



Kilbirnie School Charter

(2880)

Strategic Plan 2020-2022

Including Annual Management Plan for 2021.

Principal's Endorsement	Yes.
Board of Trustees' endorsement	Yes.
Submission date to Ministry of Education	March 1 st 2021

Table of Contents

SECTION 1: Strategic intention

1. Kilbirnie School Vision
2. Kilbirnie School Whakatauki
3. Kilbirnie School Motto
4. Kilbirnie School Values
5. Kilbirnie School Graduate Profile
6. Kilbirnie School Enablers

SECTION 2: School context

1. Education and Training Act
2. Te Tiriti o Waitangi Commitment
3. Curriculum
4. Personnel
5. Property
6. Finances
7. ERO Findings (May 2019)
8. School Roll
9. Consultation
10. Procedural Statement

SECTION 3: 2020-2022. Strategic plan, goals and outcomes.

SECTION 4: Kahui Ako change model and achievement challenges

SECTION 5: Annual Management Plans 2021.

2021 Student Achievement Targets

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

Annual Implementation Plans.

- 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 personalized for student needs and interests.

SECTION 6: 2021 Annual work Plans.

- Board of Trustees work plan.
- School work plan.

SECTION ONE:

Strategic intentions

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

The infographic features a stylized blue bird in flight at the top right, with the text "To challenge and inspire for lifelong learning and achievement." Below the bird, the school's logo is on the left, consisting of a circular emblem with a wave and a sun, followed by the text "KILBIRNIE SCHOOL EST. 1884" and the Māori motto "Whāia te iti kahurangi". The main body of the infographic is divided into three curved sections: "OUR VALUES", "OUR TEACHERS", and "OUR GRADUATES".

KILBIRNIE SCHOOL EST. 1884
Whāia te iti kahurangi

OUR VALUES
Our school values are woven through the curriculum and modelled by staff, students and community.
Kilbirnie Children C.A.R.E.
C Confidence
A Achievement
R Respect
E Empathy

OUR TEACHERS
Our teachers will reflect the principles 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 GRADUATES
When students leave Kilbirnie School at the end of Year 6, they will be:

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

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

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:

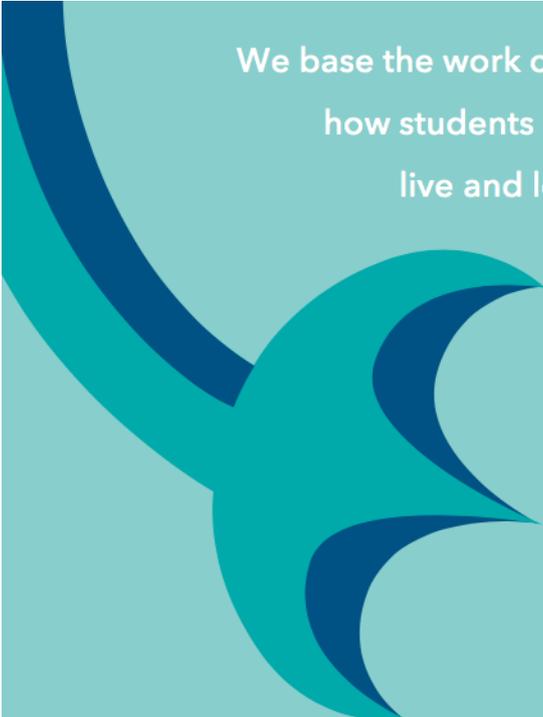
Awhina: Students will be included as part of their class and the school as a whole.

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. Education and Training Act (2020)

In August 2020, the Education and Training Act (2020) was passed. It is a comprehensive re-write of education legislation, and will allow for the Government's plans to transform the education system. In clarifying the role of school governance it adds wellbeing, inclusion and a genuine commitment to Te Tiriti o Waitangi to a school's requirement to have all students achieve to the best of their ability.

The Act states that a board's primary objectives are to ensure that:

1. Every student at the school is able to attain their highest possible standard in education achievement; and
2. The school:
 - is a physically and emotionally safe place for all students and staff; and
 - gives effect to relevant student rights; and
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
3. The school is inclusive of, and caters for, students with differing needs; and
4. The school gives effect to Te Tiriti o Waitangi including by:
 - working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori,
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori,
 - achieving equitable outcomes for Māori students.

Kilbirnie School has focussed on many of these aspects for several years through our Strategic Objectives, but the new Act gives us a clear framework to continually assess our progress in all of these areas. For this reason we have re-evaluated what was formerly our Bicultural Commitment to be the Te Tiriti o Waitangi commitment below.

2. Te Tiriti o Waitangi 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.

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 Whātaimai. 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 Whātaimai 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. 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.

8. 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.

9. 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.

10. 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. Kilbirnie School will ensure that equity is at the centre of its evaluation of the 2021 targets and implementation plans.

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

Strategic goal 1: Equity and excellence 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 personalized for student needs and interests.

STRATEGIC GOAL 1: Equity and excellence 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 personalized 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>Strategic goal 1:</p> <p>Equity and excellence are possible for all students as they access the New Zealand and Kilbirnie School curricula.</p>	<p>2.1 Student achievement targets are set, monitored and evaluated based on self-review of data.</p> <p>2.2 Staff professional development aligned to student target groups and other areas of school development ie. Science 2020.</p> <p>2.3 Student learning needs are evaluated and addressed by teachers and across school.</p>	<p>2.1 Student achievement targets are set, monitored and evaluated based on self-review of data.</p> <p>2.2 Staff professional development aligned to student target groups and other areas of school development ie. Science 2021.</p> <p>2.3 Student learning needs are evaluated and addressed by teachers and across school.</p>	<p>2.1 Student achievement targets are set, monitored and evaluated based on self-review of data.</p> <p>2.2 Staff professional development aligned to student target groups and other areas of school development.</p> <p>2.3 Student learning needs are evaluated and addressed by teachers and across school.</p>
<p>Strategic goal 2:</p> <p>Hauora/well-being for all students in a safe environment where relationships are positive.</p>	<p>2.1 Action plan from 2019 survey reviewed with staff.</p> <p>2.2 Staff professional development to initiate direct acts of teaching and learning in strategies for student mental well- being.</p> <p>2.3 NZCER Well-being @ school tool administered.</p>	<p>2.1 NZCER Well-being @ school tool administered. 2021 NZCER Well-being @ school tool data used for planning.</p> <p>2.2 Staff professional development to further develop direct acts of teaching and learning in strategies for student mental well- being.</p> <p>2.3 Creatives in Schools programme uses visual arts to explore Identity and connection to Hauora.</p> <p>Staff professional learning and development in te Tiriti o Waitangi underpins work with students.</p>	<p>2.2 Embed staff professional development to further develop direct acts of teaching and learning in strategies for student mental well- being.</p> <p>2.3 Build up work with Creatives to maintain emphasis on developing identity.</p>

<p>Strategic goal 3:</p> <p>All students will be actively engaged in learning.</p>	<p>3.1 Staff and students involved in planning of changes to physical learning environment in Matairangi hub.</p> <p>3.2 Implementation of digital curriculum.</p> <p>3.3 Review of strategies to enhance educationally powerful connections between home and school.</p>	<p>3.1 Staff and students involved in planning of changes to physical learning environment in Whataitai hub.</p> <p>3.2 Staff and students involved in planning of changes to learning and teaching approaches in Matairangi following changes to physical learning environment.</p> <p>3.3 Garden to Table becomes embedded as a part of the Kilbirnie School curriculum. Environmental education progresses into camping experience in year 5/6.</p>	<p>3.1 Staff and students involved in planning changes to learning and teaching approaches in Whātaaitai hub following changes to physical learning environment.</p> <p>3.2 Staff and students involved in implementing changes to learning and teaching approaches in Matairangi following changes to physical learning environment.</p> <p>3.3 Garden to Table becomes embedded as a part of the Kilbirnie School curriculum. Environmental education progresses into camping experience in year 5/6.</p> <p>Potential to further develop GTT and Environmental education across school.</p>
<p>Strategic goal 4:</p> <p>Learning is personalization for student needs and interests.</p>	<p>4.1 Kilbirnie School curriculum concepts planned for 2 years to incorporate science, New Zealand History and digital curriculum.</p> <p>4.2 Review of rich school-wide arts, bicultural and environmental programmes.</p>	<p>4.1 Kilbirnie School curriculum concepts delivered to incorporate science, New Zealand History and digital curriculum- year 2.</p> <p>Incorporate Identity inquiry linked to Creatives. Incorporate te Tiriti o Waitangi training.</p> <p>4.2 Review of rich school-wide approach to bicultural and multicultural programmes. Review school policy/ procedures- te Tiriti o Waitangi.</p>	<p>4.1 Staff and students involved in review of recent 2-year cycle in Kilbirnie School local curriculum. Work together to develop next 2-year cycle of guiding concepts.</p>

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:

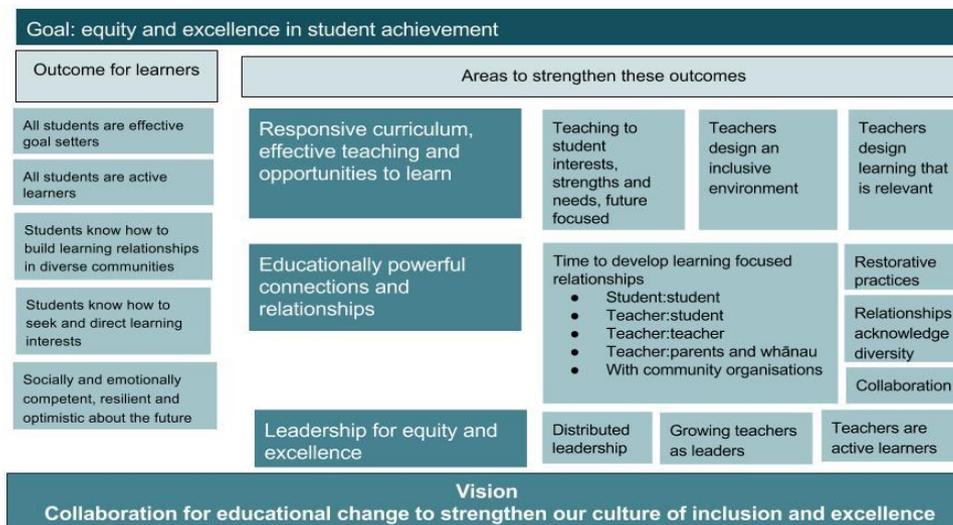
We'll work towards our goal of equity and excellence by using a systems approach to strengthen:

- 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 2021.

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

Strategic goal 1: 2021.

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.
- Writing- in year 4 (2021). These students were in year 3 in 2020.

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 2021).

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. Year 4 students (2021). These students were in year 3 in 2020.
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.
2021 Baseline data- collected, collated and analysed at the end of 2020.	
3 individual boys are well below in writing. 35% of boys are below in writing. 41% of year 3 students (2020) well below. (including 1 student well below).	
2021 Targets.	

No boys well below in writing.
 10% of boys are below in writing.
 15% of year 4 students (2021) below.

Action Plan- Writing in years 1-4.

Objectives

Teachers will:

- Gather data to evaluate student ability in writing.
- Gather student voice data about student attitudes toward writing.
- Use evidence to identify the most important learning needs for each student in writing.
- 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.
- Use devices to expedite the writing process. BYOD in Matairangi and school based in other areas.
- Evaluate outcomes using data and student voice.
- Plan to continue to sustain the PLD.

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	Release time.	Teachers enhance use of programme and have feedback on progress.

Progress report to BoT- Term 3.

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

Variance Analysis- December 2021.

Outcomes-what happened? 2021 outcomes collected, collated and analysed early in term 4.
2021 Baseline data- collected, collated and analysed at the end of 2020. 3 individual boys are well below in writing. 35% of boys are below in writing. 41% of year 3 students (2020) well below. (including 1 student well below).
2021 target. No boys well below in writing. 10% of boys are below in writing. 15% of year 4 students (2021) below.
2021 outcomes.
Analysis of initiative on values student outcomes. Reasons for variance (Why did it happen?) and Evaluation (Where to next?)

Focus area:

- Maths- in year 4 (2021). These students were in year 3 in 2020.
- Māori and Pasifika students across the school.
- Girls with potential to move from At to Above.

Annual Plan goals:

- To increase the number of students achieving AT or ABOVE expectation in maths.
- To accelerate the progress being made by year 4 (2021) 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 2021).

Student Achievement Targets

Curriculum area.	Maths.
Students targeted.	Lower achieving year 4 (2021) students in maths. All Maori, Pasifika or students with special needs that are not progressing or achieving at the expected rate in maths. Girls with potential to move from At to Above.
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.
2021 Baseline data- collected, collated and analysed at the end of 2020.	
<p>20% of year 3 students (2020) below. There is 1 Maori student well below in mathematics. There are 2 Maori and 3 Pasifika students below in mathematics. 11% of girls are Above. (30% of boys are above).</p>	
2021 Targets.	
<p>5% of year 4 students (2021) below. No Māori or Pasifika students below or well below in mathematics. 20% of girls above.</p>	

Action Plan- Maths.

Objectives

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

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.

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

Variance Analysis- December 2021.

Outcomes-what happened? 2021 outcomes collected, collated and analysed early in term 4.
2021 Baseline data- collected, collated and analysed at the end of 2020.
<p>20% of year 3 students (2020) below. There is 1 Maori student well below in mathematics. There are 2 Maori and 3 Pasifika students below in mathematics. 11% of girls are Above. (30% of boys are above).</p>

<p>2021 target.</p> <p>5% of year 4 students (2021) below. No Māori or Pasifika students below or well below in mathematics. 20% of girls Above.</p>
<p>2021 outcomes.</p>
<p>Analysis of initiative on values student outcomes. Reasons for variance (Why did it happen?) and Evaluation (Where to next?)</p>

Annual Implementation Plans.
Strategic goals 2-4.
2021.

Strategic goal 2: Hauora/well-being for all students in a safe environment where relationships are positive.				
Outcome	How	Who	costs	Progress indicator
<p>2.1 NZCER Well-being @ school tool administered. 2021 NZCER Well-being @ school tool data used for planning.</p>	<p>Implement the tool in 2021.</p>	<p>Senior staff.</p>	<p>NZCER fee.</p>	<p>Data can be used formatively and also compared to data from previous assessment.</p>
<p>2.2 Staff professional development to further develop direct acts of teaching and learning in strategies for student mental well-being.</p>	<p>Staff and hub meetings to review progress with plans and actions. For example, Circle Time and restorative practises. Professional learning and development in Mindfulness for children and M3.</p> <p>Revisioning Camp initiative.</p>	<p>Facilitation from Mindfulness for Children expert.</p> <p>Camp lead staff.</p>	<p>Release time for lead staff.</p>	<p>Staff think about the success of recent work in this area and discuss the relative success of strategies. Deliberate acts of teaching and learning with well-being outcomes evident in classrooms.</p> <p>Changes to 2021 school camp result in deeper environmental education learning outcomes for students.</p>

<p>2.3 Creatives in Schools programme uses visual arts to explore Identity and connection to Hauora. Staff professional learning and development in te Tiriti o Waitangi underpins work with students.</p>	<p>Creatives programme runs term 2 and 3. te Tiriti o Waitangi PLT for staff.</p>	<p>Creative Te Tiriti o Waitangi facilitator. Senior staff.</p>	<p>Te Tiriti o Waitangi professional learning and development fee.</p>	<p>Students discuss personal identity and connection to culture with confidence. Staff deepen understanding of te Tiriti o Waitangi and connection to Kilbirnie School context.</p>
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Strategic goal 3: All students will be actively engaged in learning.

Outcome	How	Who	costs	Progress indicator
<p>3.1 Staff and students involved in planning of changes to physical learning environment in Whataitai hub.</p>	<p>Teachers review impact of classroom environment on teaching and learning. Discuss improvements with architect and review throughout the design process.</p>	<p>All Whataitai staff and Ministry of Education.</p>	<p>Potentially release to visit other schools.</p>	<p>Teachers who work in Whataitai involved in the design process for property development which impacts on student learning. Within constraints of an Ministry of Education project.</p>
<p>3.2 Staff and students involved in planning of changes to learning and teaching approaches in Matairangi following changes to physical learning environment.</p>	<p>Teachers review impact of classroom environment on teaching and learning. Discuss improvements to pedagogy facilitated by new building.</p>	<p>All Matairangi staff.</p>	<p>Equipment and release time for lead staff professional learning and development and school visits. For example, view cooperative learning in MLE.</p>	<p>Observable change in pedagogy in Matairangi hub underpinned by MLE. Impact of MLE and amendments to teaching and learning approaches reviewed and impact evaluated.</p>
<p>3.3 Garden to Table becomes embedded as a part of the Kilbirnie School curriculum. Environmental education progresses into camping experience in year 5/6.</p>	<p>Staff employed for 2021 and provided with any relevant professional learning and development. Lead teacher liaises with staff.</p>	<p>GTT staff and lead staff. Whātaaitai teachers.</p>	<p>Staffing costs. Equipment. professional learning and development. Release for lead teacher if required.</p>	<p>Programme operates weekly and develops. Student and whānau feedback and engagement is positive. All students in the Whātaaitai hub participate in the programme. The programme is developed sustainably.</p>

Strategic goal 4: Learning is personalization for student needs and interests.				
Outcome	How	Who	costs	Progress indicator
<p>4.1 Kilbirnie School curriculum concepts delivered to incorporate science, New Zealand History and digital curriculum-year 2. Incorporate Identity inquiry linked to Creatives and te Tiriti o Waitangi training.</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. The concept of personal and cultural Identity delivered in KSC.</p>	<p>All staff. Ben Laybourne- Evaluation Associates. Creative.</p>	<p>Through CFPLD. Through Creatives in Schools.</p>	<p>Students develop science competences. Understandings of New Zealand history increase. Students discuss personal identity and connection to culture with confidence.</p>
<p>4.2 Review of rich school-wide approach to bicultural and multicultural programmes. Review school policy/ procedures- te Tiriti o Waitangi.</p>	<p>Review of practise by staff and development of policy by Board of Trustees in consultation with staff.</p>	<p>Board of Trustees Senior staff All staff.</p>		<p>Commitment to biculturalism and diversity evident in all aspects of Kilbirnie School curriculum and school life. New school-based policy on te Tiriti o Waitangi and biculturalism at Kilbirnie School is developed.</p>

SECTION 6: 2021 Annual Plans Board KILBIRNIE SCHOOL BOARD WORK PLAN 2021

	Planning	February	March		May	June		August	September		November	December
Meeting Dates	1 February	25 February Meeting 1	1 April Meeting 2		20 May Meeting 3	24 June Meeting 4		12 August Meeting 5	16 September Meeting 6		4 November Meeting 7	9 December (6:30) Meeting 8
STRATEGIC REVIEW												
School Charter and planning	Survey analysis: staff planning and strategic plan	Review and approve Charter and Strategic Plan				Environmental scan – opportunities and threats			School Survey planning. Include health curriculum		School Survey developed	Topline survey results. Discuss 2022 charter planning
Strategic Targets		Final report: 2020 student achievement goals						2021 School Goal Milestone Reports				Specialist area review; hub reviews; achievement data
REGULAR REVIEW												
Policy Review		Board objectives as per Education and Training Act; Bicultural commitment SCHOOL DOCS: Home learning; Finance and Property Management Policy	Term 1 policies reviewed and returned for approval.		SCHOOL DOCS: Reporting to Parents; Protected Disclosure; Visitors.	Term 2 policies reviewed and returned for approval		SCHOOL DOCS: Concerns and Complaints; Behaviour Management	Term 3 policies reviewed and returned for approval		SCHOOL DOCS: Māori Educational Success; Harassment	Term 4 policies reviewed and returned for approval
Policy Assurance		EEO; Police vetting for non-teachers; 10-year property plan; Reporting and recording accidents, medicines;			Computer security and cybersafety; Finance and property management policy; SUE (staff usage and expenditure) reports; Abuse recognition and reporting; Digital technology and cybersafety, cyberbullying; Emergency evacuation/emergency kit; Student attendance			Appraisal of the Principal; Physical restraint; Safety Management System; Surrender and retention of property and searches				Reading recovery/ literacy support; Appointment procedure; Appraisal of staff / professional growth; Attestation; Provisionally certified teachers; Teacher registration, certification and vetting; SUE reports; Emergency evacuation/ emergency kit; Length of school year
Risk and health and safety			Risks, trends and fixes			Risks, trends and fixes			Risks, trends and fixes			Risks, trends and fixes

Programmes and specialist areas		School Camp plans	Science PLD plan; Creatives in Schools programme	Special Education Update	Garden to Table	Te Tiriti teacher PLD	BYOD / school technology			
Personnel			Professional learning and development report	Principal appraisal and goal setting Staff Appraisal Reports	Performance Management Report		Performance Management Report		Principal- mid-year review.	
Financial	Draft Budget	Board approval of 2021 budget	2020 Annual Financial Statements approved and sent to auditor before 31 March	Cash Flow Audited Annual Accounts adopted and signed by Presiding member 31 May.	Cash Flow Asset register reviewed	Cash Flow Audit report	Cash Flow Asset replacement plan			Cash Flow Draft Budget
Property				Matairangi classroom work to be completed end May Working bee - grounds			Working bee - grounds			
	Community consultation around H Block (Whataitai Hub) classroom replacement as needed, once Ministry timing has been confirmed									
BOARD PROCESS REQUIREMENTS AND ADMIN										
Board Admin		Elect 'Presiding Member'. Staff Information		Enrolment scheme	Board questionnaire re progress as a board	Board succession planning; Attendance report				

KILBIRNIE SCHOOL WORK PLAN 2021.

	February	March	April	May	June	July	August	September	October	Novemb.	Decemb.
Dates & Holidays	Senior staff planning. TODS Waitangi Day		End of term Holidays <i>Easter within term time 2021.</i>		TOD- June 4 th - Te Tiriti o Waitangi training for staff. Queen's Birthday 7 th .	End of term Holiday		Friday September 3 rd - Kahui Ako TOD. End of term Holidays TOD- reporting Oct 22 nd Labour Day Oct 25 th			Holiday's start 15 th .
School Events Schedule	Camp. School info evenings. Teacher/ parent meetings. Movie Night.			Whole school shared integrated inquiry learning: Identity. Matariki celebration including full day te reo and tikanga electives. Full School Cross Country. Creatives in Schools.		Whole school shared focus on visual arts: Art exhibition. Arts splash choir. Creatives in Schools.			Whole school "Choosing Thursday" programme. Full School Athletics. Kilbirnie School Carnival.		End of year activities: Leaver's dinner
Staff Meeting Schedule	Review of 2020. Initiatives and data.	Student achievement data plan. Performance management.	PLD- Inquiry planning, monitoring. Science. Maths. Well being Te reo and tikanga Māori.			Reporting review. Behaviour Management prior to Board of Trustees report. Communications with Parents Procedure		Curriculum review.	Student achievement data moderation.	Reporting.	
Assessment & Evaluation	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.	
Reporting to Parents	Separate hub information evenings. "Meet the teacher" meetings and student information form. Meeting- 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.	
Perform. MGNT	EDUCA update.	2020 Appraisals completed 2020 PM systems established.		Observations Critical Friend			Mid-year Principal Appraisal	Observations Critical Friend Staff Review		TBC	
NB- professional growth cycles to replace appraisals- Education and Training Act.											

