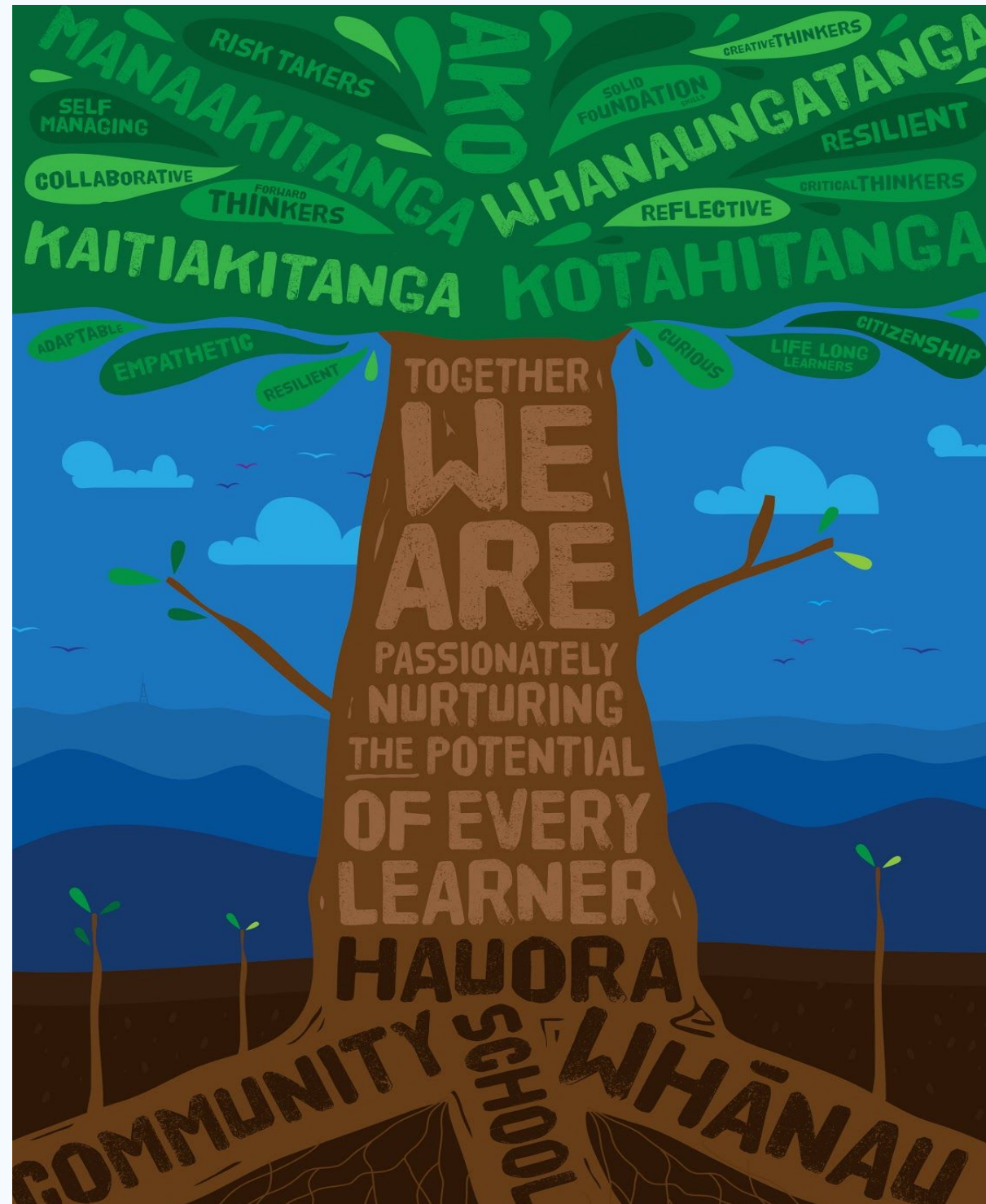


Kaurilands School

Te Kura Ōkaurirahi

2016-2018



Ko Titirangi te **maunga** (mountain)
Ko Te Wao Nui a Tiriwa te **ngahere** (forest)
Ko Manukau te **moana** (sea)
Ko Waikūmete te **manga** (stream)
Ko Te Kawerau ā Maki te **iwi** (people)
Ko te wharekura te **marae** (meeting place)
Ko Ōkaurirahi te **kura** (school)

Te whakataukī tērā (The whakatauki there is)

Ko “**Whaia te Mātauranga**” (pursuing
knowledge)







E tu pakari ana (**standing strong**)

E totoro teitei ana (**reaching high**)

Haumi e! (**gather together**)

Hui e! (**bind together**)

Taiki e! (**all is set**)

Our Vision	Together we are passionately nurturing the potential of every learner.					
Our Values	<div>Manaakitanga</div>  <div>Respect yourself, others & community</div>	<div>Ako</div>  <div>Teach and learn together</div>	<div>Whanaungatanga</div>  <div>Build positive relationships</div>	<div>Kaitiakitanga</div>  <div>Protect the environment</div>	<div>Kotahitanga</div>  <div>Work together</div>	
Our Goals	<div>Our school will:</div> <div>Support, foster and provide learning opportunities for all.</div> <div>Broaden and accelerate the implementation of innovative learning practice.</div> <div>Provide opportunities for our learners to be connected locally, nationally and globally.</div>					
Our key curriculum principles	Student agency, Collaboration, Differentiation, Inquiry					
Our graduate learner dispositions	Self-manager, Collaborator, Citizen, Thinker					
Self Review Cycle	Kaurilands School is committed to the process of review to best enhance outcomes for all students and teachers. The basis of this review cycle is <i>Reflect - Preserve - Discard - Create</i> .					
Commitment to Accelerating Success Kahikitia 2018-2022	<div>Realising Māori potential</div> <ul style="list-style-type: none">• Sustained system-wide change.• Innovative community, iwi and Māori-led models of education provision.• Māori students achieving at least on a par with the total population.					
Commitment to the Pasifika Plan 2013-2017	Five out of five Pasifika learners are participating, engaging and achieving in education, secure in their identities, languages and cultures, contributing fully to Aotearoa New Zealand’s social, cultural and economic well being.					

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Goal 1 2016 - 2018 Overview

Goal 1		Support, foster and provide learning opportunities for all		
Strategy	Current Reality	2016	2017	2018
<p>Programmes are offered to accelerate student learning.</p> <p>(NB: "Acceleration is defined as being when a student makes more than one year's progress over a year on a trajectory that will indicate they are achieving at or above the standard at the end of Year 8 or sooner"- ERO Accelerating Student Achievement 2015).</p>	<p>Programmes offered:</p> <ul style="list-style-type: none"> • Reading Recovery (RR). • Positive Behaviour for Learning (PB4L). • Young Forest Leaders (YFL). • Accelerated Learning in Mathematics (ALIM). • STEPS (Reading programme for children with learning needs). • Solutions for people experiencing learning difficulties (SPELD). • Building Blocks to Literacy (BB). • Incredible Years (IY) 2 teachers. • RTLB services. • Teacher Aide support. • ESOL Support. • Small group support. • Inclusiveness survey (MOE) conducted 2015. 	<ul style="list-style-type: none"> • Review all current practices/programmes that are in place to ensure effectiveness. • Following review, programmes are continued, revised or new strategies put in place ensuring programmes support CWSN/CWSA. • Innovation that enhances student achievement is supported, fostered and encouraged. • Professional development undertaken that supports and enhances student achievement. 	<ul style="list-style-type: none"> • Review of systems that have been put in place (a document that details what was done, was it effective, why/why not and next steps). This is a continual process and information is shared with key stakeholders. • Based on review, systems/programmes are modified and redeveloped to best suit the needs of students. • Encourage staff to look further afield for Professional Development opportunities. • Programmes are developed that support teachers and meet the needs of CWSA students. • New programmes are trialled that support raising student achievement. • Professional development undertaken that supports and enhances student achievement. • Woolf Fisher Maths. 	<ul style="list-style-type: none"> • Ongoing. This is a continual process and information is shared with key stakeholders. • Based on review, systems/programmes are modified and redeveloped to best suit the needs of students. • Encourage staff to look further afield for Professional Development opportunities. • We are confident that we now have well moderated and reliable data which is enabling us to direct PD and team inquiries into areas of specific need. • Our goal in 2018 is to use LINC-ED to give our whānau access to their child's data and progress at any time. All reporting will be online. • We will be reviewing our reporting system in light of the removal of NS. • We consider learning to be a partnership and with a well established cycle of

			<ul style="list-style-type: none"> Identified individuals and set up talent development plans. A number of students were tested externally by education psychologists for giftedness. Mentoring with gifted students. A small number of groups were run for students with strengths in particular areas. Student leadership opportunities were created, including Māori ambassadors. CWSA continues to be area for development in 2018. ICOL inquiries into dyslexia and STEPS literacy programme, GLD (Graduate Learner Dispositions). LINC-ED, Seesaw and Innovation PD. 	assessment, goal setting, PD and teaching we expect to see accelerated progress.
Teams are responsive to data to effectively meet needs of children.	<ul style="list-style-type: none"> Priority Learners identified based on National Standard results. Teams developed interventions to address and accelerate progress. Reporting has been inconsistent, expectations require clarification and shared understanding. Formative assessment principles are well embedded schoolwide. <p>2016 reality for Māori and Pasifika statements: Te Reo Māori is taught across the school for a minimum of 30 minutes per week.</p>	<ul style="list-style-type: none"> Priority Learners are clearly identified based on data. Teams develop and implement programmes that will support learning needs of students. Clear reporting and tracking systems are in place to ensure the effectiveness of programmes. Learning Support leaders coordinate with teams to ensure programmes best meet the learning needs of students. 	<ul style="list-style-type: none"> Tracking of Priority Learners - ongoing (using 2016 data as base). Review of tracking systems and their effectiveness (including PL's, PB4L and Special Needs Register). Clear reporting and tracking systems are in place to ensure the effectiveness of programmes. SENCO co-ordinate with teams to ensure programmes best meet the learning needs of students. Co-ordinate with SLT to identify need via the data. Programmes are offered to ensure Māori students are given every opportunity to excel and reach their full 	<ul style="list-style-type: none"> Tracking of Priority Learners ongoing. Review of tracking systems and their effectiveness. Clear reporting and tracking systems are in place to ensure the effectiveness of programmes. Learning Support leaders co-ordinate with teams to ensure programmes best meet the learning needs of students. A Special Needs team will be developed to share best practice with teachers in their year levels. Accessing PD through our Kōtuitui Special Needs team and CWAT.

	<p>Integration of Te Reo Māori is a priority and all inquiries reflect this. Kapa Haka groups for Junior and Senior groups. Annual Hui and Fono. Matariki Community celebrations are held each year. Pasifika group.</p>		<p>potential as Māori and Pasifika.</p> <ul style="list-style-type: none"> • Programmes have been offered to ensure Pasifika students are given every opportunity to excel and reach their full potential. • Structuring Team Inquiry based on data. • Differentiated PD for each year level. • We were missing a Kaumatua last year and did not have a hui or a fono. • Our Māori board rep resigned last year. • Matariki was an inspiring event, we feel we've maintained the status quo. 	<ul style="list-style-type: none"> • We will engage with our new Kaumatua to access guidance and structure in addressing the needs of our Māori students. • PD focusing on ensuring Māori and Pasifika students are given every opportunity to excel and reach their full potential as Māori and Pasifika. • Hui with whānau about how Māori and Pasifika students can succeed as Māori and Pasifika.
<p>Students are aware of their learning needs and are able to access resources needed to succeed.</p>	<ul style="list-style-type: none"> • Senior children confidently articulate where they are at and next steps across core learning areas. 	<ul style="list-style-type: none"> • Staff have a clear understanding of what Student Agency is and what this looks like at different year levels • Principles of formative assessment to be more inclusive of Student Agency. • Idea of learning pathways investigated and trialled in some classrooms with some children • Systems established so children can share their learning journey with whānau 	<ul style="list-style-type: none"> • Where to next for Student Agency developed by staff? • Community meetings held to support students. • Systems in place and regular review to ensure whānau engagement in learning stories. • Develop an idea and systems of learner pathways for priority learners that is reflective of our school and whānau. • LINC-ED has helped us to track learner pathways and share this better with all stakeholders. 	<ul style="list-style-type: none"> • Schoolwide development of Student Agency processes. • Learner pathways for all Priority Learners in place. • Community meetings held to support students. • Systems in place and regular review to ensure whānau engagement. • Explore other avenues for supporting parents with home learning. • GLDs support Student Agency across all year levels with consistent language used across the school. • Merging Seesaw and LINC-ED as platforms for students to talk about their learning. Trialling student access to LINC-ED accounts.

Goal 1 Annual Plan 2017

Goal 1	Support, foster and provide learning opportunities for all <i>Please note information in blue is the end of 2017 reflection</i>
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Innovation	Target	Action to meet target	Who	When	Cost	Risk/Issue
Programmes are offered to accelerate learning	Review of systems that have been put in place (a document that details what was done, was it effective, why/why not and next steps). This is a continual process and information is shared with key stakeholders	CWSA: This has become a key target for 2017. Identification of CWSA needs to take place so that we know who we are working with. This will need to be done using our SMS.	Emma	Term 1	Nil	System doesn't support the identification of students
		Once identification is in place, create different programmes and identify which ones would be suitable for target group eg: Mentoring, Small group work, In class support, Withdrawal, Talent Development Plan	Emma	From Term 1	Release component	Time! We don't have the resources to support students Money/Release not available
		Locate different people to work with students based on need (eg, withdrawal, mentoring etc)				
		Develop a system to communicate information with whānau about programmes students are involved in (could be talent development plans, SEESAW, via new SMS system)	Emma	From Term 2	Nil (but could be costs for materials) SMS costs	Human resources not available Time
		CWSN This is a key target for 2017. Identification of CWSN needs to take place so that we know who we are working with. This will need to be done using our SMS.	Emma	From Term 1		Our system does not meet requirements from parents and other key stakeholders.
		Once identification is in place, create different programmes and identify which ones would be suitable for target group eg: Quick 60, Barbara Brann, Individual Education Plans, small group work - dyslexic group.	Tracy	Term 1	Nil	New SMS not giving accurate data
		Develop a system to communicate information with whānau about programmes students are involved in e.g. IEP's, Seesaw, emails				
		Principals and SENCOs working together within our CoL to develop tracking systems of all students across all schools i.e. student history is tracked and obtainable within the	Tracy	From Term 1	Some funding secured from LSF (CWAT) Release for group work Nil	Release - funding not covering release required for

		CoL.	Tracy	From Term 1	Nil	programmes to run Time - interruptions to timetables Parents unable to access appropriate communication tools. Release Time clashes with other PD
<p>Reflection process:</p> <p>CWSA:</p> <p><i>At the start of Term 3 2017 we brought in the LINC-ED system to support the development of learner pathways in our school. There is a specific GATE tag available on LINC-ED that will allow us to identify and track students. We have started to track students involved in GATE programmes including keeping talent development plans on file. We were fortunate enough to have 3 Wolf Fisher students working with some of our more capable students in Science and Maths. This has been a very productive programme. We have also been fortunate to have our students involved in a variety of technology based extension programmes which can be found in Goal 3.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none">- Development of our CWSA register on LINC-ED- Recording and tracking of students involved in CWSA programmes- Develop a system for reporting to whānau about involvement in CWSA programmes- Connecting with others in our community that can support our students <p>CWSN:</p> <p><i>Term 4, 2017</i></p> <p><i>Students with Special Needs are identified through our SMS, teacher/parent discussions and outside agency referrals. Quick 60 groups have been running, small group support for targeted students at the Well Below level. RT Lits have worked with 2 teachers (Year 5 /6 students) from the beginning of the year who have Well Below readers in their class. This has been a highly successful intervention for both teachers (Effective PD) and students. RTLB has been working with 14 cases across the school . All of these students have Individual Education Plans, some have also qualified for assistive technology funded through the ministry. Another 15 students have Individual Education Plans so their learning needs are catered for as best as possible within the class setting. A large number of these students are identified as dyslexic learners. IEP's are reviewed twice a year. All IEP's have been up-dated so the information is current for 2018 teachers or new schools. SENCO has been working in CoL group to develop tracking system. This is a work in progress. A new tracking system has been designed and will hopefully be ready for use in 2018.</i></p>						
Target	Action to meet target	Who	When	Cost	Risk/Issue	
Based on review, systems/programmes are modified and redeveloped to best suit the needs of students	CWSA Review what has been put in place via information gathering from key stakeholders (students, whānau, teachers, SLT)	Emma	Term 3	Nil	Time - review not done and if done, nothing changes	
	CWSN Reassess and review data each term.	Tracy	Each Term	Nil	Time - review not done and if done, nothing changes	

<p>Reflection process: CWSA: <i>We have yet to do a review of the CWSA programmes. We have plenty of anecdotal information from whānau and students about how positive the programmes have been that students have been involved in.</i> Moving forward: <ul style="list-style-type: none"> - Seek feedback from staff about how we can best support teachers in their classroom with CWSA - Develop a PD programme that supports staff to meet specific needs CWSN: <i>Term 4, 2017</i> <i>Student data is entered onto Special Needs Register. This system holds all information on students that are ministry funded, have outside agency support, have diagnosed learning difficulties and programmes in place. Anecdotal notes are also kept and progress tracked. Students of concern are raised at Support Team Meetings and next steps are discussed. Minutes are kept - students discussed are tracked. Newly identified students are assessed and slotted into support groups if possible or school has paid for some students to have a cognitive assessment and then an IEP has been developed from the assessment recommendations. School has also funded 2 students having 1-1 tutoring on a weekly basis with a Speld Teacher. We have also identified the need to develop social skills and leadership capability through drama. Funding is also being applied for to cover this cost.</i></p>					
Target	Action to meet target	Who	When	Cost	Risk/Issue
Encourage staff to look further afield for Professional Development opportunities.	<p>For both CWSA and CWSN Through appraisals/discussions identify needs of teachers in both of those areas and then support them to access different opportunities on offer. This becomes an important part of appraisal discussions.</p> <p>Identify different opportunities for staff and share these. This could be done via the staff Hub/team meetings/team leader meetings/SENCO meetings</p>	<p>Appraisers, Tracy and Emma</p> <p>All SLT + Rachel for staff hub</p>	<p>During year</p> <p>During year</p>	<p>Will be different but linked to PD budget</p> <p>As above</p>	<p>Teachers do not access what is available. SLT does not know what is available. Teachers attend PD but it does not meet need. Money Time</p>
<p>Reflection process: Term 4, 2017 <i>PRT's have had PD with SENCO around the role of the SENCO - what it means, agency support, processes and systems to get support for our students, PRT's have also had PD with our ICoL teacher who has been working with some of our identified dyslexic learners. She has shared strategies on how to support our dyslexic learners in the class setting and supporting our students who have ASD. Staff have also identified the need for PD in teaching ESOL students due to the rising number of ESOL enrolments this year. A specialist ESOL advisor has worked with all our staff and also worked with individual teachers and teacher aides to support current programmes. We have applied for funding through the ministry to help fund further PD in this area. There have been some very positive discussions in the appraisals related to supporting both CWSA and CWSN - this was directly related to the 3 questions asked: Tell me about 3 students you are concerned/thinking about: 1 low, 1 middle, 1 high. From here PD support/general discussions were held with teachers about how to best support their learners.</i> Moving forward: <ul style="list-style-type: none"> - Complete a review for staff on what focus areas they would like for PD moving forward related to CWSN/CWSA - Review end of year data and develop PD that relates to this </p>					
Target	Action to meet target	Who	When	Cost	Risk/Issue
New programmes are trialled that support raising student achievement	<p>Development and trial of Quick 60 Reading Programme for Year 2 and 3 students working below standard.</p> <p>Reciprocal Teaching introduced and developed in Year 4</p>	Tracy	From Term 1	<p>Funded through LSF</p> <p>Access some</p>	Not enough funding for release

		<p>syndicate</p> <p>RT Lits working with 2 Year 5 and 6 teachers to assist with programmes for well below readers.</p> <p>Develop assessment tools to help identify needs of our below and well below students therefore enabling programmes to raise student achievement</p> <p>In-School CoI Teacher to develop an inquiry that focuses on raising achievement for an identified group of students (see In-School CoL Inquiry)</p>	Tracy	Term 2 onwards	funding through LSF	Not enough funding Release for teachers
			Tracy	Mid Term 1	Teacher release	
			Tracy	From Term 1	Nil	Time - teachers unable to be released due to timetabling Raising Student Achievement Course not providing appropriate PD
<p>Reflection process:</p> <p>Term 4, 2017</p> <p>Two groups of Year 2 students participated in the Quick 60 programme during Terms 2, 3 and early Term 4. Students were re-assessed throughout with 2 students discontinued, 2 students moving up to a higher group and 2 new students entering. Year 4 teachers introduced the skills needed for Reciprocal Teaching. These will continue to be built on in Year 5. RT Lit has worked with 2 Year 6 teachers. Teachers have found this PD invaluable and the progress students made was beyond expectation. RT Lit also worked 1-1 with a student. SENCO assessed Well Below students using Quick 60 screening assessment or spelling assessment from Raising School Achievement. These assessments have informed teaching programmes. ICoL group has taken place during the year. Anecdotal data has been kept to support its success. Funding has been applied for through the Learning Support Fund for this to continue next year. With RTLB support we are looking at ways of measuring success to provide quantitative data.</p>						
Professional development undertaken that supports and enhances student achievement.	<p>Different PD opportunities are identified via appraisals/other discussions and teachers attend these.</p> <p>The PD is shared with others to enhance and support practice across the school. This could be in staff meetings, PLG's, team meetings</p> <p>Clear links are made between PD and achievement eg, we can see the difference PD is making</p>	Appraisers/SLT/ Team leaders	During year	Tied to PD budget	Areas are not identified PD doesn't meet needs	
		Emma and people attending PD	During the year	As above	Teachers don't feel confident sharing learning. Time - can't fit it in. Teachers do not learn anything on the course	
		Emma and people attending PD	During the year	As above	PD makes no impact on student achievement	
<p>Reflection process:</p> <p>There has been a variety of PD opportunities that have taken place based on the inquiry goals. At the midpoint of the year these goals were reviewed and then discussions were held with team leaders about what support was required to ensure we are meeting the needs of learners. It will be important to look at our data at the end of the year and make some reflections about how effective the PD programme has been.</p> <p>Moving forward:</p>						

- Continue to ensure PD is connected to student need and this is reflected on continuously

Target	Action to meet target	Who	When	Cost	Risk/Issue
Programmes are offered to ensure Māori and Pasifika students are given every opportunity to excel and reach their full potential	Clear idea of what we are doing in our classrooms to support Māori/Pasifika students. This information could be gathered in Google Docs, informally at staff meetings	Te Kahui team	During Term 1	Nil	There is nothing being done or we don't get an accurate picture
	Strengthening partnerships with outside groups to allow us to develop stronger connections with our Māori/Pasifika students at school and home(Eg, Wananga, Local Marae, early childhood centres, church)	Jo + Te Kahui Team	Ongoing	Nil	It is difficult to develop relationships
	Curriculum team to set targets/goals related to supporting teachers with how to use the curriculum documents effectively in their classroom and effectively honour our obligations to the Treaty of Waitangi	Te Kahui	Term 1	Nil	
	Identification of our Māori/Pasifika students is clear and easy to do. This could be done via our student management system.	Emma and Jo	Term 1	SMS \$8K	
	Using the daily tui/assemblies/hui to weave the fabric of tikanga Māori into everyday life.	Te Kahui team to provide resources - teachers to make sure they are used	Ongoing	Small amount for resources - Te Kahui budget	
	Celebrating different Pacific Island language weeks through the daily tui/hui	As above	As they arise	Small amount via Te Kahui budget	
	Participation in our Cultural Evening and promoting to our Pasifika/Māori whānau so we get students and their whānau involved	All teachers	Term 3	Nil	
	Developing a system where it is easy to access resources for teaching and learning	Te Kahui team + Emma		\$4000	
	Continued development of Kapa Haka for both senior and junior students via opportunities to perform in front of audiences. Development of our Pasifika group.	Sian, Rosie and Jocelyn	Term 1	Nil	
	Exploration of other programmes that might support/extend Māori /Pasifika students here at school. This could include setting up new innovations to support Māori/Pasifika students	Matua Gary			

		<p>Hui/Fono run in 2017 and the ideas gathered are used to enhance opportunities for Māori students</p> <p>Professional development where appropriate</p>	<p>Becks Va'ai</p> <p>All teachers</p> <p>Te Kahui + Emma</p> <p>Teachers + Emma</p>	<p>On going</p> <p>On going</p> <p>See calendar for dates</p> <p>As needed</p>	<p>\$200</p> <p>In PD budget</p>	
<p>Reflection Process:</p> <p><i>Te Kahui have created a curriculum drive with resources to support the teaching of Te Reo Māori. This has all been linked to the curriculum document, progressions and curriculum resources.</i></p> <p><i>In 2017 we had an extremely successful Matariki festival which brought together new groups from the community. We connected with our Pasifika with community via our trip to Polyfest and our small Niuean group went the Intermediate. We had an ongoing Pasifika workshop every Tuesday in Term 2 and 3 run by a parent. This happened in class time.</i></p> <p><i>Identification of our Māori and Pasifika students has been made extremely visible through the new SMS system, Linc Ed.</i></p> <p><i>Daily Tui, Assemblies and Hui are using Tikanga Māori as part of the natural fabric of our day. This has been a very positive change to the culture of our school.</i></p> <p><i>We have created Māori Ambassadors (Year 6) who share responsibilities in the teaching and learning of junior school kapa haka as well school wide initiatives eg, pronunciation clips for the daily tui.</i></p> <p><i>We celebrated several Pacific language weeks that were most prominent in our school. Activities and resources were planned for literacy in Māori language week.</i></p> <p><i>We had several groups represented in our Annual cultural evening.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none"> - <i>Work through a way of tracking how the teaching of Te Reo Māori is going in each team</i> - <i>Continue to try and connect with local Marae</i> - <i>Strengthen our Kapa Haka through the employment of a new Kapa Haka teacher</i> - <i>Continue to strengthen PD links for teachers so they are supported to use the frameworks provided</i> - <i>Develop systems where teachers report/make a post related to Te Reo on Linc Ed</i> - <i>Strengthen our ties to the wider Māori community</i> - <i>Continue to develop the role our Māori ambassadors take in the school</i> - <i>Hui/Fono run in 2018 to gather thoughts and ideas from our community (early in Term 1, 2018)</i> 						

Innovation	Target	Action to meet target	Who	When	Cost	Risk/Issue
Teams are responsive to data to effectively meet	Tracking of Priority Learners - ongoing (using 2016 data as base)	<p>Development of a new system in 2017 to track priority learners and share this system with team leaders.</p> <p>Ensure teachers are keeping this up to date as</p>	Emma	Start of Term 1 2017	Nil	System doesn't work

needs of children.		assessments are completed Review of this system, what is working/what isn't. Development of an SMS that more accurately tracks PL's.	Teachers/Team leaders/Emma All teachers + SLT	Ongoing End of Term 1		Data not entered Review doesn't take place
	Reflection process: <i>With the introduction of a new SMS called LINC-ED we have developed a clearer system for tracking priority learners and their programmes over time. This has been a very positive outcome of the LINC-ED system.</i> Moving forward: - <i>Moving into 2018 ensure information is available at the start of 2018 so teams can have a clear picture of where students are at. This will mean teams can support students as soon as school starts with programme development and support.</i>					
	Review of tracking systems and their effectiveness (including PL's, PB4L and special needs register)	Development of a new system in 2017 to track PB4L and Special Needs students and share these systems with all teachers Ensure teachers are keeping these up to date and entering data when required Review of this system, what is working/what isn't.	Tracy/Emma Teachers/Team Leaders/SLT All Teachers/SLT	Start of Term 1 Ongoing End of Term 1	Nil	System doesn't work Data not entered Review doesn't take place
	Reflection process: <i>Term 4, 2017</i> <i>New Special Needs Register is in place - this system has been shared with all teachers Register is up-dated at regular intervals throughout the term. Register tracks student interventions, diagnosis, agency involvement. PB4L data tracking system is also in place. All teachers have access and can enter the data online - tracking system allows us to see who enters the data, who students are, problem behaviours and areas of the school. This then informs our PB4L teaching and areas of focus. This also provides evidence if need be for parent meetings.</i>					
	Target	Action to meet target	Who	When	Cost	Risk/Issue
	Clear reporting and tracking systems are in place to ensure the effectiveness of programmes	New SMS in place Term 1, 2017 that tracks student achievement	Tracy/Emma	Term 1	Nil	System does not track programme effectiveness
	Reflection process: <i>Term 4, 2017</i> <i>Priority Learner documents are up-dated and student achievement is tracked through LINC-ED as well as SENCO using own Google doc.</i>					
	SENCO coordinate with teams to ensure programmes best meet the learning needs of students	Regular SENCO meetings with all SLT, Ed Psych, RTLB, In-School Col Teacher Minutes taken - cases reviewed, next steps discussed	SLT Tracy	Ongoing (fortnightly)	Nil	Programmes do not meet needs of students - no change in data

Reflection process: Term 4, 2017 Fortnightly meetings have occurred - minutes are kept. SENCO, Senior Leadership Team, RTLB and at times Ed Psych and ICoL teacher have attended to discuss progress, next steps and new referrals.					
Target	Action to meet target	Who	When	Cost	Risk/Issue
Co-ordinate with SLT to identify need via the data	Teams to collate numbers and put this in a summary document in PL folders	Team leaders	End of Week 5 Term 1	Nil	Not done
	Team to work to identify areas that are a focus - eg, a team goal is created based around data (inquiry). This is then connected to the appraisal programme.	Emma + team leaders	During Term 1		
	Programmes and support are then developed to support identified needs. This could be done in a variety of ways	Initial teams/team leader and then with SLT	During Term 1		
	Programmes are reviewed each term to measure effectiveness. From here next steps are identified.	Team leaders along with SLT	End of each term		
Reflection Process: Our new SMS system clearly tracks and identifies students who are at risk. From there we have been able to develop PL groups that are visible and ensure we are more accurately able to track students over time. The team inquiries that have been developed based on data have been successful in 2017 and it will be beneficial to have those up and running earlier in 2018. It has been helpful to have teams focused on one inquiry rather than splitting their time across more than one. Moving forward: <ul style="list-style-type: none">- Ensure that PL groups/team inquiries are set up early in Term 1, 2018- They are reflected on at the end of each term and next steps are clearly identified					

Innovation	Target	Action to meet target	Who	When	Cost	Risk/Issue
Students are aware of their learning needs and are able to access resources needed to succeed.	Where to next for Student Agency developed by staff?	<p>Discussion based around our 4 CP and how this links to each area</p> <p>Agency connected to appraisal programme</p> <p>Discussion about needs for teachers and how they are managing agency in their classrooms</p>	<p>Emma</p> <p>Emma</p> <p>Emma + teachers</p>	<p>Staff meetings</p> <p>Start Term 1</p> <p>PD during year</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Staff not on board</p> <p>Not linked, teachers don't connect Overload!</p>
Reflection Process: <i>Student agency has been discussed in the context of Self Manager (one of our GLD's). There could be more work done on what agency looks like at different year levels as some of this has taken a backseat to our GLD's. There has been significant work done on our GLD's however and this has had positive 'spin off's' for students.</i>						
	Community meetings held to support students.	Community meetings held for core areas to allow	Emma and	During Term 1	\$400 each for	

		<p>whānau to identify how to help students</p> <p>Whānau of PL's are offered ideas on how they can support their child at home. This could be via the MoE documentation or information teachers have put together</p>	<p>curriculum leaders</p> <p>Teachers during SLC or during report meetings (Year 1 - 3). Emma to provide access to documentation from MoE</p>	<p>and 2</p> <p>Term 1 and Term 3 for SLC.</p>	<p>parent meeting (Literacy, Maths)</p> <p>Nil</p>	
<p>Reflection Process: <i>We ran a maths support evening for whānau in Term 1, 2017 which was very popular.</i> <i>Moving forward:</i></p> <ul style="list-style-type: none"> - Offer both literacy and maths whānau hui in Term 1, 2018 - Continue to develop ways/systems to support whānau with helping their children at home 						
	Target	Action to meet target	Who	When	Cost	Risk/Issue
	Systems in place and regular review to ensure whānau engagement in learning stories	See below for information on this				
<p>Reflective Process:</p>						
	Develop an idea and systems of learner pathways for priority learners that is reflective of our school and whānau	<p>Development of a learner pathway programme via our SMS. This will be the inquiry for our ICoL team member (Kimberly)</p> <p>The inquiry will cover things like:</p> <ul style="list-style-type: none"> - What do whānau want - What do teachers want - What do students want - Review of what is in place - Community consultation on programme/effectiveness etc 	ICoL leader along with Emma	Start in Term 1 2017	\$8k per year	The system does not meet need
<p>Reflective Process: <i>Detail on this can be found in the ICOL inquiry related to learner pathways.</i></p>						

Goal 2 2016 - 2018 Overview

Goal 2		Broaden and accelerate the implementation of innovative learning practice (ILP)		
Strategy	Current Reality	2016 (Detail in Annual Plan)	2017	2018
ILP is reflected across all areas of the curriculum	<ul style="list-style-type: none"> Curriculum review begun – aspects of ILP (four curriculum principles) evident although not consistent across school. Physical environments beginning to reflect ILP across school. 	<ul style="list-style-type: none"> Ongoing review of Kaurilands School curriculum, Professional Development, best practice models investigated. Physical environments are reflective of four curriculum principles. Library programme that is reflective of ILP principles. 	<ul style="list-style-type: none"> Roll out new curriculum framework and expectations. Environments clearly reflect 4 curriculum principles. Library begins to reflect ILP, new librarian has begun this process. Professional development programme that supports ILP development. GLDs have been added to the vision document and been successfully rolled out across the school. 	<ul style="list-style-type: none"> Curriculum mapping in place and curriculum is reflective of student interest. Environments reflect the learning of students. Library beginning to reflect ILP. ILP spaces being added for Years 3 and 4.
Assessment is reflective of ILP	<ul style="list-style-type: none"> Inconsistency in assessment processes/practices. 	<ul style="list-style-type: none"> Assessments are consistently administered, recorded and analysed. Explore alternative assessment tools to reflect ILP. Once data is accurately recorded and analysed this is reported to key stakeholders. 	<ul style="list-style-type: none"> Review of assessment programmes to ensure they are meeting needs. Any new assessment tools are put in place and/or trialled for review. Systems developed for reporting are responsive to needs of key stakeholders. Development of a soft skills assessment programme (connected to dispositions). Soft skills assessment discussions have begun and comments for each child were made on reports and we can see potential for this on Seesaw in 2018. 	<ul style="list-style-type: none"> Review of assessment procedures in light of the removal of NS and new government policy. Any new assessment tools are put in place. Systems developed for reporting are responsive to needs of key stakeholders. Development of soft skills assessment to capture student learning through Seesaw and trialling this on LINC-ED.

Professional Learning that enables and encourages innovation.	<ul style="list-style-type: none"> • Individual mentoring in Years 5-6. • Team mentoring year groups. • Vertical Professional Learning Groups (PLG). • Staff meetings. • External/Internal PD. • Trialling appraisal to reflect ILP. • Participation in Kōtuitui Community of Learners – Expression of Interest as a “Community of Schools” has been submitted and accepted by the Ministry of Education (MOE). 	<ul style="list-style-type: none"> • Fully released position Director of Curriculum and Innovation to oversee PD/mentoring programme. • Develop PD programmes Internal/External that encourage innovation. • Develop appraisal coaching and mentoring processes that reflect ILP. • Continue to be part of Kōtuitui Community of Schools. • Implementation of Kōtuitui. • Include schools within our cluster in professional learning networks. 	<ul style="list-style-type: none"> • Fully released position Director of Curriculum and Innovation to oversee PD/mentoring programme. • Develop PD programmes Internal/External that encourage innovation. • Continue to develop appraisal coaching and mentoring processes that reflects ILP. • Continue to be part of Kōtuitui Community of Schools. • Implementation of Kōtuitui key goals. • Include schools within our cluster in professional learning networks. • Support the COL in school lead teachers to facilitate and develop their roles within our school. 	<ul style="list-style-type: none"> • Curriculum and Innovation Leadership roles are being investigated. • Develop PD programmes. • Ongoing role of innovation team is crucial to the development of ILP moving forward. • Develop appraisal coaching and mentoring processes that reflect ILP. • Adoption of new Code of Standards and move to online appraisal documentation. • Continue to be part of Kōtuitui Community of Learners. • Include schools within our cluster in professional learning networks.
Property and furniture reflects the current thinking about best practice related to ILP’s	<ul style="list-style-type: none"> • We currently have 8 classrooms that have been retrofitted to reflect ILP principles (including furniture). • There are a variety of types of furniture across other areas of the school. 	<ul style="list-style-type: none"> • Plan the retrofit of the Year 3 and 4 block into an environment that is reflective of Innovative Learning Practice. • A furniture plan is developed that is responsive to the needs of our classes and in line with our 3 goals. 	<ul style="list-style-type: none"> • Plan the retrofit of the middle block into an environment that is reflective of Innovative Learning Practice. • Manage the furniture budget across the school to ensure the philosophy is spread not just in the ILP spaces but across the school. • The ICOL teachers were well facilitated in our school by Emma in her role as curriculum leader. • Retrofit build commencement and completion. • Purchase of new furniture for retrofitted classrooms. 	<ul style="list-style-type: none"> • Building project is completed. • Equitable purchase of new furniture throughout school, within our limited budget.

Goal 2 Annual Plan 2017

Goal 2	Broaden and accelerate the implementation of innovative learning practice. <i>Please note information in blue is the end of 2017 reflection</i>
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Innovation 1	Target	Action to meet target	Who	When	Cost	Risk/Issue
ILP is reflected across all areas of the school	Roll out new curriculum framework and expectations	- New curriculum developed and a plan in place about how to roll this out (including planning format and Graduate Learner Dispositions GLD)	Emma and ILP team	End Term 4, 2016 and beginning 2017	Nil	Time - not enough time to finish what is required
		- Share the plan with teachers and discuss issues/concerns they have with this (team leaders first then teachers)	Emma	Term 1, 2017 During TL meetings then at TOD with staff	Nil	Teachers do not support plan and don't like the look of it
		- Use the planning format and then tweak as appropriate	Teams	During Term 1	Nil	It is not user friendly and teachers do not like it
		- collect examples/samples of what has been used to inform next steps	Emma	End Term 1	Nil	No one uses it and there is nothing to collect
		- Allow teachers to use the 4 GLD in their classrooms during Term 1 2017 to get a feel for what that might look like at each year level.	SLT	During Term 1	Nil	Teachers do not use them at all in their classroom or talk about them
		- Ensure there is time at PD sessions to discuss what they have done/used at different points during term. From here we need to block in what needs to be done next	Emma	During Term 1	Nil	Time runs out
		- Ensure that teachers have them displayed in each of the rooms along with the vision statement front page				Emma doesn't get to do this - Time
		- The ILP (Innovative Learning Practice) team is	Emma	Term 1	Nil	We can't agree on a plan moving forward or we run

		lead by the ICoL (In School Community of Learners) person and supported by Emma to ensure the principles of what we are trying to achieve is done. This may include the development of a more detailed plan	ICoL + Emma (this could form their inquiry)	Start in Term 1 to develop this team and plan and then ongoing for 2017	May require 1 or 2 days more release	out of time for this
<p>Reflection points: <i>In general I am pretty concerned about the fact that we have too much going on. I think the new planning format will work well - I am less convinced about the GLD's. I felt there was some concern about the crossover between our Values and the GLD's and people felt there was too much going on and they could be confused. This is something that I am going to have to monitor and support as the year goes on. In my mind the GLD's are really part of the AKO value and are an extension of that but I am not sure this is how it will roll out.</i></p> <p><i>Term 4, 2017.</i></p> <p><i>There has been huge movement with the planning programme. We have a format in place for inquiry that is working really well and teachers are all using this to varying degrees. The creation of the Innovation Team, lead by Josh Farrell has brought the GLD's to the forefront. Posters have been created and we often talk about GLD's and what they mean in our school. We had a very effective TOD at the end of Term 3 that went over our vision/GLD's and values. This was great in that it reminded everyone about the 'Kaurilands way' and clarified a few misconceptions. We started to talk about what the GLD's look like in more detail and this is a basis for our next steps. The Innovation team created some fabulous posters which are in the classrooms and this has done a huge amount to make our visions/GLD's more visible to everyone. We have been discussing at length what place PLAY has in our classrooms and I don't feel this is yet resolved. There has been lots of discussion/trialing of this and we need to think about formalising our ideas so that everyone is on the same page.</i></p> <p><i>Some things moving forward:</i></p> <ul style="list-style-type: none">- We need to think about coverage of curriculum areas and how this is recorded- We need to think about GLD's and formalising definitions and expectations of each- We need to make a statement about PLAY and the role this has in our classroom programmes						
Target	Action to meet target	Who	When	Cost	Risk/Issue	
Environments clearly reflect curriculum principles	<ul style="list-style-type: none">- Ensure there is time during the PD sessions to talk about the curriculum principles and the GLD throughout the year	Emma to sort	During 2017	Nil	We run out of time	
	<ul style="list-style-type: none">- Ensure that the CP(Curriculum Principles) and GLD are part of the appraisal programme for 2017	Emma and Team Leaders	During 2017	Nil	We don't get buy in from staff	
	<ul style="list-style-type: none">- Discussions are held with team leaders during check in sessions about how the environment is reflecting the CP	Emma and Team leaders	During 2017	Nil	We run out of time and this does not get discussed	
<p>Reflection points:</p> <p><i>We have definitely brought the GLD's to the forefront of thinking (see above for more detail). We have not made the GLD's a formal part of the appraisal programme but this is something that should be done moving forward. Our classroom environments are stimulating/interesting and full of student voice.</i></p> <p><i>Some things moving forward:</i></p> <ul style="list-style-type: none">- Ensure discussions are held in appraisal documentation/conversations related to GLD's- Ensure notes are made in appraisal documentation in relation to environments reflecting our ILP principles						
Library begins to reflect ILP	<ul style="list-style-type: none">- Employment mid year of a librarian that is on	Jo/Emma	During Term 2	Advertising	We don't find someone	

		<p>board with ILP philosophy</p> <ul style="list-style-type: none"> - Discuss with teachers what they would like to see in our library space that is reflective of our CP - Librarian visiting other schools that are ILP focused and sharing some of this learning with others (Core to help locate some schools) - Librarian attending PD that is tailored to ILP practice - A plan is put in place for our library that is reflective of ILP principles 	<p>Emma and new librarian</p> <p>New librarian</p> <p>New Librarian</p> <p>Emma and new librarian</p>	<p>Start of Term 3</p> <p>During Term 3 and 4</p> <p>Term 3 and 4 2017 + 2018</p> <p>Term 3 and 4</p>	<p>costs</p> <p>Nil</p> <p>Nil</p> <p>\$300</p> <p>Nil</p>	<p>suitable</p> <p>We get no information from teachers about this</p> <p>We don't see anything that meets our needs</p> <p>We don't find anything that meets our needs</p> <p>The new librarian is not on board and does not wish to focus on this</p>
<p>Reflection points:</p> <p><i>The library has been a real highlight for this year. We employed Laura Turner halfway through the year who has been a real blessing. She is passionate about our library and has a lot of ideas moving forward. Laura is strongly committed to the principles of ILP and is very keen to develop our library so that it is more reflective of this. Laura has had an enormous amount to do since starting with us and she is just beginning to find her feet. She has made great connections with other librarians both in NZ and beyond. Laura has made changes to the library programme in relation to timetabling and content of sessions that are much more student driven and engaging. This is definitely a work in progress for Laura.</i></p> <p><i>Some things moving forward:</i></p> <ul style="list-style-type: none"> - Development of a Library plan for the next 3 years (to include things like: links to other professional organisations, links to COL, development of the library in relation to our curriculum principles, inclusion of Whānau in the library programme, - Ensure Laura is getting out and about looking at different libraries across Auckland and making links to other professionals 						
	Professional development programme that supports ILP	<ul style="list-style-type: none"> - PD on offer is tailored to the strategic goals/CP/GLD through the analysis of teacher inquiries - Teachers who attend PD based on ILP feed that back to the whole staff. There needs to be time allocated to this during staff meetings either via PLG's or whole staff meetings 	<p>Emma to look at the goals across the whole staff</p> <p>Emma</p>	<p>After first round of appraisals</p> <p>During 2017</p>	<p>Budget is ...</p> <p>Nil</p>	<p>We end up going 'off tangent' and goals are not reflective</p> <p>People are not confident to share back with staff. We run out of time/don't allocate this into the programme</p>
	<p>Reflection points:</p> <p><i>The professional development programme has been directed by the team goals. This has been a very useful way to ensure our PD is targeted directly to need. There has also been a PD focus on ILP with several of the team heading out to look at other schools. Our visit to Stonefields was instrumental in the development of the streamlining of our GLD's and how these have been made more visual in our school. There has also been PD related to Play which has created some excellent discussion and tweaks to programmes. This is a work in progress and will need more discussion moving forward. There has been time set aside both in Teacher Only Days and in staff meetings to discuss/share ILP practice.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none"> - Continuing to develop PD that meets the needs of teachers and also links to our strategic goals. 					

Innovation 2	Target	Action to meet target	Who	When	Cost	Risk/Issue
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Assessment is reflective of ILP	Review of assessment programmes to ensure they are meeting needs	<ul style="list-style-type: none"> Seek feedback from staff about the new assessment procedures/tools in place and the documentation surrounding this (this can be done via a Google Form). From here action what needs to be changed/modified 	Emma to set this up	During Term 1	Nil	People don't fill in the form. People are unhappy with the assessment procedures
	Reflection points: <i>There is constant discussion and reflection on our assessment procedures and how these can be improved. The move to LINC-ED has meant data entered is now more consistent. We have not formalised teachers feedback in this area in terms of collecting information.</i>					
	Any new assessment tools are put in place and/or trialled for review	<ul style="list-style-type: none"> Investigate a new SMS system that better meets the needs of our stakeholders 	Emma and SLT	During Term 1	Nil	We can't find a system that meets our needs
		<ul style="list-style-type: none"> Roll out a plan for a new SMS system that is reflective of our CP as well as best practice for assessment. This plan will need to be developed to ensure we have a smooth roll out and will need to include all stakeholders. There will also be elements of professional development within this plan 	Emma + ICoL assessment person	Term 1 2017 and then into the rest of 2017	To be confirmed	The SMS system identified is not as we had hoped
	Reflection points: <i>After much discussion and researching we moved to Linc Ed at the start of Term 3, 2017. This has revolutionised how we collect data, report and track students. There is a change team that has been led by Kimberly Newmarch (+ Erin Namajuska, Rachel Thorpe and Emma Best) as part of the ICoL inquiry. We have a strategic roll out plan in place that tracks over 3 years. This is a very exciting new development and it has really changed how we look at student data/programmes/reporting. There is also the ICoL inquiry on file which clearly details steps that have been taken and what has been achieved in this area.</i> Moving forward: <ul style="list-style-type: none"> Continue to explore what LINC-ED can do and share this with the staff Continue to explore how we can share learning with parents 					
	Systems developed for reporting are responsive to needs of key stakeholders	<ul style="list-style-type: none"> Investigation about what systems will be responsive to our needs and then the action is implemented. 	Emma + ICoL person	During 2017	Nil	Systems are not responsive to needs
		<ul style="list-style-type: none"> Feedback is sought from key stakeholders about reporting systems 	Emma	During 2017	Nil	We get feedback that is not helpful/supports our needs
	Reflection points: <i>See above for the change with LINC-ED. We have sought feedback from key stakeholders about our new system. The parent meeting held at the start of Term 4 was very positive and whanau liked the look of what was on offer.</i>					
	Development of a 'soft skills' assessment programme (connected to dispositions)	<ul style="list-style-type: none"> We work to develop a 'soft skills' programme based around our GLD which includes what each of the GLD's are and what they might look like at each level. This can be done during the year so that we have a clear idea of what each of the GLD's look like at Kaurilands School 	Emma + ICoL + ILP team and all teachers	During 2017	Nil	Teachers have not picked up the GLD programme and not used in class

		<ul style="list-style-type: none"> - Assessment and reporting procedures are tailored around aspects of our GLD's and reflective of our kura 	Emma + ICoL + ILP team and all teachers	During 2017	Nil	SMS does not reflect our needs
	<p>Reflection points: <i>The GLD programme has really developed this year with the skills visible across the school. Teachers are talking with students about what the GLD's are and what they look like in their classrooms.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none"> - Continuing to develop the GLD framework and what each of these mean at different points across our school. - Look at links to our LINC-ED system and how this can be developed to match with GLD's 					

Innovation 3	Target	Action to meet target	Who	When	Cost	Risk/Issue
Professional learning that enables and encourages innovation	Fully released position - Director of Curriculum and Innovation to oversee PD/mentoring programmes	<ul style="list-style-type: none"> - Job description clearly in place and targets (KPI's) set around this 	Jo, Adrienne and Emma	End of 2016 to roll out at the beginning of 2017	Nil	The JD does not reflect what is actually happening
		<ul style="list-style-type: none"> - Mentoring programme for ILP staff in place 	Emma and ILP staff	During 2017	Release time Nil	Time! Willingness of staff
		<ul style="list-style-type: none"> - D of C and I spending time in classes supporting innovation and this is clearly evident (this will need to be timetabled) 	Emma and teachers	During 2017	Nil	Time! Willingness of staff Emma focus shifts to something else
		<ul style="list-style-type: none"> - Co-ordination of PD programme so that it meets the needs of staff and is in line with our principles 	Emma	During 2017		Emma loses track of what is happening across the school while trying to be responsive to individual needs
	<p>Reflection points: <i>There has been a clear job description set out in 2017 that has reflected what was was required. There has not been a separate programme in place in terms of mentoring for ILP staff but this is something that could be looked at in 2018.</i> <i>There has been limited time to spend in classes supporting innovation. Much of my time has been talking with teachers before/after school discussing innovation programmes that have been going on.</i> <i>The PD programme has been tailored to the needs of the team inquiries as well as links to the appraisal focus areas. This has been a very positive way of structuring PD for 2017.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none"> - One document that tracks PD for each team - eg: 					

	Year Level (teachers are listed below as well and PD focus is also listed)	Inquiry focus	PD offered/taken up	Outcome		
Develop PD programmes both internal/external that encourage innovation	<ul style="list-style-type: none">- During appraisal programme teachers are focused on our goals and inquiries are clearly linked to this. From here, PD should be reflective of our goals	Emma to support team leaders in this role		Cost is related to the innovation part of the PD budget	Teachers are unable to formulate inquiries that are reflective of our goals	
Reflection points: <i>The new appraisal programme that was put in place in 2017 has been successful in that the team leaders have been appraising their own teams. The results of this have been very positive and this is reflected in our staff survey on appraisals. There has not been a direct link to innovation but discussions with teachers have talked about changes to programmes that enhance student achievement.</i> <i>Moving forward:</i> <ul style="list-style-type: none">- It would be positive to have a link in appraisals to innovation/GLD's and seek reflection from teachers about this.						
Continue to develop appraisal coaching and mentoring processes that reflects ILP	<ul style="list-style-type: none">- Re develop the appraisal programme so it is reflective of outcomes from 2017- Ensure JD's are clearly in place that are reflective of what we are trying to achieve and everyone knows what is expected from them- Ensure staff have adequate training so they can roll out the appraisal/coaching programme	Emma	Start of 2017	Nil	Emma doesn't get this done so this holds up everything else	
		Emma	Start of 2017	Nil	Emma doesn't get this done so this holds up everything else	
		Emma	During 2017	Costs are noted in the PD plan	Staff are not upskilled in time to roll out the appraisal programme	
Reflection points: <i>There are some changes that have been put in place with the appraisal system for 2017. This has been a very positive shift and one that can be built on in 2018. The job descriptions are clearly articulated to staff and the appraisals for team leaders are based around this. The team leaders went through a PD session with Jo Robson(CORE Education) in 2017 that was very helpful. This session was based on appraisals and having difficult conversations.</i> <i>Moving forward:</i> <ul style="list-style-type: none">- Continue to build on the positive appraisal programme that is already in place (continuing with team leaders doing appraisals)- Ensure there is adequate PD for staff who are appraising others						
Continue to be part of Kōtuitui Community of Schools and foster the Implementation of Kōtuitui key goals	<ul style="list-style-type: none">- Attend Kōtuitui meetings where appropriate to ensure we are up to date with what is happening in our COL- Develop inquiries that are reflective of the Kōtuitui focus while staying true to the Kaurilands philosophy	Jo	During 2017	Nil	Jo is unable to go due to other commitments and therefore we will not know what is going on with this	
		Emma and ICoL leaders	Start of 2017	Maybe some extra release	We struggle to develop inquiries that serve the	

		<ul style="list-style-type: none">- Manage the inquiries so they are purposeful and strategically managed over the year	Emma and ICoL leaders	During 2017	while we kick this off Maybe some extra release while we kick this off	needs of both groups and there is a clash with this Time Inquiries do not meet needs of either group and are difficult to manage/scaffold
<p>Reflection points: <i>We have had a very positive year with our Kotuitui cluster and the ICOL inquiries have been very positive. There have been clear gains made with our inquiries and these can be found in the inquiry documentation. We have certainly created inquiries that are reflective of who we are and this will continue into 2018. Emma Best has met with the ICOL leaders throughout the year and supported them with the development of their inquiries.</i> <i>There has been discussion about what these might look like in 2018 and a plan has been developed.</i></p> <p><i>Moving forward:</i> <ul style="list-style-type: none">- Continue to work on inquiries that are reflective of our school and the cluster</p>						
	Include schools within our cluster in professional learning networks	<ul style="list-style-type: none">- Investigate the idea of running PCT sessions for our CoL here at Kaurilands School. If this is feasible set something up that meets the needs of all schools and PCT's	Emma and Jo	Start of 2017	Part of PCT funding now that we are no longer at Kohia	We can't get any buy in from other schools for cross school PCT PD
		<ul style="list-style-type: none">- Investigate how our school could support cross CoL professional development	Emma and then supported by Jo	During 2017	Nil	Other schools are not interested in working together to support each other
<p>Reflection points: <i>We had one very positive PCT afternoon session here at Kaurilands that was led by Mark Osborne. This was a very positive session and the feedback was they would be happy for more sessions.</i> <i>There is definitely scope across our COL for some sharing of professional development and as the inquiries develop this will become more evident.</i></p> <p><i>Moving forward:</i> <ul style="list-style-type: none">- Investigate further getting the PCT's from our cluster together for either sun up or sun down PD sessions- Look at how we can best utilise PD across our COL to support the professional learning of teachers</p>						
	Support the CoL in school lead teachers to facilitate and develop their roles within our school	<ul style="list-style-type: none">- Emma to work collaboratively with ICoL leaders to create their inquiry goals ensuring they meet the needs of the CoL and Kaurilands School	Emma and ICoL leaders	Term 1, 2017	Nil	Time - we can't get enough time to work together to develop this Understanding - we don't have a clear understanding of the Kōtuitui goals. We also

		<ul style="list-style-type: none"> - Emma to work collaboratively with ICoL leaders to track inquiries, make modifications and implement goals 	Emma and ICoL leaders	During 2017	Nil	<p>don't have a clear understanding of the inquiry tool being used</p> <p>We are unable to set up clear enough inquiries to make any real difference either in our own school or across the CoL. Time is an issue - managing how we might do this in our setting</p>
<p>Reflection points: <i>The COL inquires here at Kaurilands have been very positive. Emma and the team have worked collaboratively to ensure targets have been met and there is clear evidence related to what has been achieved. The ICOL team here at Kaurilands are very capable and have done a superb job of directing their inquiries.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none"> - Continue to ensure the ICOL inquiries are supported in 2018 with regular meetings/check ins held 						

Innovation 4	Target	Action to meet target	Who	When	Cost	Risk/Issue
Property and furniture reflects the current thinking about best practice related to ILP's	Plan the retrofit of the middle block into an environment that is reflective of Innovative Learning Practice <i>(please note there is a separate plan for this in place with significantly more detail that this one)</i>	<ul style="list-style-type: none"> - Work with team (including the ICoL innovation leader) to set up a plan for the roll out of the new build. - Ensure the plan includes consulting with key stakeholders within our community 	<p>Planning team (Architect, project manager, Jo, Gillian, Emma, Josh, Sarah)</p> <p>As above</p>	During 2017	See budget plan for this	<p>We are unable to meet completion dates</p> <p>There is a huge disruption to classroom programmes/learning</p> <p>Our community does not agree with the direction our school is going</p> <p>Our teachers do not agree with the direction our school is going</p> <p>We run over budget</p> <p>The building does not reflect what we are hoping to achieve</p>
	Retrofit build commencement and completion.	<ul style="list-style-type: none"> - Work with team (including the ICoL innovation leader) to set up a plan for the roll out of the new build. 	Planning team (Architect, project manager, Jo, Gillian, Emma, Josh, Sarah)	Planning during 2017 for end of year commencement of project		
	Purchase of new furniture for retrofitted classrooms.	<ul style="list-style-type: none"> - Work with team (including the ICoL innovation leader) to set up a plan for the roll out of the new build which includes the furniture 	Planning team (Architect, project manager, Jo, Gillian, Emma, Josh, Sarah)	During 2017		
	Manage the furniture budget across the school to ensure the philosophy is spread not just in the ILE spaces but across the school	<ul style="list-style-type: none"> - Work with team leaders to ensure furniture meets the needs of our ILP philosophy - Track what we have and where that is so resources are spread evenly across the school 	<p>Emma + team leaders</p> <p>Emma + Gillian</p>	<p>During 2017 (during TL release)</p> <p>During 2017</p>	<p>\$17,500</p> <p>Nil</p>	<p>People do not get what they require</p> <p>We are not utilising what we have across our</p>

						school
	<p>Reflection process: <i>Our new refurbishment programme is a hugely scaled down version of what we were hoping to do due to financial constraints. There was some initial consultation with staff and ILP team but since there is such a scaled down version there has been minimal input required. Furniture purchased has been on a needs based system.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none">- <i>Work with innovation team at the start of 2018 to ensure the refurbishment is reflective of our philosophy</i>- <i>Ensure there is adequate PD in place for teachers starting in the refurbished spaces</i>- <i>Connect with key stakeholders about the refurbishment programme</i>					

Goal 3 2016 - 2018 Overview

Goal 3		Provide opportunities for our learners to be connected locally, nationally and globally.		
Strategy	Current Reality	2016	2017	2018
Explore ways in which ICT can enhance our key curriculum principles (Collaboration, Differentiation, Student Agency, Inquiry)	<ul style="list-style-type: none"> Students taking ICT workshops at lunchtimes for each other. Staff and Year 5/6 students using google docs to collaborate. Digital Citizenship Matrix created to align with current practice. MIT Teacher only days ICT workshops run after school on Google and iPads. 	<ul style="list-style-type: none"> Develop, foster and support innovation in relation to ICT (in both students and teachers). Digital citizenship (DC) matrix expanded to give clear curriculum outcomes for DC at each level, worked backwards from graduate profile of a digital citizen. PD around <u>SAMR</u> (Substitution, Augmentation, Modification and Redefinition, a model that moves the use of technology away from expensive replacement of existing resources e.g. dictionaries, to ways that are uniquely capable to technology.) Google, iPads and best practice/pedagogy around digital ILP. 	<ul style="list-style-type: none"> A developed site for student innovations, increasingly managed by the students themselves. Review innovations in place and reflect on added value. Continue to develop, foster and support new innovations in classrooms. Bring digital technology into the teacher appraisal process. Develop unmaking club, coding club, robotics and minecraft into a makers club to support student exploration and inquiry, with more tools, space and access for more students. Continue to look at Makerspace best practice and develop a maker school plan that best suits our kura. Develop an extension and support program for students with technological passions and giftings. 'Creation' apps explored in workshops in Term One to give students a 'toolbox' to create, present and share ideas with, throughout the year. ICT Specialist to support teachers with this and co-ordinate sharing of skills, tools and knowledge across cohorts. 	<ul style="list-style-type: none"> Review best ways to foster student innovations with staff, whānau and students. Review where we have come from in terms of innovation to date (tracked over the 3 years) culminating in a summative document about innovation Develop a digital toolbox that outlines key tools students need to have exposure to and allows teachers to scaffold classroom learning and workshops around this. Hapara PD helping staff make the most of the hapara suite and use hapara analytics to inform teachers, team leaders and SLT on where support for staff or students is needed. Implement school wide support for digital PLs and their families.

			<ul style="list-style-type: none"> • Seesaw roll out plan to include staff PD around capturing and enhancing 4 CPs with Seesaw. • Introduce Hapara Analytics to staff and lay groundwork for using this data to inform. • Explore global best practice for supporting Digital PL's. 	
Technological infrastructure supports digital innovation.	<ul style="list-style-type: none"> • Employ .6 IT specialist teacher to work with and review practice of current IT provider. • Work alongside staff to provide PD and guidance. • Work with children to guide and enable student innovation. • Investigate models of best practice in other schools. 	<ul style="list-style-type: none"> • Change IT provider to Norrcom. • Employ .8 IT specialist teacher. • Implement network support for BYOD as an option to classes in T3/T4. • Support staff with professional development to ensure they are able to utilise tools in place (Document this process) 	<ul style="list-style-type: none"> • Review KPI's and direction with Norrcom. • Employ .8 IT specialist teacher. • BYOD community consult and school roll out plan. • Update tech infrastructure to support BYOD (Lease access points and Zone Director) • Individualised filtering to give greater picture of individual students online activity (important as we expand into BYOD) • Continue to review/seek feedback from staff on what they would like to see in relation to PD • Continue to offer differentiated PD for staff according to tecy ability and confidence. 2016 best results were from 1 to 1 sessions, offer these to more staff. • Develop role of Digital Curriculum team members (old ICT curriculum team), as agents for digital innovation within their syndicates/teams. 	<ul style="list-style-type: none"> • Review direction of school and Norrcom's capability to support us in this. • Review IT specialist hours <8> • Review PD programme over 3 years - what has worked/what hasn't?
Build on whānau and local connections.	<ul style="list-style-type: none"> • Begin Blogger for e-portfolios. • Class webpages to communicate with whānau. 	<ul style="list-style-type: none"> • Use Blogger /E-tap/ e-portfolios schoolwide. • Class webpage/blogs interactivity. • Techy brekkies for whānau. • Liaise with community about best ways to involve them in school life via technology. • Use connections within community for support. 	<ul style="list-style-type: none"> • Redevelop school website to optimise home/school communication and partnership. • Use Seesaw as a window into student learning and classroom culture. • Online resources and regular e-updates which support whānau in raising digital citizens. Will be integrated with digital curriculum. • Guest speakers dependant on community demand, focus on 	<ul style="list-style-type: none"> • Increase community involvement in maker movement. (e.g. tool drives, workshops by parents.) • Action and review of seesaw/website based on end of year survey results.

		<ul style="list-style-type: none"> Consult community about what they would like to see in relation to ICT support/information. 	<p>supporting whānau with social media concerns.</p> <ul style="list-style-type: none"> Website to give up to date information on activities/events in the school. Continue to support/discuss with community what they would like to see. End of year community survey (with prizes to increase uptake) to determine effectiveness of new website, seesaw blogs and seesaw portfolios. 	
Use technology to connect globally to improve learner opportunities.	<ul style="list-style-type: none"> Trial students looking at and creating global student blogs. Classes using blogger for class blog. Establish regular breakfast meetings with CORE for West Auckland Schools at Kaurilands School. 	<ul style="list-style-type: none"> Quadblogging or blog buddy with class blog Several staff participate in online learning communities. 	<ul style="list-style-type: none"> Explore a range of technologies to connect globally. Regular ILP breakfasts. All staff participate in online learning communities. COL e-learning specialists to meet, support each other and share ideas on connecting globally. Use Auckland Uni connection with Stonefields to gain PD on global digi connection options. Use Quadblogging to extend capable writers and to link classes to a worldwide authentic audience. Develop a Digital Curriculum that explores what it means to be a global digital citizen (digital fluency), and fosters the skills (digital literacy) and applications (digital proficiency) to do so. 	<ul style="list-style-type: none"> Review best ways for students to be connected globally. Review of key components for last 3 years Government roll out of changes to digital curriculum. COL e-learning specialists to support an equitable implementation of this across the COL.



Goal 3 Annual Plan 2017

Goal 3	Provide opportunities for our learners to be connected locally, nationally and globally. <i>Please note information in blue is the end of 2017 reflection</i>
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Innovation	Target	Action to meet target	Who	When	Cost	Risk/Issue
Explore ways in which ICT can enhance our key curriculum principles (Collaboration, Differentiation, Student Agency, Inquiry)	A developed site for student innovations, increasingly managed by the students themselves.	<p><i>Development of the Innovation Hub</i> Rachel to integrate unmaking, coding, robotics, minecraft, app creation and 3D printing lunchtime activities into an open space (Room 16 in Term 1) where any student can come during lunchtimes and designated class time to innovate, create and explore their digital passions and ideas. CWSA students with digital interests will have regular time exploring digital innovation</p> <p>Emma and Josh speaking with developers of the new build to have an innovation hub in the centre of our new build. The end goal is a place where student innovation and passions are developed and inspired as students draw on wider community knowledge (guest speakers, blogs, video tutorials) and share their ideas and creations with their peers, family and the wider world.</p> <p><i>Student managed Seesaw portfolios.</i> Teachers are introducing seesaw as a way for each child to showcase their learning. The long term goal for this is that it will be student driven and students will choose to upload their learning progress and share their innovation, ideas and passions with an audience via seesaw.</p>	<p>Rachel</p> <p>Kim N/Rachel</p> <p>Emma/Josh</p> <p>Digi Curriculum team/Emma/Rachel</p>	<p>Term 1</p> <p>Tuesday Afternoons</p> <p>Ongoing</p> <p>Ongoing</p>	<p>\$1000</p> <p>NA</p> <p>TBA</p> <p>TBA</p>	<p>Lack of time New entrants class needing the space</p> <p>Robotics kits too difficult or prescriptive for students High cost Misuse or neglect of the space Lack of community interest or understanding</p> <p>Poor uptake by parents</p> <p>Becomes teacher</p>

			Rachel	Term 1	\$4,760	driven. Replaces textbooks
			Rachel	Term 4	Ongoing \$7 per child per year.	
<p><i>Reflection points:</i> Digital technology is an important vehicle for our curriculum principles. Certain apps and programs such as the google suite and seesaw have been key. Teachers have experimented with new apps this year and as a result there has been variety in the way students share their learning digitally. A broadening focus on digital tools for production workshops and product walls in year 5 and 6 has given students more choice in how they present their learning. A focus of the Seesaw strategic plan has been to build student ownership and agency over their learning journals and working specifically with the team leaders has helped to implement this. Seesaw has also helped to capture and collate “soft skills” learning. The makerspace programme has broadened to include more non-digital activities and has provided a space for students to explore creativity. Robotics and after school club have developed into well established groups where students are pursuing individual interests.</p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none">- A fixed space for makerspace 2018 to allow students to have ownership over the space, develop it into an area that serves their creative interests and feel comfortable inviting others into.- A production app programme across the school that gives all students experience and confidence with certain apps and programmes. More consistency of purposeful use.- A school wide discussion around the place of technology in the classroom and our responsibility as teachers with screen time management and purposeful use.						
Review innovations in place and reflect on added value	<p><i>Robotics vlog</i> Robotics CWSA kids to track their inquiry with a video journal.</p> <p><i>Seesaw Tags</i> Introducing the use of tags in seesaw so that school values, GLD’s and curriculum principles are identified and tracked across seesaw posts.</p> <p><i>Rachel/Emma DR</i> Review seesaw content as a reflection of school values.</p> <p><i>Teacher Reflection and Feedback</i> Collect evidence and reflection from teachers about impact of innovations on learners.</p>	<p>Rachel/Kim N</p> <p>Digi Curriculum team/Rachel</p> <p>Rachel/Emma</p> <p>Rachel</p>	<p>Term 1/Term 2</p> <p>Term 2</p> <p>Fortnightly</p> <p>Termly</p>	<p>Nil (Robots donated by parent) Nil</p> <p>Nil</p> <p>Nil</p>	<p>Lack of student interest</p> <p>Misuse of tags or lack of teacher understanding</p> <p>Time</p> <p>Lack of teacher response</p>	
<p><i>Reflective Process:</i> Seesaw has worked well as a reflection tool for robotics group. Purchasing more tools for robotics will help the programme expand next year. ILP team has collected information through videos and staff meeting discussions around the impact of technology on learners.</p> <p><i>Going forward:</i></p> <ul style="list-style-type: none">• A plan for LINC-ED’s succession of Seesaw particularly in terms of identifying GLD’s and Values.						

	Continue to develop, foster and support new innovations in classrooms	<p><i>Staff Hub: Golden Nugget</i> Using the staff hub: golden nugget page as a platform for sharing classroom innovations and inspiring other teachers.</p> <p><i>Inquiry vlogs</i> Use vlog method within class inquiry if robotics vlog is successful. Use seesaw as a sharing platform for this. Test on other digi passions groups beforehand.</p>	Rachel	Term 1	\$500 for staff hub set up	Technical issues Lack of use
			Rachel/Emma	Term 3	Nil	Low numbers of devices Teachers/Students not seeing purpose or not finding time.
	<p><i>Reflective Process:</i> Classroom innovations have been shared in staff meetings and we are looking at introducing golden nugget morning teas in 2018. Year 5 and 6 students have used seesaw for video reflections this year and many other students choose video or voice recording as a way of sharing their learning. Setting team leaders up as administrators on Seesaw means they can see what sort of posts are happening across their year level.</p> <p><i>Moving forward</i></p> <ul style="list-style-type: none"> Staff hub has not been utilised to it's full potential. Will need to work with office staff on this in 2018. Thinking through calendar use. 					
	Bring digital technology into the teacher appraisal process.	<p><i>Teaching as Inquiry question</i> "How can technology support you in this inquiry" as a part of the teaching as inquiry model.</p>	Emma	Ongoing	Nil	Not reviewed regularly or acted on
	<p><i>Reflective Process:</i> We have not done as much work with this as we need to.</p> <p><i>Moving forward:</i> Ensure that digital technology is part of the appraisal programme moving forward</p>					
	Develop unmaking club, coding, robotics and minecraft into a makers club to support student exploration and inquiry, with more tools, space and access for more students.	<p><i>Development of the Innovation Hub</i> (See top)</p>	(See above)	(See above)	(See above)	See above)
	<p><i>Reflective Process:</i> Shifting spaces has made access difficult but students have enjoyed Makerfares and the mixed media method to the makerspace in term 3 and 4. See also comments at the top.</p> <p><i>Moving Forward:</i> Sign us up as an official Makerfaire School to receive further resources and support.</p>					
	Continue to look at Makerspace best practice and develop a maker school plan that best suits our kura.	Visiting kura at various stages of their makerspace journey.	Rachel	Ongoing	Nil	Finding quality makerspaces near by Time
		Staying connected with makerspace movement and schools via google+ and twitter	Rachel	Ongoing	Nil	
		Starting digital learning specialist CoL conversations. Working with designers/ILE/Innovation team for best design and practice of new innovation hub in new	Rachel	Term 2	Nil	Lack of CoL interest Poor Communication

		build.	Josh/Emma/Rachel	Ongoing	Nil	
<p><i>Reflective Process:</i> Makerspace plan <u>complete</u> Digital Learning Leader joining the ILP team has meant consistency in conversations. More connections made with people in similar roles across our CoL.</p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none"> • <u>Implementation of Makerspace Strategic Plan</u> • <u>Links to our curriculum plan</u> 						
Develop an extension and support programme for students with technological passions and talents.	Teachers to identify and pass on names of students.	All teachers	Term 2	Nil	Teachers unable to identify these students	
	CWSA students with digital interests to have regular time exploring digital innovation out of class.	Emma/Rachel/Digi Curriculum Team	Term 1	To be determined	Integrating with class curriculum	
	Emma and Rachel to work with teachers to support these students in class.	Rachel/Emma	Term 2	Nil	Release time costs/teachers	
					Busy class schedules	
<p><i>Reflective Process:</i> The makerfaire and after school programmes have made it easy for students to try technological projects and word of mouth has meant parents have nominated their children as well. The makerfares have also given gifted and passionate students the opportunity to share their projects with others.</p> <p><i>Moving forward</i></p> <ul style="list-style-type: none"> • <i>How can we improve communication and support of teachers with students who are heavily involved in Maker Programmes?</i> • <i>How can we improve recording of involvement in school programmes to develop clear pathways for students</i> 						
"Creation" apps explored in workshops in Term One, to give students a "toolbox" to create, present and share ideas with, throughout the year. Digi Specialist to support teachers with this and co-ordinate sharing of skills, tools and knowledge across cohorts.	Year 5/6 teachers run "presentation" workshops and reflect on impact to student work	Year5/6 team	Term 1	Nil	Low numbers of devices after break ins	
	Year 5/6 students run "presentation/creation" workshops for year 3/4 students.	Rachel	Term 2	Nil	Timetabling	
	Year 3/4 students to buddy with year 2's as they prep for chromebook and google account use, introducing them to some new ways of creating and presenting on chromebooks	Rachel	Term 4	Nil	Year 2 students not ready	
	Teachers to create video tutorials on iPad apps we trialled with Stuart Hale last year	Rachel/Digi Curriculum team	Term 2	Nil	Teacher uptake	
					Effective use	
<p><i>Reflective Process:</i> Will wait till year 2's reach year 3 before starting the chromebook introduction process. Working with ILP team to decide which apps are best to introduce across the school rather than all at once. Workshop program is being run quite differently by year 5&6s this year.</p>						

	<p><i>Moving Forward</i></p> <ul style="list-style-type: none"> A strategic plan for best use of iPads (in particular) to come out of the discussion around the place of technology in our classrooms. Working with ILP team and DC team to create this. Video tutorials for support and using the daily tui as a medium for promotion. 					
	Seesaw roll out plan to include staff PD around capturing and enhancing 4 C's with seesaw.	<p><i>Seesaw Tags</i></p> <p>Introducing the use of tags in seesaw so that school values, GLD's and curriculum principles are identified and tracked across seesaw posts. One of the 4 C's as a focus tag per term.</p>	Rachel/Emma	Termly roll out	Nil	Seesaw becomes too "administrative" and bulky for students and teachers
	<p><i>Reflective Process:</i></p> <p>Integrating tags within LINC-ED in 2018 instead. Soft skills have become a lot more visible through seesaw.</p> <p><i>Moving Forward:</i></p> <p>Continuing to develop tags in LINC-ED to show involvement in GLD's and curriculum principles</p>					
	Introduce Hapara Analytics to staff and lay groundwork for using this data to inform.	<p>Lenva Shearing to introduce tool to staff and it's use for professional reflection.</p> <p>Rachel to work with teams to identify areas of growth and success and target digiPL's</p>	<p>Rachel</p> <p>Rachel</p>	<p>Term 3</p> <p>Term 3</p>	\$297.50	Session doesn't connect and integrate with other PD for the year
	<p><i>Reflective Process:</i></p> <p>PD postponed till 2018 but will make the focus around using the hapara suite to support CP's. Without the planned roll out of the Digital Curriculum this year, Hapara Analytics data has not been as useful.</p>					
	Explore global best practice for supporting Digital PL's.	<p>Rachel to connect with other schools via PLG's on google + twitter</p> <p>Rachel to explore latest research with Core Ed mentor</p> <p>Rachel to discuss with digi specialists in CoL and pool resources.</p>	<p>Rachel</p> <p>Rachel</p> <p>Rachel</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 2</p>		No other research being done on this
	<p><i>Reflective Process:</i></p> <p>High school visitors as part of DC programme have helped foster discussion about digital citizenship based around our school values and "citizen" GLD.</p> <p>DQ world pilot group of digital PL's.</p> <p>Digital incident tracking integrated with PB4L and LINC-ED.</p> <p>Co-constructed digital agreements provide agency for students which leads to more robust discussion and application.</p> <p>Support from Netsafe with several catch up with Pauline our Auckland rep. They are very happy with our work in this area and have used our model as an example to other schools.</p> <p><i>Moving Forward:</i></p> <ul style="list-style-type: none"> Linc Ed are looking to incorporate a feature where Rachel can be notified when behaviour incidents are tagged as "digital". Looking at ways of providing tracking and follow up for student with digital incidents. Co-constructed digital agreements to be structured around school values. 					

Innovation	Target	Action to meet target	Who	When	Cost	Risk/Issue
Technological infrastructure	Review KPI's and direction with Norrcom.	Bradley and Rachel meet weekly to look at issues across the school. Rachel meets once a term with	Rachel	Ongoing	\$20,900	Balancing keeping up to date with our

supports digital innovation.		Paul to review Norrcom's performance and talk about the direction and possibilities of tech and education.				school vision and purpose.
	<i>Reflective Process:</i> Have reduced Bradley's hours this year as demand for tech fixes has gone down. This shows we have good tech infrastructure and confident and capable staff. CLA have also provided good support with infrastructural decisions. Norrcom have been helpful with all unexpected hiccups such as internet outages, new printers and needed to shift the server room for the new build.					
	Employ .8 IT specialist teacher.	Rachel to fill the role of digital learning specialist.	Rachel	Ongoing	.8 wages	.8 not enough time to fulfill role
	<i>Reflective Process:</i> .8 has been enough time to complete digital learning responsibilities this year and will stay at .8 next year.					
	BYOD community consult and school roll out plan.	Rachel, Jo and Emma to make BYOD plan, working back from EOL of iPads in January 2018. Involving whānau in the conversation. Open conversation forums for parental and teacher concern around technology and children Frances Valentine to catalyse conversation about future employment and 21st century skills. Looking at BYOD payment and support plans for whānau in other schools.	Rachel/Jo/Emma	Term 2	Nil	Whānau unhappy with BYOD decision
			Rachel/Emma	Term 3	Nil	More concern and misinformation stirred up
			Rachel	Term 2	Nil	Lack of equity
	<i>Reflective Process:</i> Interesting feedback in two community surveys indicating strong emotions about the place of BYOD in schools. <i>Moving forward</i> <ul style="list-style-type: none">We need repeated and clear communication about our commitment as a school to continue to provide devices and our supporting decision to allow opt-in BYOD. There is a growing conversation and strong concerns about how devices are being used at school, which will need addressing alongside this.					
	Update tech infrastructure to support BYOD (Lease access points and Zone Director)	Purchase access points/zone director from Norrcom. Testing VLAN's across school	Rachel/Norrcom	Term 1	\$9,918	Hidden costs Technical complications with installation
	<i>Reflective Process:</i> Zone director and AP's installed, patchy network in Rooms 6-8, Board room and Planet Krypton fixed.					
	Individualised filtering to give greater picture of individual students online activity (important as we expand into BYOD)	Exploring alternative online safety measures with CLA and Norrcom. Individualised filtering through AD (Active Directory) won't monitor student activity on iPad apps.	Rachel	Term 1	TBA	Too much or too little time and money spent on monitoring student online activity

	<p><i>Reflective Process:</i> This proved to be ineffective and costly. Have continued to monitor incidents and looking into latest filtering methods.</p> <p><i>Moving Forward:</i> Looking at how we can provide safe usage of youtube as this is both a useful learning tool and a danger if students browse unmonitored, thanks to google policies and SSL encryption.</p>					
	Continue to review/seek feedback from staff on what they would like to see in relation to PD	Using google forms and team discussion times.	Rachel/Emma	Ongoing	Nil	Lack of participation/buy in
	<p><i>Reflective Process:</i> Working with Emma, team leaders, ILP team, Digital curriculum team and using once a term tech stocktakes has provided useful info.</p> <p><i>Moving Forward:</i></p> <ul style="list-style-type: none"> - Building a PD plan that integrates digi tech with new DP in 2018. - Meeting fortnightly with Jo next year will help keep digi tech plans connected to whole school direction. 					
	Continue to offer differentiated PD for staff according to techy ability and confidence. 2016 best results were from 1 to 1 sessions, offer these to more staff.	Review the effectiveness of these with staff	Rachel	Term 1	Nil	Lack of teacher interest
	<p><i>Reflective Process:</i> No staff members chose to have 1 on 1 sessions this year. We have a far more technically confident and risk taking staff than we did 3 years ago. Lunchtime teacher tech sessions in term 1 provided some techy knowledge for newbies and the unconfident.</p> <p><i>Moving forward</i></p> <ul style="list-style-type: none"> • Work with DP's on induction process for new staff members to ensure they feel confident with the technical tools we use day to day, e.g. Hapara, Google Drive, Seesaw, iPad basics, LINC-ED. • Find out how this works currently, through mentors within teams? • Supporting those who missed teacher tech sessions this year due to active duty roster overload. 					
	Develop role of Digital Curriculum team members (old ICT curriculum team), as agents for digital innovation within their syndicates/teams.	Clearer goals and roles within the DC team. Rachel to hand some projects over to these team members e.g. seesaw PD and admin to Kim N.	Rachel/DC team	Term 1 Termly meetings	Nil	Teacher workload Lack of clear implementation
<p><i>Reflective Process:</i> Seesaw support from Kim was very useful. Feedback from team about new curriculum and netsafe review tool has been useful. Connecting with ILP team has provided more robust feedback and action points. Clashing commitments for team members meant they were mostly supportive during meeting discussion and unable to take on further responsibilities although many helped out with Makerfares.</p> <p><i>Moving forward:</i> Survey team about their role, the effectiveness of the team and further ideas for growth and change.</p>						

Innovation 3	Target	Action to meet target	Who	When	Cost	Risk/Issue
Build on whānau and local connections.	Redevelop school website to optimise home/school communication and partnership.	Working with Design Cirque and community consultation group to create a website that responds to parent/teacher needs, based on survey feedback.	Rachel	Completed by May	\$7000	Doesn't meet parent needs
<i>Reflective Process:</i>						

<p><i>New website has been well received by all stakeholders. Jackie Fletcher has started to resume some admin responsibilities on new site. Working with curriculum leaders to flesh out content. Loomio worked well as a platform for co-construction.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none">• <i>International students section including “Day in the life of a kaurilands student”</i>• <i>Jackie to increase her editing role on the site</i>• <i>Review and update content January 2018.</i>					
Use seesaw as a window into student learning and classroom culture.	See seesaw roll out plan	Rachel	Ongoing	\$4,760	Lack of parent interest. Teachers don't apply PD PD doesn't answer questions and give clear strategic plan.
<p><i>Reflective Process:</i> <i>Seesaw has been a valuable window into student learning. Giving team leaders admin viewing over their teams and going over the seesaw long term plan has been helpful.</i></p> <p><i>Moving forward</i> <i>Teacher concerns about the value of class blogs. They don't receive many views. Reminders about similarities and differences between learning journals and class blogs. Infographic for parents and teachers about Kaurilands communication streams.</i></p>					
Online resources and regular e-updates which support whānau in raising digital citizens. Will be integrated with digital curriculum.	Included in newsletter and website Rachel to work with Netsafe and Core Ed mentor to find best resources for whānau.	Rachel	Ongoing	Newsletters \$585	Irregular newsletters Whānau don't access resources See above
	Fostering discussion with whānau around the issues and benefits of using technology in education (see comments above about Frances Valentine)	Rachel	Term 3	TBA	
<p><i>Reflective Process:</i> <i>New newsletter format has gone well, easy to update.</i> <i>Online Safety survey identified that parents wanted to be informed about certain issues via the newsletter. “Digital Tips for families” articles go home fortnightly in the newsletter. Netsafe and Parenting PLace have been very helpful resources.</i></p> <p><i>Moving Forward:</i> <i>Review parent concerns around the use of technology at home and at school. What are the best forums for discussion? Is survey the most effective?</i></p>					
Guest speakers dependant on community demand, focus on supporting whānau with social media concerns.	See comments above on Frances Valentine. Working with support networks like Rena Heap, Netsafe and Parenting Place to foster ongoing conversation with whānau and openness to 21st century change and the implications for education and their child's future.	Rachel	Ongoing	TBA	Lack of parent interest or concern
<p><i>Reflective Process:</i> <i>Community survey showed whānau were not interested in evening sessions. Other resources (Netsafe, Parenting Place) have been great at providing practical answers to parent questions and concerns.</i></p> <p><i>Moving forward</i></p>					

	<ul style="list-style-type: none"> What is an alternative way to foster conversations about 21st century change and the implications for children's future? Important for Digital Learning Specialist to keep abreast of global developments and attend best PD in this area. 					
	Website to give up to date information on activities/events in the school.	Working with Design Cirque and Community Consult group to ensure website responds to survey feedback.	Rachel	Ongoing	\$7000 (total website cost)	Changing demands of parent community
	<p><i>Reflective Process:</i> Website is updated regularly, community survey showed parents are happy with website but are perhaps feeling bombarded by emails and the many forms of school communication. When seesaw posts, emails and LINC ed add up together it's easy to see how this could be overwhelming.</p> <p><i>Moving Forward</i> Developing an infographic that shows Kaurilands communication streams, their differences and their purpose will help to alleviate confusion. The number of emails being sent home is being more closely monitored.</p>					
	Continue to support/discuss with community what they would like to see	<p>Researching best practice for engaging the community in ongoing dialogue</p> <p>Online forums e.g. loomio groups and hui</p> <p>Community surveys with prizes/incentives to boost response numbers</p>	<p>Rachel</p> <p>Rachel/Jo</p> <p>Jo/Jackie Fletcher/Rachel</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 4 (thinking about a smaller one in term 2 for tracking)</p>	<p>Nil</p> <p>Nil</p> <p>Nil (Aiming to have prizes donated)</p>	<p>Flexibility for our communities uniqueness</p> <p>Online venting</p> <p>Limited number of responses</p>
	<p><i>Reflective Process:</i> Still quite low number of responses to community survey. But the online safety survey distributed during student conferences had a high response rate and provided useful information</p> <p><i>Moving Forward:</i></p> <ul style="list-style-type: none"> What are other schools having success with in terms of home/school communication? Facebook page trial, as a notice board only. Teacher discussion around the place of technology in the classroom to lead to broadening of conversation with whānau. 					
	End of year community survey (with prizes to increase uptake) to determine effectiveness of new website, seesaw blogs and seesaw portfolios.	See above	Rachel/Jo/Jackie Fletcher	Term 4	Nil	Skewed data from lack of responses
	<p><i>Reflective Process:</i> Whānau happy with new website and with seesaw although there were some comments about inconsistencies between classes on seesaw. If anything parents wanted seesaw to be used more frequently.</p> <p><i>Moving forward:</i> How to support teachers struggling to reach Seesaw Success Measures in 2018?</p>					

Innovation 4	Target	Action to meet target	Who	When	Cost	Risk/Issue
Use technology to connect globally to	Explore a range of technologies to connect globally.	Rachel to investigate global cutting edge with core Ed mentor	Rachel	Ongoing	Nil	Lack of resources Parent concern over

improve learner opportunities.		Rachel to look conferences that explore this issue for DC team PD	Rachel	Ongoing	TBA	global audience for children
	<p><i>Reflective Process:</i> NZ tech advance gave a global window. Seesaw has provided a purposeful audience for students that reaches whānau around the globe.</p> <p><i>Moving Forward</i></p> <ul style="list-style-type: none"> How to connect extended family to Seesaw? Explore use of Pen Pal Schools 					
	Regular ILP breakfasts.	Development of an ILP regular breakfast meetings (eg one a term) with our COL schools.	Emma	During 2017	Nil	No one wants to participate, no time to sort
	Reflective Process:					
	All staff participate in online learning communities.	Rachel to introduce twitter for PD through seesaw roll out and Digital Curriculum Roll Out	Rachel	Term 2	Nil	PD overload for teachers
	<p><i>Reflective Process:</i> Staff use a variety of online and offline support networks. NZ teacher's facebook group and pinterest have large numbers of users among our staff.</p> <p><i>Moving forward:</i> Ask staff as part of termly quizzes about which PD networks they are part of.</p>					
	CoL e-learning specialists to meet, support each other and share ideas on connecting globally.	Rachel to coordinate this with Jo's support. To be the beginning of ongoing dialogue and collaboration among the CoL around digital practice.	Rachel/Jo	Term 2	Nil	Lack of CoL interest or uptake
	<p><i>Reflective Process:</i> Have connected with a few more digi leaders in our CoL. Have not organised a catch up as i've realised we are ahead of the rest of our CoL and it would not be of huge benefit to us at this stage. Teacher workload is also an issue, online forums are more effective.</p>					
	Use Auckland Uni connection with Stonefields to gain PD on global digi connection options.	Rachel to catch up with Rena and keep up with her research on best digital practice around the globe.	Rachel	Ongoing	Nil	Rena is too busy with research/travel
	<p><i>Reflective Process:</i> Rena's study was postponed but we have caught up and she is interested in staying up to date with Makerspace progress.</p>					
	Use Quadblogging to extend capable writers and to link classes to a worldwide authentic audience.	Rachel to work with teachers to identify CWSA writers. Rachel to support teachers in class with tools for broaden CWSA writer's audience and purpose to writing.	Rachel	Term 2	Nil	Working with classroom timetable
	<p><i>Reflective Process:</i> Missed the cut of for writer's festival but will try again next year and use this experience as a starting point for CWSA writers. Quadblogging pilot showed that it relies too heavily on the flexibility of the three other global classes but penpal schools is an option worth exploring with CWSA and CWSN writers in 2018.</p>					
	Develop a Digital Curriculum that explores what it means to be a global digital citizen (digital fluency), and fosters the skills (digital literacy) and applications (digital proficiency) to do so.	See DC roll out plan	Rachel/Emma	Term 2	Nil	PD overload for teachers Governmental shifts redact national roll out

						of DC
	<p><i>Reflective Process:</i> <i>Have shared new DC with staff. Much of it is already in place in our school, it will be a matter of ensuring consistency across the school in 2018.</i> <i>Moonhack event was a great event that gave talented coders the opportunity to share their talents and meant that every child at Kaurilands had the opportunity to try coding.</i> <i>After term one's discussion with team leaders DC PD was pulled back. Planning to integrate this with other PD in 2018.</i> <i>Netsafe review tool has given us action points and helped identify areas of growth. We realised research skills were an important gap and Laura has started to run a research skills programme through the library.</i></p> <p><i>Moving forward:</i></p> <ul style="list-style-type: none"> • <i>Another school coding day run by code club students but independent from Moonhack. Choose our own activities and themes that tie in with our school's character and are more purposeful for the participants.</i> • <i>Continue to develop our Digital Curriculum. A written plan that shows the connections between our digital citizenship programme, digital literacy programme (growing through the library) and digital proficiency programme (purposeful use of digital tools for production, creation and sharing.)</i> • <i>Follow up on action points from the Netsafe review tool.</i> 					