>
<b>What are the next steps?</b>

*Variance Analysis- December 2020.*

<b>Outcomes-what happened? 2020 outcomes collected, collated and analysed early in term 4.</b>
<b>2020 target.</b>
<b>2020 outcomes.</b>
<b>Analysis of initiative on values student outcomes. Reasons for variance (Why did it happen?) and Evaluation (Where to next?)</b>

**Focus area:**

- Maths- in year 6 (2020). These students were in year 5 in 2019.
- Māori and Pasifika students across the school.

**Annual Plan goals:**

- To increase the number of students achieving AT or ABOVE expectation in maths.
- To accelerate the progress being made by year 6 (2020) students who have learning needs in maths.
- To accelerate the progress being made by Māori and Pasifika students across the school. (Acceleration is defined as making more than one year's progress in 2020).

**Student Achievement Targets**

<b>Curriculum area.</b>	<b>Maths.</b>
Students targeted.	Lower achieving year 6 (2020) students in maths. All Maori, Pasifika or students with special needs that are not progressing or achieving at the expected rate in maths.
Lead/support staff.	Senior leadership team.
Budget.	Release for assessment and evaluation. Teacher release for observation, school visits and inquiry. Facilitation and external PLD if needed.
<b>2020 Baseline data- collected, collated and analysed at the end of 2019.</b>	
33% of year 5 students (2019) below. There are 2 Maori students well below in mathematics. There are 3 Maori and 4 Pasifika students below in mathematics.	
<b>2019 Targets.</b>	
10% of year 6 students (2020) below. No Māori or Pasifika students below or well below in mathematics.	

**Action Plan- Maths.****Objectives**

<b>Teachers will:</b>
<ul style="list-style-type: none"> <li>• Gather data to evaluate student ability in maths and use formatively.</li> <li>• Use data will be used to identify specific next steps for each student.</li> <li>• Teachers will use data to plan for group-based teaching correlated to needs identified.</li> <li>• Targeted support programmes will be developed for those that need this. This may involve support staff and involvement of RTLB or outside facilitation.</li> <li>• Develop a critical friend observation and feedback cycle based on improving practice in new initiatives related to student needs.</li> <li>• Teacher will report specific needs to whanau during term 1 conferencing to allow whanau to support learning in identified areas of maths.</li> </ul>

**Planning.**

Action	Responsibility	Resources	Success criteria
Data collected in assessments.	Senior staff to timetable assessment programme.	Assessment tools	Specific data collected on each student.
Next steps identified for each student and groups established accordingly.	All staff	Data	Teaching is specific to identified needs.
Initiatives for specific needs planned and established- RTLB/ TA involved as needed.	Senior staff.	Depending on initiatives.	Teaching is specific to identified needs. Intense focus on those that need differentiated learning.
Next steps reported to whanau at conferencing	All teachers.	Learning evidence- goals.	Whanau able to support learning in identified areas of maths.
Teachers work together and collaborate with support staff to develop specific programmes based on identified needs of individuals and groups of year 6 students.	All teachers.	Depending on specific needs.	Individual learning needs are being met.
Classroom assessments to monitor progress of learners.	All teachers.	Depending on specific needs.	Programmes modified as students make progress.

**Progress report to BoT- Term 3.**

<b>What has happened so far?</b>
<b>What are the next steps?</b>

**Variance Analysis- December 2020.**

<b>Outcomes-what happened? 2020 outcomes collected, collated and analysed early in term 4.</b>
<b>2020 target.</b>
<b>2020 outcomes.</b>
<b>Analysis of initiative on values student outcomes. Reasons for variance (Why did it happen?) and Evaluation (Where to next?)</b>

**Annual Implementation Plans.**  
**Strategic goals 2-4.**  
**2020.**

<b>Strategic goal 2: Hauora/well-being for all students in a safe environment where relationships are positive.</b>				
<b>Outcome</b>	<b>How</b>	<b>Who</b>	<b>costs</b>	<b>Progress indicator</b>
<b>2.1 Student well-being action plan from 2019 survey reviewed with staff.</b>	Staff and hub meetings to review progress with plans and actions. For example, Circle Time and restorative practises.	Senior staff.	NA	Staff think about the success of recent work in this area and discuss the relative success of strategies.
<b>2.2 Staff professional learning and development to initiate direct acts of teaching and learning in strategies for student mental well-being.</b>	Professional learning and development in Mindfulness for children and M3.  Revisioning Camp initiative.	Kahui ako Within School Leaders. Facilitation from Mindfulness for Children expert.  Camp lead staff.	Release time for lead staff.	Deliberate acts of teaching and learning with well-being outcomes evident in classrooms.  Changes to 2020 school camp result in deeper environmental education learning outcomes for students.
<b>2.3 NZCER Well-being @ school tool administered.</b>	Implement the tool in term 4 2020.	Senior staff.	NZCER fee.	Data can be used formatively and also compared to data from previous assessment.
<b>Strategic goal 3: All students will be actively engaged in learning.</b>				
<b>Outcome</b>	<b>How</b>	<b>Who</b>	<b>costs</b>	<b>Progress indicator</b>
<b>3.1 Staff and students involved in planning of changes to physical learning environment in Matairangi hub.</b>	Teachers review impact of classroom environment on teaching and learning. Discuss improvements with architect and review throughout the design process.	All Matairangi staff and architect.	Potentially release to visit other schools.	Teachers who work in Matairangi involved in the design process for property development which impacts on student learning.

<p><b>3.2 Implementation of the digital technologies area of the technology curriculum.</b></p> <p><b>3.3 Review of strategies to enhance educationally powerful connections between home and school.</b></p>	<p>Teaching and learning to meet the requirements of the area will be planned and implemented within classrooms.</p> <p>Use services from Netsafe for whānau and staff learning.</p> <p>Teachers will review the new approaches from 2019 and refine for 2020. See Saw will be trialled in the Whāitaitai hub. Digital content will be further utilised for communication between home and school.</p>	<p>IT lead staff.</p> <p>Experts from Netsafe.</p> <p>All staff.</p>	<p>Equipment and release time for lead staff professional learning and development and school visits.</p> <p>Netsafe fee.</p> <p>Equipment and release time for lead staff professional learning and development and school visits. For example, view good practise in using See Saw.</p>	<p>Digital technologies learning area implemented in 2020 as required by Ministry of Education.</p> <p>Outside expertise informs approach to digital use and safety.</p> <p>Educationally powerful connections between home and school enhanced and impact positively on student learning.</p>
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**Strategic goal 4: Learning is personalization for student needs and interests.**

Outcome	How	Who	costs	Progress indicator
<p><b>4.1 Kilbirnie School curriculum concepts planned for 2 years to incorporate science, New Zealand History and digital curriculum.</b></p> <p><b>4.2 Review of rich school-wide arts, bicultural and environmental programmes.</b></p>	<p>Professional learning and development in Science allows staff to integrate science competencies into teaching and learning across the NZC and KSC. Digital curriculum and New Zealand history is taught.</p> <p>Staff will review previous school production and plan for term 3, 2020.</p> <p>Garden to Table programme established in Whāitaitai hub after detailed planning. Programme built to be sustainable.</p>	<p>All staff. Ben Laybourne- Evaluation Associates.</p> <p>Lead staff- performing arts.</p> <p>Whāitaitai hub teachers and support staff. Garden to Table specialist.</p>	<p>Through CFPLD.</p> <p>Release time. Professional services for production-lighting, sound.</p> <p>Some costs covered by donations.</p>	<p>Students develop science competences. Understandings of New Zealand history increase.</p> <p>Student learning in production preparation. Successful event.</p> <p>All students in the Whāitaitai hub participate in the programme. The programme is developed sustainably.</p>

## SECTION 6: 2020 Annual Plans Board KILBIRNIE SCHOOL BOARD WORK PLAN 2020

	January	February	March/April	April	May	June	July	August	September	October	November	December
<b>Meeting Dates</b>	Jan 30: Planning	Feb 27: Meeting 1.	March 26: Treaty training	April 2: Meeting 2	May 14: Meeting 3	June 18: Meeting 4		August 6: Meeting 5	September 10 Meeting 6	October 29: Meeting 7		December 10: Meeting 8
<b>STRATEGIC REVIEW</b>												
<b>School Charter</b>	Survey analysis: Items for staff planning and strategic plan	Review and approve Charter and Strategic Plan							School Survey planning.	Parent Survey developed		Topline survey results
<b>Strategic Targets</b>		Final report: 2019 student achievement goals						2020 student achievement goals : Milestone Reports				Specialist area reviews of annual plan and other activities
<b>REGULAR REVIEW</b>												
<b>Policy review</b>	Board terms of reference	Recognition of Cultural Diversity; Staff leave; Separated parents, day to day care, guardianship		Term 4 policies reviewed returned for approval	Documents and self-review; Employer responsibility; Behaviour Management (manual)	Term 1 policies reviewed returned for approval		Learning support; Appointment procedure; Child protection;	Term 2 policies reviewed returned for approval	Classroom release time; Salary units/ Management allowance; Privacy		Term 3 policies reviewed returned for approval
<b>Policy assurance</b>		EEO; Police vetting of non-teachers; 10-year property plan; Medicines, minor/moderate injury or illness; Length of school year			Staff usage and expenditure; Abuse recognition and reporting; Digital technology and cybersafety; Evacuation procedure/emergency kit; Student attendance			Appraisal of the Principal; Physical restraint; Safety Management System; Surrender and retention; Swimming pool; International students		Reading recovery / literacy support; Appointment procedure; Appraisal of staff; Attestation; Provisionally certified teachers; Teacher registration; Staff usage and expenditure; Evacuation procedure; Length of school year		
<b>Risk</b>		Review of risk register.			Review of risk register.			Review of risk register.		Review of risk register.		Review of risk register

<b>Progress &amp; Achievement</b>						SENCO Report Science tools / data		Mid-year achievement report.				<b>Achievement data.</b> Assessment tool data review Collated school wide data review.
<b>Curriculum</b>		School Camp	Kia kaha- NZ police. Well-being- kahui ako			Garden to Table		Science PLD programme				Puberty with Life Education
<b>Personnel</b>			Professional learning and development report.		Principal appraisal & goal setting Staff Appraisal Reports	Performance Management Report				Principal- mid-year review.		
<b>Financial</b>	Draft Budget	Board approval of 2020 budget	Draft 2019 annual financial statements approved and sent to auditor before 31 Mar	Cash Flow	Cash Flow  Audited Annual Accounts adopted and signed by chair by 31 May	Cash Flow		Cash Flow	Cash Flow	Asset replacement plan	Cash Flow	Cash Flow Draft Budget
<b>Property</b>		Technical advice and development of plans/ costing for Matairangi classroom improvements			Working Bee- grounds.	Plans finalised, work put to tender, managed by QS and school project manager		Working Bee- grounds.	Planning for work to be done over Christmas holidays			
	Community consultation around H Block (Whataitai Hub) classroom replacement as needed, once Ministry timing has been confirmed											
<b>EMERGENT REVIEWS</b>												
<b>Government/ Local</b>	As needed.											
<b>BOARD PROCESS REQUIREMENTS</b>												
		Elect chair. Staff Information and VCA requirements.			Enrolment Scheme	Board survey – working as a board		Review of board survey		Attendance report		

## KILBIRNIE SCHOOL WORK PLAN 2020.

	February	March	April	May	June	July	August	September	October	Novemb.	Decemb.
<b>Dates &amp; Holidays</b>	Senior staff planning. TODS Waitangi Day		End of term Holidays <i>Easter within school holidays 2020.</i>	TOD- TBC	Queen's Birthday	End of term Holiday		End of term Holidays Labour Day Oct 26.			Holidays start 18/12
<b>School Events Schedule</b>	Camp. School info evenings. Teacher/parent meetings.	Kia kaha- all students.		Whole school shared integrated inquiry learning: <b>Science based.</b>  <b>Matariki celebration including full day te reo and tikanga electives</b>		Whole school shared focus on performing arts- dance, drama, music.  <b>School Production.</b>			Whole school "Choosing Thursday" programme.  Kilbirnie School Carnival.	End of year activities: Leavers dinner	
<b>Staff Meeting Schedule</b>	Review of 2019. Initiatives and data.	Student achievement data plan. Performance management.	PLD- Inquiry planning, monitoring. Science. Maths. Well being Te reo and tikanga Māori.			Reporting review.  Communications with Parents Procedure		Curriculum review.	Student achievement data moderation.	Reporting.	
<b>Assessment &amp; Evaluation</b>	As per programme: Reading Age Writing sample e-AsTTle (Reading & Maths: Y4-6) STAR (Y3-6) BURT (Y2-6)			GLOSS/JAM where needed.				STAR (Y3-6) BURT (Y2-6)	Reading Age Writing sample. GLOSS & JAM as needed.	NZC based OTJ collation. Discussion and moderation of student achievement data in preparation for reporting to Board.	
<b>Reporting to Parents</b>	Separate hub information evenings. "Meet the teacher" meetings and student information form. Meeting with Year 1 Parents		Student led Conferences	Junior Parents-reading.	Evening with Netsafe.	Junior Parents	Student led Conferences		Junior Parents-TBC	End of year Summary and reporting to parents and whanau.	

<b>Perform. MGNT</b>	EDUCA update.	2019 Appraisals completed 2020 PM systems established.	2020 Inquiry TBC.	Observations Critical Friend		Mid-year Principal Appraisal	Observations Critical Friend	Staff Appraisal Review	Principal Appraisal Review	
<b>MGNT Procedure Review.</b>		Recognition of Cultural Diversity; Staff leave; Separated parents, day to day care, guardianship.	Term 4 policies reviewed returned for approval	Documents and self- review; Employer responsibility;  Behaviour Mgmt. (manual)		Term 1 policies reviewed returned for approval		Learning support; Appointment procedure; Child protection;	Term 2 policies reviewed returned for approval	Classroom release time; Salary units/ Management allowance; Privacy

