

Mission: To provide a positive learning environment where students are **confident, actively involved and inspired to succeed.**

Vision: Together, building tomorrow

Values / Capabilities:

RESPECT, COMMUNICATE EFFECTIVELY, SELF BELIEF, PROBLEM SOLVERS, RESILIENCE, HIGH EXPECTATIONS, GLOBALLY CONNECTED.

Mantras: Be The Best That You Can Be, If It Is To Be It Is Up To Me, Be The You, You Want To Be, E Hine, E Tama, Nga Whetu, Mo Apopo

Whakawhanaungatanga	Ako	Hauora
CONNECTIONS	ENGAGEMENT	WELLBEING

Strategic goals are defined and explored with all staff, these big ideas drive planning, assessment and goal setting

<ul style="list-style-type: none"> Partnerships fostered between whanau and school with particular attention to Maori families (COL Achievement Challenge) Leadership facilitates collaborative pedagogy - collaborative team approach for shared planning and assessment practices. Community Partnerships embedded to provide opportunities for all stakeholders. Ongoing international relationships. Capabilities and Values regularly referred to and, visible within the school and community. 	<ul style="list-style-type: none"> Students learn in meaningful and authentic contexts and have a voice. This includes passion/project based learning, make - a - space, character classes, overseas excursions, EOTC activities, (COL Achievement Challenge) High expectations for school community (students, staff, whanau, community) Visible Learning principles embedded. Systems and processes in place that allow effective teaching and learning. Students are 'Visible Learners'; they are involved in all aspects of their learning, they know their learning progressions and communicate effectively with significant stakeholders (whanau, teachers, peers) All learners have the opportunity to become digitally capable individuals. Staff are supported in developing pedagogical practices and curriculum knowledge. The progressions of SOLO taxonomy guide student learning. Clear processes and procedures to monitor progress and achievement of all students with an emphasis on all target students and school expectations. Data drives the focus for development 	<ul style="list-style-type: none"> Systems are in place to recognise the overall wellness of staff and students. (COL Achievement Challenge) Integrated learning supports language, identity and culture Using a systemic approach, PB4L is embedded into KIS practices. These include whole-school initiatives, targeted group programmes, and individual student support services. Growth Mindset embedded in the school. Health and Safety Act 2015 is actioned with clear processes School policies and procedures are understood and adhered to. School operates in a fiscally strategic responsible and viable way. Funds allocated to ensure student learning and engagement priorities are met.
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<ul style="list-style-type: none"> Effective financial systems in place to ensure the curriculums delivered and all expenditure properly accounted for. Funds allocated to ensure student learning and engagement goals are met Furniture upgrades to reflect learning environments
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Annual Plan 2019

(numbers relate to NAG's (National Administration Guidelines))

Planned Priorities / Goals	Who: (Those with main responsibility)	When:	Indicators of Progress:	Actual Outcome / Analysis of Variance:
Whakawhanaungatanga: Connections:				
<ul style="list-style-type: none"> Partnerships fostered between whanau and school with particular attention to Maori families (COL Achievement Challenge) 	Board, SLT, Middle Leaders, Mike, Anaru, Graham H, Claudine, Brony <i>All staff and students</i>	Ongoing all year	<ul style="list-style-type: none"> Increased attendance of Maori community within the school (e.g. attending school functions, Kapa Haka, Hui) Daily attendance of Maori students increases Academic achievement increases Learning environments set up for collaborative learning and celebrates the tuakana teina (buddy system) approach to teaching and learning Students involved/role modeled in whole school powhiri Access to School Kapa Haka PD with University of Auckland - Te Reo and Tikanga 	
<ul style="list-style-type: none"> Leadership facilitates collaborative pedagogy - collaborative team approach for shared planning and assessment practices. 	SLT, Middle Leaders, Curriculum Leaders, Teachers	Ongoing	<ul style="list-style-type: none"> School wide planning (integrated concepts) common place Syndicate planning, collaborative teaching and learning common place Outcomes of <i>Collaborative teacher inquiries</i> actioned Reviews and actioned changes of assessment procedures (rubrics, SOLO Taxonomy, Visible Learning - feedback practices) Consistency of assessment procedures Summative/standardised testing twice a year (Term 1 and 4) 	
<ul style="list-style-type: none"> Community Partnerships embedded to provide opportunities for all stakeholders. 	Board, Parent Support Group, SLT, SENCO, Teachers, E-Team <i>All staff and students</i>	Ongoing	<ul style="list-style-type: none"> Meet and Greet Triadic discussions between student, school and whanau EOTC activities (sport, Camps, cultural events) Life Skills unit - forming relationships with local community (Rest home residents, primary schools, Early childhood centres, local businesses, council) Student Agency Student's progress and next steps online End of Term Syndicate 'Celebration of Learning' assemblies 	

<ul style="list-style-type: none"> International relationships. 	SLT, Executive Officer <i>Teachers and Board</i>	Ongoing	<ul style="list-style-type: none"> Connections with International Student Agencies Policies and procedures regularly reviewed Connections with schools who have an overflow of students Connections with local secondary schools Move towards attending international recruitment fairs Increase in international students attending school Host 1 - 2 international groups 	
<ul style="list-style-type: none"> Capabilities and Values regularly referred to and, visible within the school and community. 	All staff and students	Ongoing	<ul style="list-style-type: none"> Values and capabilities visible on walls around the school Form part of the integrated units Recognised school wide e.g (school assemblies, Principal award) Unpacking of what they mean (staff and students) Students can talk about what they mean 	
Ako: Engagement:				
<ul style="list-style-type: none"> Students learn in meaningful and authentic contexts and have a voice. This includes passion based learning, Maker Space, character classes, overseas excursions, EOTC activities, (COL Achievement Challenge) 	Students, SLT, Middle Leaders, SENCO, Teachers, Teacher Assistants,	Ongoing	<ul style="list-style-type: none"> Student Leadership group work alongside SLT to determine areas of interest and need Collaboration within the COL - possible TOD, WSL (within school leader) and AST (across school leaders) work alongside teachers and students to reach school wide goals. Teachers upskill on inquiry based teaching Utilise strengths of teachers to facilitate passion based learning Student voice and agency Passion / Project based activities start school wide from Term Two Maker Space - from Term One 	
<ul style="list-style-type: none"> High expectations for school community (students, staff, whanau, community) <ul style="list-style-type: none"> <i>An area identified by our community (through 2018 community survey)</i> 		Ongoing	<ul style="list-style-type: none"> Regular reference to school capabilities (school and syndicate assemblies,, Principal awards) Regular conferencing with students about their learning (Visible Learning focus - Where are you at , How do you Know?, What do I need to improve?) Pastoral Care expectations very clear with all stakeholders Beginning PB4L - data gathering, Level One focus Regular updates to the school website based around capabilities/values 	
<ul style="list-style-type: none"> Visible Learning principles embedded. 	SLT, Cognition (facilitators - Brian and	2 - 3 year programme	<ul style="list-style-type: none"> Ongoing PD with Cognition Collaborative inquiries based around VL 	

Systems and processes in place that allow effective teaching and learning.	Selena Hincho), Teachers		<ul style="list-style-type: none"> principles Common language used schoolwide (learning intentions, success criteria, capabilities, feedback) Respond to data by forming next steps, groupings, teaching, Seek additional support from Eteam if needed. Adhere to the school wide assessment schedule 	
<ul style="list-style-type: none"> Students are 'Visible Learners'; they are involved in all aspects of their learning, they know their learning progressions and communicate effectively with significant stakeholders (whanau, teachers, peers) 	SLT, Cognition, Teachers, Students	Ongoing	<ul style="list-style-type: none"> Increased student voice and agency as the year progresses Explicit and directed teaching Explicit understanding of learning progressions and progress within them 	
<ul style="list-style-type: none"> All learners have the opportunity to become digitally capable individuals. 	SLT, Teachers, Students, Whanau	Ongoing	<ul style="list-style-type: none"> All students encouraged to have their own digital device however the school provides for those who do not. Digital technology a tool in all classrooms for most aspects of learning Professional development for upskilling staff (use of google, explicit use of devices planned within units/activities, buy in workshops Extension and Opt In programmes Staff professional development around the Digital Curriculum. Ascertain current pedagogical knowledge and base PD around increasing current practice Centrally funded PLD will be applied for to support Digital Curriculum development 	
<ul style="list-style-type: none"> Staff are supported in developing pedagogical practices and curriculum knowledge. 	SLT, Teachers	Ongoing	<ul style="list-style-type: none"> Identify areas of strength within the staff - whole school PD, opt in workshops, Middle Leaders work alongside their syndicates, Professional Development: Visible Learning, PB4L, Te Reo and Tikanga 	
<ul style="list-style-type: none"> The progressions of SOLO taxonomy guide student learning. 	SLT, Teachers, PLD facilitator	Ongoing	<ul style="list-style-type: none"> PLD provider works within syndicates from Term Two onwards Teachers create their own rubrics for different aspects of learning School wide rubrics developed showing progression of learning 	
<ul style="list-style-type: none"> Clear processes and procedures to monitor progress and achievement of all students with an emphasis on all target students and school expectations. <i>(refer to Annual Specific Targets)</i> 	Board, SLT, Middle Leaders, Teachers		<ul style="list-style-type: none"> Standardised testing will determine effect sizes for reading comprehension, mathematics and science. Listening PAT optional Schoolwide development of rubrics with clear intentions of progress Learning progressions explicit and transparent with all stakeholders 	

			<ul style="list-style-type: none"> • SENCO / MST / Syndicate Leaders and SLT regularly reviews progress of target students • Review of 'reporting to parents' format • Attendance data monitored 	
<ul style="list-style-type: none"> • Data drives the focus for development 	Board, SLT, Middle Leaders, Teachers, Students		<ul style="list-style-type: none"> • School wide goals transparent to all • Teachers, Students and Parents have an understanding of Effect sizes • Regular review of annual improvement goals: syndicate meetings, staff meetings, SLT meetings, SLT/Middle Leaders. • Ongoing self review 	
Hauora: Wellbeing				
<ul style="list-style-type: none"> • Systems are in place to recognise the overall wellness of staff and students. (COL Achievement Challenge) 	COL, SLT, Syndicate Leaders, Admin staff		<ul style="list-style-type: none"> • COL HUB Wellbeing professional development • Survey staff to ascertain current wellness(eg NZCER Survey) • PB4L systems ascertain student welfare • Support for teachers with high needs students <ul style="list-style-type: none"> ○ Social Worker in school one day a week ○ SENCO ○ DP responsible for pastoral care • EAP Services available for staff • Regular discussions with staff around student behaviour and workload 	
<ul style="list-style-type: none"> • Integrated learning supports language, identity and culture 	SLT, Bilingual teachers, Lisa Watson - PLD facilitator. Syndicate Leaders, teachers.		<ul style="list-style-type: none"> • Students learn through choice of class type • Bicultural classes new this year - monitor progress of academic achievement, attendance • Upskilling of teachers in catering for students from various cultures 	
<ul style="list-style-type: none"> • Using a systemic approach, PB4L is embedded into KIS practices. These include whole-school initiatives, targeted group programmes, and individual student support services. 	SLT (Pamela in particular), Syndicate Leaders, (Lead) Teachers for PB4L, Student Support Agencies, SENCO		<ul style="list-style-type: none"> • Start of PB4L professional development - Stage One completed by the end of the year 	
<ul style="list-style-type: none"> • Growth Mindset embedded in the school. 			<ul style="list-style-type: none"> • Collaborative inquiry as part of Visible Learning. • Staff meeting with this focus 	
<ul style="list-style-type: none"> • Health and Safety Act 2015 is actioned with clear processes 			<ul style="list-style-type: none"> • Health and Safety committee meet monthly <ul style="list-style-type: none"> ○ Minutes and identified areas requiring change shared with staff and students • Ongoing review of Health and Safety Act. 	

			<ul style="list-style-type: none"> • Ensure H and S procedures are clearly documented • Police vetting for all adults working alongside students for a length of time (eg: coaches, camp helpers) • Walk through of school (twice a term) to identify possible hazards 	
<ul style="list-style-type: none"> • School policies and procedures are understood and adhered to. 	Board, SLT, Staff, Students	Ongoing		
<ul style="list-style-type: none"> • School operates in a fiscally strategic responsible and viable way. 	Board, Principal, EO	Ongoing	<ul style="list-style-type: none"> • School expenditure will be monitored and controlled to ensure annual accounts are prepared and audited • Budget allocation transparent with staff 	
<ul style="list-style-type: none"> • Funds allocated to ensure student learning and engagement priorities are met. 	Board, SLT, EO	Term 4 - start of budget allocation Term 1 following year - complete	<ul style="list-style-type: none"> • Budget allocation focuses on school priorities 	

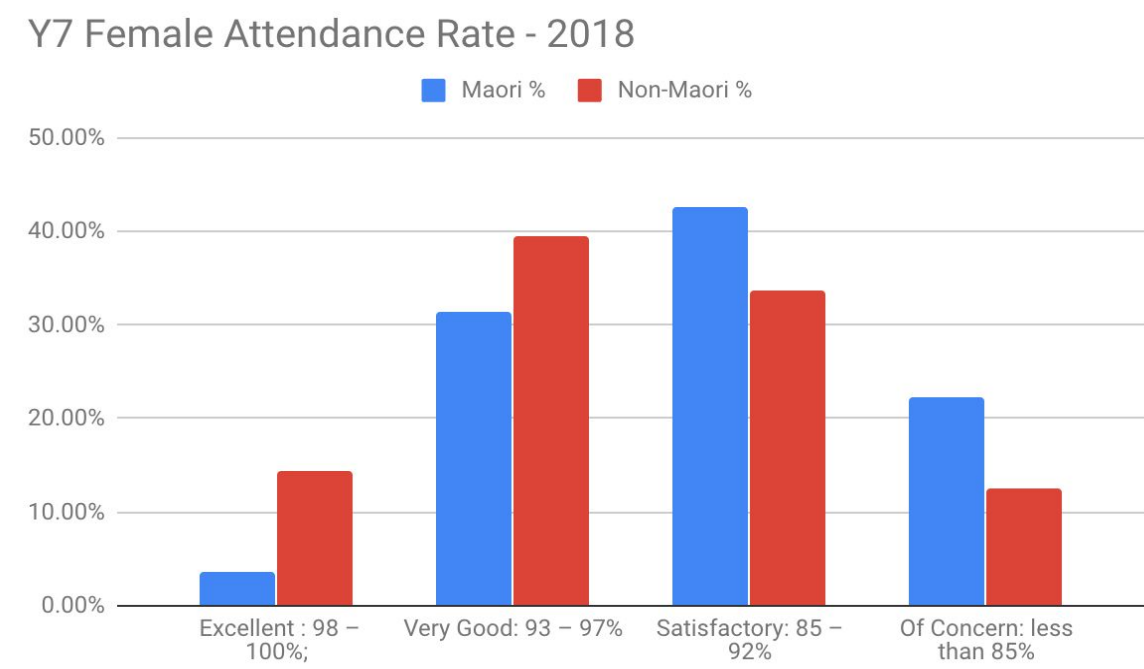
Annual Specific Goal and Targets:

Strategic Goal: Whakawhanaungatanga (Connections) - Partnerships fostered between whanau and school with particular attention to Maori families (COL Achievement Challenge)	Annual Goal: To increase school attendance of our Maori and Pasifika students who have inconsistent and/or unjustified absence and/or consistently arrive late.
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Baseline Data and Annual Target: 60% of our students, in particular our Maori boys, will have an attendance rate of 93% (Very Good) or higher.

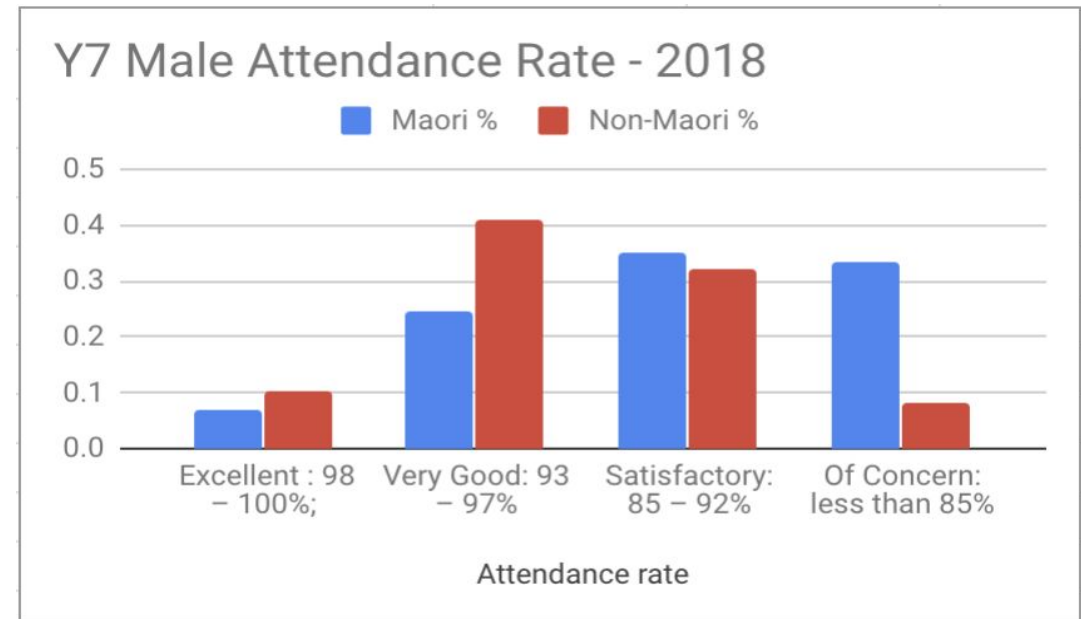
Year 7 Students' Attendance 2018		
Rating	Actual number of students	%
Excellent : 98 – 100%	56	16.08
Very Good: 93 – 97%	129	37.71
Satisfactory: 85 – 92%	125	36.54
Of Concern: less than 85%	32	9.35
	Total: 342	

Y7 Female Attendance Rates - 2018				
Attendance Rate	Maori - number of students	Maori %	Non-Maori number of students	Non-Maori %
Excellent : 98 – 100%;	2	3.70%	15	14.42%
Very Good: 93 – 97%	17	31.48%	41	39.42%
Satisfactory: 85 – 92%	23	42.59%	35	33.65%
Of Concern: less than 85%	12	22.22%	13	12.50%
	Total: 54		Total: 104	



Y7 Male Attendance Rates - 2018

Attendance rate	Maori number of students	Maori %	Non-Maori number of student	Non-Maori %
Excellent : 98 – 100%;	4	7%	13	10.48%
Very Good: 93 – 97%	14	24.56%	51	41.12%
Satisfactory: 85 – 92%	20	35.08%	40	32.25%
Of Concern: less than 85%	19	33.33%	10	8.06%
	57		Total: 124	



Key Improvement Strategies:

When:	What	Who	Indicators of Progress
Weekly	Data Analysis: <ul style="list-style-type: none"> Analyse data of attendance for Maori and Pasifika students (in addition to all other groups) looking for trends and patterns 	DP (Pamela) and Administration Staff	Students attendance rates increase for identified groups.
Regularly	<ul style="list-style-type: none"> Parents / Caregivers contacted for students who are late to school and/or absent for more than three days 	Class Teacher or Syndicate Leader	Students attendance rates increase for identified groups.
As required	<ul style="list-style-type: none"> Parents / Caregivers contacted for students who are <i>consistently</i> late to school and/or absent for more than three days 	DP or Principal	Students attendance rates increase for identified groups.
As required	Truancy advised	Administration Staff	Number of referrals decrease
Regularly	Discussions between staff and students to ascertain reasons for absenteeism and lateness	Class teacher → Syndicate Leader → DP → Principal	
Ongoing	Develop a curriculum that engages students so they want to come to school	Principal / DP's / Syndicate Leaders / Teachers / Students	Students attendance increases and they have identified they want to come to school for something in particular.
Term One and Four	Hui for Maori and Pasifika whanau. Identify, as a school, what we are doing well, what we could do better / how?, expectations of the school, expectations	SLT, Syndicate Leaders, Teachers of bilingual classes, other teachers	Identified areas addressed throughout the year and improvement evident in T.4 (attendance, self belief, academic

	of the students/whanau, parents/whanau aspirations for their children		progress)
Ongoing	Community partnerships established <ul style="list-style-type: none"> possibly as a result of hui With contributing schools 	Students / Teachers / SLT / Parents / Community	
Term Four leading into Term One of following year	Students placed in a learning environment that suits their learning style. Initially this begins with enrolment process. School open evening / visits to the school / enrolment interview with KIS Staff member	DP responsible for class placements and SENCO	Students placed in learning style of choice
Ongoing	Participation in Kapa Haka actively encouraged <ul style="list-style-type: none"> Monitor attendance on a Friday when KH takes place 	Class teachers Syndicate Leaders	Regular attendance at KH on a Friday
Ongoing (staff meetings, syndicate meetings, planning)	Learning activities engage students (teachers regularly survey student engagement) Delivery of lessons engages students Regular review of interest Passion based learning	Teachers / Syndicate Leaders / SLT	Increased level of engagement
Ongoing	Regular review of achievement (rubrics, informal discussions, informal feedback, formal feedback)	Teachers	Students know their learning pathways
Ongoing	Professional development of Te Reo / Tikanga for all teachers	Lisa Watson - University of Auckland	Teachers increasingly use Te Reo with a working knowledge of Tikanga

Strategic Goals: Ako - Engagement <ul style="list-style-type: none"> Students learn in meaningful and authentic contexts and have a voice. Clear processes and procedures to monitor progress and achievement of all students with an emphasis on all target students and school expectations. 	Annual Goal: School wide effect sizes will continue to be 0.4 or above for Reading, Science and Maths PAT and, asTTle Writing Y8 students will increase their effect size from Y7 Term One to Y8 Term Four.
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Baseline Data and Annual Target:			
Reading PAT - 2018 Y7	Maths PAT - 2018 Y7	Science PAT - 2018 PAT - Y7	Writing - easTTle
0.54	0.53	0.58	0.58
Difference between same cohort from start of Y7 to end of Y8 was -0.01	Difference between same cohort from start of Y7 to end of Y8 was 0.1	No data taken 2017 to compare with. Data is Feb '18 and Oct 18	Difference between same cohort from start of Y7 to end of Y8 was 0.04

Key Improvement Strategies:			
When:	What	Who	Indicators of Progress
Term One	Summative testing (PAT's and easTTle) to ascertain standardised results.	DP, Teachers	
	Deliberate acts of teaching through grouping / individual conferencing	Teachers / Syndicate Leaders / SLT	Students are engaged. Progress within curriculum progressions and on rubrics

Mid Term One onwards	Use of curriculum progressions	All teachers - guided by strong curriculum leaders	
Mid Term One onwards	Use of rubrics based on SOLO taxonomy	Teachers guided by those with rubric and SOLO experience (Kim, Lana, Graham), Julie Mills	Students able to discuss their learning by measuring progress using the rubrics
Ongoing	MST - working with students just below expected level in mathematics	Natalie Bower / Pamela Abercrombie	Students attain expected level
Ongoing	<p>Increase of Visible Learning mind frames:</p> <ul style="list-style-type: none"> ● Dialogue not monologue (engaging in dialogue and the correct balance between talking and listening) ● Critique assessment techniques and feedback (for students and teachers) ● Collaborative planning and teaching <ul style="list-style-type: none"> ○ Students involved in planning especially in areas of 'passion based learning' ○ School wide integrated concept ○ Syndicate Planning ● High Standards - learning activities are challenging and set at L4 and above (exception Special Needs students who will have activities set at and just above their individual expectations) ● Ensure activities are not repetitive and that they cover what students already know ● Learning Intentions and Success Criteria common place 	<p>Teachers increasingly work on dialogue within the classroom (two way discussions) instead of one way discussions (monologue)</p> <p>Peers (teachers and students), SLT, Syndicate Leaders</p> <p>Teachers ascertain areas of interest within their class /syndicate. Curriculum leaders</p> <p>Teachers</p>	<p>Students increasingly 'own' their learning.</p> <p>Jointly planned activities for integrated concepts</p> <p>Students can talk about their learning and progress based on LI's and jointly constructed Success Criteria</p>
Ongoing	<ul style="list-style-type: none"> ● Values and capabilities drive the curriculum <ul style="list-style-type: none"> ○ Aim for Level 4 and above (High Expectations) ○ Caters for all students 		