

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

Vision: Together, building tomorrow - He mahi tahi mō apōpō

Values / Capabilities:

Values: Respect, Kindness, Integrity, Resilience **Capabilities:** Sense of Belonging, Respectful, Effective Communicator, High Expectations, Curious, Healthy, Well Balanced Lifestyle.

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, Mō Apōpō

Whakawhanaungatanga

Ako

Hauora

CONNECTIONS

ENGAGEMENT

WELLBEING

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

- Partnerships fostered between whanau and school with particular attention to Maori families **(COL Achievement Challenge)**
- 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.

- Students learn in meaningful and authentic contexts (COL Achievement Challenge) and, have a voice. This includes Te Reo Maori, other languages, passion based learning, Maker Space, character classes, overseas excursions, EOTC activities, increased focus on Local Community and, Science **(COL Achievement Challenge)**
- High expectations for school community (students, staff, whanau, community) - The Graduate Profile drives this with clear progressions and expectations for adults.
- 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)
- Effectively enhance the learning experience for students, by teachers incorporating digital fluency into their daily planning and teaching, where appropriate. All learners have the opportunity to become digitally capable individuals.
- Staff are supported in developing pedagogical practices and curriculum knowledge.
- Students, and Staff, develop confidence and competence in the use of Oral Communication.
- 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
- Catering for students working above and beyond expected levels.

- 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.

- 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

Strategic Plan 2020

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

Planned Priorities / Goals	Who: (Those with main responsibility)	When:	Indicators of Progress:
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, Lisa Watson (University of Auckland), Anaru, Keita, Rachael, Brad <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 • Ngatiwai relationship: Selected students work with Ngatiwai to increase engagement and attendance.
<ul style="list-style-type: none"> • 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 • Team planning, collaborative teaching and learning common place • 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) • Sharing of expertise, highlights, suggestions at Staff and Team meetings.
<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 • First full day is for Y7 students only to help settle them into the school. • Triadic discussions between student, school and whanau held at least twice during the year. (1st - meet and greet, 2nd mid year to report on progress and attainment) • Increased use of Google Classroom and See-Saw to report 'in time' to whanau • EOTC activities (sport, Camps, cultural events, AIMS) • Student Leadership Group meet once a fortnight • Student Agency • Regular Team 'Celebration of Learning' assemblies • Learning celebration/Enterprise expo for families and local community • Ngatiwai partnership (as above)
<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

			<ul style="list-style-type: none"> • 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. The Graduate Profile is unpacked and the importance discussed with each student. 	All staff and students	Ongoing	<ul style="list-style-type: none"> • Graduate Profile visible on walls around the school and: <ul style="list-style-type: none"> ○ Form part of the integrated units ○ Recognised school wide e.g (school assemblies, Principal award) ○ Unpacking of what they mean (staff and students) ○ School wide rubric
Ako: Engagement:			
<ul style="list-style-type: none"> • Students learn in meaningful and authentic contexts (COL Achievement Challenge) and, have a voice. This includes Te Reo Maori, other languages, passion based learning, Maker Space, character classes, overseas excursions, EOTC activities, increased focus on Local Community and, Science 	Students, SLT, Middle Leaders, SENCO, Teachers, Teacher Assistants,	Ongoing	<ul style="list-style-type: none"> • Student voice and agency - this will form a huge part of PBL. • Class context choice (Thinkers Plus, Bilingual, Flexible Learning Space, Sports, Single, Boys Only) • Passion based learning forms part of the weekly timetable. • Utilise strengths of teachers to facilitate passion based learning • E-Team (Enrichment classes) • Y8 students choose their top 4 areas of Specialist Classes to focus on. (Student voice and agency) • Y7 students have 5 lessons with each specialist teacher. • 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 especially with Well-being and RBL. • Teachers upskill on inquiry based teaching • Maker Space - all Y8's offered. • Enterprise Unit - whole school with a local community context.
<ul style="list-style-type: none"> • High expectations for school community (students, staff, whanau, community) - The Graduate Profile drives this with clear progressions and expectations for adults. <ul style="list-style-type: none"> ○ <i>An area identified by our community (through community survey)</i> 		Ongoing	<ul style="list-style-type: none"> • Regular reference to school capabilities within the Graduate Profile • Pastoral Care expectations are very clear with <i>Moving into Level Two</i> focus this year. • Regular updates to the school website, facebook page, Skool Loop
<ul style="list-style-type: none"> • Visible Learning principles embedded. Systems and processes in place that allow effective teaching and learning. 	SLT, Cognition (facilitators - Brian and Selena Hincho), Teachers	2 - 3 year programme	<ul style="list-style-type: none"> • Ongoing PD with Cognition <ul style="list-style-type: none"> ○ Regular conferencing with students about their learning (Visible Learning focus - Where are you at , How do you know?, What do I need to improve?) • 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 • In school VL support / lead teacher to work alongside others to ensure VL is embedded schoolwide. • School wide rubrics (Reading, Writing, Maths, Science): shared with students and accessible; referred to in each lesson; inform planning; inform needs and next steps.
<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 (rubrics) • Triadic conferences between whanau/school/student • Real time reporting (specialists at the end of each cycle, regular phone calls /emails home to

			celebrate success.
<ul style="list-style-type: none"> Effectively enhance the learning experience for students, by teachers incorporating digital fluency into their daily planning and teaching, where appropriate. All learners have the opportunity to become digitally capable individuals. 	SLT, Teachers, Students, Whanau	Ongoing	<ul style="list-style-type: none"> All students are encouraged to have their own digital device however the school provides for those who do not. Digital technology is 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. Working with David Kinane(PLD provider) to upskill staff and students. TODs, David working in classes for one week each term. Extension and Opt In programmes for staff Real time reporting between students, teacher and whanau - See Saw and/or Google Classroom
<ul style="list-style-type: none"> Staff are supported in developing pedagogical practices and curriculum knowledge. 	SLT, Teachers, PLD providers (Cognition Staff, David Kinane) and our own fluent speakers of Te Reo Maori	Ongoing	<ul style="list-style-type: none"> Identify areas of strength within the staff - whole school PD, opt in workshops, Team Leaders work alongside their teams. Professional Development: Visible Learning, PB4L, Digital Learning, Te Reo and Tikanga Where possible, staff attend external professional development to increase skills and knowledge. Where possible, visit other schools
<ul style="list-style-type: none"> Students, and Staff, develop confidence and competence in the use of Oral Communication. 	SLT, Teachers, Students, Parents/Caregivers	Ongoing	<ul style="list-style-type: none"> People addressed in a respectful manner. (Students, Staff, Parents, Whanau, Community) Students (and staff) develop confidence in speaking fluently by using correct language (e.g nothing, not nathink), having opportunities to speak fluently. Schoolwide rubric provides guidance on next steps of oral fluency and confidence. Opportunities to speak in front of an audience (class, team, schoolwide, community) Students and Staff encouraged to use Te Reo.
<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, writing, science and mathematics. Schoolwide development of rubrics with clear intentions of progress Learning progressions explicit and transparent with all stakeholders SENCO /Team Leaders, Teachers and SLT regularly reviews progress of target students Ongoing review of 'reporting to parents' format Attendance data monitored more regularly and systems put in place to reduce high absences.
<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 annual goals transparent to all Teachers, Students and Parents have an understanding of Effect sizes Regular review of annual improvement goals: team meetings, staff meetings, SLT meetings, SLT/Team Leaders. Ongoing self review
<ul style="list-style-type: none"> Catering for students working above and beyond expected levels. 			<ul style="list-style-type: none"> Maths extension classes for identified students Science extension for students demonstrating a passion for science. Core curriculum rubrics levelled to level 5 of the NZC Mixed ability groupings - Low Floor High Ceiling Tasks so all students can access but can be extended to high levels. ... working at their own level of engagement. Core curriculum - groupings are 'fluid' and reflect learning needs of students Year 7 & 8 'Thinkers Plus' classes Extension specialist classes
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. Those attending report back to Staff PB4L systems support student welfare Support for teachers with high needs students <ul style="list-style-type: none"> Social Worker in school one day a week SENCO

			<ul style="list-style-type: none"> ○ LSC ○ 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. Team Leaders, teachers.		<ul style="list-style-type: none"> ● Students learn through choice of class type ● Bicultural classes continue this year - monitor progress of academic achievement, attendance ● Upskilling of teachers in catering for students from various cultures ● Offer classes in Mandarin and Japanese ● Basic levels of Te Reo taught in classes
<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), Team Leaders, (Lead) Teachers for PB4L, Student Support Agencies, SENCO		<ul style="list-style-type: none"> ● PB4L professional development - Beginning of Stage Two
<ul style="list-style-type: none"> ● Growth Mindset embedded in the school. 			<ul style="list-style-type: none"> ● Part of the Graduate Profile ● Regular reference to GM as opposed to a fixed mindset. Examples shared.
<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. ● 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 with a Board Member, Property Manager, Executive Officer and a member of the SLT (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 Docs
<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.

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.

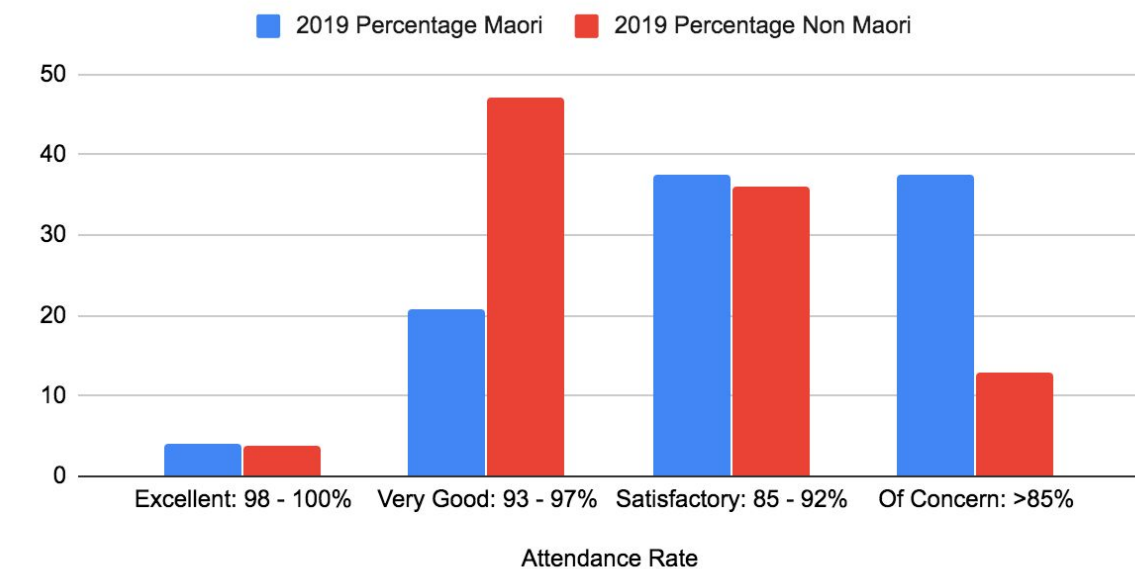
Year 7 Students' Attendance 2019

Rating	Actual number of students	%
Excellent : 98 – 100%	19	15.2
Very Good: 93 – 97%	118	36.31
Satisfactory: 85 – 92%	113	36.77
Of Concern: less than 85%	75	23.08
	Total: 325	

Y7 Female Attendance Rates - 2019

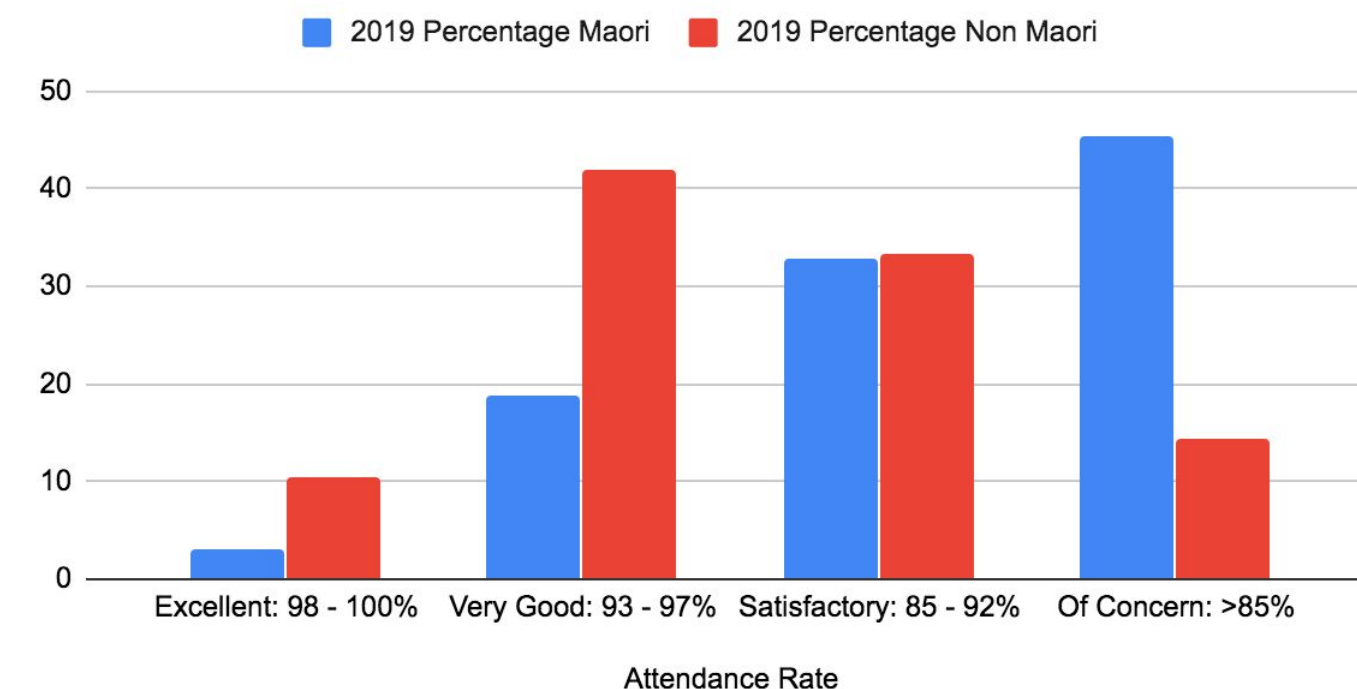
Attendance Rate	Maori - number of students	Maori %	Non-Maori number of students	Non-Maori %
Excellent : 98 – 100%;	2	4.16%	4	3.7%
Very Good: 93 – 97%	10	20.83%	51	47.22%
Satisfactory: 85 – 92%	18	37.5%	39	36.11%
Of Concern: less than 85%	18	37.5%	14	12.96%
	Total: 48		Total: 108	

2019 Percentage Maori and 2019 Percentage Non Maori (Female)



Y7 Male Attendance Rates - 2019				
Attendance rate	Maori number of students	Maori %	Non-Maori number of student	Non-Maori %
Excellent : 98 – 100%;	2	3.13%	11	10.48%
Very Good: 93 – 97%	12	18.75%	44	41.9%
Satisfactory: 85 – 92%	21	32.81%	35	33.33%
Of Concern: less than 85%	29	45.31%	15	14.29%
	Total: 64		Total:105	

2019 Percentage Maori and 2019 Percentage Non Maori (Male)

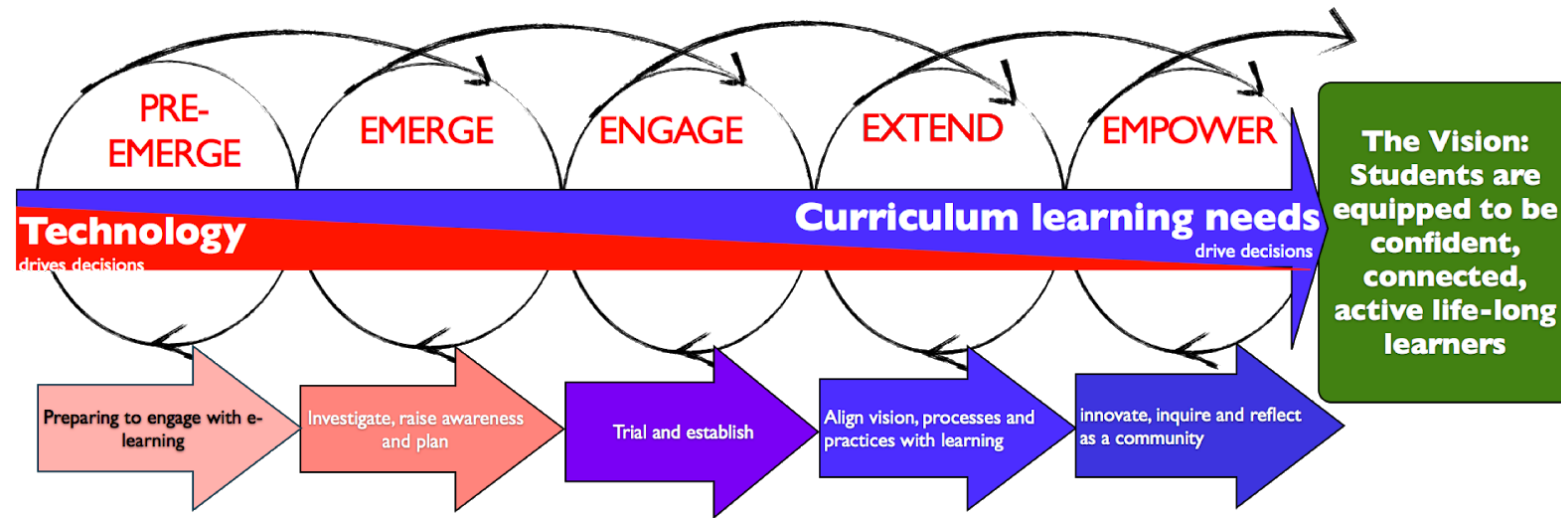


Key Improvement Strategies:

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 when students who are late to school and/or absent for more than three days and recorded under 'caregiver meetings' in etap. 	Class Teacher or Team Leader	Students attendance rates increase for identified groups.
As required	<ul style="list-style-type: none"> Parents / Caregivers contacted when students who are <i>consistently</i> late to school and/or absent for more than three days, and home-visits done by DP and class teacher. 	Class teacher and DP, or Principal	Students attendance rates increase for identified groups.
As required	Truancy advised	Administration Staff	Number of referrals decrease

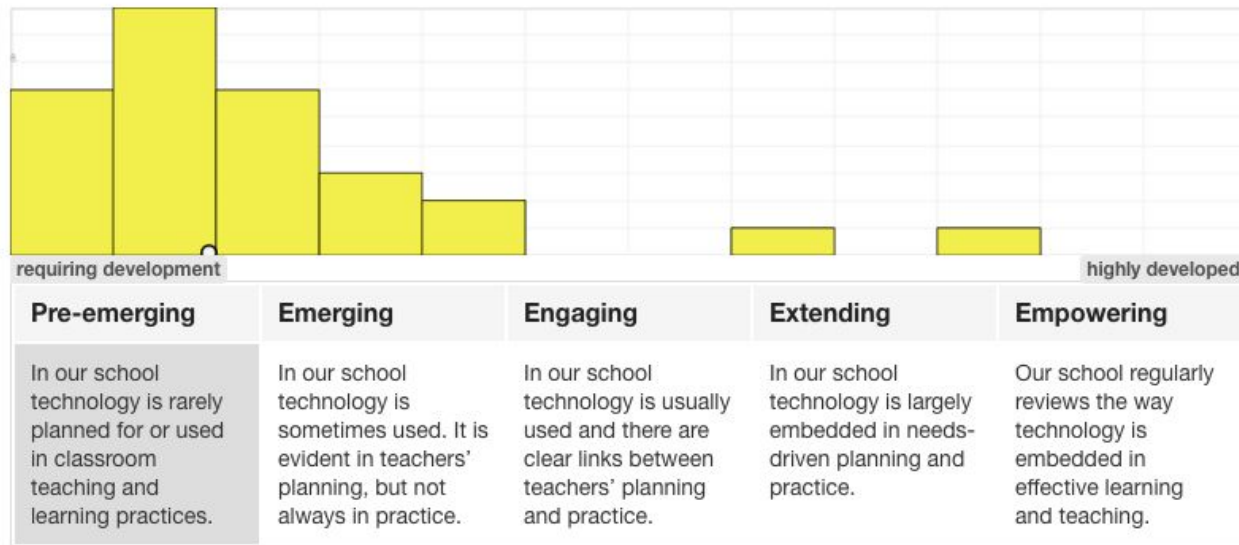
Regularly	Discussions between staff and students to ascertain reasons for absenteeism and lateness	Class teacher → Team Leader → DP → Principal	
Ongoing	Develop a curriculum that engages students so they want to come to school	Principal / DP's / Team Leaders / Teachers / Students	Students attendance 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 of the students/whanau, parents/whanau aspirations for their children	SLT, Team Leaders, Teachers of bilingual classes, other teachers	Identified areas addressed throughout the year and improvement evident in T.4 (attendance, self belief, academic 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 through the enrolment process, where students and whanau indicate their preferences. 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 Team Leaders Bilingual class teachers	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 STEAM extension groups	Teachers / Team 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 Bilingual teachers	Teachers increasingly use Te Reo with a working knowledge of Tikanga

<p>Strategic Goal: Effectively enhance the learning experience for students, by teachers incorporating digital fluency into their daily planning and teaching, where appropriate.</p>	<p>Annual Goal: To move staff from the 'pre-emerging and emerging' stage of the eLPF to 'emerging and engaging'.</p>
<p>"Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-Learning/digital learning (that is, learning supported by or facilitated by ICT) has considerable potential to support the teaching approaches ...Schools should explore not only how ICT can supplement traditional ways of teaching but also how it can open up new and different ways of learning." Page 36, New Zealand Curriculum</p> <p>The e-Learning Planning Framework (eLPF) is designed to support schools in assessing and developing e-capability. The framework provides schools and teachers with:</p> <ul style="list-style-type: none"> a self-review tool for schools to gather evidence about practice a 'road map' for building e-learning capability a tool to evaluate the effectiveness of e-learning programmes resources and services to support schools as they build capability. 	

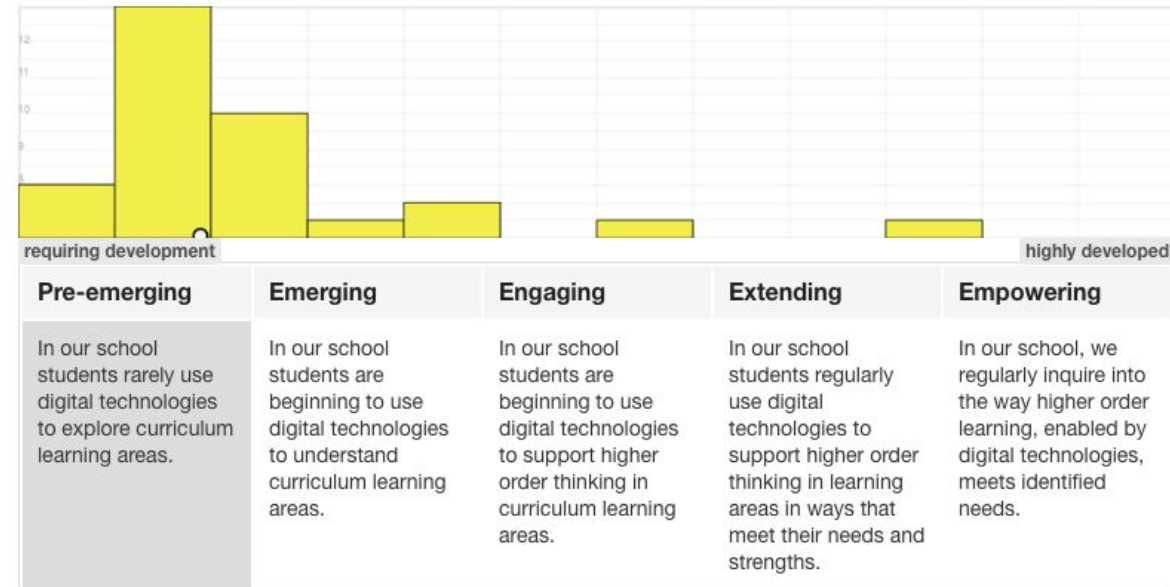


Baseline data

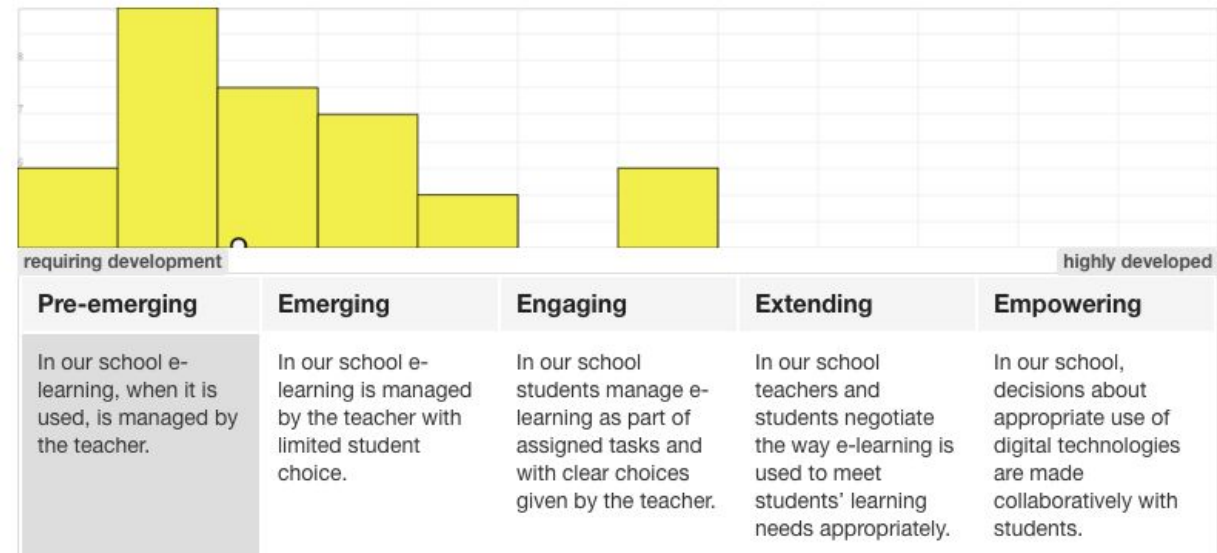
School



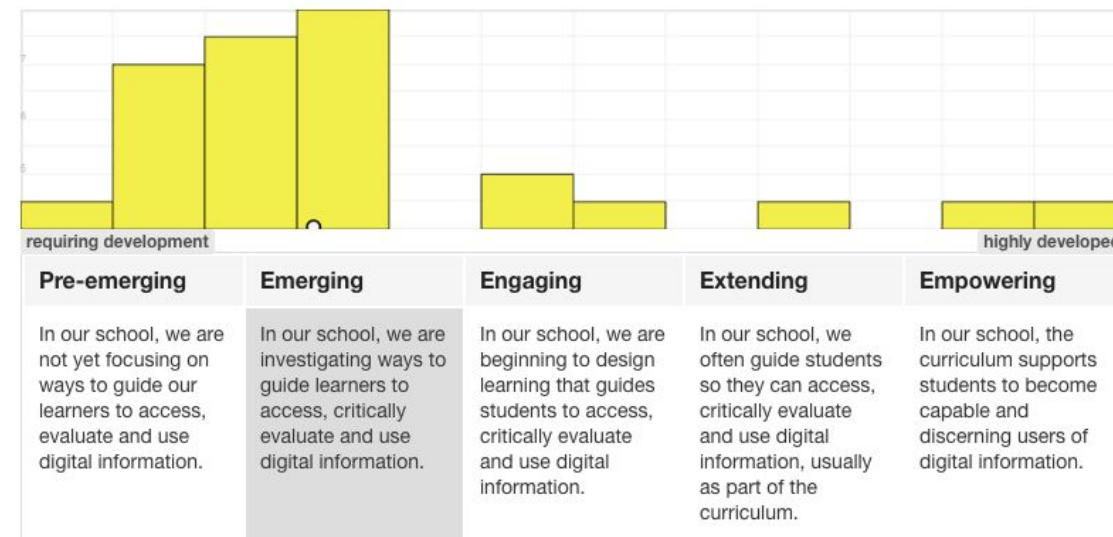
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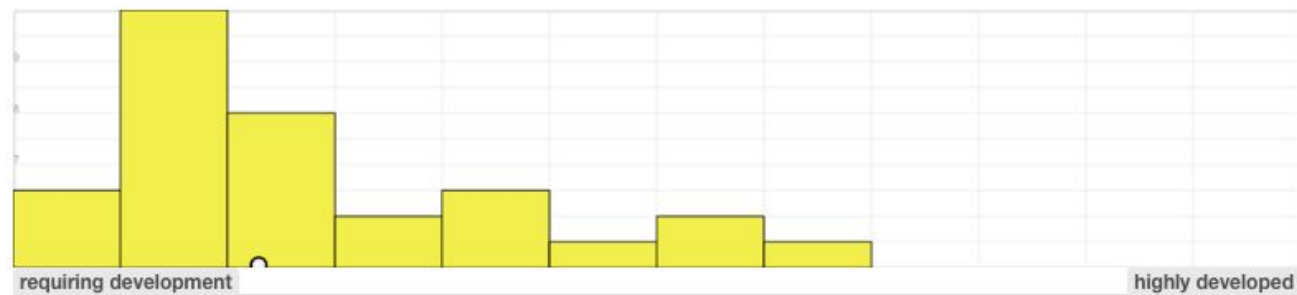
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School



School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school we are not yet collaborating for professional learning activities to explore e-learning.	In our school a few individual staff occasionally collaborate in professional learning activities that explore e-learning.	In our school some staff regularly collaborate in professional learning activities that explore e-learning.	In our school most staff collaborate in professional learning activities that explore e-learning.	Our school is a supportive professional community that explores e-learning together.

School



Pre-emerging	Emerging	Engaging	Extending	Empowering
In our school we do not yet have professional learning opportunities about e-learning.	In our school there are few opportunities for professional learning activities about e-learning and they tend to be occasional and ad hoc.	In our school there have been some opportunities for professional learning about e-learning.	In our school there are regular opportunities for professional learning about e-learning.	In our school, there are many opportunities for professional learning about e-learning.

Key Improvement Strategies:

When:	What	Who	Indicators of Progress
2019 & 2020	Survey staff using eLPF	Lisa and teachers	Survey complete
2020 - ongoing	Begin PLD - Professional Development is undertaken by all staff in Digital Fluency	David Kinane, whole teaching staff	Staff use of digital tools increases Engagement by students grows
As required	An e-Learning support team is established. Where possible, this will be made up of mentors and/or a representation of teachers from across teams to support digital leaders and teachers with promoting and supporting digital fluency.	Lisa F, Graham, Lauren	Digital support team set up and meets regularly Digital support team develops learning opportunities for staff based on needs
Ongoing	Digital tools are incorporated into classroom programmes, giving students multiple opportunities to share their learning as well as choice in the use of some tools	Digital team, classroom teachers	Staff use of a range of digital tools increases Engagement by students increases
Termly	Hold digital staff meetings and or team meetings that promote sharing, discussion and reflective practice around e-Learning and digital fluency	David Kinane, Digital team, classroom teachers	Using digital technology to engage students Staff use of a range of digital tools increases Engagement by students increases
As required	Professional learning sessions are held within and across teams to help implement tools to support learning within the classroom	Digital team, Team Leaders, classroom teachers	Using digital technology to engage students Staff use of a range of digital tools increases Engagement by students increases
Termly	Teaching staff observe the use of digital tools being used in other teams/classes	Teaching staff	Using digital technology to engage students Staff use of a range of digital tools increases Engagement by students increases
Ongoing	Staff are able to show evidence of their own pedagogical growth in effective digital practice through setting a goal for appraisal, relating to their own teaching, incorporating digital tools/fluency.	Whole teaching staff	Digital goal included in staff appraisal

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: With an increase in teaching Science, we aim for the effect size to continue to be above 0.4. Y8 students will increase their effect size from Y7 Term One to Y8 Term Four by at least 0.4.
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Baseline Data and Annual Target:	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">Science PAT - 2019 PAT - Y8</td> </tr> <tr> <td style="text-align: center; padding: 5px;">0.46</td> </tr> </table>	Science PAT - 2019 PAT - Y8	0.46
Science PAT - 2019 PAT - Y8			
0.46			

Key Improvement Strategies:			
When:	What	Who	Indicators of Progress
Term One	Summative testing (PAT's) to ascertain standardised results.	DP, Teachers	Effect size is above 0.4
	Deliberate acts of teaching for a two hour block weekly. Teachers following planned units to guide their teaching. Context driven activities (e.g. Camp)	Teachers / Syndicate Leaders / SLT	Students are engaged. Progress within curriculum progressions and on rubrics
Term One onwards	Use of Science Capabilities framework	All teachers - guided by HOD Science	School results show progressions towards Extended Abstract / Relational
Term One onwards	Use of rubrics based on SOLO taxonomy	Trudy assisted by Sue H	Students able to discuss their learning by measuring progress using the rubrics (capabilities)
Term One onwards	Extension classes, once a week, in preparation for Science Fair. Sue will teach select groups throughout the year.	Sue H	Students achieve at a high level at the local Science Fair competition
Ongoing	<ul style="list-style-type: none"> • Graduate Profile and Values drive the curriculum <ul style="list-style-type: none"> ○ High Expectations and Curiosity ○ Caters for all students 	Teachers	

Kim Sloane
 Kamo Intermediate Board of Trustees Principal