

## Our Vision: Growing Great Humans; fit for the future

Strategic outcome	<i>A critical thinker educated for life</i>	<i>Protective of the world and caring for people</i>	<i>Responsible resilient and self-reckoning</i>
Strategic initiatives			
Staff	Deepen consistent understandings of the Learning Progression Framework to support targeted teaching in literacy and math (supported by ACCOS initiative).	Implement Positive Behaviour for Learning practices at school and class levels by the end of 2021.	Enhance collaborative inquiry focussed on innovative approaches to practice (supported by ACCOS initiative).
Success measures:	<ul style="list-style-type: none"> <li>- 80% of students demonstrate accelerated literacy and math outcomes in PACT tool</li> <li>- 100% students at risk of underachievement have action plans to ensure accelerated outcomes in literacy and math. 90% of all students achieve the goals set within given timeframes.</li> </ul>	<p>Wellbeing at school survey data demonstrates</p> <ul style="list-style-type: none"> <li>&gt;90% of students aware of what to do when others do not follow school rules</li> <li>&gt;90% of students identify positive relationships with their teacher where they feel valued.</li> </ul>	<ul style="list-style-type: none"> <li>- Annual reporting demonstrates the link between collaborative inquiries and student outcomes</li> <li>- Practice Analysis Conversations identify the student needs, and the impact of inquiry on teacher practice</li> </ul>
Students	<p><b>Students learn new skills and knowledge that matters to them in inquiries.</b></p> <p><b>Students can talk about what they learnt and what they need to learn next.</b></p>	<b>Every student shares responsibility of our enviroschools programme.</b>	<b>Every child shows they can be a leader of their own learning, including how they want to learn.</b>
Success measures:	<ul style="list-style-type: none"> <li>- Students and teachers demonstrate progress against co-constructed indicators in core skills and conceptual understanding (scale of 1-4), termly</li> <li>- 100% of termly planning demonstrates tangible links evident in teacher planning between student learning needs, student interests, and conceptual understandings</li> </ul>	<ul style="list-style-type: none"> <li>- Student surveying through internal evaluation indicates the ability of students to articulate their goals around enviroschools and what they are doing to achieve it</li> <li>- Sustainable practices are explicitly linked to all levels of planning for staff and students termly.</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting demonstrates students ability to identify their learning goals.</li> <li>- every class has observable processes to gather student input into learning goals and inquiry context</li> </ul>
Community	<b>Ensure reporting gives parents clear information about children's achievement, and how home school partnerships can help students achieve their goals.</b>	<b>Enhance student leadership opportunities to see student leaders impacting across the school and community.</b>	<b>Refine systems for internal evaluation to gather actionable feedback from a range of stakeholders representative of our whole community.</b>
Success measures:	<p>Reporting demonstrates accelerated outcomes through targeted programmes for &gt;70% of students</p> <ul style="list-style-type: none"> <li>- Six monthly parental engagement survey shows 75% of parents indicate understanding of children's achievement, and how to help at home.</li> </ul>	<ul style="list-style-type: none"> <li>- annual review indicates opportunities for leadership at class team and school level are present, and students actively participate in these.</li> <li>- 1 community event for each group of the student leadership academy</li> </ul>	<ul style="list-style-type: none"> <li>- Planning for community consultation is culturally responsive through an appreciative lens</li> <li>- parent consultation meets have &gt;50 total respondents, who represent the makeup of our school (NZ European 36%, Chinese 14%, Maori 3.5%, Pacific Island 3.5%, Other Asian 28.5%, European 6.5%, Latino 3%)</li> </ul>

OUR VALUES: KAITIAKITANGA | INNOVATION | TRUTH

Growing Great Humans

Strategic Outcome: A critical thinker educated for life		
2020	2021	2022
Deepen consistent understandings of the LPF to support targeted teaching in literacy and math. Led by: Deputy Principal; curriculum		
Resourcing: Professional Learning release, collaboration time, staff meeting time, Learning Leader collaboration time with Deputy Principal, Classroom resources		
	Students learn new skills and knowledge that matters to them in inquiries. Students can talk about what they learnt and what they need to learn next. Led by: learning leaders	
Resourcing: Professional learning release, Thinking map professional Learning, Conceptual understanding readings + Resources, Learning Leader release, Collaboration time		
Ensure reporting gives parents clear information about children’s achievement, and how home school partnerships can help students achieve their goals. Led by Deputy Principal: Curriculum		
Resourcing: Time for learning conversations with Children + Parents, teacher support in sharing PaCT reporting, Survey analysis time		

	Monitoring and evaluation	How	Who	When
L P F	- 80% of students demonstrate accelerated literacy and math outcomes in PACT tool	Class, year level and whole school analysis of student progress as demonstrated in the judgements made by teachers	Deputy Principal: Curriculum, Class teachers, SLT	Term 2, 4 Annually
	- 100% students at risk of underachievement have action plans to ensure accelerated outcomes in literacy and math. 90% of all students achieve the goals set within given timeframes.	Action plans co-constructed and monitored by Deputy Principal for that year level, and monitored termly, with frequent revisiting in collaboration time	Action plan: Teacher and Deputy Principal Monitoring: Teacher and Learning Leader	Action plan developed W4 T1, Reviewed W2 T3 Monitoring: Ongoing
Student skills and knowledge	- Students and teachers demonstrate progress against co-constructed indicators* in core skills and conceptual understanding (scale of 1-4), termly	Indicators co-constructed by class teacher and students, against core skills and knowledge designated by Teaching team. Information collected as appropriate for teachers/ students	Deputy Principal: Curriculum, Teaching team, Students	Termly
	- 100% of termly planning demonstrates tangible links evident in teacher planning between student learning needs, student interests, and conceptual understandings	Deputy Principal and Learning leaders engaging in learning conversations with staff about how learning needs impact on term planning	Deputy Principal, Learning Leader	Twice Termly, Ongoing
Reporting to parents	- Reporting demonstrates accelerated outcomes through targeted programmes for >70% of students	PaCT reporting demonstrates progress and expected progress to identify acceleration over time. Learning conferences to accompany reporting	Class Teachers, Parents	On anniversary (20, 40, 60, 80, 100, 120 weeks) for year 0-3 Term 2, 4, for year 4-8
	- Six monthly parental engagement survey shows 75% of parents indicate understanding of children's achievement, and how to help at home.	Microsoft Forms survey sent to parents following student learning conferences to allow for anonymous feedback to parents/ SLT	Parents, Admin team	Termly for appropriate parents who have attended a learning conference

Strategic Outcome: Protective of the world and caring for people		
2020	2021	2022
Implement Positive Behaviour for Learning practices at school and class levels by the end of 2021 Led by: Deputy Principal; operations		
Resourcing: Release: PB4L Lead team, Staff meetings termly, Signage (indoor and outdoor)		
	Every student shares responsibility of our enviroschools programme. Led by Lead teachers Sue/ Louise	
Resourcing: Funding for EnviroSchools initiatives, Time for leadership, teacher time for enviroschools leadership group, Termly staff meetings		
	Enhance student leadership opportunities to see student leaders impacting across the school and community. Led by: Deputy Principal; operations	
Resourcing: Deputy Principal time to facilitate leadership group, class time for student leaders to collaborate, funding to support initiatives		

	Monitoring and evaluation	How	Who	When
PB4L	Wellbeing at school survey data demonstrates >90% of students aware of what to do when others do not follow school rules	Wellbeing at school survey administered to all children year 3-8 by Deputy Principal	Deputy Principal: Operations	Term 3 2021
	>90% of students identify positive relationships with their teacher where they feel valued.	Wellbeing at school survey administered to all children year 3-8 by Deputy Principal	Deputy Principal: Operations	Term 3 2021
Student Agency	- Student surveying through internal evaluation indicates the ability of students to articulate their goals around enviroschools and what they are doing to achieve it	Microsoft form survey for all students year 4-8 administered by class teacher, Class survey by teacher for year 0-3	Administered by Class teacher, analysed by EnviroSchools lead teachers	Term 2, 4 Annually
	- Sustainable practices are explicitly linked to all levels of planning for staff and students termly.	Termly planning reviewed to see how the strategic goals of their team are reflected in the planned outcomes for students	EnviroSchools lead teachers, enviroSchools student leadership team	Termly
Student leadership	- annual review indicates opportunities for leadership at class team and school level are present, and students actively participate in these.	Student voice survey completed as part of teacher appraisal includes questions on leadership opportunities at class and school level	Deputy Principal	Term 2, 4 annually
	- 1 community event for each group of the student leadership academy	Termly newsletter from leadership academy in school newsletter highlights in school and community events	Deputy Principal: Operations, Student leaders	Termly

<i>Strategic Outcome: Responsible, resilient and self-reckoning</i>		
2020	2021	2022
<b>Enhance collaborative inquiry focussed on innovative approaches to practice.</b> Led by: Professional Learning Group leaders (ACCOS roles)		
<i>Resourcing: PLG leader professional development, collaboration time through meetings, release for PLG leader preparation, external professional development support as appropriate</i>		
		<b>Every child shows they can be a leader of their own learning, including how they want to learn.</b> Led by: Learning Leaders
<i>Resourcing: Professional learning for staff, collaboration time for staff, in class resources to support agentic practices, support for curriculum council in gathering and evaluating information, release for learning leaders</i>		
		<b>Refine systems for internal evaluation to gather actionable feedback from a range of stakeholders representative of our whole community.</b> Led by: Principal
<i>Resourcing: funding to engage external expertise around cultural responsiveness, funding for consultation process (community engagement)</i>		

	Monitoring and evaluation	How	Who	When
Collaborative Inquiry	- Annual reporting demonstrates the link between collaborative inquiries and student outcomes	Teachers demonstrate the link between their inquiry and the outcomes for their students in appraisal conversations	Deputy Principal, Teaching staff	Term 2, 4 Annually
	- Practice Analysis Conversations identify the student needs, and the impact of inquiry on teacher practice	Teachers identify the aspect of their practice they want to explore, film this, and discuss this with a critical friend on staff as it relates to their professional learning inquiry.	All teaching staff	Termly
Student agency	- Reporting demonstrates students' ability to identify their learning goals.	Analysis of correlation between teacher learning goals and learning goals generated in student learning conversations	Teachers, Learning leaders	Term 1, 3 Annually
	- every class has observable processes to gather student input into learning goals and inquiry context	Curriculum council gather termly information from 2 sample students per class about how their learning goals are reflected in their class, and how	Curriculum Council Students, Principal	Termly
Internal evaluation	- Planning for community consultation is culturally responsive through an appreciative lens	Representatives from key stakeholder groups are consulted prior to, and following internal evaluation regarding cultural sensitivities and opportunities to enhance the process in a culturally responsive manner	Principal, Stakeholder groups (Maori, Pasifika, Chinese)	2 weeks prior to and 1 week following internal evaluation practices
	- parent consultation meets have >50 total respondents, who represent the makeup of our school (NZ European 36%, Chinese 14%, Maori 3.5%, Pacific Island 3.5%, Other Asian 28.5%, European 6.5%, Latino 3%)	Analysis of parents who attend, and the ethnic mix of those who participated in the internal evaluation process	Principal, Admin team	Following all parental consultation meetings / surveys

## Annual plan 2020

Strategic Initiatives	2020 Target	January 2020 baseline data	2020 action	Led By
A critical thinker educated for life: See <a href="#">Baseline Data</a>				
Deepen consistent understandings of the LPF to support targeted teaching in literacy.	80% of students demonstrate accelerated literacy outcomes in the PACT tool 100% of students at risk of underachievement (<25% in reading writing and math) have actions plans to ensure accelerated outcomes in literacy 90% of all students achieve the goals set within given time frames	Current achieving at <25% against New Zealand average in Writing: 0-1: 26 2-3: 38 4-6: 51 7-8: 38 Current achieving at <25% against New Zealand average in reading: 0-1: 27 2-3: 27 4-6: 66 7-8: 35	Auckland Central Community of Schools (ACCOS) led professional learning regarding the LPF Weekly meetings for Learning Leaders with DP: curriculum to support consistent implementation of LPF practices Collaborative inquiry into the impact of teaching on priority learners Termly meetings with Whanau of students identified as a priority learner in reading, writing, and math	Led by: Deputy Principal: curriculum
Deepen consistent understandings of the LPF to support targeted teaching in math.	80% of students demonstrate accelerated math outcomes in the PACT tool 100% of students at risk of underachievement (<25% in reading writing and math) have actions plans to ensure accelerated outcomes in math 90% of all students achieve the goals set within given time frames	Current achieving at <25% against New Zealand average in Math: 0-1: 22 2-3: 31 4-6: 41 7-8: 35	Termly meeting with deputy principal regarding systems at class level to make LPF judgements Termly analysis of student achievement as it relates to expected achievement against the Learning Progression Framework	
Progress	May	Aug	Oct	
Ensure reporting gives parents clear information about children's achievement, and how home school partnerships can	Reporting demonstrates accelerated outcomes through targeted programmes for >70% of students - Six monthly parental engagement survey shows 75% of parents indicate understanding of children's achievement, and how to help at home.	Narrative reports from parents highlight the difficulty in understanding the text dense reports, and understanding the students achievement in relation to expected progress	Written reporting 4 times a year, twice using PACT reporting (term 2 and 4), and twice regarding achievement across the curriculum using a scale 1-6 against curriculum linked achievement objectives. Continue to ensure student reflection and self assessment are key to parental reporting	Led by Deputy Principal: Curriculum

help students achieve their goals.				Parental information evenings on understanding the PACT reporting Parental consultation on new reporting processes T4 2020	
Progress		May		Aug	Oct
Protective of the world and caring for people					
Implement Positive Behaviour for Learning practices at school and class levels by the end of 2021	Wellbeing at school survey data demonstrates >90% of students aware of what to do when others do not follow school rules >90% of students identify positive relationships with their teacher where they feel valued.	26% or more students disagree with the following statements in the 2019 Wellbeing at school survey: <b>Schoolwide Climate and Practice</b> - Everyone knows the school rules about behaviour. - At school, everyone knows what to do if someone is being hurt or bullied. <b>Teaching and Learning</b> - At school, I am taught how to manage my feelings (like if I get angry). - Teachers always behave how they would like us to behave. <b>Community Partnerships</b> - Teachers and parents work together. <b>Prosocial Student Culture and Strategies</b> - Students always stand up for other children if someone is mean to them. - I can say how I am feeling when I need to. - Students include other children who are being left out. <b>Aggressive Student Culture (11-18% experiencing it at least weekly)</b> - Do other students put you down, call you names, or tease you in a mean way? - Do other students leave you out in a mean way? - Do other students tell lies about you in a mean way?	Continue PB4L teacher led team to support the consistent school wide implementation of PB4L  Termly PB4L whole staff meetings  Introduction of Kaitiaki kids student led PB4L team as additional to student leadership group.  Collection of student voice regarding their wellbeing at school	Led by: Deputy Principal; operations Teacher Leadership group.	
Progress		May		Aug	Oct



Every student shares responsibility of our enviroschools programme.	<ul style="list-style-type: none"><li>- Student surveying through internal evaluation indicates the ability of students to articulate their goals around enviroschools and what they are doing to achieve it</li><li>- Sustainable practices are explicitly linked to all levels of planning for staff and students termly.</li></ul>		<ul style="list-style-type: none"><li>- planning lacks direct links to sustainability education except in inquiry planning as appropriate for the context</li><li>- School systems lack consistency of implementation school wide.</li></ul>		<ul style="list-style-type: none"><li>- Weekly time for sustainability groups to work with lead teachers</li><li>- Termly whole staff meetings with an enviroschools</li><li>- Active engagement with mentor school Newmarket Primary to support our enviroschools progress</li></ul>		Led by STEAM teachers Louise + Sue	
Progress		May		Aug		Oct		
Responsible, resilient and self-reckoning								
Enhance collaborative inquiry focussed on innovative approaches to practice.	<ul style="list-style-type: none"><li>- Annual reporting demonstrates the link between collaborative inquiries and student outcomes</li><li>- Practice Analysis Conversations (PAC) identify the student needs, and the impact of inquiry on teacher practice</li></ul>		Teachers reported positive response to shorter inquiries, but felt 4x 1 term inquiries were too short 2 PLG leaders continue from 2019, one new PLG leader Termly PAC's with increasing accountability for teachers through this process when teamed with Appraisal conversations		<ul style="list-style-type: none"><li>- Support ACCOS in school leaders and across school leader in leading collaborative professional learning groups.</li><li>- Deliberate planning for collaborative inquiries in team meetings</li><li>- Termly PAC, informing appraisal conversations for teachers.</li></ul>		Led by: Professional Learning Group leaders (ACCOS roles)	
Progress		May		Aug		Oct		
Progress indicators:	None		In progress		Well developed		Achieved	

### Baseline Data: 2019 Reading PACT as it relates to New Zealand expected achievement

Reading	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
95% +	4	1	3	3	2	2	2	0
75 - 95%	18	13	8	12	8	11	11	8
50 – 75%	23	18	17	16	7	19	10	12
25 – 50%	10	22	22	31	14	20	15	16
5 – 25%	0	14	18	31	15	16	16	10
0-5%	43	5	4	5	3	4	3	3

### Baseline Data: 2019 Writing PACT as it relates to New Zealand expected achievement

Writing	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
95% +	4	0	2	2	2	3	1	1
75 - 95%	19	9	14	12	7	14	10	8
50 – 75%	23	22	17	19	15	17	14	13
25 – 50%	11	12	17	19	10	11	14	13
5 – 25%	0	25	17	16	12	21	15	11
0-5%	41*	5	5	5	3	4	3	3

### Baseline Data: 2019 Math PACT as it relates to New Zealand expected achievement

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
95% +	4	3	2	3	2	2	1	1
75 - 95%	19	13	15	12	6	8	12	11
50 – 75%	22	18	16	18	13	17	14	10
25 – 50%	21	17	13	14	14	22	14	11
5 – 25%	0	17	22	18	10	17	12	13
0-5%	31*	6	4	8	4	5	4	3