

Links to Supporting Documentation: BOT Strategic Plan

Charter – Annual Plan 2018

GOAL 1: Our students have developed as well-rounded citizens through the depth and breadth of programmes.			
OBJECTIVES FOR OUR LEARNERS	ACTIONS	LINK TO NAGS	LINK TO BUDGET
1.1 Students experience the breadth of the NZ curriculum on an annual basis	<ul style="list-style-type: none"> • Ensure teams are meeting planning expectations for all areas of the curriculum in preparing term and annual planning overviews and connect this with SchoolTalk • Revise the Science curriculum implementation guide (SIG) to ensure teachers are conversant of the critical scientific knowledge and understanding. • Identify how student achievement in Science can be monitored to track progress. • Sustain a focus through the year on high quality Te Reo Maori learning throughout the school. 		Unit allocations for Science Personnel 3424 PD Staff 3020 Teaching Resources: 3301, 3328
1.2 Learning opportunities are designed so they enable all students to explore and develop strengths and interests	<ul style="list-style-type: none"> • Continue to have the SOLO taxonomy allow for students to have choice and identify and pursue areas of interest that relate to the learning objectives. • Expand the passion type projects so that students are allowed to give rise to agentic learning. • Implement the SchoolTalk as the learning tool across the school to support learner agency. 		
1.3 Progressions Reading Writing Mathematics	<ul style="list-style-type: none"> • Teachers understand the progressions and use these to enhance learner capability towards being Agentic. • All learning in reading, Writing and mathematics has our progressions underpinning the teachers learning design. 	1	
1.4 The Kohimarama Way Citizenship values are embedded into the life of the school and carried into the community	<ul style="list-style-type: none"> • Continue to promote explicit teaching of the Citizenship values once a week following the school concept plan. • Continue to celebrate the Citizenship Values as part of our greenies reward programme. 	5	
1.5 The curriculum planning recognizes, explores and celebrates cultural diversity.	<ul style="list-style-type: none"> • Plan for Science/Social Science foci in 2018 that celebrates Fairness, Exploration, Global, Environment Issues and Cycles of Life 	1.1	

	<ul style="list-style-type: none"> • Mandarin language and culture will be further developed in Year 7&8 as the second language learning for this cohort. 		
<p>1.6 Maori students feel valued and challenged as Maori learners.</p>	<ul style="list-style-type: none"> • Staff will be supported in developing in Tikanga and Te Reo Maori. • All teams will further develop the planned weekly programmes related to Te Reo Maori • All teams will implement the schools implementation guide for Tikanga Maori • Embed the school waiata 'Matariki Ahunganui' in school events and develop a bigger repertoire of waiata • Meet periodically with the Whanau to consult and collaborate around meeting the needs of Maori learners 	<p>1.2</p>	
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GOAL 2: Our students have been challenged and effectively supported to achieve to the best of their abilities.

OBJECTIVES FOR OUR LEARNERS	ACTIONS	LINK TO NAGS	LINK TO BUDGET
<p>2.1 Students understand and are able to articulate their current learning achievement, their learning goals and how they expect to achieve them (student agency).</p>	<ul style="list-style-type: none"> • Embed Literacy and Mathematics progressions and include resources in SchoolTalk to aid student learner agency in these areas and to support next steps in learning. • Review and further develop the SOLO taxonomy rubrics as a tool to support learning and student agency. 	<p>1</p>	<p>PD Staff 3020 Unit allocations for e-learning(programmes), Writing and Maths</p>
<p>2.2 Effective Pedagogical change to support Learner Agency using evidence based practice</p>	<ul style="list-style-type: none"> • Learner (students and teachers) Agentic practice is evidenced across the school (Differentiated) • Learners be knowledgeable and open to a variety of learning tools e.g. SoLO, De Bono, Glasser etc. • Learners make decisions about how they learn best. • Learners are involved in making decisions about the context of the learning 		<p>PD Staff 3020</p>
<p>2.3. Our students are engaged in learning programmes that enable them as future learners and problem solvers.</p>	<ul style="list-style-type: none"> • Finalise and implement the Kohimarama School learning process. • Embed the Kohimarama Way Learner Dispositions within the learning programmes by clearly identifying them within unit and curriculum planning. 	<p>1.1</p>	
<p>2.3 Teachers are engaging in an inquiry process each year to understand their students' achievement, develop the quality of learning programmes and make an impact for all learners</p>	<ul style="list-style-type: none"> • Teachers understand and implement the 'Spiral of Inquiry'. • Coaching is available for leaders in the school to support the inquiry. • All teachers will carry out an inquiry in either Agentic Learning or on their pedagogical development in learner agency. 	<p>1.3 1.4 2A</p>	<p>Learning Resources Staff Dev: 3020-3028</p>
<p>2.4 Teaching programmes that support learners at risk of underachievement have been reviewed and developed so we optimize resources and outcomes for them.</p>	<ul style="list-style-type: none"> • Intervention programmes will continue to be primarily delivered within classrooms to align them with classroom programmes and support sustainable improvement for students. • The intervention programmes will be reviewed each term and presented to the Board every six months to ensure students outcomes are being positively impacted on. • Normed data and teacher OTJ will be used in assessing outcomes for students in interventions. 	<p>1.3 1.4 2A</p>	<p>Personnel: 3420, 3424</p>
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GOAL 3: Our students have utilized E-learning as an enabler to optimise learning across the curriculum.

OBJECTIVES FOR OUR LEARNERS	ACTIONS	LINK TO NAGS	LINK TO BUDGET
<p>3.1 A range of E-learning tools support students to access quality learning opportunities and resources across the curriculum that enhance their learning.</p>	<ul style="list-style-type: none"> • Continue to review the learning device buying programme to determine the optimum requirements for classrooms. • Expand the Bring Your Own Devices (BYOD) optional for programme to year 3. • Increase iPad to year 1, 9 per room • Increase Chromebooks to Years 3-6 9 per room 		<p>Capex Budget: 25 Chromebooks 40 iPad Tech Resources: Computer Cons 3310 Computer Software 3312</p>
<p>3.2. E-learning is embedded in the learning programmes across the curriculum, particularly from year 3 – 8.</p>	<ul style="list-style-type: none"> • Continue to have all students participate in the full year Digital Citizenship programme so they are able to manage their safety in the online environment • All teachers will support SchoolTalk as a learning tool that promotes learner agency and learning progressions in in Writing and Mathematics. • Review the systems and expectations at the beginning of the year on teacher communication through ICT e.g. Blogs • Enable student peer support for E-learning throughout the buddy classes. 		<p>PD Staff 3020 PD SMT 3022 Personnel 3242</p>
<p>3.3. Staff are confident and capable in designing learning programmes that utilize digital learning tools to optimize learning opportunities for students</p>	<ul style="list-style-type: none"> • The lead teacher will support teachers in setting up Apps and software for classroom use. • Will ensure that SchoolTalk is embedded in planning for learning tasks • Continue with Mark Osborne, as an external expert, to work with the teaching team to develop student agency and MLEs • Continue with Jacqui Sharpe, as an external expert, to work with the teaching team to develop student agency and MLEs • Engage all teachers in regular planned E-learning staff meetings which incorporate SchoolTalk and SoLO. • Teachers will continue to explore online professional communities e.g. SchoolTalk resource area 		<p>Unit Allocation for E-learning Personnel 3424</p>
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GOAL 4: Student achievement has been raised through our participation in Te Roopu Pourewa Community of Learning.

OBJECTIVES FOR OUR LEARNERS	ACTIONS	LINK TO NAGS	LINK TO BUDGET
<p>4.1 To engage all learners in understanding and using progressions to lift achievement in Literacy and Mathematics.</p>	<ul style="list-style-type: none"> • The In-School CoL teachers will lead and engage all staff in professional development within our school and as part of Te Roopu Pourewa through the use of progressions in literacy and Mathematics. • SOLO rubrics will support students and teachers to define the success criteria (SC) for Learning Intentions (LI) and next learning steps, particularly in literacy and mathematics. • DP's will take responsibility for Literacy and Mathematics with 2 additional Unit holders each to support staff use of progressions and the SchoolTalk learning tool. • All staff will use the progressions as part of the learning process in literacy and mathematics. • The Leadership Team will follow up the School Wide testing programme with data analysis and discussion to support Team leaders in planning for Team meetings focused on student data 	<p>1.4</p>	<p>PD Staff 3020 PD DP 3022 PD Team L 3026</p> <p>Teaching Resources: Maths 3323 Reading 3327 Testing 3338</p> <p>Personnel: Teaching 3424</p>
<p>4.2. To ensure students can use the Kohimarama process of learning to increase agency and challenge their learning to become deeper.</p>	<ul style="list-style-type: none"> • Teachers understand the learning process required to enable deep learning. • Teachers use their learning process to design real, authentic learning experiences. • By the end of 2018 Kohimarama School dispositions are on SchoolTalk (learner process on SchoolTalk) • Engage all staff in professional development within our school and as part of Te Roopu Pourewa in the SchoolTalk learning tool. • In school CoL leaders and SchoolTalk unit holder will provide a PL&D programme to enable teachers to understand, implement and use this learning tool effectively to support student's agency. • Survey students at the beginning and end of the year to gauge the growth of agentic learning. • Relate the growth to cohorts of students, ethnic groups and special needs students to gauge effectiveness in each of these groups. 		

4.3 Enhance Learner Agency

- Develop students learning process about what they are learning and where to next through the use of SchoolTalk
- Develop- the language of agentic learning (common to the CoL)
- Teachers to centre their own inquiry around learner agency
- Teachers to embed the use of progressions (R,W&M) in their learning design
- Teachers to support students to advance their learning independently while pursuing their passions and strengths.

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GOAL 5: Our students have their school experience enhanced through consistent and pro-active communication between school and our community.

OBJECTIVES FOR OUR LEARNERS	ACTIONS	LINK TO NAGS	LINK TO BUDGET
<p>5.1 Parents and caregivers have had a range of opportunities to engage with and be supported to understand the school curriculum.</p>	<ul style="list-style-type: none"> • An introduction to the New Zealand curriculum at the Meet the Teacher Evening in February 2018 • Parent information sessions on the curriculum through a New Entrant induction meeting each term. • Undertake periodic parent meetings on student agency and the SchoolTalk learning tool to support its introduction across the school. • Enable teachers be explicit about how student work through SchoolTalk shares student achievement discussions and how this relates to the NZ curriculum • Include links through the school website to curriculum information such as TKI and the MoE. 		
<p>5.2. Parents and caregivers have been engaged as partners in supporting their children’s learning process, progress and achievement.</p>	<ul style="list-style-type: none"> • Review the purpose and organization of individual student achievement discussions in line with the SchoolTalk tool. • Review the communication with parents of students identified as ‘At Risk’ in Literacy and Numeracy to ensure they are given timely and specific information on their children’s progress • Identify how parents can engage with their students learning in SchoolTalk and inform as above. 	<p>1.2 1.3 2A</p>	<p>Personnel: Teaching 3424</p>
<p>5.3. Our school community has had consistent and timely communication through the full range of mechanisms available.</p>	<ul style="list-style-type: none"> • All staff are engaged in the school Communication Plan and understand their pivotal role they play within it. • Implement and develop our communications using the tools that will ensure that the community receives the right information in the right time and in the right way. 	<p>2 2A 5</p>	<p>PD Staff 3020</p>
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GOAL 6: Our school has attracted high quality teaching staff who work collaboratively to achieve high quality outcomes for students.

OBJECTIVES FOR OUR LEARNERS	ACTIONS	LINK TO NAGS	LINK TO BUDGET
<p>6.1 Staff are engaged in regular quality professional learning opportunities that motivate them and build professional capacity</p>	<ul style="list-style-type: none"> Continue to prepare an annual Professional Development plan for staff that has highly skilled external experts engaging with staff in areas of focus. Budget for senior staff to attend a range of external professional learning opportunities that enable them to build school capacity. 		<p>General: 1585, 1586 PD Staff 3020</p> <p>Personnel: Teaching 3424</p>
<p>6.2. Staff have been able to develop their strengths and benefit from opportunities to lead in the development of the school</p>	<ul style="list-style-type: none"> Continually review leadership roles in the school to identify where staff can utilize their skills and strengths to support other staff and the schools strategic direction Identify through a staff survey in term 3 the next steps for learning and their next steps to develop our professional needs, interests and opportunities. Ensure there are a mix of fixed term management units available for staff who are identified by school leaders and those who wish to apply 	<p>2 3 5</p>	
<p>6.3. Staff have a culture of collaboration and collegial support where they are acknowledged and affirmed.</p>	<ul style="list-style-type: none"> Resource the time for staff to collaborate on their learning programmes through teacher only days CoL developments (ILE etc.) and prioritizing collaborative, discovery meetings Continue to build on the use of online collaborative tools such as Google Docs. Continue regular opportunities to share and celebrate staff strengths and successes in staff meetings, Friday morning teas and in communication e.g. the weekly newsletter Maintain our EAP counselling services to support staff when needed. 	<p>3 5</p>	
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GOAL 7: Kohimarama School is the school of choice for years 7 & 8

OBJECTIVES FOR OUR LEARNERS	ACTIONS	LINK TO NAGS	LINK TO BUDGET
7.1 Year 7 & 8 students are engaged in a motivating and effective learning programme that is sustainable and unique to Kohimarama School	<ul style="list-style-type: none"> Utilize the Year 7&8 staff expertise to identify where we could differentiate expectations for our year 7/8 students. Continue four term one day model for Snell specialization at Selwyn College and review the areas being focused on to keep relevant and motivating. 		Personnel: Teaching 3424 Teaching Resources: 3342, 3347 Extra-Curricular: 4901
7.2. Year 7 & 8 students have high quality opportunities across the curriculum.	<ul style="list-style-type: none"> Continue the collaborative practices of our year 7/8 teachers to utilize specific teachers strength through more team/collaborative teaching Regularly promote the opportunities being provided in year 7/8 through the school and BoT newsletter 	1.1 1.2	PD Staff 3020
7.3 To set and maintain high academic standards for our year 7 & 8 students	<ul style="list-style-type: none"> Continue to collect student/parent voice to further develop expectations. Target the raising of all students in year 7/8 to a higher national standards band. 	1.1 1.2 1.3 1.4	
7.4 The school maintains a strong relationship with Selwyn College to provide the best opportunities for Kohimarama students.	<ul style="list-style-type: none"> Continue to utilize the networks within our CoL, particularly with Selwyn, to understand the key strengths and areas of need in relation to our graduate profile. 	3	
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GOAL 8: Our school has an ongoing programme of investment in facilities to enhance the learning opportunities.

OBJECTIVES FOR OUR LEARNERS	ACTIONS	LINK TO NAGS	LINK TO BUDGET
<p>8.1 The school has an updated plan for capital works that will enable the provision of a rich curriculum.</p>	<ul style="list-style-type: none"> Undertake the works planned in 10YPP and 5 YA in 2017/18 in stage 1. 		<p>Minor Capital Works 2406 5YA Year 1/2</p>
<p>8.2. Staff and students enjoy a well maintained, safe and high quality physical learning environment.</p>	<ul style="list-style-type: none"> Provide workshops for staff to ensure they are engaging in Health and Safety Manual Maintain the checking process of school property to act in a timely way when there are maintenance issues. 		<p>Property maintenance Codes:2002-2020 2410 - 2495</p>
<p>8.3. The Board and school community has significantly progressed the hall extension project</p>	<ul style="list-style-type: none"> Use the concept plan for marketing the hall developments and to promote the Legacy fund as a means to achieve building the 	<p>5</p>	
<p>REVIEW</p>			