ST ALBANS SCHOOL

Te Kura o Hato Opani. est 1873

STRATEGIC PLAN

2019 - 2021

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STRATEGIC VISION

TEACHING AND LEARNING

- Ensure our learners are prepared for a changing and exciting future.
- Manage the pace of change through careful planning, monitoring and self-review. Support continuity of existing 'promising practice' and growth of new practices.
- Ensure a teaching and learning programme and environment that challenges and meets the needs of all learners.
- Work collaboratively with learners.
- Ensure all learners actively participate in a comprehensive and vibrant co-curricular programme that encourages excellence.
- Retain and attract professional, motivated and passionate staff who are at the forefront of educational pedagogy.
- Provide a dynamic and progressive professional development programme for the school and individual staff.
- Provide challenging, differentiated education plans to meet the needs of all learners.
- Connect local environments and communities to learning.
- Embrace the opportunity that technologies provide to enhance learning and prepare learners for the future.
- Empower learners in their sense of self-worth.

THE CANOPY - OUR VISION
Treasured Ākonga who are:
- Inquiring Learners
- Creative Thinkers
- Skilled Communicators
- Committed Team Players
- Responsible Citizens

THE TRUNK - OUR PURPOSE
St Albans School purpose is to provide an environment where each child understands and is encouraged to realise their full academic, social/emotional, cultural and physical potential.

THE ROOTS - OUR VALUES
The values that sustain us come from our history, which shapes our future.

COMMUNITY

- Move together through a changing educational landscape.
- Collaborate with our community.
- Promote in learners a clear understanding of their identity and their roles and responsibilities in the local, national and global communities.
- Ensure our community is always informed and involved in school programmes.
- Communicate effectively and deliberately with all members of our community.

INCLUSION AND DIVERSITY

- Foster transition practices 'to and from' St Albans School.
- Recognise and celebrate the multicultural diversity of our community.
- Strengthen 'one kura – one school' philosophy.
- Provide specialised teaching and learning programmes to ensure personal excellence for specific groups of learners.
- Provide access to all learning opportunities.

RESOURCES

FINANCE
- Utilise the financial resources available to the school responsibly and prudently.
- Increasing our access to alternative funding methods.

PHYSICAL ENVIRONMENT
- Create appropriate and innovative learning spaces.
- During construction phases ensure learners are safe and able to continue to achieve.
- Build and maintain a culture of pride and respect for the environment and its sustainability.

TE WHAKAAKO ME TE AKO

- *Kia whakaritea te ākonga mō āpōpō, arā te ao e hurihuri ana, te ao tīkorikori.*
- *Mā te whakamāherehere, mā te aroturuki, mā te arotake ka tutuki ēnei hurihanga.*
- *Ka tautokona tonutia ngā akoranga e whai hua ana heoi, ka aro hoki ki ngā akoranga hou.*
- *Kia whakaritea ngā akoranga me ngā wheako e wero ana, e tutuki ana i ngā hiahia o ngā ākonga.*
- *Mahi ngātahi, kaiako mai tamariki mai.*
- *Ka whakarite akoranga autaia ki waho o te akomanga mā tēna, mā tēnā, kia whai angitū.*
- *Kia mau tonu, kia whakapoapoa hoki i ngā mātanga e kipakipa ana, e kohara ana ki te ao mātauranga.*
- *He whakapau kaha kia haere tonu te whakawhanake i te ngaiotanga o te kura me te kaiako.*
- *He whakamāhere, he whakatinana hoki i tētahi hōtaka ako e tika ana mā ia ākonga.*
- *Kia whai kia tauawhiawhi ngā hononga ngaio ki te ako.*
- *Ka tauawhi i ngā hangarau e whaihua ana ki ngā momo ākonga huhua mō ngā tau kei te heke.*
- *Whakamana i te ākonga*

TE ĀHURU MŌWAI – TŌ MĀTOU MOEMOEĀ

Ko ngā ākonga:
- *He ākonga pakirehua*
- *He ākonga auahatanga*
- *He ākonga e kaha ana ki te whakawhiti kōrero*
- *He ākonga ka tū ngātahi*
- *He ākonga ka noho haepapa*

TE TINANA – TŌ MĀTOU ARONGA

Ko te aronga o Te Kura o Hato Opani kia whakaritea he kura e poipoia ana te tamaiti kia eke ki tōna ake taumata – ā-mātauranga, ā-whānau/hinengaro, ā-ahurea, ā-tinana hoki.

NGĀ PAKIAKA – Ō MĀTOU UARA

I ahu mai ō mātou uara mai i ngā wā o mua; kia whakatōmuri te haere whakamua.

TE HĀPORI

- *Anga ngātahi ahakoa te hurihanga o te ao mātauranga.*
- *Kia tauawhiawhi te hononga ki te hāpori.*
- *Hāpaitia te māramatanga o te ākonga ki tō rātou ake mana motuhake ki roto i tō rātou ake hāpori, te hāpori-ā-motu, te ao whānui hoki.*
- *Whakamōhio atu, tautoko tahi atu i te hāpori ki ngā āhuatanga o te kura.*
- *Ka whakaputa kōrero, ka whakawhiti kōrero ki te hāpori.*

TE KAUAWHI ME TE KANORAU

- *Ka whakarite kia whakawhiti ki te kura o Hato Opani, anō hoki, mai i te kura o Hato Opani.*
- *Me mohio, me whakanui hoki i te kanorau-ā-iwi o te hāpori.*
- *Whakamanatia te whakaaro – 'he kura kotahi'*
- *Whakaritea ngā hōtaka mā ia roopu ākonga huhua ahakoa ko wai, kia whai i ō rātou ake angitū.*
- *Ka whakarite huarahi ki ngā horopaki huhua.*

RAUEMI

TAHUA
- *Mahia tikahia, matawhāiti hoki ngā rauemi tahua o te kura.*
- *Tono atu ki ngā pūtea moni huhua*

TE TAIAO
- *Whakaritea ngā akoranga kia tika, ngā akoranga hou hoki.*
- *Ahakoa te mahi hangahanga akomanga, kia haumaru te kura kia taea tonutia e te ākonga te ako.*
- *Whakaako atu i te whakaute me te whakahīhī atu i te taiao kia whakauka mō ake tonu atu.*

SECTION 1 STRATEGIC GOALS 2019 - 2021

TEACHING AND LEARNING : INCLUSION AND DIVERSITY : COMMUNITY
Student Agency : Raising Student Achievement : Culturally Responsive Practice: Collaboration: Professional Learning and Development : Getting Connected

Strategic Goals...
- Continue to strengthen culturally responsive practices across the school, particularly in relation to Māori achieving success as Māori in English medium kāhui/hubs.
- Students strengthening their understanding and ownership of their own learning; known as 'student agency'.
- Incorporating digital technologies, focusing on 'innovation rather than ideation' to maximise student agency, enhance student learning, raise student achievement and manage resources.
- Refine our current assessment strategy to enable teachers to respond to the needs of learners in a more individualised and responsive way.
- Strengthen moderation practices to ensure consistency across the school and Pito Mata hub of innovation.
- Use evaluation to continue to decrease disparity for learners through targeted actions.
- Develop reporting practices that meet the needs of our students and their whānau in response to the removal of National Standards and the outcome of our community consultation, research and inquiry.
- Our conceptual (future-focused transdisciplinary) curriculum will be underpinned by consistent, effective practice, within and across schools and provides students with rich inquiry tasks that are culturally responsive and designed to drive engagement, student agency, and student achievement.
- Collaborate within flexible learning environments to better meet the diverse needs of students.
- Continue to strengthen whānau learning partnerships and relationships where teachers and parents share the responsibility for children's learning, where parents feel their contributions are valued and to strengthen child/teacher/parent learning conversations.
- Kia piki ake i te angitū mā te katoa o te Tikanga Rua Reo kia whakatutuki pai ai ngā whainga o ngā marautanga e ako ana rātou. Accelerate success for tauira in Te Tikanga Rua Reo across the curriculum for their time in a Māori immersion programme.
- Build psychological capital of staff with a focus on wellbeing.
- Work with Piko Mata cluster schools to implement Mana Ake to support teachers, families and whānau when children are experiencing ongoing issues that impact their wellbeing such as anxiety, social isolation, parental separation, grief and loss, managing emotions.

HUMAN RESOURCING and PHYSICAL RESOURCES
Governance : Property

Strategic Goals...
- Develop and promote ecological sustainability principles and practices.
- Apply to external funding groups to support the implementation of innovations.
- Develop a digital strategy to keep pace with developments in digital technology in relation to future-focused learning.
- Effective management of MLPF - (Māori Language Programme Fund) to support Te Reo language acquisition for tauira in Te Tikanga Rua Reo.
- Complete property projects, including maintenance, with Ministry of Education personnel and other associated parties in response to changes in current legislation.
- Manage the school's enrolment scheme, including a review of the current enrolment zone.
- Maintain effective communication mechanisms that meet the needs of the school's diverse community.

BUSINESS AS USUAL PLAN

Item	Who is responsible	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov/Dec
BOARD ADMIN											
BOARD ADMIN	Chairperson & Principal		Appoint BOT Chairperson & Deputy Chairperson			Enrolment zone review & ballot applications		FFPS Review			Hrs Open Days Open Teacher Reg Appraisals Staff PD
POLICY REVIEW	Principal with each Portfolio holder	Undertaking policy self-review as per School Docs cycle of review and include consultation where necessary.									
CURRICULUM											
PLANNING & REPORTING	Principal		Approve annual and strategic plans					Mid Year Student achievement			Analysis of variance Strategic and Annual Plans
ASSET MANAGEMENT											
PROPERTY	Property portfolio holder, H & S, Principal	Master Planning process with the Ministry of Education and associated personnel. A new 10YR property plan will be developed this year following confirmation of funding from the Ministry of Education.									
CONSULTATION											
COMMUNITY	Chairperson Principal	Whānau Hui		Meeting with International community	Whānau Hui			Meeting with International community Cmty Climate Survey	Whānau Hui including MLPF for 2019		Health Consultation
PRINCIPAL APPRAISAL	Chairperson/BOT Committee		Principal Appraisal			Self-appraisal					Review & Report to BOT
STAFF APPRAISAL	Principal	Principal neg Perf. Agreements	Observation, reflection, Teaching as Inquiry cycle against new Standards for the Teaching Profession								
HEALTH, SAFETY & WELFARE											
HAZARD IDENTIFICATION and HEALTH & SAFETY	First Deputy Principal HSC Rep Sub-committee	Identify and Remedy Report / Trial Evacuation Report / Presented at every board meeting									
FINANCIAL											
BUDGET	Principal/Finance Portfolio holder/EO		Final budget accepted		Auditor reports to MoE			Budget reviewed and amended			Draft for 2020
		Monthly reports on all board income and expenditure									

SECTION 2 KEY DEVELOPMENTS, STRATEGIC GOALS AND ACTIONS FOR 2019

Governance

Board elections

Development of Strategic Plan

Development of Digital Strategy

Communications review

Property

Review enrolment scheme in response to significant roll increase

Complete new playground

Complete new library space

Getting Connected

'Getting Connected' strategies

Respond to the needs of our diverse community

Pito Mata (Hub of Innovation)

Mana Ake implementation

Health curriculum consultation

Culturally Responsive Practice

Cultural Narrative

Tikanga

Te Reo Māori

Māori learners in English medium settings

2019

Key

Developments

Teacher Agency

Psychological Capital - wellbeing focus

Focus on Collaboration and use of SOLO Taxonomy

Professional Learning & Development
• CFPLD   • ALiM and ALL

Te Tikanga Rua Reo

Special Character Programme

Accelerate success for all tauira

Strengthen whānau connections

Reduce disparity

Raising Student Achievement

Develop a responsive and comprehensive assessment strategy

Review English and Maths elements of our conceptualised curriculum

Improve mechanisms for reporting student achievement

Student Agency

Digital fluency used to support 'voice and choice'

Students understand and take ownership of their learning

GOALS AND ACTIONS FOR 2019

Student Agency

Digital fluency used to support 'voice and choice'

Students understand and take ownership of their learning

Strategic Goals:
- Students strengthening their understanding and ownership of their own learning; known as 'student agency'.

- Incorporating digital technologies, focusing on 'innovation rather than ideation' to maximise student agency, enhance student learning, raise student achievement and manage resources.

Responsibility
Teachers
Leadership
Principal
PLD Facilitators

Specific Actions for Improved Outcomes:
- Curriculum reflects a more collaborative environment, makes stronger connections across curriculum areas, includes alignment of key competencies, school values, SOLO taxonomy and is future focused.
  - Learning contexts are authentic and culturally responsive for all students.
  - Focus on 'learning to learn' enabling students to understand their own unique blend of intelligences.
  - Foster a culture where students take ownership of their learning in both independent and group settings.
  - Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
  - Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
- Focus on our use of SOLO taxonomy (structure of observed learning outcomes) to provide a simple, reliable and robust model for three levels of understanding – surface, deep and conceptual to enable students to identify their next learning steps.
- Involvement in Centrally Funded Professional Learning and Development (CFPLD) for all teachers enabling them to develop future focused pedagogy and learning opportunities that engage students in complex, meaningful inquiries and projects that require sustained engagement, collaboration, research, management of resources, and development of an ambitious performance or product.
- Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- Students and teachers will take meaningful action that goes beyond charity and adult-directed action to children identifying and acting on the issues underlying local, national and global problems, providing them with a platform to improve student agency.
- Move to the modification phase of the SAMR model where the technology allows for significant task redesign. (The SAMR Model is a framework created by Dr. Ruben Puentedura that categorizes four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition.)
- Hubs work collaboratively to develop enrichment programmes, making effective use of external and internal expertise and opportunities.
- Use assessment data to guide progress and communicate with students and whānau to build student agency.

Teacher Agency Psychological Capital - wellbeing focus Focus on Collaboration and use of SOLO Taxonomy Professional Learning & Development • CFPLD • ALiM and ALL	**Strategic Goals:** ● Collaborate within flexible learning environments to better meet the diverse needs of students. ● Incorporating digital technologies, focusing on 'innovation rather than ideation' to maximise student agency, enhance student learning, raise student achievement and manage resources.	**Responsibility** Teachers Leadership Principal

Specific Actions for Improved Outcomes:
- Staff can identify ways to build their personal psychological capital.
- The Board of Trustees and leadership team continue to ensure there is a safe and supportive work environment and a focus on wellbeing.
- HBDI surveys are completed for new staff. HBDI team profiles and activities are used to strengthen the understanding of hub dynamics.
- Teachers reflect, engage with others, critique and challenge their beliefs about teaching and learning in order to develop a true partnership of collaboration and innovation. Hard and soft systems are developed to support excellence, while embracing uniqueness and strengths of teachers.
- Use of common language to support changing mindsets.
- 'Ideation vs Innovation' - vision and shared understandings embrace and value autonomy and are informed by sound research.
- Teachers use multi-level flexible groupings maintaining strong relationships with whānau of target students.
- Appraisal goals and professional learning and development programme is robust and directly linked to improved outcomes for staff and student.
- Learning makes stronger connections across curriculum areas, includes alignment of key competencies, school values, SOLO taxonomy and is future focused.
- Through our centrally funded professional learning and development project: Learner Agency and Digital Fluency teachers will:
    - be involved in differentiated professional learning and development coaching
    - set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness
    - undertake inquiry into practice (TaI) where they explore how digital technology can increase engagement of students, resulting in greater achievement
    - collaborate and co-learn with students to increase student agency
    - use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally
    - design authentic, differentiated learner-driven activities, accelerating learning for students who are at risk of not achieving by using new/creative approaches to learning with digital technology
    - design authentic learning activities that use digital tools and resources to maximize active, deep learning, e.g., SOLO, SAMR
    - collaborate with colleagues to create authentic learning experiences that infuse technology
- Unpacking of the digital technology curriculum, aligning this to the pedagogies that underpins our curriculum.

	Strategic Goals:	Responsibility
Getting Connected 'Getting Connected' strategies Respond to the needs of our diverse community Pito Mata (Hub of Innovation) Mana Ake implementation Health curriculum consultation	● Continue to strengthen culturally responsive practices across the school, particularly in relation to Māori achieving success as Māori in English medium kāhui/hubs. ● Continue to strengthen whānau learning partnerships and relationships where teachers and parents share the responsibility for children's learning, where parents feel their contributions are valued and to strengthen child/teacher/parent learning conversations. ● Work with Piko Mata cluster schools to implement Mana Ake to support teachers, families and whānau when children are experiencing ongoing issues that impact their wellbeing such as anxiety, social isolation, parental separation, grief and loss and managing emotions.	**Responsibility** Teachers SENCO DPs Principal

Specific Actions for Improved Outcomes:
- Report on the 'whole child'; incorporating a range of evidence that makes learning visible and strengthens home and school partnerships.
- Build capability through STAr (Linc-ed) assessment tool and introducing other digital platforms that allow for 'just in time reporting', evidence based reporting and the celebration of learning.
- Getting Connected: Start of the year whānau meetings
- Getting Connected: Whānau learning
- Engagement with ESOL and migrant whānau forms the foundation of documentation and communication protocols, incorporating what whānau identified as information they need when first starting school and what is important to them.
- Development of Piko Mata's shared vision.
- Information is translated into multiple first languages.
- 'Parent Talk' sessions will be held twice a year, with whānau of priority learners personally invited to attend.

	Strategic Goals:	Responsibility
Raising Student Achievement Develop a responsive and comprehensive assessment strategy Review English and Maths elements of our conceptualised curriculum Improve mechanisms for reporting student achievement	● Refine our current assessment strategy to enable teachers to respond to the needs of learners in a more individualised and responsive way. ● Strengthen moderation practices to ensure consistency across the school and Pito Mata hub of innovation. ● Use evaluation to continue to decrease disparity for learners through targeted actions. ● Develop reporting practices that meet the needs of our students and their whānau in response to the removal of National Standards and the outcome of our community consultation, research and inquiry. ● Accelerate success for tauira in Te Tikanga Rua Reo across the curriculum for their time in a Māori immersion programme.	**Responsibility** Teachers SENCO DPs Principal Board of Trustees

Specific Actions for Improved Outcomes:
- Develop a framework to replace National Standards that provides meaningful data, evidencing student achievement and progress. Analysis of results will inform teaching and learning programmes. Data will be gathered in order to inform programmes of work and to track progress to ensure programmes raise student achievement.
- Use of technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

- Students and teachers use assessment for learning strategies to increase progress and acceleration.
- Students use the method of assessment best suited to their learning style, e.g., on-line or paper assessments, use of a reader/writer or more time for those requiring special conditions.
- Teachers become more skilled in moderating student work and forming valid professional judgements explicitly within in the area of writing, using e-asTTle and exemplars. Twice termly staff meeting time dedicated to this as a whole school.
- Priority learners and target groups will have access to online tools and resources for whānau use at home.
- Measure the use of additional resourcing and its impact on student achievement for priority learners.
- Modified LAAP (Learning Analysis and Advancement Plan) to record deliberate actions, showing evidence of progress, monitoring and modified practice aimed at raising student achievement. Targets include: 'at risk' students who with explicit target strategies or accelerated intervention will make progress, and students operating well above.
- Stage 2 of the leadership team's evaluation inquiry will include working alongside members of Pito Mata to review and modify current school-wide assessment and reporting practices.
- Mechanisms are developed to better report on the 'whole child'.

	Strategic Goals:	Responsibility
Property Review enrolment scheme in response to significant roll increase Complete new playground Complete new library space	● Develop and promote ecological sustainability principles and practices. ● Apply to external funding groups to support the implementation of innovations. ● Complete property projects, including maintenance, with Ministry of Education personnel and other associated parties in response to changes in current legislation. ● Manage the school's enrolment scheme, including a review of the current enrolment zone.	Principal DPs Board of Trustees

Specific Actions for Improved Outcomes:
- Develop a new 10 year property plan (10YPP) using our 5 Year Agreement (5YA) funding to complete our essential work.
- Funding applications: Complete the design and construction of our new playground.
- Secure funding for major projects - new playground adjacent to the school pool, exterior seating, and computer equipment. Establish a role for a community member to support these applications.
- Manage our enrolment scheme in a way that avoids overcrowding and maintains resources relevant to student achievement outcomes, e.g., library.
- Complete a review of our current enrolment scheme and enrolment zone in consultation with whānau, local schools and the Ministry of Education.
- Support for the St Albans Pavilion & Pool group's development of Edgeware Pool.

	Strategic Goals:	Board of
Governance Board elections Development of Strategic Plan Development of Digital Strategy Communications review	● Develop and promote ecological sustainability principles and practices. ● Develop a digital strategy to keep pace with developments in digital technology in relation to future-focused learning. ● Effective management of MLPF - (Māori Language Programme Fund) to support Te Reo language acquisition for tauira in Te Tikanga Rua Reo. ● Maintain effective communications mechanisms that meet the needs of the school's diverse community.	Trustees Executive Officer Staff Trustee Principal

Specific Actions for Improved Outcomes:
- Raise profile within the community of the Board of Trustees primary objectives and the role they play in the governance of the school.
- Induction of new Board of Trustees members.
- In preparing the new draft strategic plan the board will consult the school community, staff, where appropriate, the school's students, and any other persons required by the regulations.
- Complete a new digital strategy within the strategic plan.
- School Docs cycle for review is adhered to; including staff and community review where appropriate.
- The Annual Goals will be achieved through adequate funding in the annual budget.
- Digital technology strategic goals for 2019 will be established; including purchasing/leasing.
- Managing the introduction of BYOD protocols; ensuring safety and security systems are robust.
- Ensuring equity for those who can/cannot support a BYOD system; the school will continue to fund devices to ensure all students have access.

	Strategic Goals:	**Responsibility**
Culturally Responsive Practice Cultural Narrative Tikanga Te Reo Māori Māori learners in English medium settings	● Continue to strengthen culturally responsive practices across the school, particularly in relation to Māori achieving success as Māori in English medium kāhui/hubs.	GATE intake panel Teachers Whānau

Specific Actions for Improved Outcomes:
- Use of Poutama Reo Level 1 for planning and implementation of Te Reo Māori programmes across the mainstream.
- Continued inclusion of pepeha, waiata and whakatauki at staff meetings.
- A shared understanding of Hato Opani's Tikanga has been developed and is embraced by all students.
- Te Tikanga Rua Reo lead authentic activities for Matariki, Māori Language week and other important celebrations.
- Demonstrate cultural responsiveness when communicating with students, whānau and colleagues and interact with them as co-collaborators in student learning.

	Strategic Goals:	Responsibility
Te Tikanga Rua Reo **Special Character Programme** Accelerate success for all tauira Strengthen whānau connections Reduce disparity	● *Whakawhanake i te ahurea i roto o Te Tikanga Rua Reo, he mea whakaaturia nā te tirohanga whakamua me te mahi ngātahi.* ● Further develop the culture within Te Tikanga Rua Reo characterised by a shared vision and collaboration. ● *Mā te whai i te huarahi hou ki te whakaako reorua, ka mahi tonu ngā kaiako ki te whakapiki i te akoranga i roto i Te Tikanga Rua Reo.* ● Kaiako will continue to work towards improving learning with students through a contemporary approach to bilingual curriculum development and delivery. ● Kia piki ake i te angitū mā te katoa o te Tikanga Rua Reo kia whakatutuki pai ai ngā whainga o ngā marautanga e ako ana rātou. Accelerate success for tauira in Te Tikanga Rua Reo across the curriculum for their time in a Māori immersion programme.	Kaiako Kaiwhakahaere RTM Tumuaki

Specific Actions for Improved Outcomes:

Te hononga ki ngā whānau ki te whakamārama i te tirohanga whakamua me ngā rautaki ako i te marautanga. Whakawhanake i ngā rautaki mō ngā whānau kia mārama ai te tūkanga ako, ki te āwhina hoki i te student ki te kāinga.

- ● Engagement with whānau to further clarify the vision and strategies for learning.
- ● Developing strategies to help whānau understand the learning process and therefore be able help to support more in the home.
- ● Whānau to participate in, promote and support the tikanga of Te Tikanga Rua Reo.

Te whanaketanga i ngā pūnaha ʻngawariʻ mō te whakaako ngatahi kia mōhio ai ngā kaiako me ngā student ki ngā whāinga, ki te āhuatanga o te hiranga hoki. Kia whai huanga i te āhuatanga o te ōwehenga hahaka o ngā kaiako ki ngā student, ki te hāpai i te paetaetanga mā te whakaako arotahi i runga i ngā tikanga ako o te student me ngā horopaki Māori tūturu.

- ● Support the return to 3 home bases under the leadership of the new Kaiwhakahaere.
- ● Use of soft systems are developed for the collaborative teaching approach that ensures all kaiako and tauira/students are aware of expectations and what excellence looks like.
- ● Utilise the low kaiako:student ratio to raise achievement through targeted teaching that recognises learning styles and authentic Māori contexts.
- ● Māori, as priority learners, will be in the school's annual target groups, with specific actions taking place to raise achievement.
- ● Meet the needs of students in Te Tikanga Rua Reo through the implementation of NZ Curriculum; using authentic Māori contexts.
- ● Ensuring commitment to the delivery of the curriculum every day.
- ● Manage MLPF (Māori Language Programme Funs) funding for 2019. Employ experienced part time kaiako to support Te Reo programme development.
- ● Consult with whānau regarding use of this funding and to prioritise needs and actions.
- ● Use of targeted learning personnel to support students with identified learning needs in kōrero, pānui, tuhituhi.
- ● Continue to acknowledge gifted student within Te Tikanga Rua Reo.
- ● With the majority of tauira/students speaking English in the home achievement will be reported reflecting time in a Māori immersion programme.

SECTION 3 RAISING STUDENT ACHIEVEMENT – NEW ZEALAND CURRICULUM

TARGETS FOR RAISING STUDENT ACHIEVEMENT IN READING/PĀNUI	
Strategic Aim: ● All teachers strive for excellence. ● To increase student achievement in reading.	**Resourcing**: ● Annual reading budget ● BoT funded additional programmes

Strategic Objectives:
- Improve teacher effectiveness, pedagogy and practice
- Address the needs of students 'at risk' or 'cause for concern' in relation to the expected level of achievement for their year
- Continue to increase achievement in reading for all student
- Monitor student achievement in reading

Curriculum Area: ● English - reading/pānui	Key Competencies: ● Using language symbols and texts ● Thinking ● Relating to Others	School Values ● Excellence ● Fun ● Creativity

2019 Annual Targets:
- All Yr 5 and 6 Māori students who are achieving *below and well below* their expected curriculum level for reading will achieve accelerated (more than one year) progress in both Māori and English medium programmes.
- Increase the number of students achieving at or above the expected level for reading.

COHORT INFO - READING/PĀNUI					
	Total Learners in Target Group	**Priority Learners: Māori in Te Tikanga Rua Reo (Māori medium)**	**Priority Learners: Māori with special learning needs in Te Tikanga Rua Reo (Māori medium)**	**Priority Learners: Māori in English medium**	**Priority Learners: Māori with special learning needs in English medium**
Year 5 Male	3		1		2
Year 5 Female	1	1			
Year 6 Male	7	1	1	4	1
Year 6 Female	4			1	3

ACTIONS for Reading/Pānui These actions take place throughout the year by all staff with specific actions being developed for our target group.	Review	Responsibility

Identification and Tracking
● Students performing *below and well below* their expected curriculum level for reading will be identified and tracked by the: home base teacher, hub personnel, hub leader and leadership team
● STAr groups will be used to identify and track this cohort for ease of identification and tracking.
● Identified students will receive support through:
    o Targeted learning support where appropriate
    o AVAILLL (Audio Visual Achievement in Literacy, Language and Learning) - identified students will participate in this targeted reading programme which aims to increase a student's abilities in comprehension, fluency, vocabulary, spelling and attitudes toward reading.
    o Kāhu literacy programmes will have smaller numbers due to the AVAILLL withdrawal programme allowing for more targeted teaching across the hubs.
    o In response to data at the end of the first cycle students will have the opportunity to be retargeted through a second cycle of AVAILLL in term 3.
	Data mines 3x year	Deputy Principal 1

Assessment ● Deputy Principal 1 will monitor reading performance regularly for the target group (*sits outside existing assessment cycle*). ● Moderation of data and overall teacher judgements will be completed across hubs and curriculum levels.	On-going	Deputy Principal 1
Actions ● Identifying within collaborative groups the teacher(s) with the expertise and passion to ignite low progress & disengaged readers. ● Differentiation within the classroom programme, e.g., learning styles and authentic contexts. ● Hub meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at hub meetings and make changes. Record info and monitor within LAAP (learning analysis and advancement plan). ● Teachers will ensure these children receive instructional reading 4x per week. Systems in place to motivate and encourage reading mileage. ● Purchasing reading materials that motivate, especially boys. ● Setting clear smart goals with target student and whānau and reviewing regularly; ensuring students understand their reading goals.	Data mines 3x year Observations Hub meetings	Deputy Principal 1
Home and School Partnership – Whānau Engagement ● Clear communication with whānau to clarify the importance of support from home.	Data mines 2x term	Deputy Principal 1

TARGETS FOR RAISING STUDENT ACHIEVEMENT IN WRITING - TUHITUHI

Strategic Aim:.	Resourcing:
● To increase student achievement in writing.	● BoT funded SENCO and teacher aides ● ALL funding (Accelerated Learning in Literacy) from MoE

Strategic Objectives:
- Use collaborative practice to utilise teacher strengths and group students effectively
- Address the needs of students 'at risk' or 'cause for concern' in relation to the expected level of achievement for their year
- Continue to increase achievement in writing for all students

Curriculum Area:	Key Competencies:	School Values:
● English - writing/tuhituhi	● Using language symbols and texts ● Thinking ● Relating to Others	● Excellence ● Fun ● Creativity

2019 Annual Targets:
- Year 3 - 4 Māori students achieving below and well below their expected level in English medium will make accelerated progress of more than one year to reach their expected level in writing.
- All Year 5 - 6 Māori students achieving below and well below their expected level in Māori medium will make accelerated progress of more than one year to reach their expected level in writing.
- Year 5 - 6 Māori students achieving below and well below their expected level in English medium will make accelerated progress of more than one year to reach their expected level in writing.

COHORT INFO - WRITING - TUHITUHI

	Total Learners in Target Group	Priority Learners: Māori in Te Tikanga Rua Reo (Māori medium)	Priority Learners: Māori with special learning needs in Te Tikanga Rua Reo (Māori medium)	Priority Learners: Māori in English medium	Priority Learners: Māori with special learning needs in English medium
Year 4 Male	8	4		2	2
Year 4 Female					
Year 5 Male	2		1		1
Year 5 Female	1	1			
Year 6 Male	2		1	1	
Year 6 Female	3			1	2

ACTIONS for Writing - Tuhituhi	Review	Responsibility

Identification and Tracking
● Students performing *below and well below* their expected curriculum level for writing will be identified and tracked by the: home base teacher, hub personnel, hub leader and leadership team.
● STAr groups will be used to identify and track this cohort for ease of identification and tracking.
● Identified students will receive support through:
    o The +1 model of specific intervention and support provided by additional staff at both Y4 and Y5/6 levels.
    o ALL (Accelerated Learning in Literacy) - Selected staff lead an accelerated literacy intervention for target students.
	Data mines 3x year	SENCO & Teacher

Assessment ● Moderation of data and overall teacher judgements will be completed across hubs and curriculum levels. ● Develop an approach that enables staff to respond to the needs of learners in a more individualised and responsive way.	End of Year	SENCO & Teacher

Actions
● ALL (Accelerated Learning in Literacy) staff will develop professional knowledge and capability in using accelerative strategies with students. They will work with small groups to:
    o increase knowledge of what works across the school for priority groups of students
    o determine which supports should be offered to meet the needs of students not meeting expectations
    o measure the ongoing success of support programmes, retaining those that show acceleration
    o build coherence of all supplementary support responses within the school curriculum
    o sharing of effective teaching practices are implemented school-wide
● Additional support will be allocated to the identified cohorts; with the hubs developing the programme collaboratively. On-going and responsive self-review will identify strategies that are or are not working for individuals and changes made. Record info and monitor within LAAP (learning analysis and advancement plan).
● Differentiation within the classroom programme, e.g., learning styles and authentic contexts and specific feedback/feed forward.
● Effective modeling for targeted groups, use of models/templates and scaffolding of writing tasks, ensuring student have time to write.
● Setting clear smart goals with target students and whānau and review regularly; ensuring students understand their writing goals.
● Specific and deliberate handwriting and spelling interventions will be explicitly taught.
● Planned learning experiences for target students to develop their oral language, including phonological awareness.
	Data mines 3x year
	Observations
	Hub meetings
		SENCO & Teacher

Digital Literacy and Tools ● Technology will be used to support learners with needs that impact the transference of ideas to paper, e.g., dyslexia and dyspraxia. ● Support students with specific learning disabilities, e.g., dyslexia. Prioritising use of tools that support achievement, e.g., iPads, Word Q programme. Continued professional development for staff of students with specific learning disabilities.	On-going PD for staff	Teachers SENCO Driver of Learning: Lit
Home and School Partnership – Whānau Engagement ● Clear communication with whānau to clarify the importance of support from home. ● Strategies to be shared. Staff will support through our parent education programme run by the SENCO and relevant drivers of learning. Whānau of target students will receive personal invitations to attend these sessions.	Website Whānau workshops	SENCO Drivers of Learning

TARGETS FOR RAISING STUDENT ACHIEVEMENT IN MATHEMATICS - PĀNGARAU

Strategic Aim:	**Resourcing:**
● All teachers strive for excellence. ● To increase student achievement in mathematics.	● School based specialist maths teacher and SENCO - BoT funded ● Annual maths budget

Strategic Objectives:
- Improve teacher effectiveness, pedagogy and practice and develop teachers' confidence and ability in teaching mathematics; use collaborative practice to utilise teacher strengths and group students effectively
- Address the needs of students 'at risk' or 'cause for concern' in relation to the expected level of achievement for their year
- Continue to increase achievement in mathematics for all students
- Monitor student achievement in mathematics

Curriculum Area:	**Key Competencies:**	**School Values:**
● Mathematics and statistics	● Using language symbols and texts ● Thinking ● Managing self	● Excellence ● Fun ● Creativity

2019 Annual Targets:
- Year 4 and 5 Māori students achieving below and well below their expected level in Māori and English medium programmes will make accelerated progress of more than one year to reach their expected level in maths.
- Other Year 4 and 5 students achieving below and well below their expected level will make accelerated progress of more than one year to reach their expected level in maths (this excludes ELL working at foundation level of the ELLPs and ORS students).

COHORT INFO - MATHEMATICS - PĀNGARAU

	Total Learners in Target Group	Priority Learners: Māori in Te Tikanga Rua Reo (Māori medium)	Priority Learners: Māori with special learning needs in Te Tikanga Rua Reo (Māori medium)	Priority Learners: Māori in English medium	Priority Learners: Māori with special learning needs in English medium	Other students	Other students with special learning needs
Year 4 Male	12	3	1	1	2	3	2
Year 4 Female	8		1	1		6	
Year 5 Male	6		1		1	2	2
Year 5 Female	14	3		1		6	4

ACTIONS for Mathematics - Pāngarau	Review	Responsibility

Identification and Tracking
● Students performing *below and well below* their expected curriculum level for mathematics will be identified and tracked by the: home base teacher, hub personnel, hub leader and leadership team.
● STAr groups will be used to identify and track this cohort for ease of identification and tracking.
● Identified students will receive support through:
    o The +1 model of specific intervention and support provided by additional staff at both Y4 and Y5 levels.
    o ALIM (Accelerated Learning in Mathematics) - selected staff will lead an accelerated maths intervention for target students.
	Data mines 3x year	Teachers
		Leadership

Assessment ● The leadership team will develop a more responsive programme for assessment that identifies gaps and next steps. ● Moderation of data and overall teacher judgements will be completed across hubs and curriculum levels.	End of Year	Driver of Learning: Maths

Actions
● ALiM (Accelerated Learning in Mathematics) staff will develop professional knowledge and capability in using accelerative strategies with students. They will work with small groups to:
    o increase knowledge of what works across the school for priority groups of students
    o determine which supports should be offered to meet the needs of students not meeting expectations
    o measure the ongoing success of support programmes, retaining those that show acceleration
    o build coherence of all supplementary support responses within the school curriculum
    o sharing of effective teaching practices are implemented school-wide
● Increase deliberate use of maths talk.
● Additional support will be allocated to the identified cohorts; with the hubs developing the programme collaboratively. On-going and responsive self-review will identify strategies that are or are not working for individuals and changes made. Record info and monitor within LAAP (learning analysis and advancement plan).
● Selected students will receive intensive support 4x per week within a collaborative teaching model from either the classroom teacher, specialist teacher, SENCO and/or teacher aides. Support students with specific learning disabilities, e.g., dysgraphia.
● Knowledge and strategy 'gaps' will be targeted specifically, rather than taking a strategy stage approach.
● Setting clear smart goals with target student & whānau (reviewing regularly); ensuring students understand their maths goals.
● Expand our focus from Numeracy for target groups to incorporate strands, key understandings and rich mathematical tasks.
	Data mines at start & end of intervention	Teachers
		Leadership
		Driver of Learning: Maths
		SENCO
		TAs

Digital Literacy and Tools ● Support students with specific learning disabilities, e.g., dysgraphia. Prioritising use of tools that support achievement. ● Actively source and acquire quality apps that support maths learning for the iPad.	On-going PD for staff	Teachers SENCO Driver : Maths
Home and School Partnership – Whānau Engagement ● Students to subscribe to Matific or an alternative programme to support their acquisition of mathematical knowledge in a fun, challenging and rewarding way. Engage with whānau to help them see the benefits of this programme and perhaps seek financial assistance from the school's ACORN fund to pay for it.	Website Whānau workshops	SENCO Driver of Learning DP

● Clear communication with whānau to clarify the importance of support from home. Strategies to be shared and the opportunity to get support from staff through our parent education programme run by the SENCO and relevant drivers of learning. Whānau of target students receive personal invitations to attend sessions. A 'kete' will be sent home with relevant activities.		

SECTION 4 RAISING ACHIEVEMENT – TE TIKANGA RUA REO

Tauira/students working below standard have been included in the targets, actions and outcomes for:
- pānui - reading
- tuhituhi writing
- pāngarau - mathematics

TARGETS FOR RAISING ACHIEVEMENT IN KŌRERO

Strategic Aim:
- All kaiako strive for excellence.
- To increase achievement of students in kōrero.

Resourcing:
- School based teacher aide
- MLPF (Māori Language Programme Fund)

Strategic Objectives:
- Improve kaiako effectiveness, pedagogy and practice and use collaborative practice to utilise teacher strengths and group tauira/students effectively
- Develop the confidence and ability of kaiako in teaching kōrero using Poutama Reo
- Address the needs of tauira/students working below and well below their expected level who require a modified programme to achieve expectations
- Continue to increase achievement in kōrero for all tauira/students
- Monitor achievement in kōrero

Kaupapa:	Key Competencies:	Te Tikanga Rua Reo Values:
● Kōrero	● Using language symbols and texts ● Thinking ● Managing self ● Relating to others	● Rangatiratanga ● Whānaungatanga ● Aorakitaka

2019 Annual Targets:
- Kōrero - all tauira/students from Te Tikanga Rua Reo who are not achieving success in relation to Poutama Reo for their year group and length of time in immersion will have achieved accelerated (more than one year) progress over the year.

Cohort information is not included in support of this plan, as it could compromise the privacy of student due to small numbers at each year level. Those involved in target groups have been identified on STAr (St Albans on-line reporting system).

TARGET FOR RAISING ACHIEVEMENT IN KŌRERO	Review	Responsibility

Identification and Tracking
● Tauira/students performing below (manawa āki) and well below (manawa taki) the expected level will be identified and tracked by the: home base kaiako, kaiwhakahaere and leadership team.
● STAr groups will be used to identify and track this cohort for ease of identification and tracking.
● Identified students will receive support through:
   o Targeted learning support – teacher aide support where appropriate
   o Classroom based support programme using specialist kaiako funded through MLPF
	Data mines 3x year	Kaiako Kaiwhakahaere Leadership

Assessment Kaiako will monitor performance for tauira/students in the target groups; this sits outside the regular assessment cycle.	On-going	Kaiako Tutor teacher
Effective Pedagogies ● Strong focus on kōrero as a foundation for all literacies. ● Play based mahi (work) for language experience. ● Resource Teacher of Māori supporting new kaiako in understanding language acquisition. ● Resource Teacher of Māori, kaiako i te reo and kaiwhakahaere lead delivery of the kura's Poutama Reo programme. ● Differentiation within classroom programmes, e.g., learning styles and authentic Māori contexts. Support students with specific learning disabilities, e.g., auditory processing disorder. ● Group based programmes will be established. Tauira/students will receive deliberate, intensive support 4x per week from the kaiako and specialist kaiako. Systems in place to motivate and encourage the use of Te Reo Māori. ● Hub meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at hub meetings and make changes. Record info and monitor within LAAP (learning analysis and advancement plan). ● Setting clear smart goals with target students & whānau (reviewing regularly); ensuring tauira/students understand these goals.	Data mines 3x year Observations Hub meetings	RTM Kaiwhakahaere Kaiako Leadership
Digital Literacy and Tools ● Support students with specific learning disabilities, e.g., auditory processing disorder. ● Actively source and acquire quality apps that support learning for the iPad and other technological devices. ● Actively seek programmes that support Te Reo acquisition through modeling and repetition.	Observation	Kaiako e-learning unit holder
Home and School Partnership – Whānau Engagement ● Clear communication with whānau to clarify the importance of support from home. Strategies to be shared and the opportunity to get support from staff through our parent education programme run by kaiako, other whānau and experts, e.g. leaders of PLD. Links included on Te Tikanga Rua Reo's blog to support kōrero and pānui.	Data mines 2x term	RTM Kaiwhakahaere Kaiako

GLOSSARY OF TERMS

10YPP **(10 Year Property Plan)**	Main planning tool for managing school property.
5YA **(5-Year Agreement)**	Capital maintenance (5YA) funding is based on roll size, school size and building age.
ALL **(Accelerated Learning in Literacy)** **ALiM** **(Accelerated Learning in Mathematics)**	Professional learning and development programme provided by the Ministry of Education as part of the Programmes for Students initiative. Staff will develop professional knowledge and capability in using accelerative strategies with students.
ALP **(Advanced Learning Plan)**	Plan for students with special abilities - outlines the student's extension/enrichment goals, and the teaching strategies, resources, monitoring and evaluation needed to enable the student to meet those goals.
Cohort	Group of students with a common statistical characteristic, e.g., gender.
Collaboration and co-teaching	Teachers and other personnel working together to best meet the needs of learners.
CSR **(Christchurch Schools Rebuild)**	Redevelopment of Christchurch schools following the earthquakes.
CWSN **(Children with Special Needs)**	Students with specific learning needs who are not funded or partially funded by MOE, e.g., students with dyslexia, autism spectrum disorder, dyspraxia, specific learning delay, global learning delay etc. All have formal diagnoses and require a modified curriculum and additional support.
Enrolment Scheme	The purpose of an enrolment scheme is: 1. to avoid overcrowding or the likelihood of overcrowding at the school; 2. to ensure that the selection of applicants for enrolment at the school is carried out in a fair and transparent manner 3. to enable the Secretary to make the best use of existing networks of State schools.
ESOL **(English for Speakers of Other Languages)** **ELL** **(English Language Learners)** **ELLP** **(English Language Learning Progressions)**	Support for these students is partially funded for a short time by the Ministry of Education. They receive extra assistance from a trained teacher and/or teacher aide. Students who receive ESOL funding. Students who receive ESOL funding can have their progress measured against these progressions and the New Zealand Curriculum.

G & T / GATE (Gifted and Talented)	Students who require a modified curriculum, extension or enrichment.
GAFE (Google Apps for Education)	Digital suite of apps used by staff and students that enables collaboration and creates opportunities for learning.
Google Classroom	An interface to manage the use of Google Apps for Education.
GSE (Group Special Education)	Specialist Education Services (SES) and the Ministry of Education's special education area combined to form a new group in the Ministry focused on providing services to students and young people with special education needs, and their families and whānau, schools, and early childhood education centres.
IEP (Individual Education Plan)	For students with special needs - outlines the student's goals, and the teaching strategies, resources, monitoring, support and evaluation needed to enable the student to meet those goals.
Kaiwhakahaere	Leader of Te Tikanga Rua Reo.
Kōrero, Pānui, Tuhituhi, Pāngarau	Oral language, reading, writing, mathematics.
LAAP (Learning Analysis and Advancement Plan)	Used to outline specific and targeted strategies for better meeting the needs of students who are working 'below expectations' and those working 'well above expectations'. It is a living document developed by hubs providing then with a means for recording deliberate actions aimed at raising student achievement.
LLI (Literacy & Language Initiative)	Funded by the Ministry of Education and led by speech language therapists for students accepted onto their roll.
Mana Ake	Initiative to enhance mental health support in schools. We will participate with other Pito Mata schools.
MLPF (Māori Language Programme Fund)	This money is generated by tauira/students working within Te Tikanga Rua Reo and is used to support their Te Reo language acquisition.
MMI (Māori Medium Immersion)	Tauira/students in Te Tikanga Rua Reo working within a Māori medium/bilingual learning programme.
ORS (Ongoing Resourcing Scheme)	Provides partial support to students with high special education needs. There are strict criteria in which to apply for this. Students require a significantly modified curriculum programme and additional support. Only 3% of the New Zealand student population receive this funding, hence it is highly contested.
OT (Occupational Therapist)	Occupational therapists (OTs) help students to improve their ability to perform tasks in their daily living and working environments. They work with individuals who have conditions that are mentally, physically, developmentally, or emotionally disabling.

OTJ (Overall teacher judgement)	Teachers use a range of data sources, observations and evidence to form a judgement against levels of the New Zealand Curriculum.
Pedagogy	The method and practice of teaching.
Pito Mata - Hub of Innovation	Formed by St Albans School, Paparoa Street School, Elmwood Normal School and Waimairi School to better meet the needs of its learners and staff.
Reading Recovery	Reading Recovery is an effective early literacy intervention designed to significantly reduce the number of students with literacy difficulties in schools. It provides daily one to one teaching with a specially trained teacher for students making the slowest progress in literacy learning after a year at school. It is supplementary to classroom instruction. Reading Recovery is supported and significantly funded by the Ministry of Education.
RTLB (Resource Teacher of Learning & Behaviour)	RTLB provide advice and guidance to teachers of students who are at risk of low achievement due to learning and/or behaviour difficulties. This may include direct teaching, demonstrating practice, and providing teaching strategies so that students receive appropriate learning programmes and behaviour management.
SEG (Special Education Grant)	A grant provided to all schools to assist students with moderate special education needs. The amount is based on the school's decile ranking and roll size. It DOES NOT reflect the number of students with special needs in the school.
SENCO (Special Education Needs Coordinator)	Teacher in charge of coordinating programmes and multi-agency support for students with special needs. Also a +1 teacher for mathematics and writing. At St Albans School this role is Board funded.
SLT (Speech & Language Therapist)	Speech and language therapists support the teaching in developing and implementing programmes that support student's language acquisition.
TaI (Teaching as Inquiry)	Personal professional development staff facilitates to improve student outcomes. This is linked to their performance management documentation.
TAs (Teacher Aides)	Personnel trained to support students with special needs.
TLC (Targeted Learning Centre – Korowai Manaaki)	Teachers and teacher aides who support students with specific learning needs.
TTRR (Te Tikanga Rua Reo)	Tauira/students in the bilingual unit.

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