



Kilbirnie School Charter (2880)

Strategic Plan 2017– 2019

Including Annual Management Plan for 2017

Principal's Endorsement	Yes.
Board of Trustees' endorsement	Yes.
Submission date to Ministry of Education	March 1 st 2017.

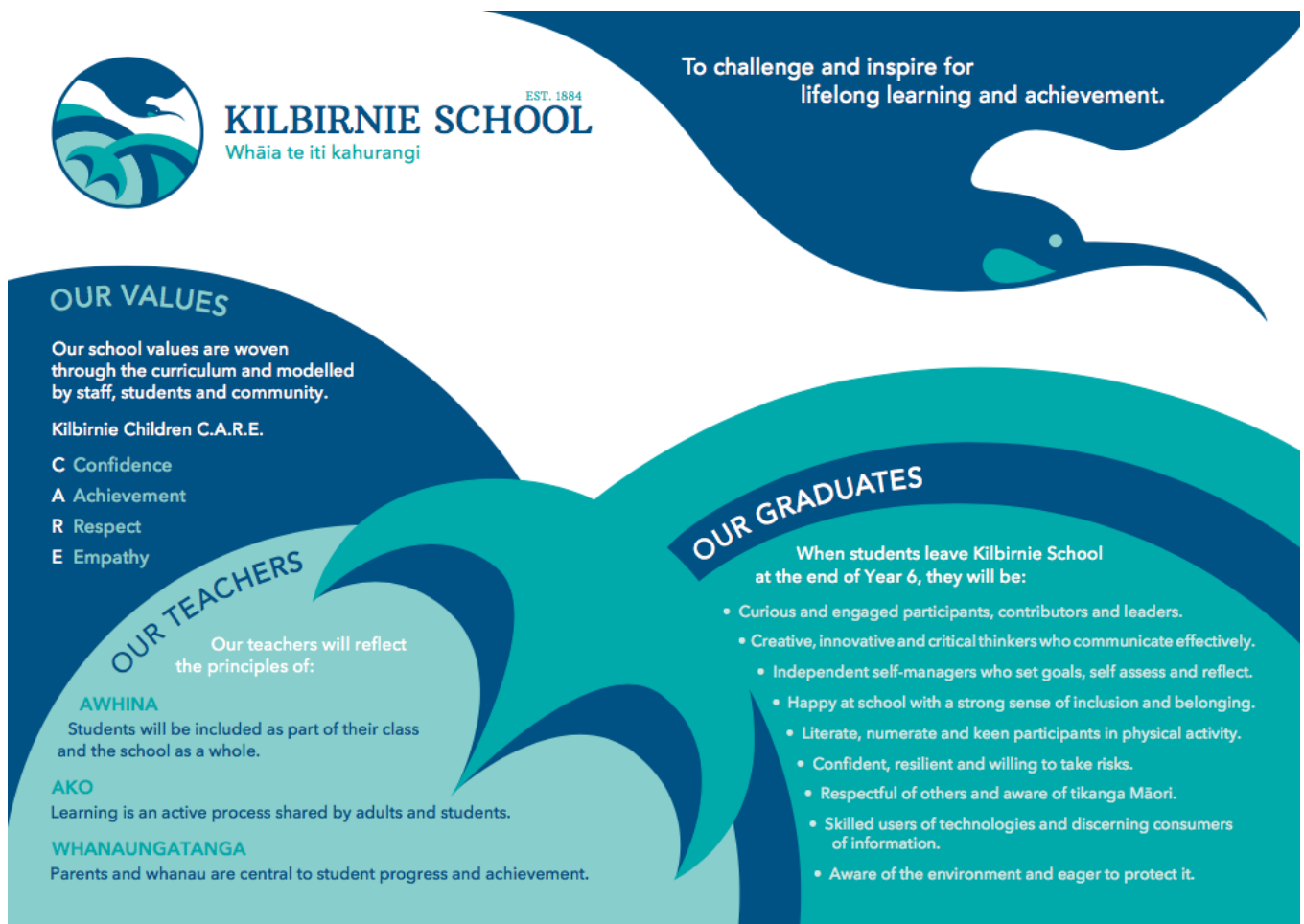
Table of Contents

Kilbirnie School Charter	1
(2880).....	1
Strategic Plan 2017– 2019	1
Including annual Management Plan for 2017	1
Table of Contents	2
SECTION ONE: Strategic intentions	3
1. Kilbirnie School Vision	3
2. Kilbirnie School Whakatauki	3
3. Kilbirnie School Motto	4
4. Kilbirnie School Values	4
5. Kilbirnie School Graduate Profile	4
6. Kilbirnie School Enablers	5
SECTION 2: School context	6
1. ERO Findings (February 2015)	6
2. School Roll	7
3. Curriculum	7
4. Personnel	7
5. Property.....	7
6. Finances.....	8
7. Cultural Diversity	8
8. Consultation	8
9. Procedural Statement	8
SECTION 3: Strategic Drivers	9
STRATEGIC INTENTION:	9
SECTION 4: NAG Based Objectives:	11
NAG 1: Curriculum	11
NAG 1: Assessment.....	12
NAG 1: Māori Achievement & Cultural Awareness.....	12
NAG 1: Diverse Learners.....	12
NAG 2/2a: National Standards	12
NAG 2/2a: School Self-Review.....	13
NAG 3: Employment & Personnel, incl. Professional Learning and Development.	13
NAG 4: Finance	13
NAG 4: Property.....	14
Operations Grant.....	14
Property: Community Fundraising	14
NAG 5: Health & Safety	14
NAG 6: Legislation	14
SECTION 5: Annual Management Plans 2017.	15
Strategic driver 1: Progress and achievement for all students.	15
Student Achievement Targets	15
Action Plan- Mathematics	18
Action Plan- Writing.	20
Strategic driver 2: All students will be actively engaged in learning.....	22
Action Plan – Student Engagement.....	23
Strategic driver 3: Personalization for student needs and interests.....	26
Action Plan.....	26
Progress report to Board of Trustees-Term 3.	27
SECTION 6: 2017 Annual Plans for School and Board	28

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

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.

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

C:	CONFIDENCE	Inquiry; Curiosity; Independence; Responsibility
A:	ACHIEVEMENT	Excellence; Creativity; Innovation; Co-operation
R:	RESPECT	Consideration; Integrity; Honesty; Diversity
E:	EMPATHY	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 (February 2015)

Findings:

- The school uses achievement information very effectively to make positive changes to learners' engagement, progress and achievement.
- Students are confident, capable learners.
- Teachers use a range of assessment tools ably to inform their overall judgements of student achievement in relation to the National Standards
- Those children at risk of not meeting the National Standards are identified and well supported. Accelerated progress is evident and regularly reported.
- Most Māori students achieve the National Standards. The few at risk of not meeting these expectations benefit from specific initiatives to accelerate their progress.
- Teachers monitor student progress closely and analyse achievement data. Parents are well informed.
- Teachers have taken part in professional development that is having a very positive impact on students' learning and writing achievement. Valued teacher aides effectively support students' learning programmes.
- A well-considered curriculum successfully promotes and supports student learning. Teachers are highly reflective and provide interesting programmes to enrich learning
- Curriculum design is responsive to students' interests and needs, and parents' wishes. It is strongly aligned to the New Zealand Curriculum, the school's charter and strategic plan. The CARE values are well embedded.
- The wide range of opportunities, including the enrichment programme, enables students to pursue interests and develop leadership skills.
- The school has a strong commitment to the Treaty of Waitangi. Many initiatives to promote the programme have been introduced.
- Governance and management are highly effective. High quality review processes and systems are used strategically across the school to promote continuous improvement.
- Parent partnerships are valued. Families are actively encouraged to engage in their children's learning and the life of the school. They are well informed about the school's education approaches and requirements.

Conclusion:

- The board and senior leaders set clear and positive direction for promoting student learning, achievement and wellbeing in an inclusive school. The curriculum provides an extensive range of experiences to motivate and engage learners. Students are confident, respectful and active in school life. The tone is settled and there are strong partnerships with parents and the community.
- ERO is likely to carry out the next review in four-to-five years.

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 presents 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

The school has recently undergone substantial redevelopment, with a new hall and administration area opened in 2010 and a four-roomed Learning Studio block opened in 2011. The new learning environment provides twenty-first century teaching and learning opportunities for our junior students.

The middle syndicate consists of two prefabs and a resource area, as well as a prefab for the school library. 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. The senior syndicate classroom block dates to the early 1970's and comprises four classrooms. The main toilet block is currently undergoing refurbishment, along with the resource areas. The senior syndicate classrooms are being upgraded in line with ILE (Innovative Learning Environment).

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, 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. Cultural Diversity

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 has a bicultural policy which 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.

The policy 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. The school's policy on biculturalism details 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.

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 Drivers.

During 2016, 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 2013 and were established using feedback from the 2012 school survey. 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 2014 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.

The review in 2016 culminated in the development of 3 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. These strategic goals were reviewed by the school community as part of the 2016 school survey.

Strategic goal 1: progress and achievement for all students.

Strategic goal 2: all students will be actively engaged in learning.

Strategic goal 3: personalization for student needs and interests.

STRATEGIC INTENTION:

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 following strategic goals have been identified for 2017-2019.

STRATEGIC GOAL 1: Progress and achievement for all students.

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:

Learning areas associated with the New Zealand National Standards:

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

Other learning areas within the New Zealand Curriculum:

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

STRATEGIC GOAL 2: 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.**
- **Increased learner agency, choice, control and autonomy.**
- **Digital technologies, E-learning and digital citizenship.**
- **Thinking skills and independent learning skills.**
- **Educationally powerful connections between home and school.**

STRATEGIC GOAL 3: Personalisation 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. Opportunity for real life and application and connection.**
- **A broad range of extra curricula learning opportunities.**

SECTION 4:

NAG Based Objectives:

	2017 -2019 actions
NAG 1: Curriculum	<p>Numeracy:</p> <ul style="list-style-type: none"> Needs based professional learning and development and programme review Ongoing numeracy leadership –Jacqui Brown, Peter Dobson, Glenys Johnston, Tony Austin Students have ownership of their learning and know next learning steps Involvement in financial literacy project Integration of eLearning <p>Literacy:</p> <ul style="list-style-type: none"> Needs based professional learning and development and programme review Ongoing literacy leadership – Jacqui Brown, Peter Dobson, Glenys Johnston, Tony Austin Focus on reading and writing moderation Students have ownership of their learning and know next learning steps Integration of eLearning <p>Innovative Learning Environment:</p> <ul style="list-style-type: none"> Staff will explore the elements of Innovative Learning Environments and build an appreciation of the benefits to student learning Staff will begin to implement elements of an Innovative Learning Environment within their specific context. Teachers will use the teacher inquiry process to determine how students respond to changes in practice aligned to Innovative Learning Environments Teachers will implement new teaching strategies and approaches in the classroom following professional learning and development. <p>eLearning:</p> <ul style="list-style-type: none"> Maintain and extend leadership of pedagogical understanding to ensure students and staff engage in 21st Century learning Up skill staff in the use of eLearning tools, developing capacity for collegial mentoring Continuation of trialling Surface Pro machines as effective tool for learning in Year 5 & 6 area (Rooms 9 & 10) Collaborating with the parent community through online platforms such as website, eTap, blogs, ePortfolios... Continue to build leadership of our students by providing regular and varied opportunities for leadership <p>Other:</p> <ul style="list-style-type: none"> Provision of regular quality physical activity programmes that develop movement skills for all students Ongoing development of alternate Kia Kaha and Life Education programmes In-school development of the Arts using external facilitation – Footnote/Marzipan for dance & drama;, Artrageous for visual art Continuation te reo and tikanga programme throughout school with Rachel France Increase understanding and awareness of sustainable practices to instil sustainable habits, including valuing student input

NAG 1: Assessment	<p>Need-based professional learning and development and programme review e-asTTle development School wide assessment & evaluation: eTap</p> <ul style="list-style-type: none"> • AsTTle, eAsTTle and STAR • Reading Recovery/6 Year Net/SEA • Portfolios and 3 Way Conferencing • GLoSS (Y4-6); JAM (Y1-3) <p>Send annual report/data against targets to Ministry</p>
NAG 1: Māori Achievement & Cultural Awareness	<p>Partnership – build and nurture partnerships between Treaty partners.</p> <ul style="list-style-type: none"> • 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 <p>Participation – encourage Māori participation in all areas of the school (equality of opportunity)</p> <ul style="list-style-type: none"> • 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. <p>Protection – ensure positive outcomes for all students and the sustainability of te reo Māori and tikanga within the school culture and environment.</p> <ul style="list-style-type: none"> • 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
NAG 1: Diverse Learners	<p>Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum. Provision of resourcing for diverse learners: for those not achieving; at risk, or requiring enrichment.</p> <p>Report to the Board of Trustees on the income and expenditure relating to diverse learners. continuation of the Inclusive Practices Action Plan.</p>
NAG 2/2a: National Standards	<p>Continue to build teachers’ capability and capacity in assessment and determining accurate OTJs through moderation processes</p> <p>Report to parents and caregivers on the achievement of individual students in relation to the National Standards.</p> <p>Report to the Board of Trustees on the achievement of all students, and of Māori students, Pasifika students, and Asian students by gender and year group, in relation to the National Standards.</p> <p>Report to the Ministry of Education on the achievement of all students, and of Māori students, Pasifika students, and Asian students by gender and year group, in relation to the National Standards.</p>

NAG 2/2a: School Self-Review	<p>Develop and monitor the school's strategic and annual plans in all areas of the schools' operations</p> <p>Communicate and consult effectively, and appropriately, with the community, including Māori.</p> <p>Consult with community over the health curriculum 2016 & 2018</p> <p>Undertake Board of Trustees training and development, as well as induction of new members</p> <p>Strategic Self-Review:</p> <ul style="list-style-type: none"> • Annual surveys – parents/students • Syndicate self-assessments <p>Regular Self-Review:</p> <ul style="list-style-type: none"> • Feedback from teaching inquiry • Syndicate/school surveys • Needs analysis <p>Emergent Self-Review:</p> <ul style="list-style-type: none"> • School/curriculum surveys <p>Risk & Issue Register discussed at alternate Board of Trustees meetings to raise risks, issues and opportunities</p>
NAG 3: Employment & Personnel, incl. Professional Learning and Development.	<p>Implement procedural frameworks which promote high levels of staff performance,</p> <ul style="list-style-type: none"> • Appraisal systems for all staff (teachers and support). • Review the appraisal procedures and development of on-line portfolios for teaching staff to meet EDUCANZ criteria • Development of professional reading and reflection programme, detailed through portfolio, for teaching staff. • Planned classroom and team teaching observations, including mentoring and critical friend <p>Staff school in a manner that reflects the priorities stated in the school charter and curriculum.</p> <p>Ensure that a professional learning and development plan is in place which will equip staff to deliver quality teaching and learning.</p> <ul style="list-style-type: none"> • Establish a programme for Board of Trustees training • Prepare a staff development programme which includes staff appraisal processes • Provide professional learning and development in line with strategic priorities • Ensure there is sufficient budget allocation to meet staff and Board of Trustees development needs • Provide a whole school global perspective in professional learning and development. <p>Monitor employment and personnel issues</p>
NAG 4: Finance	<p>Developing annual budget linked to strategic and property plan.</p> <p>Reporting regularly to Board on actual expenditure.</p> <p>Complying with all financial and legislative regulations, incl. in-house preparation of financial statements.</p>

NAG 4: Property Operations Grant Property: Community Fundraising	Allocate funds to reflect the school's strategic and annual plans Maintain internal procedures for monitoring finance and expenditure Continue to develop and efficient programme of maintenance for school buildings and facilities, including swimming pool Develop school facilities which reflect the priorities stated in the school strategic plan Ensure resources, through Innovative Learning Environment, provide optimum learning conditions for all stakeholders, particularly relating to eLearning tools.		
	2017: Replace Room 10 and new library carpet	2018: Re-oil hall floor	2019: Repaint roof middle syndicate
	2017: Furniture & furnishings for as part of modern learning environment upgrade	2018: To be decided by fundraising committee	2019: To be decided by fundraising committee
NAG 5: Health & Safety	Provide a safe physical and emotional environment for students and staff and ensure that the school is compliant with all aspects of health and safety legislation. <ul style="list-style-type: none"> • Ensure compliance with worksite health and safety requirements – 2016 Act • Regularly review health and safety policies, specifically in regards to 2016 Health and Safety Workforce Act • Communicate procedures with all staff, students and other stakeholders • Review and maintain hazard register • Maintain on-going safety checks – interior and exterior • Meet current building Warrant of Fitness requirements • RAM forms for school camps and EOTC activities and trips Continue to develop a staff culture based on positive relationships with both students and each other <ul style="list-style-type: none"> • Staff and students have high expectation of behaviour and learning and encourage and reinforce the behaviours we value, C.A.R.E. • Continue to develop a staff culture based in positive relationships with both students and each other • Share ways to promote/continue to provide for authentic student voice • Seek increasing opportunities for student leadership • Plan regularly for opportunities of parent involvement 		
NAG 6: Legislation	Develop systems to comply with all current legislation through policy and procedure Monitor student attendance , follow-up of notable absences and use of truancy services as required		

SECTION 5: Annual Management Plans 2017.

Individual management plans have been developed for each of the school's three strategic drivers.

Strategic goal 1: Progress and achievement for all students.

Focus area: National Standards

- Mathematics and Numeracy
- Writing

Annual Plan goals:

- To increase the number of students achieving AT or ABOVE the national standard in mathematics.
- To increase the number of students achieving AT or ABOVE the national standard in writing.

Student Achievement Targets

Curriculum area.	Mathematics
Students targeted.	Lower achieving students in mathematics and students achieving at the expected level who may have the potential to achieve above the expected level.
Lead/support staff.	Jacqui Brown and Peter Dobson- Deputy Principals. Glenys Johnston- Senior Teacher. Tony Austin- Principal.
Budget.	<p>The school made a significant investment by funding the employment of an external facilitator in 2015 and 2016. This provision provided facilitation of in-depth professional learning and development in mathematics throughout this period. This work will be consolidated and sustained through the development of an action plan for 2017. Internal lead teachers will collaborate with staff in the development of this action plan. The implementation of the plan will be monitored throughout the year.</p> <p>Teacher aide and teacher resourcing. Purchase of support materials as needed.</p> <p>External facilitation may be used in the later part of the year if it is deemed necessary.</p>
Curriculum area.	Writing.
Students targeted.	Lower achieving students in mathematics and students achieving at the expected level who may have the potential to achieve above the expected level.
Lead/support staff.	Jacqui Brown and Peter Dobson- Deputy Principals. Glenys Johnston- Senior Teacher. Tony Austin- Principal.
Budget.	<p>The school made a significant investment by funding the employment of an external facilitator in 2013 and 2014. This provision provided facilitation of in-depth professional learning and development in writing throughout this period. This work will be consolidated and sustained through the development of an action plan for 2017. Internal lead teachers will collaborate with staff in the development of this action plan. The implementation of the plan will be monitored throughout the year.</p> <p>Teacher aide and teacher resourcing. Purchase of support materials as needed.</p>

2016 End of Year Baseline data.	
<p>Mathematics</p> <p>86% of students school-wide are achieving in line with the national standard (AT or ABOVE).</p> <p>19% of students school-wide are achieving ABOVE the standard.</p> <p>25% of male students are achieving ABOVE the standard.</p> <p>There are 21 students identified as Maori. 16 are AT the national standard in mathematics and 2 are ABOVE the national standard in mathematics. 3 are BELOW.</p> <p>1 student is WELL BELOW the national standard.</p> <p>It is pleasing to note that 86% of students school-wide are achieving in line with the national standard in mathematics and that 19% achieving ABOVE the standard in mathematics by the end of 2016. However, there are significantly more male than female students achieving ABOVE the standard. 26 out of 103 male students (25%) are ABOVE and 15 out of 110 female students (13%) are ABOVE.</p>	<p>Writing</p> <p>75% of students school-wide are achieving in line with the national standard (AT or ABOVE).</p> <p>While 62% of all students school-wide are achieving AT the national standard only 13% of all students school-wide are achieving ABOVE the national standard.</p> <p>There are 21 students identified as Maori. 14 students achieved AT the standard and 1 student achieved ABOVE the standard. No Maori student achieved WELL BELOW the national standard. However, 6 Maori students achieved BELOW the national standard.</p> <p>There are 9 students identified as Pasifika. 7 students achieved AT the standard while no student achieved ABOVE the standard. 1 Pasifika student achieved WELL BELOW the national standard and 1 achieved BELOW the national standard.</p> <p>There are 20 students identified as Asian. 8 students achieved AT the standard while 1 Asian student achieved ABOVE the standard. 2 Asian students achieved WELL BELOW the national standard and 9 achieved BELOW the national standard.</p>
2017 Targets.	
<p>Mathematics.</p> <p>19% of students are achieving ABOVE the standard. This will increase so that 30% of all students school-wide will be achieving ABOVE the national standard in mathematics.</p> <p>The proportion of female students achieving ABOVE the national standard in mathematics will be increased to 25%.</p> <p>The proportion of male students achieving ABOVE the national standard in mathematics will be maintained or increased.</p> <p>No student school-wide will be achieving WELL BELOW the national standard in mathematics.</p> <p>The proportion of Maori students school-wide achieving BELOW the national standard in mathematics will be less than 10%. Students moving from BELOW to AT (or better) will have made more than one year's progress in mathematics.</p> <p>The proportion of Pasifika students school-wide achieving BELOW the national standard in mathematics will be less than 10%. Students moving from BELOW to AT (or better) will have made more than one year's progress in maths.</p>	<p>Writing.</p> <p>13% of students are achieving ABOVE the standard. This will increase so that 20% of all students school-wide will be achieving ABOVE the national standard in writing.</p> <p>No student school-wide will be achieving WELL BELOW the national standard in mathematics.</p> <p>The proportion of Maori students school-wide achieving BELOW the national standard in mathematics will be less than 10%. Students moving from BELOW to AT (or better) will have made more than one year's progress in mathematics.</p> <p>The proportion of Pasifika students school-wide achieving BELOW the national standard in mathematics will be less than 10%. Students moving from BELOW to AT (or better) will have made more than one year's progress in mathematics.</p> <p>The proportion of Asian students school-wide achieving BELOW the national standard in mathematics will be less than 30%. Students moving from BELOW to AT (or better) will have made more than one year's progress in mathematics.</p>

SUMMARY OF RESULTS			
MATHEMATICS	Baseline	Target	Result
School-wide students achieving in line with (AT or ABOVE) the national standard	86%	90%	
School-wide students achieving ABOVE the standard	19%	30	
School-wide students achieving WELL BELOW the national standard	1 student	0 students	
Female students achieving ABOVE the national standard	13%	25%	
Male students achieving ABOVE the national standard	25%	Maintain or increase.	
Maori students achieving BELOW the national standard	14% (3/21)	<10%	
Pasifika students achieving BELOW the national standard	1 student	0 students	

WRITING	Baseline	Target	Result
School-wide students achieving in line with (AT or ABOVE) the national standard	75%	85%	
School-wide students achieving ABOVE the standard	13%	20%	
School-wide students achieving WELL BELOW the national standard	4	0	
Maori students achieving BELOW the national standard	29% (6/21)	<10%	
Pasifika students achieving BELOW (or WELL BELOW) the national standard	22% (2/9)	<10%	
Asian students achieving BELOW (or WELL BELOW) the national standard	55% (11/20)	<30%	

Action Plan- Mathematics

Objectives

Teachers will:
<ul style="list-style-type: none"> Review the Best Evidence Synthesis (BES) principles related to effective teaching and learning in mathematics. Build on previous learning in gathering and using evidence, both from formal and informal tests (e.g. NUMPA). Gather a whole-school data set in mathematics using new mathematics assessment tools. Both JAM and GloSS will be used across the school in term 1 and 4. Use the data from these tools as one source of information to inform OTJs. Develop a system of moderation. Use these data to identify student needs and complete the new class needs analysis. Use evidence to identify the most important learning needs for each student and use the Teaching As Inquiry(TAI) process determine how students might be most effectively taught. Develop a critical friend observation and feedback cycle based on improving practice in mathematics. Implement new strategies and approaches in the classroom based on student needs.

Detailed Plan

Action	Responsibility	Resources	Time frame	Success criteria
Staff meeting to review effective mathematics teaching: using the BES principles.	Senior staff	BES	TOD	BES principles are reviewed.
Hub meetings reviewing the GLoSS and JAM assessment tools. Discussion on best practice in administering the test with students.	Senior staff	GLoSS and JAM documentation	Term 1 Week 2	Review enables staff to use GloSS/ JAM tools with students. Data is formatively useful.
All students involved in JAM or GLoSS testing. Moderation in syndicates. Data to be uploaded in school SMS.	Senior staff	Testing resources for students.	Term 1 Weeks 3 and 4.	Teachers have data for all students.
Staff meeting to develop moderation of data for formative use and as part of OTJs. Introduce the use of a 'Needs Analysis' process.	Principal	Kilbirnie School Needs Analysis document.	Term 1 Week 4	Data is used to identify individual needs of students.
Collection and collation of Needs Analysis documentation and report to BoT.	SENCO	Needs analysis	Term 1 Week	Senior staff and BoT have an overview of achievement at SOY.
Staff meeting to establish TAI based on needs in	All staff	TAI documentation. Teachers will record	Term 1 Week 5 and 6.	Teachers will be able to monitor the

<p>mathematics.</p> <p>Staff will identify 2 focus groups to track: BELOW to AT and AT to ABOVE.</p>		<p>evidence of both qualitative impact and assessment data outcomes. JAM and GloSS will be conducted again at the end of the year.</p>		<p>success of the PLD through evaluating the impact of the work on the group of students tracked in TAI.</p>
<p>Hub meetings to review needs analysis data and plan as a hub for actions to meet the needs of the identified students.</p>	All staff	TAI and needs analysis.	Term 2.	Teachers plan as a hub for teaching and learning to meet needs.
<p>Senior staff review school wide needs analysis and school wide planned actions.</p>	Senior staff	Documentation.	Term 2.	Senior staff oversee school-wide work in mathematics.

Progress report to BoT- Term 3.

What has happened so far?
What are the next steps?

Variance Analysis- December 2017.

Outcomes-what happened?
<p>2017 student achievement targets:</p> <p>2017 outcomes:</p>
Reasons for variance. Why did it happen?
Evaluation. Where to next?

Action Plan- Writing.

Objectives.

Teachers will:
<ul style="list-style-type: none"> Build on previous learning in gathering and using evidence, both from formal and informal tests (e.g. e-asTTle). Gather a whole school data set in writing using e-asTTle tools in term 1 and 4 then use these data as one source of information to inform OTJs. Develop the implementation of e-asTTle by using a range of different prompts across the school. Implement student agency in prompt selection. Review and further develop the system of moderation across the school. This includes the review of the resources created by the school for teachers to use when levelling individual sample and identifying next steps for students. Review systems for collecting, collating and analysing cohort and school wide e-asTTle data. Use these data to identify student needs and complete the class needs analysis and identify the most important learning needs for each student. Revisit the school-wide use of the "Seed Book" strategy. This will be integrated into planning processes across all syndicates. Review teaching and learning in writing in hubs. Identify good practice and set objectives for programme development to meet identified student needs. Implement new strategies and approaches in the classroom based on student needs.

Detailed Plan

Action	Responsibility	Resources	Time frame	Success criteria
Staff meeting to review the use of assessment tools in writing particularly the school wide protocols for the use of e-AsTTle in writing.	Senior staff.	Kilbirnie School e-AsTTle levelling and moderation tools.	TOD	Staff discuss consistent approach to use of tool. New staff introduced to systems.
All students produce a writing sample using e-AsTTle methodology.	All staff.	Writing sample templates.	Term 1. Week 2-3.	
Hub meetings to consolidate the use of e-asTTle tools to level and moderate writing samples across the teachers and the school. Following this, staff will level all samples from their students.	Senior staff.	Kilbirnie School levelling booklets and tools.	Term 1. Week 3-4.	Writing samples will be moderated and accurately levelled. Teachers will consolidate skills from previous work.
Writing sample data used to establish next learning steps for individual students. Data to be uploaded in school SMS.	Senior staff.	e-asTTle data. Kilbirnie School levelling booklets and tools.	Term 1. Week 5.	Goals for individual students and groups of students allows teaching and learning in writing is personalised to meet specific needs.

Hub discussion of teaching and learning strategies in writing from previous PLD. On-going implementation of best strategies.	Senior staff lead discussion in hubs.		Term 1. Starting in week 6 with regular discussion thereafter.	Students continue to engage with new approaches introduced as part of PLD. These become imbedded in classrooms.
Teachers plan to address identified needs in classroom teaching and learning.	Senior staff as part of hub meetings.		Term 1. Starting in week 6 with regular discussion thereafter.	Teaching and learning is personalised to needs.
Collection and collation of Needs Analysis documentation and report to BoT.	SENCO.	Needs analysis	By end of term 1.	Senior staff and BoT have an overview of achievement at SOY.
Senior staff review school wide needs analysis and school wide planned actions.	Senior staff.	Documentation.	Start of term 2.	Senior staff oversee school-wide work in mathematics.
Develop a plan to review and implement the Seed Book strategy across the school.	Senior staff	Documents from previous use of this strategy.	Term 2 planning day.	Some form of Seed book approach is used across the school. Agency in writing is evident.

Progress report to BoT- Term 3.

What has happened so far?
What are the next steps?

Variance Analysis- December 2017.

Outcomes-what happened?
2017 student achievement targets: 2017 outcomes:
Reasons for variance. Why did it happen?
Evaluation. Where to next?

Strategic goal 2: All students will be actively engaged in learning.

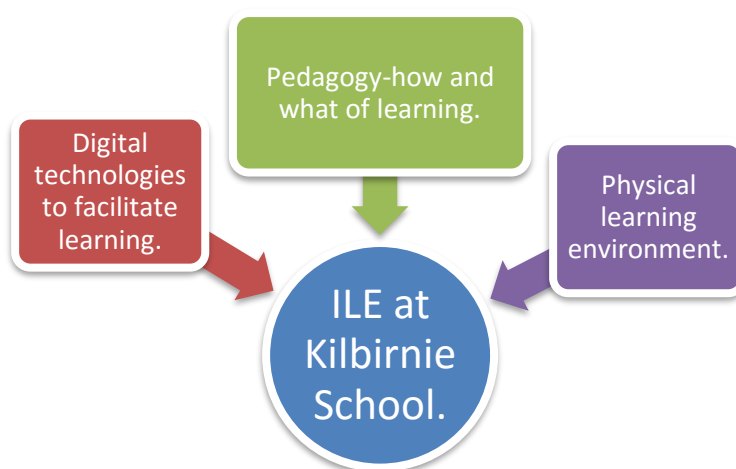
Focus areas:

1. Future focused learning in a modern learning environment.
2. Increased learner agency, choice, control and autonomy.
3. Digital technologies, E-learning and digital citizenship.
4. Thinking and independent learning skills.
5. Educationally powerful connections between home and school.

Rationale:

The enactment of the vision and graduate profile of Kilbirnie School requires the development of an innovative learning environment (ILE) within which our students can develop the skills and competences for life-long learning. This will require coherence between our school vision, the newly developed graduate profile and the teaching and learning practices used by staff and students. Staff began to inquire into this work in 2016. In 2017, all staff will participate in professional learning to support the next stage in the process of interpreting and then implementing the intent of an ILE. This will be specific to the context of their work with students.

We believe an ILE can be conceptualised as an environment centred on the individual learner in which there is a dynamic, synergistic relationship between key elements of the system. An ILE at Kilbirnie School requires digital technologies and the physical learning environment to work coherently to underpin and facilitate the core pedagogies that drive independent learning. Increasing student agency and self-efficacy is essential in driving the motivation and curiosity students need to inspire them to engage with the ‘how and what of pedagogy’ so vital to the development of the competencies and literacies Kilbirnie School desires for its graduates.



Action Plan – Student Engagement

Objectives:

Staff will explore the elements of an ILE and build an appreciation of the benefits to student learning and development of establishing an ILE. Staff will begin to implement elements of an ILE in the specific context in which they work. This may look different for each staff member.

Teachers will:

- Compare their practise with that implicit within an effective ILE
- Use the Teacher Inquiry process to determine how students respond to changes in practise aligned to ILE. Use student voice to create data for this purpose. In 2017 inquiry will be undertaken as a hub.
- Implement new strategies and approaches in the classroom following professional learning and development (PLD).
- Review the effectiveness of these and modify within context.

Detailed Plan

Action	Responsibility	Resources	Time frame	Success criteria
5.Educationally powerful connections between home and school.				
New school newsletter.	Principal.		Term 1	The school newsletter has a teaching/learning and student focus.
Principal open mornings weekly.	Principal.		Term 1	Parents have regular informal access to school leadership.
School informational evening.	All staff.	Presentation preparation.	Term 1	Parents have an organised opportunity to learn about school, hub and classroom programmes.
Each hub will build and maintain a blog throughout the year. The blogs will link from the school website.	A staff member in each hub to lead.	On-line Blogging tool.	Before the start of term 2.	Parents have the opportunity to see examples of classroom work and activities on-line.
All staff will use email regularly to provide parents with information about classroom activities and events.	All staff.		Term 1	Parents are well informed of classroom, hub and school wide activities and events.
3.Digital technologies, E-learning and digital citizenship.				
Review of digital infrastructure. Consistency of access to devices across the school.	School e-learning leaders.	IT infrastructure documentation.	Term 2	All students have access to digital devices to support learning.

Digital Citizenship PLD programme with Bridging the Gap.	School e-learning leaders and PLD providers- Bridging the Gap.	Resources from Bridging the Gap.	Term 1-4	All students develop an age-appropriate sense of digital citizenship including an understanding of on-line safety.
Presentation to school community including Netsafe.	Netsafe and School e-learning leaders.		Term 3	School community have the opportunity to learn about school programmes. Netsafe will present regarding on-line safety.
1. Future focused learning in a modern learning environment. 2. Increased learner agency, choice, control and autonomy.				
Organisation of classes into hubs of similar size.	Senior staff		Start of year.	Students identify with peers as a group not restricted to year level.
Staff meeting to review our definition of ILE and the purpose of student agency.	Senior staff.	Presentation materials.	Term 2	Staff have a shared understanding of what the school is intending to achieve and why this benefits student. Moral purpose established.
Staff to meet to review rubrics and criteria for Genius hour/passion projects.	Senior staff	Syndicate leaders provided with templates to use with staff.	Term 2	Working in hubs, teachers review the rubric related to the implementation of Genius hour in a manner appropriate for their students.
Genius Hour implemented across the school.	All staff		Term 2 start.	Genius Hour in operation across the school. Tua kana-teina supports the work.
Externally facilitated PLD in ILE pedagogies- the how and what of learning.	All staff		TBC	Facilitation enhances PLD.
School wide inquiry learning investigations become part of normal curriculum delivery.	All staff		Term 2- science. Term 3- Financial literacy.	Discussion of investigations across the school evident.

Progress report to Board of Trustees-Term 3.

What has happened so far?
What are the next steps?
Outcomes-what happened?
Evaluation. Where to next?

Strategic goal 3: Personalization for student needs and interests.

Focus area:

1. Support for diverse learners and specific learning needs.
2. Rich school-wide bicultural and environmental programmes.
3. An authentic school-based curriculum. Opportunity for real life and application and connection.
4. A broad range of extra curricula learning opportunities.

Action Plan.

Teachers will:

Action	Responsibility	Resources	Time frame	Success criteria
1.Support for diverse learners and specific learning needs.				
Review of assessment tools and procedures used by staff at different times in the school year. Update the school data overview. Identity priority learners to monitor thought the year.	Senior staff.	Current documentation.	Senior staff planning day.	Selection and use of tools is based on shared understanding of purpose. Tools are valid, reliable and manageable for staff.
Staff meeting to develop moderation of data for formative use and as part of OTJs. Introduce the use of a 'Needs Analysis' process.	Principal.	Kilbirnie School Needs Analysis document.	Term 1 Week 4	Data is used to identify individual needs of students.
Collection and collation of Needs Analysis documentation and report to BoT.	SENCO.	Needs analysis	Term 1 Week	Senior staff and BoT have an overview of achievement at SOY.
Staff meeting to establish TAI based on needs in mathematics. Staff will identify 2 focus groups to track: BELOW to AT and AT to ABOVE.	All staff.	TAI documentation. Teachers will record evidence of both qualitative impact and assessment data outcomes. JAM and GloSS will be conducted again at the end of the year.	Term 1 Week 5 and 6.	Teachers will be able to monitor the success of the PLD through evaluating the impact of the work on the group of students tracked in TAI.
Monitoring of needs analysing, priority learners and TAI groups.	Senior staff.	Required documentation.	Term 2-4.	Student progress is reviewed.
2.Rich school-wide bicultural programme.				
School hubs named based on the story of Ngake and Whataitai.	All staff.	Changes to branding.	Term 1.	Alignment between hub names and school branding.

Promote the school whanau group- web site, newsletters.	All staff.		Term 1-4	Whanau group has a growing presence in the school.
Whanau group hui to plan for the years developments.	Lead staff.		Term 1	Actions for the year planned.
Powhiri as part of welcome to new students and staff.	Lead staff.		Twice annually.	Powhiri becomes part of the school culture.
3.A broad range of extra curricula learning opportunities.				
School wide review of opportunities available to students at different levels of the school. Teachers to contribute to this review and also the development of new ideas.	Senior staff.		Senior staff planning day and TOD.	Current opportunities reviewed and new ideas considered.
Electives to celebrate Matariki to become an annual event.	All staff and members of the school community where possible.		Term 2.	Student agency in activity choice.
New library development.	Lead staff.		Term 1 and 2.	New library is well used as a hub for opportunities for student.
School wide Choosing Thursday programme	All staff and members of the school community where possible.		Term 4	Student agency in activity choice.

Progress report to Board of Trustees-Term 3.

What has happened so far?
What are the next steps?
Outcomes-what happened?
Evaluation. Where to next?

SECTION 6: 2017 Annual Plans for School and Board

KILBIRNIE SCHOOL PLAN 2017

	February	March	April	May	June	July	August	September	October	November	December
Dates & Holidays	30/1: Senior staff 31/1: TOD 1/2: students 6/2: Waitangi Day		14/3: Easter Friday. Holidays 17/4 to 30/4		5/6: Queens Birthday	Holidays 10/7 to 23/7		Holidays 29/9 to 15/10 24/10: Labour			Holidays start 16/12
School Events Schedule	Camp Whole school picnic	Life Education Trust Visit		Whole school shared integrated inquiry learning: Planet Earth and Beyond. Matariki celebration including full day te reo and tikanga electives		Whole school shared integrated inquiry learning: Financial Literacy			Whole school “Choosing Thursday” programme.		End of year activities: Leavers dinner
Staff Meeting Schedule	Student achievement data plan. TAI and performance management.	Emergencies procedures Digital/ e-learning PLD.		Mathematics PLD Innovative Learning environment PLD					National standards moderation.		
Assessment & Evaluation	GLoSS & JAM school wide as part of student achievement target	Reading Age Writing sample e-AsTTle (Reading & Maths: Y4-6) STAR (Y3-6) BURT (Y2-6)		GLoSS/JAM	Anniversary based OTJ’s made during year.			STAR (Y3-6) BURT (Y2-6)	Reading Age Writing sample GLoSS & JAM	EOY OTJ’s made year 4-6. Anniversary based OTJ’s collected term 4 – discussion and moderation in preparation National Standards collation and reporting.	
Reporting to Parents	School and syndicate information evening. Meeting with Year 1 Parents		Student led Conferences	Junior Parents	PLD Open Day/Evening	Junior Parents		Student led Conferences	Junior Parents	End of year Summary and final national standards reporting.	
Performance Management	2016 Appraisals completed	2017 PM systems established.		2016 Inquiry (Numeracy)	Observations Critical Friend		Mid-year Principal Appraisal	Observations Critical Friend	Staff Appraisal Review	Principal Appraisal Review	
Management Procedure Review.			Procedures related to NAG 2: Self-review	Procedures related to NAG 1: Curriculum.			Procedures related to NAG 3: Personnel.	Procedures related to Bicultural policy.			

KILBIRNIE SCHOOL BOARD WORK PLAN 2017

	Jan/ Feb	March	April	May	June	July	August	September	October	November	December
Meeting Dates	30 January: Planning 13 February: Meeting 1.	20 March: Meeting 2.		15 May: Meeting 3	19 June: Meeting 4		7 August: Meeting 5	11 September: Meeting 6	30 October: Meeting 7		11 December: Meeting 8
Community Engagement	Meet and Eat Camp info. NE info.	LET info.		Curriculum area report.	Matariki Celebration.		Netsafe and e-learning. Consultation regarding delivery of Health Curriculum.				End of year activities.
STRATEGIC REVIEW											
School Charter		Strategic Plan & Budget Ratification		Audited annual Accounts			School Survey planning.				Draft Strategic Plan 2018. Approval of auditor.
Strategic Targets				School Goal Milestone Reports			School Goal Milestone Reports	Parent Survey			Annual target outcomes and variance analysis
REGULAR REVIEW											
Policy *		Board Terms of Reference and Delegations.		NAG 2: Self-review	NAG 1: Curriculum.			NAG 3: Personnel (incl. Principal appointment).	KS Bicultural policy.		
Progress & Achievement		Term 1 Achievement		Special Education			Student achievement Target Milestone reports				Achievement data. Assessment tool data review Collated National Standards data review.
Curriculum	School Camp	Special Education		Innovative Learning Environment PLD	Mathematics PLD		e-learning.		Integrated inquiry curriculum bi-annual review.		
Personnel		Principal goal setting.		Staff Appraisal Reports	Performance Management Report		Principal- mid-year review.	Performance Management Report		Principal Appraisal	
Financial	Draft Budget Donation amount review	Budget Ratification		Cash Flow Annual Accounts	Cash Flow		Cash Flow Audit report	Cash Flow		Cash Flow	Cash Flow Draft Budget
Property	Innovative Learning Environment development			Working Bee-grounds.	Planned maintenance- replace cedar cladding. Raupo street side of pool.		Working Bee- grounds. Planned maintenance-oiling of cedar on admin and learning studio.				
EMERGENT REVIEWS											
Government Local	Risks & Issues			Risks & Issues			Risks & Issues		Risks & Issues		
BOARD PROCESS REQUIREMENTS											
	Elect chair. Staff Information and VCA requirements.			Enrolment Scheme			Attendance report		Behaviour report		

