

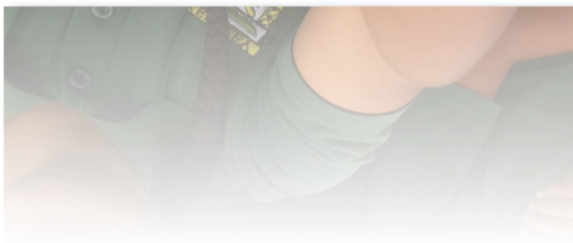


KEDGLEY INTERMEDIATE SCHOOL

2017 SCHOOL CHARTER

- This document is being submitted with the intention that it will be reviewed and refined in consultation with the BoT, community and students in 2017

## KEDGLEY INTERMEDIATE COMMUNITY

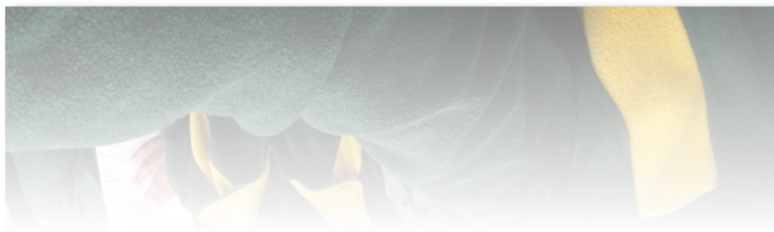


Kedgley Intermediate is a U7 suburban school in South Auckland. Just over 51 percent of the students who attend have Pasifika heritage. Many students are bilingual and new learners of English. Māori learners make up 19 percent of the school roll.

Our community identifies with the school and its vision. School leaders and staff engage parents and families in culturally appropriate ways and support families' active involvement in their children's learning.

Our school provides a place where students are valued, safe and able to flourish. Students enjoy genuine relationships with each other and with teachers. KIS promotes tuakana-teina relationships through opportunities for year 7 and year 8 students to learn alongside each other as part of our school programme.

## KEDGLEY INTERMEDIATE PURPOSE



### Kedgley Intermediate School Mantra

Respectful, Safe & Responsible

(under review)

### Kedgley Intermediate School Mission Statement

To Challenge and support our students to be the best that  
they can be".

*"Ki te taki, kit e tautoko i o ratou na painga".*

(under review)

## THE KEDGLEY GRADUATE LEARNER

The Kedgley graduate learner profile is currently being developed. The earlier stages have involved consultation with community, BoT, staff, students and our local iwi.

The focusing question asked of the Kedgley learning community was *"What does the Kedgley graduate learner look like after 2 years of learning?"* The concept is founded on supporting documents to New Zealand education – NZC, PEP, Ka Hikitia, Tai te ako and NZ Treaty of Waitangi.

The values we believe are essential tools the Kedgley graduate learner needs to be equipped with when they continue their learning pathway beyond our school gates. Our purpose is to nurture the Kedgley learner into future leaders for their community and beyond.

KIS Values (under review)			
<u>Perseverance</u> <b>Hiringa</b> <i>"To persevere you fail, but with every mistake you keep trying until you get it right"</i> <u>Sarah – Yr 8</u>	<u>Respect</u> <b>Koha</b> <i>"To have and demonstrate genuine care for someone else, their opinions and actions"</i> <u>Maria – Yr8</u>	<u>Responsibility</u> <b>Kawenga</b> <i>"Managing myself to be effective with a role or task in a group or working independently"</i> <u>Gloria – Yr8</u>	<u>Commitment</u> <b>Manaakitanga</b> <i>"When you commit yourself to something you promise to be loyal and supportive"</i> <u>Fazeenat – Yr8</u>
<u>Humarika</u> <b>Tolerance</b> <i>"Show an acceptance of people for who they are and what they believe in"</i> <u>Harmonie – Yr 8</u>	<u>Matatika</u> <b>Honesty</b> <i>"Having the respect to tell the truth and not be afraid to express their own opinions"</i> <u>Cayless - Yr 8</u>	<u>Atawhai</u> <b>Kindness</b> <i>"Demonstrate kindness by speaking kind words, using kind hands and share with a kind heart"</i> <u>Greenstone – Yr8</u>	<u>Papai Waiaro</u> <b>Positive Attitude</b> <i>"Having a growth mindset on anything you choose to do"</i> <u>Leo – Yr 8</u>



## KIS EXPECTATIONS

### Teacher:

- That every child that is put before you has an equal and fair access to your most effective teaching
- Establish genuine reciprocal relationship nurtured through ako
- Respect, promote & celebrate each child's uniqueness – culture, spirituality, values & belonging
- Model that we are all leaders through service
- Celebrate success with their learners
- Go above & beyond to ensuring whānau are involved with their child's learning

***"I would like my teacher to push me beyond my limits and provide me with the best education that the teacher can provide me. I also expect my teacher to help me achieve my ambitious goals since I want to make a statement during my last year at Kedgley".***

*Year 8 Student 2017*



### Child:

- Celebrate success
- Will become self managers of their own learning
- Be prepared to learn
- Work as a team member
- Care for their peers and the environment
- Committed to learning
- Take risks
- Be curious & inquire

# KEDGLEY INTERMEDIATE SCHOOL STRATEGIC DIRECTION 2017 - 2020

## STRATEGIC GOAL TAHI

*To improve the teaching and learning which will enable accelerated achievement in all curriculum areas*

### **Measurable Outcomes**

90% of the goals set by the principal & staff are achieved by 2020

### **Strategy**

1. Ensure assessment procedures are robust
2. Grow teacher capability
3. Continue to consolidate and further develop collaborative practice

### **Initiatives**

- Grow leaders within the staff to lead the learning
- Host fortnightly strategic meetings to discuss practice and shifts in learning
- Ensure teacher performance goals align with KIS strategic plan
- Ensure process and procedure for assessment is robust and consistent
- eTap PD for new staff
- Develop, implement & sustain KIS appraisal inquiry – **SLT**

## STRATEGIC GOAL RUA

*To provide a safe and stimulating learning environment ensuring optimum learning for the Kedgley Intermediate learning community.*

### **Measurable Outcomes**

Learning environments are safe and built to code.

### **Strategy**

1. Upgrade all interior of selected classrooms
2. Self review current practices
3. Ensure staff is aware of modern Learning environments

### **Initiatives**

- Ensure PD meets the needs of individual staff MLE focus
- Keep constant and open communication with BoT regarding building upgrades and projects
- Self review by the end of 2017 and Improved learning environments
- Review Assessment timeline
- PD support for assessment coordinator – **Selena Hinch** **MOE**
- Keep BoT up to date with current progress of building projects

## STRATEGIC GOAL TORU

*To provide effective programmes which cater for the diverse needs of students including those with special needs and abilities.*

### Measurable Outcomes

All learners feel learning is inclusive regardless of ability.

### Strategy

1. Raise parent & caregiver numbers involvement with learning by 20%
2. Continue with community hui 1 per term
3. Implement effective programmes with a focus on family and child partnerships:
  - Learning conversation evenings
  - Learning Past 3 workshops (LP3)
  - Project Wy

### Initiatives

- Seek external funding to support programmes – Project Wy
- Seek external funding to support LP6 workshops – Resources
- Grow leaders within the staff to lead the learning – **JR & SN**
- Send out panuis informing community of recent data and impact of home school partnerships - **PL**
- Project Wy – nurturing leadership capabilities with selected children and their families - **KG & PL**



## STRATEGIC GOAL WHA

*To strengthen whānau leading the learning in the homes, which nurtures confidence in parent involvement with their child's learning.*

### **Measurable Outcomes**

By 2018 have a high functioning Parent Advisory Group (PAG)

### **Strategy**

1. Set up community hui
2. Build relationships with key members of KIS community
3. Set up Maori change team

### **Initiatives**

- Host community hui for all groups apart of KIS
- Identify 4 – 6 members of the community to form PAG
- Outline purpose and goals for PAG
- Set up PAG hub to ensure access for community is available during school time
- Host monthly meetings with principal and PAG
- Involve and invite key stakeholders to be apart and support PAG
- Principal & DP drive PAG
- 2017 introduce PD for PAG group focusing on PAG driving and leading community hui's
- Focus on learning based programmes – LP6 **SLT**

## STRATEGIC GOAL RIMA

*To improve teaching and learning which enables accelerated achievement in reading, writing and mathematics for all Maori and Pasifika learners*

### Measurable Outcomes

By 2019 have 80% or more of KIS learners at or above national standards

### Strategy

1. Set up community hui 1 per year for each group
2. Continue to host family evenings to discuss learning, strategies & sharing data

### Initiatives

- Further grow Toi whenua team to build better understanding and profiles for all Maori learners
  - Host meetings with PAG. 1 per term
  - Continue to involve and invite key stakeholders to be apart and support PAG
  - Principal & DP drive PAG
  - Introduce PD for PAG group focusing on PAG driving and leading community hui's
  - Focus on collaborative planning & learning – Continue to build on student agency
  - Build programmes around Pasifika & Maori learners demonstrating leadership potential
1. Project Wy
  2. KIS Leadership **NF**
  3. Guardians of Kedgley

# KEDGLEY INTERMEDIATE STRATEGIC DIRECTION 2017 - 2019

STRATEGIC GOALS	2017	2018	2019
<p><u>STRATEGIC GOAL TAHI:</u></p> <p>To improve the teaching and learning which will enable accelerated achievement in all curriculum areas.</p>	<ul style="list-style-type: none"> <li>▪ Analysis of variance completed &amp; measured against NS</li> <li>▪ Further teacher PD focus - inquiry</li> <li>▪ Strengths &amp; weaknesses from 2016 identified and addressed</li> <li>▪ Budget reviewed</li> <li>▪ Embed writing &amp; reading delivery</li> <li>▪ Continue with collaboration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Goals reviewed &amp; developed</li> <li>▪ Analysis of variance completed &amp; measured against NS</li> <li>▪ Teacher professional development in the ICT</li> <li>▪ Strengths &amp; weaknesses from 2017 identified and addressed</li> <li>▪ ICT Focus</li> <li>▪ Budget reviewed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Goals reviewed &amp; developed</li> <li>▪ Analysis of variance completed &amp; measured against NS</li> <li>▪ Teacher professional development in Social Science</li> <li>▪ Strengths &amp; weaknesses from 2018 identified and addressed</li> <li>▪ Numeracy Focus</li> <li>▪ Budget reviewed</li> </ul>
<p><u>STRATEGIC GOAL RUA:</u></p> <p>To provide a safe and stimulating learning environment ensuring optimum learning for the Kedgley Intermediate learning community.</p>	<ul style="list-style-type: none"> <li>▪ Review current building projects</li> <li>▪ Further focus on collaboration for planning &amp; teaching</li> <li>▪ Update new furniture (MLE) in selected classes</li> <li>▪ Focus on village rebuild</li> <li>▪ Focus on new mutli - purpose built building</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review student learning KIS</li> <li>▪ Review &amp; maintain assessment cycle plan</li> <li>▪ Focus on external ICT PD</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review student learning KIS</li> <li>▪ Review &amp; maintain Assessment cycle plan</li> <li>▪ Review KIS curriculum</li> <li>▪ Focus on external Numeracy PD</li> </ul>
<p><u>STRATEGIC GOAL TORU:</u></p> <p>To provide effective programmes which cater for the diverse needs of students including those with special needs and abilities.</p>	<ul style="list-style-type: none"> <li>▪ Further purchase ICT equipment for curriculum delivery to support learning</li> <li>▪ Develop learners with a global digital awareness - Communication &amp; Presenting</li> <li>▪ Review &amp; Revise specialisation programme</li> <li>▪ Confirm and introduce KIS curriculum &amp; graduate profile</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate providing resources &amp; learning environments to support learners with special needs &amp; abilities</li> <li>▪ Develop learners with a global digital awareness - Film &amp; Sound</li> <li>▪ Review &amp; revise ICT curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3<sup>rd</sup> learning block fully functional with MLP design</li> <li>▪ Community information centre set up to support learning after school hours</li> </ul>

<p><u>STRATEGIC GOAL WHA:</u></p> <p>To strengthen whānau leading the learning in the homes, which nurtures confidence in parent involvement with their child's learning</p>	<ul style="list-style-type: none"> <li>▪ Host Maori community hui to discuss 2016 data</li> <li>▪ Host Pasifika community fono to discuss 2016 data</li> <li>▪ Continue to further develop Learning workshop evenings</li> <li>▪ Investigate community hub focused around learning</li> <li>▪ Continue to host 6 workshops for 2017 literacy &amp; numeracy focus</li> <li>▪ Identify Parents to lead community workshops with staff support</li> <li>▪ Re - introduce community events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Host Maori community hui to discuss 2016 &amp; 2017 data</li> <li>▪ Host Pasifika community fono to discuss 2017 data</li> <li>▪ Implement community hub</li> <li>▪ Review Project Wy</li> <li>▪ Review Learning Conversation Meetings</li> <li>▪ Continue to host 6 workshops for 2018 literacy &amp; numeracy focus – LP6</li> </ul>	<ul style="list-style-type: none"> <li>▪ Host Maori community hui to discuss 2018 data</li> <li>▪ Host Samoan community fono to discuss 2018 data</li> <li>▪ Host Tongan community fakataha to discuss 2018 data</li> <li>▪ Host Kuki Arini community hui to discuss 2018 data</li> <li>▪ Further nurture parents to lead community workshops with staff support</li> <li>▪ Review LP3</li> <li>▪ Continue to host 6 workshops for 2019 literacy &amp; numeracy focus – LP6</li> </ul>
<p><u>STRATEGIC GOAL RIMA:</u></p> <p>To improve teaching and learning which enables accelerated achievement in reading, writing and mathematics for all Maori and Pasifika learners.</p>	<ul style="list-style-type: none"> <li>▪ Create &amp; develop environments that celebrate &amp; reflect the uniqueness of KIS community</li> <li>▪ Continue to promote &amp; value every child's success as Maori &amp; Pasifika</li> <li>▪ Teachers are reflective practitioners</li> <li>▪ Develop, research to promote and embed student agency</li> <li>▪ Continue PACs analysis of curriculum delivery</li> <li>▪ Link Inquiry appraisal with priority learners</li> <li>▪ Continue to host knowledge clinics for staff PD – Staff lead</li> <li>▪ COL established and PD delivered</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular review PD in all areas of the school continue</li> <li>▪ Continue teacher video analysis of curriculum delivery</li> <li>▪ Explore needs based PD alongside COL</li> <li>▪ Continue to support and embed role of in school COL &amp; across school COL</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular review PD in all areas of the school continue</li> <li>▪ Continue teacher video analysis of curriculum delivery</li> <li>▪ Review and interpret COL data for first 2 years</li> </ul>

# KEDGLEY INTERMEDIATE SCHOOL ANNUAL PLAN OVERVIEW 2017

**Goal:** To improve the teaching and learning which will enable accelerated achievement in all curriculum areas.

Goal 1 Strategic Aim	Expected Outcome	Specific Actions	Who	Resources	When	Monitoring
To consolidate and embed current school-wide literacy capability	<ul style="list-style-type: none"> <li>Increased confidence professional knowledge by teachers</li> <li>Teaching as Inquiry- Action plan created with timeframe - Via google docs</li> <li>Teacher matrix- understanding-</li> </ul>	<ul style="list-style-type: none"> <li>Implement reading &amp; writing procedures</li> <li>KIS learners aware of their learning pathway</li> <li>Critical Friend (CF) conversations</li> <li>Inquiry models printed for leadership and syndicate meetings. Teachers to be familiar with these and the language.</li> <li>Teacher/leadership matrix ready Review teacher learning goals.</li> </ul>	<p>Shirley N</p> <p>Pelu</p> <p>SLT/Staff</p>		<p>Terms 1 – 4</p> <p>Term 1 week 4</p>	
To focus on explicit teaching of writing and reading ESOL strategies.	<ul style="list-style-type: none"> <li>Accelerated progress</li> <li>All KIS learners aware of next steps &amp; how to achieve goals set</li> <li>e asTTle set up and all teachers have access</li> <li>Successful writers at KIS</li> <li>Progress evident in writing</li> <li>PACs - analysis with links to the matrix in a writing context. With priority group.</li> </ul>	<ul style="list-style-type: none"> <li>Lead the learning - SLT</li> <li>KIS learners aware of their learning pathway</li> <li>Peer observations</li> <li>Teachers will have tested students in week 5 and marking/ moderation will be done in week 6 with SN &amp; Lit specialist leads (strategic meeting)</li> <li>Teachers to complete baseline videoing of them modelling writing to priority group. Teachers to reflect on clarity</li> </ul>	<p>Shirley N</p> <p>Pelu</p> <p>Staff</p> <p>Shirley N</p> <p>Pelu</p>		<p>Terms 1 – 4</p> <p>Term 1 week 8</p>	
To gather baseline data and measure achievement of all year levels and use the analysis of this data to	<ul style="list-style-type: none"> <li>Have robust &amp; reliable data</li> <li>Sustainable data systems</li> <li>All teachers are up skilled in using SMS more effectively</li> <li>Student learning pathway is</li> </ul>	<ul style="list-style-type: none"> <li>Provide PD with SMS eTap</li> <li>Ensure all data is stored centrally on school server and backed up</li> <li>Regular reporting to BoT around numeracy &amp; literacy</li> </ul>	<p>Shirley</p> <p>Heather</p>	eTap	Terms 1 - 4	

raise student achievement	tracked accurately					
To monitor teaching and learning programmes with the goal of improving student writing achievement.	<ul style="list-style-type: none"> <li>All KIS learners are able to identify their learning journey – where to next?</li> <li>Effective learning programmes for reading writing &amp; numeracy</li> <li>Extended vocabulary</li> <li>Learners are reflective in their learning</li> <li>Gap analysis- planning/ knowing who your priority learners are</li> <li>Staff are reflective in their practice and can effectively inquire about their current practice</li> </ul>	<ul style="list-style-type: none"> <li>Continue with current writing procedures &amp; moderation</li> <li>CF learning conversations</li> <li>Work with 2-3 other schools to compare writing levels &amp; successful programmes</li> <li>Walk throughs - 4 mins. Observing on how teachers are going with “core business”</li> <li>Teams to complete gap analysis for reading and writing. Teachers to have exemplars on walls along with visual targets for all reading, writing and maths.</li> <li>SLT to know all priority learners from each class.</li> </ul>	SLT  Pelu  Staff  June Shirley	Staff release	Terms 1 – 4  Terms 1 Week 8  Terms 1 Week 8  Terms 1 – 4	
To improve student learning outcomes	<ul style="list-style-type: none"> <li>KIS learners are confident in both writing, reading &amp; numeracy</li> <li>All KIS learners have made a shift in writing, reading &amp; numeracy</li> <li>Staff have a clear understanding what success for Māori looks like</li> <li>Promote &amp; review student voice</li> <li>Growing confidence in student agency</li> </ul>	<ul style="list-style-type: none"> <li>Implement learning progressions into learning pathways &amp; planning</li> <li>Strategic meetings every odd week to measure where we are at so far</li> <li>Interview students 1X a term focusing on curriculum delivery</li> <li>Continue to promote learners from years 2-6 to self plan, manage &amp; reflect their learning on a daily basis</li> </ul>	Staff  Shirley  Staff	Staff release	Terms 1 – 4  Terms 1 & 2  Terms 2 & 4	
To raise the standard of mathematics teaching and achievement through the use of GLOSS & IKAN and associated organisations &	<ul style="list-style-type: none"> <li>Teachers are competent in using assessment tools to measure student</li> </ul>	<ul style="list-style-type: none"> <li>Tracking assessment, teachers to complete data analysis &amp; action plans. Review with numeracy</li> </ul>	June	Numeracy Leads	Terms 1 - 4	



strategies.	<ul style="list-style-type: none"> <li>achievement</li> <li>▪ Effective numeracy programmes</li> <li>▪ KIS learners are confident in all areas of numeracy</li> <li>▪ Increased professional knowledge by teachers</li> </ul>	<ul style="list-style-type: none"> <li>coordinators</li> <li>▪ Numeracy coordinator to monitor progress &amp; programmes in the school</li> <li>▪ Regular reporting to BoT - x3 a year</li> </ul>		Staff release		
Continue to increase student's strategies and knowledge of number and the link between these so that students are operating with success at or above National Standards.						
To collect, collate and analyse GLOSS data to increase student achievement.		<ul style="list-style-type: none"> <li>▪ Numeracy coordinator deliver staff meeting on assessment tools</li> </ul>	June	Numeracy Coordinator Staff release	Term 2	
To monitor teaching and learning programmes with the goal of improving student numeracy achievement.	<ul style="list-style-type: none"> <li>Teachers are competent in using assessment tools to measure student achievement</li> <li>▪ Robust numeracy programmes</li> <li>▪ KIS learners are confident in all areas of numeracy</li> <li>▪ Increased professional knowledge by teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numeracy coordinator to monitor classroom programmes.</li> <li>▪ Peer observations with PLP</li> </ul>	June	Numeracy Coordinator Staff release	Terms 2 & 3	
To improve teaching, learning and achievement so that mathematics levels at all year levels are at or above National Standards.		<ul style="list-style-type: none"> <li>▪ Gather evidence from student survey to discuss the road blocks when learning - May &amp; September</li> </ul>	June Staff	Numeracy Coordinator Staff release	Terms 2 & 3	
Continue to expose all learners to more Technologies to support their learning	<ul style="list-style-type: none"> <li>▪ Staff confidence in using ICT in the classroom</li> <li>▪ Promote KIS through 21<sup>st</sup> century platforms</li> <li>▪ Keep KIS community up to date using 21<sup>st</sup> century apps</li> <li>▪ KIS website fresh &amp; current</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote ICT in the classrooms</li> <li>▪ Teacher expectations for ICT to be seen used in the classroom and shared through assemblies</li> <li>▪ Create KIS facebook, Twitter &amp; Intstagram – are current</li> <li>▪ KIS website pages are current and maintained</li> </ul>	ICT Team  Lani & Katie. B	Chromes Smart TVs x2	Terms 1 - 4	

		<ul style="list-style-type: none"> <li>Create KIS application to allow community to be informed and support with learning</li> </ul>				
--	--	--	--	--	--	--

**Goal:** *To provide a safe and stimulating learning environment ensuring optimum learning for the Kedgley Intermediate learning community.*

Goal 2 Strategic Aim	Expected Outcome	Specific Actions	Who	Resources	When	Monitoring
Ensure KIS environment is safe for all to learn & work.	<ul style="list-style-type: none"> <li>Physical environment is workable conditions for KIS learning community.</li> <li>Competent and sustainable practices established around assessment process</li> <li>Increased professional knowledge by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Complete building project 2 before the end of 2017</li> <li>Recarpet selected classes</li> <li>Upgrade classes deemed unfit and unhealthy to work in</li> </ul>	SLT Numeracy & Literacy Leads	Photocopying	Term 2	
To create a stimulating environment for children and staff to work in.	<ul style="list-style-type: none"> <li>Both indoor and outdoor environments are stimulating</li> <li>KIS students and staff take ownership and responsibility over looking after KIS environment</li> </ul>	<ul style="list-style-type: none"> <li>Upgrade front area of school with landscaping</li> </ul>	BoT  Staff		Terms 1 - 4	
Ensure KIS environment reflects our community and the learners that belong to the community.	<ul style="list-style-type: none"> <li>Environment has elements of Pasifika and Maori</li> </ul>	<ul style="list-style-type: none"> <li>SLT to host community hui with Maori, Samoan, Tongan, &amp; Cook Island</li> <li>Panui highlighting student achievement to go out Term 2</li> </ul>	Pelu Sialele Noel SLT		Terms 1 - 4	
	<ul style="list-style-type: none"> <li>All groups are well informed with student achievement x3 in the year.</li> <li>Transparency evident to the KIS community</li> </ul>	<ul style="list-style-type: none"> <li>Survey Parents mid year and conduct school wide self review regarding reporting achievement to parents.</li> </ul>	SLT KIS Staff	Photocopying Literacy & Numeracy resources	Terms 1 - 4	

	<ul style="list-style-type: none"> <li>▪ A constructive pathway for feedback from the KIS community on continuing to improve KIS</li> <li>▪ A celebration of the successes at KIS</li> </ul>					
--	--	--	--	--	--	--

**Goal:** To provide effective programmes which cater for the diverse needs of students including those with special needs and abilities.

Goal 3 Strategic Aim	Expected Outcome	Specific Actions	Who	Resources	When	Monitoring
To continue to develop and resource gifted and talented programmes for identified learners.	<ul style="list-style-type: none"> <li>▪ Enrichment programmes established</li> <li>▪ Parent &amp; child learning partnerships developed</li> <li>▪ Accelerate classes are challenged and extended well above the standard</li> <li>▪ Develop inquiry MLE focus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Together programme engage with Pasifika families</li> <li>▪ Review current learning programmes</li> <li>▪ Involve external groups to promote, challenge and extend further</li> <li>▪ Research, Develop &amp; nurture student agency</li> </ul>	SLT  Vino Asha Lani Kath		Term 2-4  Terms 2 & 3  Terms 2 - 4	
To develop a leadership and mentoring programme for identified learners demonstrating potential.	<ul style="list-style-type: none"> <li>▪ Leadership team represent KIS</li> <li>▪ Grow leadership capacity from the ground up</li> <li>▪ Confident Maori &amp; Pasifika leaders at KIS</li> <li>▪ Active and authentic student voice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify leadership team 16 pupils</li> <li>▪ Establish Leadership extension programme – name TBC</li> <li>▪ Leadership team publish school newsletter every fortnight</li> <li>▪ Leaders have Inquiry approach pathways for success</li> <li>▪ Identify 15 potential leaders &amp; Families - Project Wy Programme</li> </ul>	Noel Jeanne  Katie G Pelu		Terms 1 – 4  Terms 2 - 4	
To develop a relationship with key stakeholders to assist, nurture, and mentor leadership team	<ul style="list-style-type: none"> <li>▪ KIS &amp; key stakeholders relationship established</li> <li>▪ Key stakeholders support KIS leadership programme</li> <li>▪ Community resources maximized for students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bruce &amp; Marilyn used to mentor Pelu</li> <li>▪ Connect with external agencies to support KIS initiatives – Temple Ministries</li> </ul>	Noel  Katie G  Pelu		Terms 1 - 4	

	learning					
To provide, where possible, staff with the skills and abilities to meet the needs of:	<ul style="list-style-type: none"> <li>Opportunities for rich topics &amp; deeper learning to occur in class programmes</li> <li>Teachers using a variety of activities to cater for each learning style</li> <li>Classroom programmes ever changing for student needs</li> </ul>	<ul style="list-style-type: none"> <li>Develop a comprehensive plan addressing under achievement for priority learners</li> <li>SENCO to track &amp; monitor children on learning support</li> <li>External agencies contacted for learners with severe needs</li> <li>KIS support programme reviewed</li> </ul>	SLT  Glenda		Terms 1 – 4  Term 4	

**Goal:** *To strengthen whānau leading the learning in the homes, which nurtures confidence in parent involvement with their child's learning.*

Goal 4 Strategic Aim	Expected Outcome	Specific Actions	Who	Resources	When	Monitoring
To engage the community at each opportunity, to support the school in achieving the charter goals	<ul style="list-style-type: none"> <li>A close working relationship between KIS &amp; local iwi</li> </ul>	<ul style="list-style-type: none"> <li>Co - opt Maori representative to serve on KIS BoT</li> </ul>	BoT		Term 1	
To continue to build Home School Partnership meetings around the learning needs of students	<ul style="list-style-type: none"> <li>Understanding of their child's learning</li> <li>Whānau feel welcomed to KIS</li> <li>Support from local iwi</li> <li>Home school partnerships well established</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitored</li> <li>SLT to host hui with whānau</li> <li>Identify whanau to take part in read together programme</li> <li>Annual Panui highlighting student achievement</li> <li>Project Wy</li> <li>LP3</li> </ul>	-  Staff  Katie G  Pelu		Terms 1 – 4  Terms 1 – 4  Terms 2 – 4  Terms 1 – 3	
To continue responding to the aspirations of Maori Whānau	<ul style="list-style-type: none"> <li>All Māori learners enjoy &amp; achieve as Māori</li> <li>Create Māori learner profiles</li> </ul>	<ul style="list-style-type: none"> <li>Māori Change Team (MCT) folders completed</li> </ul>	Pelu Angela  MCT	Ka Hikitia  Te Aho Arataki Marau mo to ako I Te Reo	Term 1 Term 2	



# Student Achievement Targets for 2017

Teaching & Learning Programmes		Targets for Improving Student Achievement	Focus for Professional Development
<ul style="list-style-type: none"> <li>In class support &amp; Leading learning by SLT &amp; Coordinators</li> <li>Team learning to build team knowledge &amp; team planning to ensure consistency</li> <li>Team target meetings 2 per term for staff to review progress of all students including identified targets – priority learners</li> <li>Staff professional partner programme – video analysis (PACs) of each other's teaching and reflective reviewing focused around delivery of literacy</li> </ul>		See 2017 student achievement targets for numeracy & literacy	<p><b>Critical Friend (CF):</b> Observations of each other's teaching and feed forward learning conversations about the teaching of reading, writing &amp; numeracy</p> <p><b>Professional Learning Days:</b> PLDs meet once a term - pedagogy focus</p> <p><b>Senior Leadership Team &amp; Coordinators</b> In class support, modelling and guidance &amp; hosting knowledge clinics</p> <p><b>Curriculum Coordinators:</b> In class support, monitoring, modelling and guidance</p>
Use of Baseline Data to Develop 2017 targets	Assessment Measures	Evaluation & Review at Meetings	Assessment Reporting
At the end of 2016 following analysis of 2016 Numeracy & literacy targets were developed for 2017.	PAT Maths & Reading GLOSS IKAN PROBE e-asTTle – Reading & Maths Student Portfolios Ongoing monitoring	Attempt to manage the triangulation of assessment results, NS & OTJ <b>Review</b> student progress <b>Evaluate</b> assessment data <b>Identify</b> next priority learning steps <b>Plan</b> teaching strategies & learning programmes <b>Teach</b> learners to articulate the next steps in their own learning	<p><b>Reports presented to the BoT</b> at Strategic Plan Meetings: March, June, September, December 2017</p> <p><b>Student progress in NZC and NS reported to parents</b> x2 a year.</p> <p><b>Student progress discussed in teams &amp; noted in team minutes</b></p>



# Numeracy Strategic Goal

We will develop student's skills, concepts, understandings and attitudes that will enable them to cope confidently with mathematics of everyday life. Students will be helped to think, reason logically and resolve problems experienced in everyday living. Identification of talented mathematician will be fostered and extended. Our programmes will be skills driven to enable students to participate successfully in the next level of mathematics as they progress through in their school life.

Strategic Goal	Baseline Data	Target sets	Actions
To improve teaching, learning and achievement so that Mathematics levels at all year levels are at or above National Standards.	<p>Current baseline data shows a concern at:</p> <p><u>Year 7 - Numeracy</u></p> <p>Currently 83 out of 338 learners are below the standard in year 7</p> <p>41 out of 338 learners are well below the standard in year 7</p>	<p><u>Year 7 – 2017 Numeracy Target</u></p> <p>83 learners who are below will make accelerated progress to be at the standard after 1 year at KIS.</p> <p>57 learners are all Pasifika in year 7;  29 Samoan: 15 males &amp; 14 females  15 Tongan: 7 males &amp; 8 females  8 Cook Is: 5 males &amp; 3 females  7 Maori: 4 Males &amp; 3 females  19 Other</p> <p>41 learners who are well below will make accelerated progress to be at the standard after 1 year at KIS.</p> <p>25 learners are all Pasifika in year 7;  13 Samoan: 7 males &amp; 6 females  5 Tongan: 2 males &amp; 3 females  4 Cook Is: 3 males &amp; 1 females  8 Maori: 5 Males &amp; 3 females  8 Other</p>	<p><i>Each class teacher would have identified target students to monitor. Strategic meetings take place twice a week to discuss the achievement of target students.</i></p> <ul style="list-style-type: none"> <li>▪ Teacher goals are aligned with student progress using teacher inquiry process.</li> <li>▪ Work with parents of targeted learners on ways to scaffold the learning in the homes.</li> <li>▪ An explicit focus on the teaching of number knowledge particularly basic facts and place value and the application of to problem solving.</li> <li>▪ A focus on strengthening the learning in the homes – hosting a series of 6 workshops in 2017.</li> </ul>

## Numeracy Strategic Goal

We will develop student's skills, concepts, understandings and attitudes that will enable them to cope confidently with mathematics of everyday life. Students will be helped to think, reason logically and resolve problems experienced in everyday living. Identification of talented mathematician will be fostered and extended. Our programmes will be skills driven to enable students to participate successfully in the next level of mathematics as they progress through in their school life.

Strategic Goal	Baseline Data	Target sets	Actions
To improve teaching, learning and achievement so that Mathematics levels at all year levels are at or above National Standards.	<p>Current baseline data shows a concern at:</p> <p><u>Year 8 - Numeracy</u> Currently 77 out of 342 learners are below the standard in year 8</p> <p>49 out of 342 learners are well below the standard in year 8</p>	<p><u>Year 8 – 2017 Numeracy Target</u></p> <p>77 learners who are below will make accelerated progress to be at the standard after 2 years at KIS.</p> <p>35 learners are Pasifika in year 8; 15 Samoan: 11 males &amp; 4 females 10 Tongan: 5 males &amp; 5 females 9 Cook Is: 5 males &amp; 4 females 1 Niue: 1 female 19 Maori: 11 males &amp; 8 females 23 Other</p> <p>49 learners who are well below will make accelerated progress to be at the standard after 2 years at KIS.</p> <p>31 learners are Pasifika in year 8; 12 Samoan: 5 males &amp; 7 females 13 Tongan: 8 males &amp; 5 females 1 Cook Is: 1 males 8 Maori: 5 Males &amp; 3 females 10 Other</p>	<p><i>Each class teacher would have identified target students to monitor. Strategic meetings take place twice a week to discuss the achievement of target students.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Teacher goals are aligned with student progress using teacher inquiry process.</i></li> <li>▪ <i>Work with parents of targeted learners on ways to scaffold the learning in the homes.</i></li> <li>▪ <i>An explicit focus on the teaching of number knowledge particularly basic facts and place value and the application of to problem solving.</i></li> <li>▪ <i>A focus on strengthening the learning in the homes – hosting a series of 6 workshops in 2017.</i></li> </ul>

## Literacy Strategic Goal

To raise students literacy level across all Year levels, enabling students to confidently communicate clearly in written, oral and reading form, where their reading comprehension and understanding are above their chronological age and where their writing are constructive, creative and presentable to meet the audience they are writing to. Students will be equipped with the skills to move onto the next levels of their school life.

Strategic Goal	Baseline Data	Target sets	Actions
To improve teaching, learning and achievement so that writing levels at all year levels are at or above National Standards.	<p>Current baseline data shows a concern at year 7 and year 8.</p> <p><u>Year 7 - Writing</u></p> <p>Currently 95 out of 338 learners are below the standard in year 7</p> <p>57 out of 338 learners are well below the standard in year 7</p>	<p><u>Year 7 – 2017 Literacy Target</u></p> <p>95 learners who are below will make accelerated progress to be at the standard after 1 year at KIS.</p> <p>25 learners are Pasifika in year 8;            25 Samoan: 13 males &amp; 12 females            14 Tongan: 6 males &amp; 8 females            7 Cook Is: 5 males &amp; 2 females            12 Maori: 9 males &amp; 3 females            58 Other</p> <p>57 learners who are well below will make accelerated progress to be at the standard after 1 year at KIS.</p> <p>25 learners are Pasifika in year 8;            17 Samoan: 11 males &amp; 7 females            10 Tongan: 7 males &amp; 3 females            7 Cook Is: 6 males &amp; 1 female            Maori: 9 males &amp; 3 females            Other</p>	<p><i>Each class teacher would have identified target students to monitor. Strategic meetings take place twice a week to discuss the achievement of target students.</i></p> <ul style="list-style-type: none"> <li>▪ Teacher goals are aligned student progress using teacher inquiry process.</li> <li>▪ Increase teacher capability and strategies around working with ELL learners.</li> <li>▪ Strengthen student ownership of learning and an ability to be able to identify next learning steps.</li> <li>▪ A focus on strengthening the learning in the homes – hosting a series of 6 workshops in 2017.</li> </ul>

## Literacy Strategic Goal

To raise students literacy level across all Year levels , enabling students to confidently communicate clearly in written, oral and reading form, where their reading comprehension and understanding are above their chronological age and where their writing are constructive, creative and presentable to meet the audience they are writing to. Students will be equipped with the skills to move onto the next levels of their school life.

Strategic Goal	Baseline Data	Target sets	Actions
To improve teaching, learning and achievement so that writing levels at all year levels are at or above National Standards.	<p>Current baseline data shows a concern at year 8.</p> <p><u>Year 8 - Writing</u> Currently 98 out of 342 learners are below the standard in year 8</p> <p>51 out of 342 learners are well below the standard in year 8</p>	<p><u>Year 8 – 2017 Literacy Target</u></p> <p>98 learners who are below will make accelerated progress to be at the standard after 2 years at KIS.</p> <p>48 learners are Pasifika; 28 Samoan: 14 males &amp; 14 females 9 Tongan: 5 males &amp; 4 females 9 Cook Is: 3 males &amp; 4 females 2 Niue: 1 male &amp; 1 female 24 learners are Maori; 19 males &amp; 5 females 26 Other</p> <p>51 learners who are well below will make accelerated progress to be at the standard after 2 years at KIS.</p> <p>25 learners are Pasifika in year 8; 8 Samoan: 3 males &amp; 5 females 14 Tongan: 9 males &amp; 5 females 3 Cook Is: 3 males 10 Maori: 6 males &amp; 4 females 16 Other</p>	<p><i>Each class teacher would have identified target students to monitor. Strategic meetings take place twice a week to discuss the achievement of target students.</i></p> <ul style="list-style-type: none"> <li>▪ Teacher goals are aligned student progress using teacher inquiry process.</li> <li>▪ Increase teacher capability and strategies around working with ELL learners.</li> <li>▪ Strengthen student ownership of learning and an ability to be able to identify next learning steps.</li> <li>▪ A focus on strengthening the learning in the homes – hosting a series of 6 workshops in 2017.</li> </ul>