

# Strategic Plan Kawhia School 2006 - 2009

## Improving Student Learning and Achievement

### Numeracy

- Improved levels of achievement of all students across the school will be maintained through sound planning and delivery.
- There will be a school wide focus on basic facts.

### Literacy

- Investigate and assess levels of reading comprehension across the school and with a particular focus in Years 4 – 8.
- Define and design as necessary, assessment tasks to be used to collect data.
- Identify trends
- Plan for specific programmes based on identified needs

## Developing a Quality Learning Environment

### Learning Programmes and Teaching Delivery

- Major curriculum focus on Literacy with a particular emphasis on writing and reading comprehension
- Develop school-wide ICT programme and purchase appropriate technology to support the programmes.

### Personnel and Professional Development

- Literacy Professional Development – led and supported by School Support Services personnel
- Continuing focus on development of oral language and how it pertains to development in writing and reading comprehension.
- Focus on transition programmes within the school and in consultation with the early childhood centre.

## School Organisation and Structure

### Supporting Documentation

#### Property

- 10 year Property Plan

#### Human Resources

- Performance Management documents
- Appraisal programme

#### Curriculum

- School Self Review programme
- School wide planning and reporting
- On-going professional development

#### Finance

- Budget set for resources, professional development, staffing
- Applications for extra funding

#### Health and Safety

- Playground and classroom safety paramount



Kaua e mutu kere noa iho.

## **KAWHIA SCHOOL CHARTER**

**Kawhia Moana**  
**Kawhia Kai**  
**Kawhia Tangata**

All students will be provided with

- the skills
- the knowledge
- the confidence and
- the self esteem

to enable them to participate fully as equal members in our society

### National Priorities

- Numeracy
- Literacy
- Te Reo programmes

### School Priorities

- Oral Language
- Literacy especially comprehension in reading.
- Literacy - Writing
- Numeracy
- ICT
- Bilingualism

## **MISSION STATEMENT**

**We will provide a quality education for all students in an environment that is positive, caring and safe.**

### Ratification of Charter

- Minuted at BOT meeting June 29th 2009

### Submission to MOE

- Submitted June 2009
- Targets submitted June 2009

### Values and Beliefs

Students should:

- be able to participate fully as equal members in our society
- have respect for themselves, for others and for property
- learn through a variety of styles
- work cooperatively alongside peers and adults alike
- learn in a supportive, friendly, safe and stimulating environment
- be encouraged to take risks in their learning and to accept that we learn by our mistakes
- be encouraged to think and work creatively
- be encouraged to value honesty, reliability and trust
- understand and accept expected boundaries
- develop the skills, knowledge, confidence and self esteem necessary for success

### Cultural Diversity and Māori Dimension

Students should:

- value Te Reo
- recognise the importance and significance of tikanga Māori for the majority of our community
- be accepting of their own culture
- be accepting of other cultures and differences
- value each others heritage, culture and people
- reflect the nature of biculturalism in classroom activities
- be involved in Te Reo, Kapahaka and a variety of multicultural activities

# Annual Plan: Kawhia School 2009

## Teaching and Learning Programme Development

Focus on oral language programmes across the school.  
 Continuing strong focus on reading comprehension especially in Years 4 – 8  
 School-wide programme oral language – data collection across school with reporting focus on Year 1  
 Continue and add depth to programmes for students who are identified as being gifted and/or talented.  
 Further develop formative assessment across the school.  
 Implement the assessment process for the acquisition of basic facts and put in place a monitoring programme.  
 Technology/Hangarau programmes successfully implemented across the school with support from Technology/Hangarau advisers

## Finance

Professional Development for BOT  
 Budget  
 Relevant policies for Theft and Fraud Detection and Protected Disclosures

## Property

Appoint new project manager  
 Develop 10 Year Property Plan with new project manager  
 Move Library from present position to Room 5  
 Develop 5YA with MOE  
 Decision made regarding Manual Block and any identified action taken

## Human Resources, Staffing, Professional Development, Performance Management

Introduction of NZC and TMOA to school and community. Professional development staff and Principal.  
 Annual Appraisal process reviewed  
 Personal and school-wide objectives will reflect learning programmes development  
 Continuing staff development in Literacy and Numeracy/ICT.  
 Formative assessment to be embedded within school.  
 School Support Services advisers for literacy/Technology/formative assessment  
 Leadership Adviser to provide professional advice to new principal  
 New Principal to enrol in First Time Principals Programme – Auckland University  
 EEO obligations will be met.  
 Staff appointed according to policy.  
 Management of change due to the school's falling roll with a particular focus on staffing.  
 Introduction to National Standards

## Priority Areas for Student Achievement:

- Oral Language
- Literacy and Numeracy
- Technology

## Health and Safety

Continued monitoring of school and manual buses  
 Fruit in Schools continuing  
 Pandemic and crisis action plans reviewed and updated  
 As identified by the principal and BOT member in charge of Health and Safety portfolio

## Review

Reporting Student Achievement to Parents/Caregivers  
 Review policies as per schedule  
Review – Complaints, Concerns, Allegations  
 Charter FULLY reviewed taking account NZC and TMOA

## Partnership with the Community

Communication: Regular newsletters, formal/informal interviews/contacts.  
Collaboration: Parents will be included in any decisions regarding their child.  
Consultation: Informal contacts, parent interviews, attendance at community meetings  
 Kawhia Moana Children At Risk meetings  
 Participation in "Rock On" initiative

## Reflecting New Zealand's Cultural Diversity

Weekly whole school and specialist group kapahaka programme.  
 Attendance at poukai – Rakaunui/Waipapa/Okapu/Maketu Marae.  
 Māori Immersion education available to all students  
 Integrated Te Reo programmes delivered in all classrooms.

<b>Literacy Target 2009 – Oral Language</b>	
<p><b>STRATEGIC GOAL</b> That the development of oral language will enhance student learning and enable improved access to the curriculum.</p>	<p><b>ANNUAL TARGET 2009</b> The majority of Year 1 students will score above the level of concern for Record of Oral Language and achieve at or within 3-4 months of chronological age on Assessment of Oral Language</p>
<p><b>HISTORICAL POSITION</b> Students are entering school with low oral language levels, causing difficulties with communication (including responding to others) and accessing the curriculum See attached data</p>	<p><b>STUDENT GROUP</b> The main focus for reporting to the MOE will be Year 1 students, but all students within the school will be monitored closely throughout the year and progress reported to the Board of Trustees.</p>
<p><b>ACTION PLAN</b> <b>Meeting the target</b></p>	<p><b>Indicators</b></p>
<p>Provide Professional Development to assist teachers with their programmes, planning, oral language assessment tools and analysis, delivery in the classroom and ongoing monitoring. Also, assist with the review of current practices</p>	<p>Oral language programmes are improved school wide. (measured by assessment results). Review document identifies areas of good practice and areas requiring improvement.</p>
<p>Engage the support of the Resource Teacher of Learning and Behaviour to provide ongoing support and advice for Teachers, Teacher Aide and Principal which will enable them to implement effective Oral Language programmes. Access assistance from Resource Teacher of Literacy, School Support Services Literacy Adviser and Māori Advisers as required.</p>	<p>Programme participants able to show improved results in Record of Oral Language, Assessment of Oral Language and JOST testing.</p>
<p>Use Technological Practice as a key context in which to develop oral language. Engage in the support of technology/hangarau advisers to assist teachers to successfully plan and implement Technological Practice to the students.</p>	<p>Students are able to communicate Technological Practice using the literacy of technology.</p>
<p>Refer students who achieve Record of Oral Language score of 0-5 to the Speech Language Therapist</p>	<p>Students will be assessed by SLT and appropriate support put in place.</p>
<b>ANALYSIS:</b>	
<b>RECOMMENDATIONS:</b>	
<p><b>BUDGET:</b> Teacher Aide Māori and Literacy Advisers Curriculum Resources (eg Technology Day) Professional Development Oral Lge Courses as available</p>	
<p><b>CONSULTATION:</b> School newsletter 1<sup>st</sup> July 2009 Ratified by Board of Trustees: Monday 23<sup>rd</sup> June 2008 Reported to Board – Monday 23<sup>rd</sup> February 2009</p>	

## Testing for Language Programme Kawhia School 2009

Name	ROL	AOL	JOST													
			Body Parts	Body Func	Verbs	Opp	Assoc	Anim	Prep	Pron	Plural	Neg	Tens	Prag	Lang S	Total
Male Māori 5yrs 5mths	18 L1: 12, L2: 6	14: 5yr3m	12/12	4/4	5/6	4/4	5/6	6/6	4/5	2/2	2/3	0/2	2/5	2/3	2	50/64
Male Māori 5yrs 4mths	4 L1: 4	11: 4yr5m	11/12	2/4	6/6	3/4	3/6	6/6	3/5	0/2	1/3	0/2	1/5	0/3	2	38/64
Female Māori 5yrs 5mths	9 L1: 9	13: 4yr11m	9/12	0/4	5/6	4/4	6/6	6/6	2/5	1/2	1/3	0/2	2/5	1/3	2	39/64
Boy Māori 6yrs 2mths	19 L1: 13, L2: 6	17: 6yr 1m	11/12	4/4	3/6	4/4	6/6	6/6	2/5	2/2	2/3	2/2	5/5	3/3	5	54/64
Boy Māori 6yrs 3mths	16 L1: 13, L2: 3	19:6yr10m	12/12	4/4	6/6	4/4	6/6	6/6	3/5	2/2	1/3	1/2	3/5	2/3	3	53/64
Boy Māori 5yrs 9mths	17 L1:11, L2:6	12: 4yr 8m	6/12	4/4	6/6	4/4	5/6	6/6	3/5	2/2	2/3	2/2	3/5	2/3	2	47/64