



Strategic Plan 2019 - 2021

Our Vision:

E tū pakari ana *Standing strong* E totoro teitei ana *Reaching high*

Our Goals:

CURRICULUM DEVELOPMENT

Implement an innovative school curriculum that is personalised to the needs and interests of our children.

LEARNING SUPPORT

Support, foster and provide learning opportunities for all.

CULTURAL RESPONSIVENESS

Enhance our Māori students' sense of identity, language and culture. Celebrate our cultural diversity.

WELLBEING

Building resilience and wellbeing within Kaurilands School.

Our key curriculum principles:

STUDENT AGENCY, COLLABORATION, DIFFERENTIATION, DISCOVERY

Our graduate learner dispositions:

SELF-MANAGER, COLLABORATOR, CITIZEN, THINKER

Our Values:

Respect yourself, others & community **MANAAKITANGA** **WHANAUNGATANGA** Build positive relationships
Teach and learn together **AKO** **KAITIAKITANGA** Protect the environment



Goal 1 - Curriculum Development:
Implement an innovative school curriculum
that is personalised to the needs
and interests of our children.



Connecting the steps through Curriculum Levels.

Goal # 1

Strategic Initiative	Actions	Measures	RA (Responsible/ Accountable)	When
Students are visible learners; they are aware of their learning needs and are able to access resources needed to succeed.	- Develop a shared understanding of progress through Curriculum Levels by creating and implementing new progressions across our school in Reading, Writing and Maths.	- Teachers are incorporating the new progressions in Reading, Writing and Maths in their planning and programmes.	R: Josh, Suzanne, Ben, Abby, Erin A: Erin, Grant	Week 1-10 T4
	- Students are using progressions to identify where they are at and what their next steps are.	- Students can articulate what they are learning and what their next steps are using the new progressions in Reading, Writing and Maths.	R: All Teachers A: Erin, Grant	Week 1-10 T4
	- Our new school wide progressions are being used to show progress on LINC-ED.	- Parents can successfully log in to LINC-ED to track their child's goals and progress.	R: Erin, Grant A: Erin, Grant	Week 10 T2
	- Create clear and simple guidelines for accessing and understanding the progressions/ curriculum levels for easy use by whānau and teachers.	- Track the volume of parents logging in to LINC-ED.	R: Erin, Grant A: Erin, Grant	Week 10 T2
Examine assessment practices and systems in the school and implement the required changes for improvement.	- Implement robust moderation practises across our school ensuring consistent and accurate levelling occurs.	- Accurate assessment data is entered in to LINC-ED. Teachers are making well informed, consistent OTJs using exemplars. Team Leaders to check and moderate with teams.	R: Team Leaders A: Erin, Grant	Week 7 T2 + T4
	- Trial an assessment model that is ongoing, reflective and informs current practice, moving away from summative points throughout the year.	- Teacher voice from those that took part in the trial. - Assessment data will inform classroom programme throughout the whole year instead of at 2 points in the year. - Parents will be able to see progress made throughout the year.	R: Team Leaders A: Erin, Grant	T3 + T4
Implement the Digital Technology Curriculum across all learning areas.	- Digital Technology team to familiarise themselves with the aims of the new curriculum and deliver PD to support with implementation.	- The Digital Curriculum team have a sound understanding of the Digital Curriculum levels.	R: Sarah and Digital Team A: Grant	Week 6 T1
	- Provide opportunities for specialised digital programmes.	- Teachers are trialling digital learning progressions in their classrooms.	R: Sarah and Digital Team A: Grant	T2 - T4

<p>Deliver a future focussed curriculum.</p>	<ul style="list-style-type: none"> - Review our Graduate Learner Dispositions (GLDs- to be renamed), create cohesion and a shared understanding across all year levels for each GLD to maximise their impact. - Teachers and children are using common GLD language across the school. Teachers and students understand what the different GLD's look like and sound like in their context. - Incorporate real life contexts through passion programmes/ Inquiry/ Discovery/ Adventure Afternoons/ Play Based Learning (Student Agency). 	<ul style="list-style-type: none"> - Dispositions are created, understood and used by all. - Evidence in teachers planning that they are trialling different programmes and innovating on current practice. - Children are provided with opportunities to engage in real life learning contexts. This will be reflected in planning. 	<p>R: Josh, Erin and Grant A: Erin and Grant</p> <p>R: Josh, Erin and Grant A: Erin and Grant</p> <p>R: Josh, Erin and Grant A: Erin and Grant</p>	<p>Week 10 T1</p> <p>T2-T4</p> <p>Ongoing</p>
<p>To provide high quality teaching and learning programmes with a particular emphasis on Literacy.</p>	<ul style="list-style-type: none"> - Whole school Literacy PD with Jane Van der Zeyden to boost our Writing data. 70% of our children are at or above expectation in Writing compared to 83% in Reading. We aim to increase our Writing achievement data overall by 5% to close the gap on our Reading data. - Implement our new curriculum handbook, ensuring practise is consistent and high expectations are met across the school. 	<ul style="list-style-type: none"> - Student achievement in Writing increases by 5% to move closer to our Reading data. - Classroom programmes and planning reflect the criteria and expectations outlined in the Curriculum Handbook. Team Leaders to check Week 4 each term. 	<p>R: Suzanne and Literacy Team A: Erin, Grant</p> <p>R: Team Leaders A: AP assigned to Year Levels</p>	<p>Ongoing</p> <p>Implemented T1: Checked Week 4 each term.</p>



Goal 2 - Learning Support: Support, foster and provide learning opportunities for all.



Strengthening connections for learners with additional needs.

Goal # 2

Strategic Initiative	Actions	Measures	RA (Responsible/ Accountable)	When
<p>Programmes are offered to accelerate learning for all learners.</p>	<ul style="list-style-type: none"> - Begin ALIM (Accelerated Learning in Mathematics) contract through MOE- Maths team to lead Inquiry targeting children just below expected levels and accelerate them to catch up to their peers. - Implement Quick 60 Reading programme designed to bring struggling readers to expectation in Reading in 60 lessons. - Implement Google Read and Write for all Year 4 - 6 children. Google Read and Write removes the need for the use of fine motor skills, spelling and reading. - Participate in Team Approach to Language Learning Project (TALL) which includes strengthening school systems, teaching practices and engagement with families of English language Learners (ELL). 	<ul style="list-style-type: none"> - Pre/post data, tracked on LINC-ED student and teacher voice. - Pre/post data is tracked through LINC-ED. - Milestone reports as per project Track target group - pre/post data Review of school ELL systems. - Completion and implementation of Modules 1-8 into teaching, assessment and review. 	<p>R: Ben and Abby A: Erin, Grant</p> <p>R:Teacher Aide A: Tracy</p> <p>R:RTL/4-6 teachers A:Tracy</p> <p>R:Kylie/Clare/Suzanne A: Tracy</p>	<p>Tms 1- 4 6 week blocks</p> <p>Wk 3, Tm 1 - Wk 7, Tm 4</p> <p>Wk 5, Tms 1 - Wk 8, Tm 3</p> <p>Wk 2, Tm 2 - Wk 10, Tm 2</p>
<p>Enrichment programmes are offered to extend gifted and talented children.</p>	<ul style="list-style-type: none"> - GATE coordinator to research, visit other schools, have conversations with Mind Plus staff, talk to experts and participate in PD opportunities. - Broaden knowledge of Identification measures including Ed psych reports, parent measures, teacher measures, assessment practices, PAT and checklists. - IEPs are implemented with identified child, whānau, teachers, GATE coordinator and experts where appropriate. - Develop personalised differentiated programmes using the MOE Gifted and 	<ul style="list-style-type: none"> - The GATE coordinator will become upskilled in the area of Gifted and Talented. - Gifted and Talented children are identified through rigorous processes. - All identified children have IEPs. - Personalised programmes will be implemented as a result of IEP's; will be time bound and reviewed each term. 	<p>R:Jackie A:Jackie</p> <p>R:Jackie A:Jackie</p> <p>R:Jackie A:Jackie</p> <p>R:Jackie A:Jackie</p>	<p>Terms 1-4</p> <p>End Term 1 Ongoing for new children entering school As above</p> <p>End of each term</p>

	<p>Talented Students document, Mind Plus and TKI.</p> <ul style="list-style-type: none"> - Explore ways in which children attending Mind Plus can bring their work into their school classroom. - PD for staff in identifying and teaching Gifted and Talented children. - ICoL Inquiry into classroom enrichment practices. How can we add challenge? How can we aim higher for all children? - Provide a culturally responsive environment for gifted Māori learners. 	<ul style="list-style-type: none"> - Successful and meaningful integration of Mind Plus programmes. - Catering for Gifted and Talented children is evident in planning and programmes. - Spiral of Inquiry into effective enrichment practices within our school. - Programmes are implemented to cater for Gifted Māori Learners. 	<p>R:Jackie A:Jackie</p> <p>R: Linda/Jackie A:Jackie</p> <p>R:Linda A:Jackie</p> <p>R: Kim A:Jo, Jackie</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 4</p>
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Goal 3 - Cultural Responsiveness:

Enhance our Māori students' sense of identity, language and culture.

Celebrate our cultural diversity.



Promoting a shared understanding of culturally sustaining practice across Kōtuitui.

Goal # 3

Strategic Initiative	Actions	Measures	RA (Responsible/ Accountable)	When
Determine Kaurilands tikanga.	<ul style="list-style-type: none"> - Establish the protocols (kawa) associated with pōwhiri, staff meetings, hui's and whole school assemblies and document them in the Te Reo Māori section of the KS curriculum. 	<ul style="list-style-type: none"> - Staff are familiar with and follow the protocols set out in the Kaurilands School Curriculum. 	R: Kim W and Te Kahui Team A: Jo	End of Week 10 T1
Develop and implement a sustainable Kaurilands Māori Curriculum.	<ul style="list-style-type: none"> - ICoL Inquiry into sustaining Te Reo practices. - Te Reo is integrated across the curriculum. - Te Reo is used by teachers and children throughout the day as greetings, commands. - Use Ka Hikitia and Tātaiako as a guide for developing our Māori curriculum. - Board complete Hautū: Cultural Responsiveness Self Review tool for Boards of Trustees. 	<ul style="list-style-type: none"> - Completion of Inquiry and share findings. - Te Reo is evident in all areas of planning and programmes are evaluated in the term reflection. - Increased use of Te Reo Māori by all children and teachers and focus sentences or commands are on display. - The principles of Ka Hikitia and Tātaiako are visible in our programmes across our school. - Complete self review section for: Leadership, Representation, Accountability, Employer Role and implement recommendations. 	R: Kim W A: Jo and Erin R: All teachers A: Team Leaders R: All teachers A: Team Leaders R: All teachers A: Jo R: Board A: Board	Week 3 Term 4 End of each term T4 T1- T4 Week 2 T2
School environment will reflect biculturalism.	<ul style="list-style-type: none"> - Signage in Te Reo will be throughout each teaching space and the school. - Evidence of use of Māori resources. - Use of Te Reo is evident in all communications within our community including the Daily Tui, fortnightly newsletter, website, assemblies. 	<ul style="list-style-type: none"> - Feel, see and hear Te Reo in the classroom. - Evidence in Long Term Planning - Te Reo Māori is evident in relevant forms of communication. 	R: All teachers A: Team Leader/ Kim W R: All teachers A: Team Leader R: All teachers A: Team Leader	Throughout the year
Teachers will develop use of Te Reo Māori.	<ul style="list-style-type: none"> - Ongoing professional development in Te Reo Māori for all teachers. - Expectation that Te Reo becomes part of daily practice in all classrooms and settings within school. 	<ul style="list-style-type: none"> - Te Reo sessions at Teacher Only Day with kaumatua and Māori advisor. - Teacher resources which are available through the Te Reo Māori folder in the team drive are used as part of class programmes. 	R: Kim W A: Senior Leadership R: All teachers A: Team Leader	5 Feb/ throughout the year

	<ul style="list-style-type: none"> - All staff (including support staff) have opportunities to learn and use waiata and simple greetings and commands. 	<ul style="list-style-type: none"> - All Staff are familiar with our school waiata. 	R: Kim W A: Senior Leadership	T1- T4
Build strong connections to our Māori community.	<ul style="list-style-type: none"> - Explore different ways of building connections and involving local iwi and whānau in school events. 	<ul style="list-style-type: none"> - Implement new initiatives with the guidance of our Kaumatua 	R: Te Kahui A: Jo	T2
Build capability of all teachers of Pacific learners by working through <i>Tapasā</i> Cultural Competency Framework.	<ul style="list-style-type: none"> - SLT attend Tapasā professional development and learning workshop. - Schedule staff meetings to begin process of building an understanding of the framework and expectations of the Tapasā document. - Hold a fono with our Pasifika families to explore Tapasā. - Access expertise within our parent and wider community to share identity, language and culture. - Celebrate and share the cultures of our Pasifika children. 	<ul style="list-style-type: none"> - Workshop guides our PD direction for our staff. - Dedicate staff meetings to unpacking Tapasā and begin to implement. - Relationships are developed with our Pasifika families. - Strengthened parent involvement. - Implement new initiatives. 	R: SLT/ Malia Tuala A: Jo R: SLT A: Jo R: A: Jo R: All Teachers A: Jo R: All Teachers A: SLT	Week 1 T2 T2 T2 T2 T2-T4
<i>Celebrate the cultural diversity at KS.</i>	<ul style="list-style-type: none"> - Celebrate and share the cultures of all children. - Investigate and plan to hold a whole school cultural event. 	<ul style="list-style-type: none"> - Cultures are represented visually and verbally across our school. - Host a cultural event where students are proud, confident and willing to share. 	R: All teachers A: Team Leaders R: All teachers A: SLT	T2- T4 T2- T4



Goal 4 - Hauora/Wellbeing: Building resilience and wellbeing within Kaurilands School.



Building resilience and wellbeing of the Kōtuitui community.

Goal # 4

Strategic Initiative	Actions	Measures	RA (Responsible/ Accountable)	When
Investigate ways to measure and evaluate wellbeing at Kaurilands School.	<ul style="list-style-type: none"> - Research ways in which schools and organisations measure and evaluate wellbeing. 	<ul style="list-style-type: none"> - Develop initiatives that target the needs of Kaurilands ākonga and kaiako. 	R: Grant A: Grant	T1-T2
Grow a shared understanding of Wellbeing for our Kaurilands community.	<ul style="list-style-type: none"> - Collect baseline data and create a shared definition of well being at Kaurilands. - Link vision to definition. 	<ul style="list-style-type: none"> - Definition of wellbeing is created for our school. 	R: Jenna + Grant A: Grant	End of T2
Implement Wellbeing programmes in the School community.	<ul style="list-style-type: none"> - Research, develop and implement student and staff programmes to strengthen Wellbeing. - Staff PD is provided around new wellbeing initiatives (external and internal). - A bank of resources is developed for staff use. - Wellbeing is explicit within the school vision, values, GLDs, in the newsletter, messages over the Daily Tui etc. - Student leadership group running initiatives around Wellbeing (e.g, Yoga for kids, lunchtime sport/ craft activities). 	<ul style="list-style-type: none"> - Teachers are trialling initiatives in class. - Teachers and students can use the common language of wellbeing initiatives such as Growth Mindset language, Mindfulness terminology. - Shared Drive. - Integrate Wellbeing messages whenever possible. - Student leader group are producing initiatives for their peers in Wellbeing. 	R: Jenna + Grant A: Grant R: Grant A: Grant R: SLT A: SLT R: Hannah H and Franny A: Grant	T2-T4 T2-T4 T2-T4 T1-T4 T2-T3