

**Kapakapanui School**

**Strategic Plan - 2020**

**MOE ID – 2871**



**Rise and Shine – Maranga a Whiti  
Learning Journeys – Our Passion!**

**Last reviewed, revised and adopted by the Board – February 2020**

## Section 1-Ko wai tātou? Who we are?

### Introduction

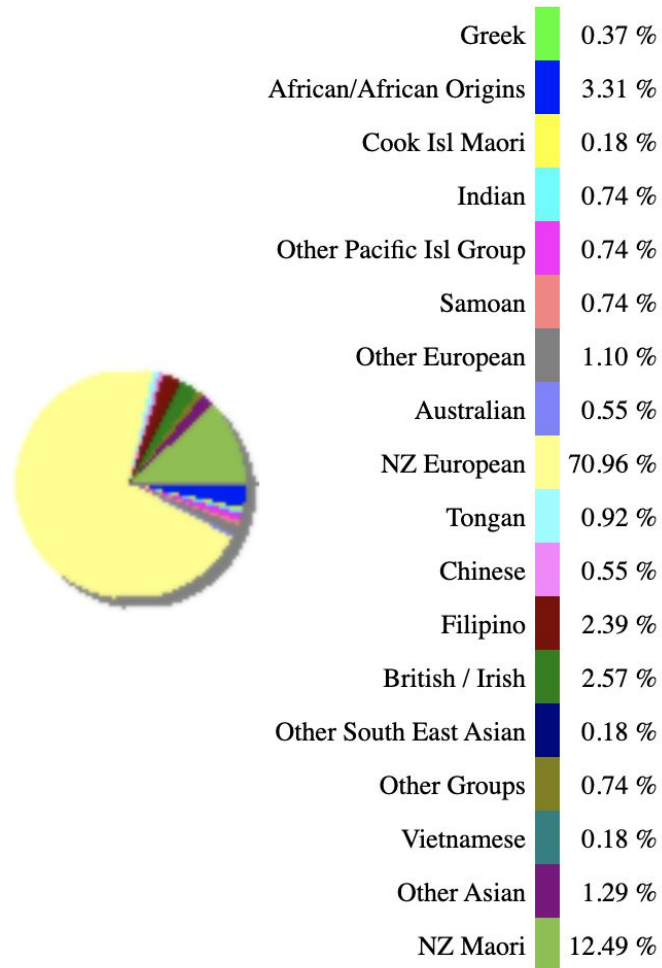
Kapakapanui School is a full primary school (Years 1-8) with a student roll which ranges from 550 students at the beginning of the year to around 600 by the end of the year. In 2020 we will have 23 classes which operate in 4 syndicates/teams. We pride ourselves on our caring, inclusive, diverse, accepting and community/family and whānau based school where children enjoy learning and staff enjoy working!

### **Kapanui to Kapakapanui**

Our school opened in 1978 under the name Kapanui School. In short this name was shortened from the largest mountain (maunga) in the area, Kapakapanui. Over time we have used Kapakapanui in our school waiata, haka and mihi. Kapanui has NO te reo translation and is literally an abbreviated name with no meaning! In 2019 we launched a consultative process of dialogue with whakarongotai marae and our school community. The marae trustees were in full support of the change and our survey also supported the change.

We contacted the Ministry of Education and in February 2020 our school name officially became **Kapakapanui School**. Throughout 2020 we will be redesigning our school logo which will involve a rebrand of our current logo which is already the image of the maunga Kapakapanui.

## Ethnic Breakdown of Student Roll



## **Section 2-Strategic Priorities**

### **Kapakapanui School Strategic Priorities** **2019 - 2022**

#### **Vision Statement:**

**To develop and inspire our children culturally, socially and academically to be the best they can be - kia pai ake koe!**

**Purpose Statements-**The Teachers at Kapakapanui have agreed on the following 4 overarching statements which summarise our teaching and learning beliefs.

#### **Relationships**

We come here to connect and create strong relationships across our school and local community.

#### **Develop Learning Dispositions**

We come here to inspire curious and creative minds, achieve success and value self and others as life-long learners.

#### **Value Diversity**

We come here to nurture and celebrate diversity, including all the people in our community, so that all can thrive.

#### **Identity**

We come here to foster cultural identity, waiora and hauora of children, to enable a holistic approach to education.

#### **Strategic Direction-**

In 2019 our school engaged in the process of preparing a new strategic document. We employed an external facilitator and throughout the year engaged with BOT, staff, parents, whānau and students in a variety of ways-community meeting, staff meetings, a community survey and many conversations where we refined and revised the document. We identified the following five (5) strategic priorities.

## Strategic Priorities

### Strategic Priority 1

#### *Relationships, sense of family connection (Whanaungatanga)*

We will:

1. welcome, celebrate, and value our cultural diversity at Kapakapanui School.
2. harness and apply the strengths, knowledge, and expertise of parents, whānau and the wider community.
3. maintain and enhance positive, meaningful and respectful relationships across the school and wider school community.
4. provide welcoming and inclusive classes that are safe for all.

### Strategic Priority 2

#### *Te Ao Māori, Te Reo Māori*

We will:

1. enhance teachers' skills to increase the use of Te Reo Māori in the classroom.
2. enhance students' skills in Te Reo Māori, Tikanga Māori, their own whakapapa and the tīkanga of Te Atiawa ki Kāpiti.
3. maintain and enhance links with whānau and Whakarongotai Marae.
4. maintain and enhance the use of Te Reo Māori in all school communication.

### Strategic Priority 3

#### *Think Globally, Act Locally - Kaitiakitanga*

We will:

1. explore and create opportunities for shared learning of our local, Māori and wider Aotearoa history.
2. develop the role of Kapakapanui School in the guardianship and sustainability of the Waikanae environment.
3. improve our understanding of the environmental and social issues affecting Aotearoa/New Zealand and the wider world, including the positive impact we can have.
4. embrace other cultures and contribute positively as global citizens.

## Strategic Priority 4



We will:

1. inspire students to be **Curious, Creative and Confident** learners.
2. recognise and provide for the individual needs of each student.
3. develop more integrated approaches to delivering the curriculum that includes the Arts, Education Outside the Classroom (EOTC), Science, Technology, Engineering, Maths (STEM), Financial Literacy etc.
4. develop how we deliver the curriculum e.g. through play-based learning, project-based learning, active learning, rich learning tasks, student voice and collaborative / team teaching and practical technology.
5. review assessment practices to identify what is essential and effective.
6. establish a school-wide digital technology vision that assists learning.
7. teach and embed key competencies and pathways across the school.
8. maintain and enhance student agency, growth mindset strategies and collaboration (mahi tahi).
9. create a shared understanding within the school of the student journey from preschool right through to Year 8, including a graduate student profile for Year 8 school leavers.
10. engage parents as partners in the learning journey and improve communication about learning.

## Strategic Priority 5

### **Our Values:**

- **Kotahitanga (unity & togetherness)**
- **Manaakitanga (kindness, caring, respect)**
- **Whanaungatanga (relationships, sense of belonging, family / whānau)**
- **Kaitiakitanga (responsibility to the land / environment, sustainability)**
  - **Aumangea (resilience)**
  - **Manawanui (perseverance)**

We will:

1. model and encourage others to live our Kapakapanui School values.
2. explore and deepen our understanding of our values.
3. embed our values into everyday actions, curriculum and the whānau (house) system

4. strengthen connections with the values of Te Ati Awa ki Kāpiti and other Māori concepts
5. foster student and staff wellbeing / hauora using mindfulness and the 'Te Whare Tapa Wha' model:
  - 5.1. Taha Tinana / Physical
  - 5.2. Taha Hinengaro / Mental
  - 5.3. Taha Whānau / Social
  - 5.4. Taha Wairua / Spiritual Health

<b>Strategic Priority 1</b>			
<i>Relationships, sense of family connection (Whanaungatanga)</i>			
<b>We will.....</b>	<b>2019 Status</b>	<b>Actions/Indicators-2020</b>	<b>Moving towards 2022 Target</b>
<p>welcome, celebrate, and value our cultural diversity at Kapakapanui School.</p> <p>harness and apply the strengths, knowledge, and expertise of parents, whānau and the wider community.</p> <p>maintain and enhance positive, meaningful and respectful relationships across the school and wider school community.</p> <p>provide welcoming and inclusive classes that are safe for all.</p>	<p>-Powhiri, karakia/mihi,hui, flags in hall, languages in classrooms, meet T day, ongoing te reo commitment</p> <p>-Kick start, ECS visits, MLAs, parents helping in c/rooms/sports/camps etc, relationships with iwi, invite parents</p> <p>-H&amp;S committee, whānau hui, kapahaka, regular emails from T, open door policy, local trips/camps/rest homes, CCC, SLCs, newsletters, social media</p> <p>-Use of TAs, SENCO, inclusive, hui, powhiri, assemblies, celebrations, sports etc Seesaw,</p>	<p>-Learning linked to community with a sense of belonging. -Ensure we are open, welcoming and inviting, letters to children, SLCs, regular emails, open classes</p> <p>-Calendar of cultural celebrations for the school.</p> <p><b>-Working group/ambassador - Lyn</b> of people who are actively reaching out to each cultural group.</p> <p>-Cultural week to celebrate cultures(on calendar).</p> <p>-Staff understanding cultural nuances.</p> <p>-Consider home visits</p> <p><b>-Working group - John</b> to review whanau, mediators, student leaders and its role. Embed this</p>	<p>-Cultural understanding is embedded in all areas of school life with staff understanding what this means eg <a href="#">Tapasa</a></p> <p>-Increased school wide engagement across entire school ie reflected across all cultures-classrooms, staffroom, cultural performances, all school settings</p> <p>-Diversity ambassador makes &amp; maintains contacts/links within school community</p> <p>-Relationships with wider community eg Menz Shed, Rotary</p>

	welcome letters from T, parent sheet to T, diversity	more in our curriculum.	
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<b>Strategic Priority 2</b>			
<i>Te Ao Māori, Te Reo Māori</i>			
<b>We will.....</b>	<b>2019 Status</b>	<b>Actions/Indicators-2020</b>	<b>Moving towards 2022 Target</b>
<p>enhance teachers' skills to increase the use of Te Reo Māori in the classroom.</p> <p>enhance students' skills in Te Reo Māori, Tikanga Māori, their own whakapapa and the tikanga of Te Atiawa ki Kāpiti.</p> <p>maintain and enhance links with whānau and Whakarongotai Marae.</p> <p>maintain and enhance the use of Te Reo Māori in all school communication.</p>	<p>-T expertise increasing/"giving it a go", Matua Rangi, PLD 2019 (Te ahu o te reo Maori), powhiri, pepeha, marae visits, Matariki, parihaka, powhiri, whānau hui, T giving, class commands, whakatauki, staffroom displays, te wiki o te reo Maori</p> <p>-Kapakapanui consultation, emails, parihaka, class visits, elders visit school on occasions</p> <p>-Greetings, macrons, school newsletter, Signage around school/wharepaku</p>	<p>-Teacher PD on tikanga, TOW, NZ history, translations in English/Te Reo in classrooms</p> <p>-Unpack te reo progressions/curriculum throughout the school <b>(Maori Lead Team working group) - Craig supporting</b></p> <p>-understand local issues/stories/histories, parihaka, matariki (all school take part)</p> <p>-Noho marae (students/staff) continuation of parihaka day (whole school day?)</p> <p>-Continue to build on Whakarongotai relationships</p>	<p>-Marae is an extension of school on an informal basis</p> <p>-Noho regular part of school calendar</p> <p>-Kawa is understood by all, observable in practice. Student know marae as part of 'their' place.</p> <p>-Local stories known. Written and published students-video/youtube</p> <p>-Staff comfortable using te reo</p> <p>-Staff meetings at marae</p> <p>-Wider use of te reo across school-staff/students. Te reo is normalised.</p>



**Strategic Priority 3**

*Think Globally, Act Locally - Kaitiakitanga*

We will.....	2019 Status	Actions/Indicators-2020	Moving towards 2022 Target
<p>explore and create opportunities for shared learning of our local, Māori and wider Aotearoa history.</p> <p>develop the role of Kapakapanui School in the guardianship and sustainability of the Waikanae environment.</p> <p>improve our understanding of the environmental and social issues affecting Aotearoa/New Zealand and the wider world, including the positive impact we can have.</p> <p>contribute positively as global citizens.</p>	<p>-Parihaka day, matariki, nga manu, hills to sea camp, sites bus trip, El Rancho, school waiata/haka, local stories, mahara gallery, marae visits</p> <p>-clean up beach/park, walks hemi matenga/river/beach, milk bins, no rubbish bins, kapakapanui,</p> <p>-Inquiry, speeches, korero mai, project jonah, pharazyn reserve, native garden, Kapiti Island</p>	<p>-Parihaka day, Matariki, Nga Manu, hills to sea, camp, sites bus trip, El Rancho, school waiata/haka, local stories, Mahara Gallery, marae visits</p> <p>-Environmental <b>working group - Michelle</b> to identify issues, curriculum links/activities, community connections/sustainable practices/policies</p> <p>-More local EOTC trips/experiences</p> <p>-build relationships with the wider community e.g. rest homes, community gardens, pre schools</p>	<p>-Recommendations of working group embedded</p> <p>Students intrinsically</p> <p>-Authentic learning experiences involving project based/action inquiry developing out of children's curiosity</p> <p>-Solar panels</p> <p>-Clean school, no rubbish/litter around school</p> <p>-NZ history is taught and embedded into school curriculum. Children know their NZ history.</p> <p>-Community garden</p> <p>-More local EOTC trips/experiences</p>

## Strategic Priority 4



We will.....	2019 Status	Actions/Indicators-2020	Moving towards 2022 Target
<p>inspire students to be <b>Curious, Creative and Confident</b> learners.</p> <p>recognise and provide for the individual needs of each student.</p> <p>develop more integrated approaches to delivering the curriculum that includes the Arts, Education Outside the Classroom (EOTC), Science, Technology, Engineering, Maths (STEM), Financial Literacy etc.</p> <p>develop how we deliver the curriculum e.g. through play-based learning, project-based learning, active learning, rich learning tasks, student voice and collaborative / team teaching and practical technology.</p>	<p>-PBL, Creative challenge, collaboration, Coding, Trips, Discovery, whānau, School Play Days, Homework challenges.</p> <p>-Dyslexia, visual timetables, SENCO, PLCs, school transitions, mixed ability groupings, 5+, cooking, buddies</p> <p>-Integrated themes, rich tasks, camps, dancespalsh, ASB \$, Otago maths, sports, Bands, choir, ukes, PBL, team teaching, PREP, kindy visits</p> <p>-PBL, whole school day(s), discovery time, hut building, doors open between classes more often</p>	<p>-Hands on and diverse programmes</p> <p>-Investigate and trial programmes/tools and develop tracking systems that will support dyslexia/diverse learning including multi sensory learning. <b>-Lyn</b></p> <p><b>-Curriculum and assessment working party - Rochelle/Karen/Brenda</b> incorporating KCs, learning experiences, cross curricular experiences (The Arts, EOTC, STEM). Develop a Flight path that builds across the whole school.</p> <p>-Well being, <a href="#">mindfulness focus</a> for 15 minutes a day and included in newsletter with Mental Health Ed</p>	<p>-Everyone's needs are met with shared understanding at various levels across school and how curriculum is delivered . Greater integration based on students interests, passions. Students are curious, creative and confident learners, excited and motivated about learning.</p> <p>-Flexible timetabling</p> <p>-Opportunities for learning collaboratively throughout syndicates/whanau, communities based projects, play across school,</p> <p>-What does PBL,Stem, Project based look like across the school?</p>

<p>review assessment practices to identify what is essential and effective.</p> <p>establish a school-wide digital technology vision that assists learning</p> <p>teach and embed key competencies and pathways across the school.</p> <p>maintain and enhance student agency, growth mindset strategies and collaboration (mahi tahi).</p> <p>create a shared understanding within the school of the student journey from preschool right through to Year 8, including a graduate student profile for Year 8 school leavers.</p>	<p>-2019 review, SLCs, Seesaw, Eportfolios</p> <p>-Lucy PD, uLearn, increasing use of robotics, Epro8</p> <p>-Reporting -Learning pathways</p> <p>-'You Are Awesome' book, Term 1 focus, GM PD</p> <p>-Kindy/Class/College transitions, play days, senior leaders, provocations</p>	<p>and Hauora focus.</p> <p>-Continue PBL, collaborative and team teaching. PD TOD, school visits, review 2019 team teaching survey, extending STEM across school</p> <p>-exploring structured choices and accessing community skills.</p> <p>-Formulation of Kapakapanui School Assessment expectations - <b>Management Lead Team</b></p> <p>-Review Seesaw &amp; Eportfolios including community consultation, what and when?</p> <p>-PLD on digital curriculum/ MOE PLD on technology/STEM as required.</p> <p>-Greater use and teaching of scratch, coding, Epro8, robotics-STEM</p> <p>-Increased use of GM strategies, languages and practices</p> <p>-Curriculum progressions, PACT (<b>John</b>), What dispositions do our Yr 8 students need and how will</p>	<p>What experiences at each level. Play to Project.</p> <p>-Structured choices are evident in the classrooms, skills from the community are accessed.</p> <p>-Streamlined assessment practices throughout school. Improved student outcomes.</p> <p>Review assessment practices - reports, see saw etc.</p> <p>-Digital curriculum embedded. Clear on the use of technology. Recommendations of working group embedded. Students confident (&amp; safe), connected, creative users of technology</p> <p>-Clear pathways which flow through school Consistent language in flight path</p>
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engage parents as partners in the learning journey and improve communication about learning.	-SLCs, Seesaw comments, open doors, weekly emails, community experts , speeches, student voice/agency	we get them there. <b>-Working group Rochelle/Karen/Brenda/John</b> including shared language used across school, student profile	
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<p><b>Strategic Priority 5</b></p> <p style="text-align: center;"><b>Our Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Kotahitanga (unity &amp; togetherness)</b></li> <li>● <b>Manaakitanga (kindness, caring, respect)</b></li> <li>● <b>Whanaungatanga (relationships, sense of belonging, family / whānau)</b></li> <li>● <b>Kaitiakitanga (responsibility to the land / environment, sustainability)</b> <ul style="list-style-type: none"> <li>● <b>Aumangea (resilience)</b></li> <li>● <b>Manawanui (perseverance)</b></li> </ul> </li> </ul>			
<b>We will.....</b>	<b>2019 Status</b>	<b>Actions/Indicators-2020</b>	<b>Moving towards 2022 Target</b>
<p>model and encourage others to live our Kapakapanui School values.</p> <p>explore and deepen our understanding of our values.</p> <p>embed our values into everyday actions, curriculum and the whānau (house) system</p> <p>strengthen connections with the values of Te Ati Awa ki Kāpiti and other Māori concepts</p>	<p>-Term focus, values awards, mediators model/role play, assemblies, celebrations, shine awards</p> <p>-Observations of KCs in play</p> <p>-Leaders, whanau lunch/time/challenges, class buddies, whakatauki, hw challenges</p> <p>-Consultation with whakarongotai including values</p>	<p>-Explicitly teach and integrate values in both te reo and english</p> <p>-Collect student voice, NZCER WellBeing/AC - <b>Craig</b></p> <p>-Staff PD (mindfulness, te whare tapa wha)</p> <p><b>-Working group - John</b> on whanau/assemblies/hui-include students.</p>	<p>-Values are child led and Te whare tapa wha underpins our practices-IEPs, reporting, staff meetings, behaviour management</p> <p>-Children have holistic awareness of te whare tapa wha</p> <p>-Students &amp; staff well being is high, mindfulness practices &amp; strategies are taught and embedded into classroom/school</p>

foster student and staff wellbeing / hauora using mindfulness and the 'Te Whare Tapa Wha' model: -Taha Tinana / Physical -Taha Hinengaro / Mental -Taha Whānau / Social -Taha Wairua / Spiritual Health	-Mindfulness, treaty in classrooms, safe environments, reduced stress levels, staff buddies, team building TOD, staff meeting/PD, hui, brain breaks, go noodle, Inside /out PD, anxiety meeting with parents, well being booklets, H&S committee, EAP services, collegial support, leadership support	-Teach mindfulness practices in classrooms. Build on 2019 PD, use of MOE hauora book. <b>Lynnie and Diane</b>	
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### **Annual Professional Development Plan 2020**

The main purpose of professional development is to develop teacher capability to raise student achievement. Focused effort in a school is important if school-wide teaching and student learning are to improve. Empowering others throughout the school to develop and exercise leadership roles and to share in the leadership of change is both desirable and achievable. This, along with the engagement of support from external agencies, is vital.

The staff development plan for Kapakapanui School is based on identified school needs using review information and data. The programme is developed to include recommendations from the Best Evidence Professional Learning and good practice for adult learners.

Our focus professional development areas for 2020 year are

- Implement the strategic priorities as noted above. This will involve working groups who will make recommendations to the staff.
- Collaboration-whole school PD day-external facilitator Mark Sweeney.
- Leadership development-external facilitator Chris Rowan
- School culture-external facilitator Sarah Tocker

**BES - elements important for promoting professional learning in ways that impacted positively and substantively on a range of student outcomes:**

- Extended time for quality opportunities to learn is necessary
- Quality external expertise is typically necessary

- Teachers' engagement in learning at some point is more important than initial volunteering
- Prevailing discourses are challenged
- Opportunities to participate in a professional community of practice are important
- Consistency with wider trends in policy and research is necessary
- Active school leadership is necessary

### **Adult Learning**

Adults prefer learning situations -

- Which are practical and problem-centred
- That promote their positive self esteem
- That integrate new ideas with existing knowledge
- That show respect for the individual learner
- That capitalize on their experience
- That allow choice and self-direction

## Section 3-Annual Goals

### Kapakapanui School 'Raising Achievement Plan' 2020 – Annual Targets

**Aim:** For all children to achieve their individual goals to the satisfaction of their teacher, their parents and themselves. We want our children to have high levels of literacy and numeracy as well as demonstrating independent work habits/skills.

We aim to maintain or improve our current levels of all students within the wider New Zealand Curriculum. A particular focus will include the foundational learning areas of maths, reading, and writing.

In discussion with our BOT at the 2019 year end assessment meeting the board asked to see us report on a wider range of areas throughout the school ie drill down deeper into our data and groups of students. We have decided in 2020 to continue to get an overall picture of the whole school data and continue to track our Maori and Pasifika students. Additional areas which are focus areas in our school are kapahaka students, ESOL students, ex reading recovery students and students who have dyslexia. Broad questions are

- How are these students achieving at Kapakapanui School?
- What progress are they actually making as many of these students may already be below the expected levels for the age cohorts.
- The school invests a lot of financial resources into these groups eg specialist teachers, tutors, teacher aides, intervention programmes and professional development. Are these programmes fulfilling our aim of improving student outcomes?

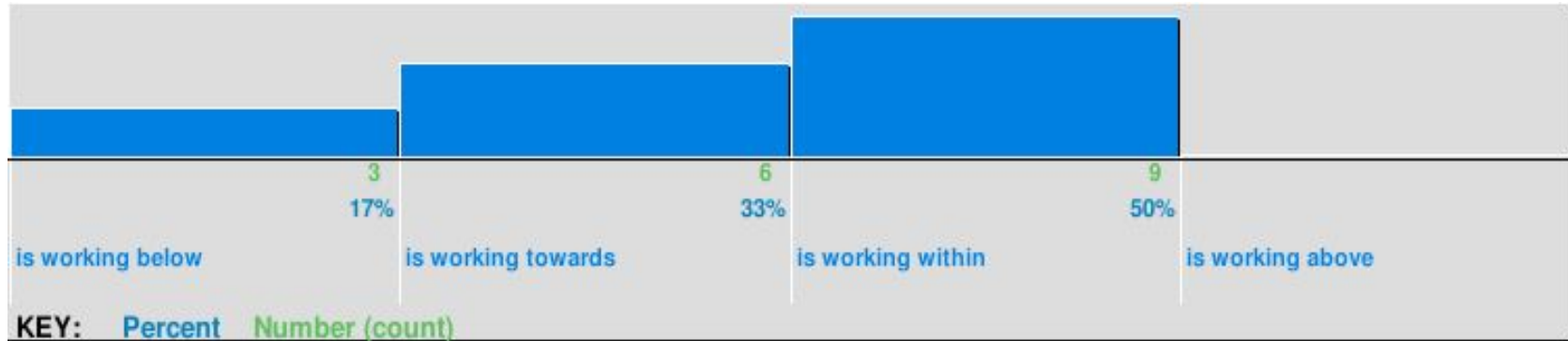
**2020 Achievement Goals/Targets** – to be achieved and reported on by mid December 2020

1. To accelerate the reading and writing achievement levels of students in the following groups
  - a. ESOL- **31 Students**
  - b. Dyslexia - **40 Students**
2. To ensure discontinued reading recovery students continue to make expected progress as their peers once they have integrated back into the classroom once they have completed the reading recovery programme. **NB 14 students**
3. To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.
4. To ensure Maori and Pasifika students continue to achieve at a similar level to other cohorts in ALL foundation learning areas. **NB Pasifika =14 students 68 students, Maori group =68 students**

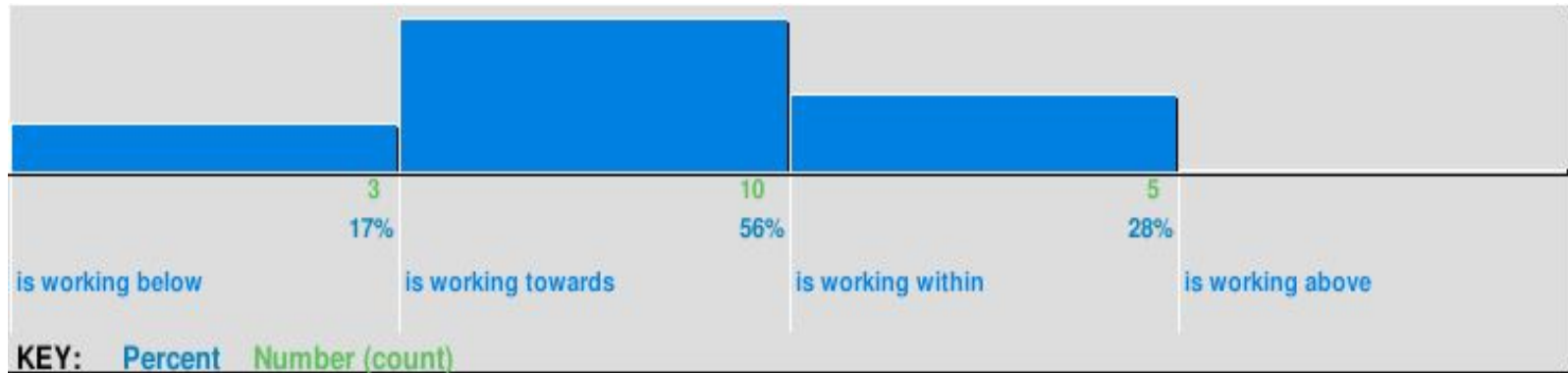
1. To accelerate the reading and writing achievement levels of students in the following groups
  - a. ESOL-31 Students
  - b. Dyslexia -40 Students

**Baseline Data:**

**ESOL Reading 2019**

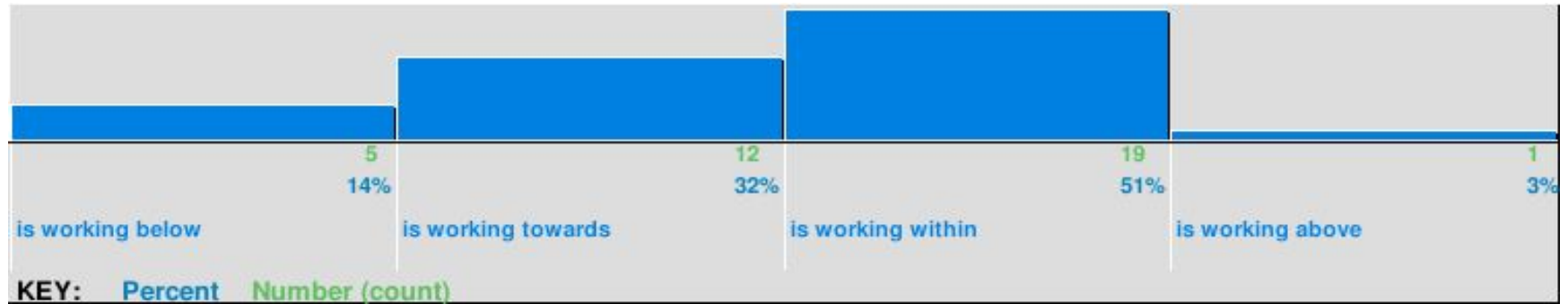


**ESOL Writing 2019**

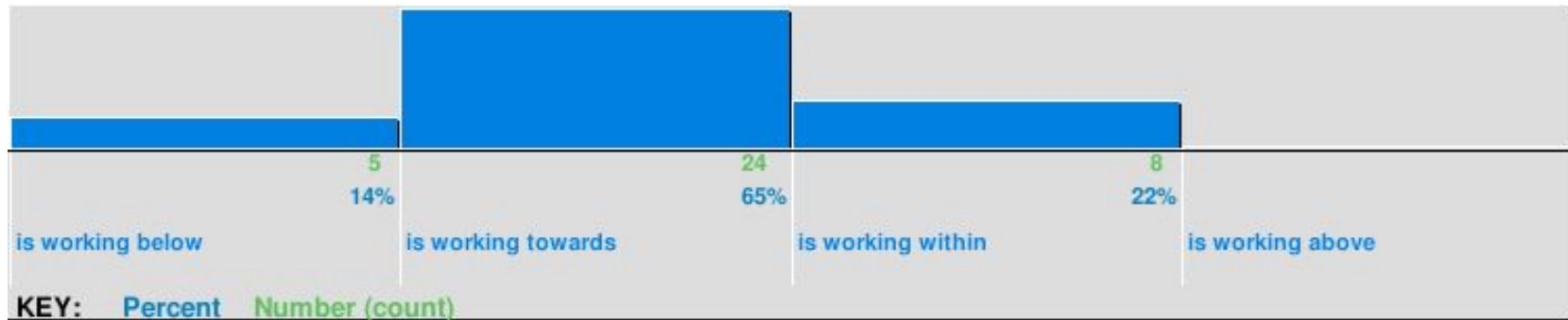




## Dyslexia Reading 2019



## Dyslexia Writing 2019



2. To ensure discontinued reading recovery students continue to make expected progress as their peers once they have integrated back into the classroom once they have completed the reading recovery programme.

## Baseline Data:

2019 reading data - 14 students

Well Below=0 students	Working towards=3 students	Within=11 students	Above =0 students
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3. To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.

**Baseline Data:**

	<b>2018- % of students At or Above NB-based on National Standards information</b>	<b>2019- % of students Within or Above NB-based onNZC Levels</b>
<b>Reading</b>	87.8%	87.3%
<b>Writing</b>	76.9%	76.2%
<b>Maths</b>	80.6%	77.4%

4. To ensure Maori and Pasifika students continue to achieve at a similar level to other cohorts in ALL foundation learning areas. Note that there are only 22 students in the Pasifika group. Effectively each child is 'worth' 4.5%.

**Baseline Data:**

	<b>2018- % of students Maori Students At or Above</b>	<b>2019- % of students Maori Students Within or Above</b>	<b>2018- % of students Pasifika students At or Above</b>	<b>2019- % of students Pasifika students Within or Above</b>	<b>2018-School wide % of students Within or Above</b>	<b>2019-Schoolwide % of students Within or Above</b>
<b>Reading</b>	83.5%	79.2%	79.1%	83.4%	87.8%	87.3%
<b>Writing</b>	70.9%	68.8%	79.2%	68.2%	76.9%	76.2%
<b>Maths</b>	80.6%	71.9%	83.4%	68.1%	80.6%	77.4%

## How will we achieve this?

When	Actions-What	Who	Indicators of Progress
Weeks 1-3 term 1	Review 2019 assessment data and AOV and strategic priorities. Look for identify/trend areas of concern, plan appropriate programmes. Review notes from previous years, discuss with previous teachers if required.	All staff	Priority lists developed with targeted students identified and groups placed onto etap  Class descriptions/AC and tracking sheets
Ongoing	Māori – The Success for Māori and Pasifika team will continue to identify ways to engage parents and iwi and inform staff of effective ways to teach Māori and Pasifika students.  Kapa haka, powhiri, matariki, parihaka, Whakarongotai Marae, Fund Kaiarahi Te Reo tutor	TEAM Leaders / Success for Māori Team	Improvement in student outcomes  Build on current strong and genuine connection/relationship with whanau
Ongoing	Awareness of brain development research -ie the stage a child is at developmentally. What can they do, what can they not do, what can WE do to ensure their emotional and physical needs are met in order for student success? Examples- emphatic, caring and meaningful relationships, Play Based Learning (PBL), music etc Attendance at relevant PD sessions eg Nathan Wallis	All staff	Emotionally settled children, strong and positive relationships with families and whanau  Student progress.
Week 3-5	Update data/ information based on new knowledge of learners. Speak with previous teachers if required to	Staff/SENCO	Action completed

	gather additional information on learners.		Staff can reference student information/data from previous years to ensure effective transition
Ongoing	<p>Ensure assessment moderation processes are consistent throughout the school. Regular discussions, sharing of views/work samples, information. Create:</p> <p>a supportive forum for professional conversation</p> <p>opportunities to observe and be observed</p> <p>support for teachers to be reflective of their own practices and that this is to include shared reflection</p> <p>staff development to enhance teacher inquiry</p> <p>the use of outside expertise to supplement current staff expertise</p>	Staff/Team Leaders	Assessment and moderation practices will be consistent throughout the school.
On-going	Explore the PACT tool and make recommendations to staff by the end of term 3.	John and Rochelle	Moderation practices will be consistent throughout the school.
On-going	<p>Monitor students' levels of achievement within teams at least twice a term. Students who require support will be identified and included on the target notes.</p> <p>Monitor students during syndicate meetings and writing groups.</p> <p>Discuss progress, implement appropriate actions. Information will be linked with appraisal discussions and reflections. Tracking sheets to be set up in term 1.</p>	All staff	Meetings ongoing, reflection/progress indicator sheets from meetings

As required	Staff professional readings and discussions, staff meetings, links. Trialling new initiatives and reflecting on the impact of these..	All staff	Greater teacher effectiveness in teaching writing. Student outcomes improve.
1-2 per term	Use Appraisal Connector appraisal system to reflect on and adapt and guide teaching practice and student achievement/progress. Can be linked to PLC notes as required.	Principal, Teachers	Adapt and guide teacher practice.  Positive impact on student outcomes
Ongoing	Implement growth mindset strategies into classroom programmes. Resources-Principal 2016 sabbatical report, professional readings, talks, 'You're Awesome' book	Principal, Teachers	Adapted teacher practice has a positive impact on student outcomes. Teachers and students will use GM strategies as part of their learning, teaching and it will become part of 'what we do'.
On-going	Continue to explore flexible grouping in all classrooms across all core areas.	All staff	Teachers have higher expectations, student outcomes improve
On-going	BYOD for Years 5-8. This can have a positive impact on levels of achievement.	Principal/BYOD teachers/BOT	Students show motivation to write and enjoy writing  Writing results improve
As required	Attend relevant PD/courses.	Literacy Leader/Principal	PLD is in place and effective Student outcomes improve, targets met.
Each term	Students who require support will be identified, explicit teaching.	SENCO/Teachers	Student outcomes will improve
On-going	We will use appropriate writing resources and exemplars.	Teachers & Lit Leader	Resources effectively support programme Staff and students use exemplars to guide teaching and learning
Term monitoring	Continue to provide additional support through teacher aide hours.	BOT/ SENCO/ Principal	Student outcomes will improve
Term 2/3	Involve student voices in the direction of the writing programme. Continue to build on 2018 survey.	Teachers Literacy leader	Increased engagement and enthusiasm for writing

Ongoing	Junior classes continue with play based learning. Writing to be based on experiences and have an authentic context. Development of oral language and fine motor skills through play based activities.	Years 1-2 Principal	Increased engagement and enthusiasm for writing Readiness for writing to be assessed on an individual basis.
On-going	Work with parents/whanau to further support learning at home. We will inform parents of concerns and look for ways to work together to improve the achievement levels of our students. Working group established with a 'cultural ambassador' to coordinate connections between home and school.	Lyn Teachers	Parents/whanau are more confident in supporting student progress. No surprises when reporting to parents.
End of Term 2	Complete mid year assessments in Term 2, analyse data and plan teaching and learning and resourcing for the remainder of year. Report to the BOT.	SENCO/Principal/ Teachers	Mid year results used to inform next teaching steps for remainder of 2020
Term 1-ongoing	Reading recovery monitoring-1 slot per week where students are monitored, teachers are updated on progress and programmes adapted as required. Some students maybe in the 7+ programme	Sue B Michelle	Ex RR students will continue to make progress and not slide after coming off the RR programme.
Term 1-ongoing	Students with dyslexia identified by teachers and group created on etap and SENCO register. Teachers and TA trained in 7+ during Xmas holidays. Begin teaching 7+ programmes in weeks	Lyn Lesley Teachers	Students english language will improve and they will make academic progress  Regular monitoring of student progress should see improvements in student outcomes

	3-4 having completed the BURT identification test. Senco presented dyslexia school strategy (staff meeting). Teachers will have a clear understanding of the 3 tiers and what learning support is required. Support and PD also provided by RTLB (AI)		
Term 1-ongoing	ESOL students identified by teachers and groups created on etap. Specific Teacher Aide will be working with these students throughout the year	Lyn Lesley Teachers	Students english language will improve and they will make academic progress
End of Term 4	Complete final assessments in Term 4, analyse data and plan teaching and learning and resourcing for 2021. Report to the BOT.	SENCO/Principal/ Teachers	End of year results used to inform us for 2021.

### Proposed Planning and Reporting Timetables

Deliverable	Responsible	Timeframe
Charter/Annual Plan/A.O.V	Principal	March 1
Data Collection	School wide	Term 2/Term 4
Analysis of Data	School wide	Term 2/Term 4
Reporting to B.o.T./Community	Principal	Monthly + Weekly Newsletters

Achievement Targets for following year	Principal/Staff	November/December
Annual Plan prepared for following year	Principal/Staff	November/December
Budget	B.o.T. Treasurer/Principal	November/December/February
Professional Development Plan	Principal/Staff	December/ February

**Adopted by Kapakapanui School BOT February 2020**