



**Whakatangata
Playing the Game of Life**

**2017 CHARTER
including
STRATEGIC PLAN 2017-2019
and
ANNUAL PLAN 2017**



1701 State Highway 3
RD4
Otorohanga 3974
School ID: 1779

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DESCRIPTION OF KIO KIO SCHOOL COMMUNITY

Kio Kio School is a rural, full primary (Year 0–8) co-educational school sited 8 km north of Otorohanga on State Highway 3, and was established in 1905. The school is located 23 km south of Te Awamutu and 51 km south of Hamilton.

There are six full-time teachers and one part-time teacher. The student roll is currently around 140 students. Approximately 60% of students are drawn from the local Kio Kio rural community, with the remaining 40% from the local township of Otorohanga and outer-lying rural areas. The school has an enrolment zone, and at present a ballot is arranged for out-of-zone applications. There are two Ministry of Education funded bus routes within the school's Transport Entitlement Zone, and the school operates a third bus route using its own 12 seat minibus.

Kio Kio School aims to provide a learning environment that is inclusive, physically and emotionally safe, and highly focused on encouraging and enabling all students to be their best. It is a school at which students are challenged; where leadership, problem solving and risk taking are promoted; and where learning and success are celebrated in a variety of ways, including website, assemblies, newsletters, blogs and displays.

Kio Kio School utilises an approach to relationship management called “relational and restorative practices” that focuses on the importance of healthy relationships based on trust, tolerance and respect.

Kio Kio School is focused on being culturally responsive and inclusive, with emphasis on embracing diversity and catering for students requiring learning support and high-achieving students.

Many enrichment and learning support opportunities, additional to the curriculum, are offered for students throughout the school, including enrichment programmes in art, science, robotics, photography, music, literacy and mathematics. Many of Kio Kio School's students participate in a variety of sporting codes. The school places emphasis on outdoor education programmes, including annual camps for all classes. In 2014 Kio Kio School became an Enviroschool, enabling students, parents and their families to contribute to the development of a sustainable community. In 2015 the school was awarded Enviroschool Bronze.

Kio Kio School has focused on providing a broad, challenging and enriching range of learning and leadership opportunities for Year 7 and 8 students, including digital learning, leadership roles, event management, national and international competitions, lead roles in school shows, and technology classes. When Year 8 students graduate from Kio Kio School many move on to Otorohanga College or Te Awamutu College.

We are a family-oriented school. We enjoy significant support from our school community, with active, enthusiastic participation in the Board of Trustees, Supporters' Committee, regular working bees, sports teams, camps and events. The school values its history and tradition, as shown by strong community support for its popular, long-standing annual events, including the Agricultural Day and Fireworks and Gala Evening. Some families have had three or four generations attend the school.

Kio Kio School has approximately two hectares of attractive and spacious grounds that are being developed as an outdoor classroom and community resource. So far we have developed vegetable gardens, tunnel house, butterfly garden, bug hotel, fruit forest and a small berry orchard. In 2016 we established a beehive and bee-friendly garden.

The school has seven modern classrooms, one of which is the original school building from 1905, which has been sympathetically restored to create a unique learning environment.

Kio Kio School takes pride in its well-resourced community facilities (recreation centre, library/information centre and swimming pool) that have been partly funded by significant community fundraising over many years. Other facilities include learning support and resource areas, tennis and netball courts, cricket net, playing fields, newly-extended playgrounds, and a shaded sandpit.

The school is actively upgrading all classrooms and learning support areas into innovative learning environments. The computer network has been upgraded to high speed broadband, and all classrooms are being enhanced to provide e-learning opportunities for all students. The school provides a range of networked digital devices for all learning areas including laptops, ipads, workstations, digital cameras, video cameras, data projectors and mobile TVs. Older students are able to bring their own electronic devices to school for learning purposes.



SCHOOL VISION

Kio Kio School students will be confident, relate well to others, strive to achieve the Kio Kio core values, and become lifelong learners

- Students are at the heart of all decision making
- Learning is holistic and life-long
- Quality teaching and learning is paramount
- All learners will be challenged and encouraged to take risks
- All people will feel valued and respected
- School values and culture are important. They are reinforced every day by our actions
- We aim to be a culturally responsive and inclusive learning community where diversity is embraced
- School and family partnerships are valued and promoted
- History and tradition are valued and important
- We aim to be future focused in our thinking, learning and planning
- We aim to live and work sustainably as a school and community
- Learning and life at school should be fun, lively and engaging
- School is a safe place, both physically and emotionally
- The school is a community resource - the hub of its community

SCHOOL MISSION

Kio Kio School will provide all learners with a positive, safe learning environment, with maximum opportunities to excel

- All students are encouraged to reach their potential
- We deliver a diverse, future-focused educational programme based on the *New Zealand Curriculum*
- Professional learning and development is key for all staff members
- We utilise the principles of relational and restorative practices to foster our school culture
- We focus on developing attitudes and values as well as skills and knowledge
- We develop childrens' thinking, questioning and problem solving skills
- We foster independence, self-esteem, creativity, responsibility and curiosity
- We provide programmes tailored for student needs, including enrichment and extension for able students, and learning support programmes where appropriate
- Māori students will enjoy success as Māori; Pasifika students will enjoy success as Pasifika; students with special learning needs will enjoy success appropriate to their situation
- We will provide resources to meet the identified learning needs of students
- E-learning will be integrated appropriately across the curriculum



CORE VALUES

The “Kio Kio Learner” shows the following core values:

Respect	Creativity
Empathy	Leadership
Excellence	Citizenship
Honesty	Responsibility
Innovation	Risk Taking
Curiosity	Independence

- Relational and restorative practices are aimed at developing school culture
- There are prominent displays of all school values around the school
- All core values are individually promoted school-wide
- Values are discussed in relation to day-to-day life at school
- Student voice is utilised – examining what the values look, feel and sound like
- Leadership and role modelling by students, staff and parents is encouraged
- Opportunities are provided for students to demonstrate, recognise and celebrate positive values
- School values are aligned with community values through strong community engagement and partnerships with parents and whānau

Ma whero ma pango ka oti ai te mahi

When red and black come together the work is complete

This refers to cooperation, collaboration and partnership to achieve great things

Kio Kio proudly wears the two colours – **red** and **black**



TEACHING AND LEARNING FRAMEWORK

The philosophy of the school is to provide all students with a balanced education where there is an emphasis on literacy and numeracy, and learning as inquiry.

Learning is co-constructed by students and teachers. This emphasises the need for us all to work together, a spirit encapsulated in the school motto “***Whakatangata – Playing the Game of Life***”.

The mission statement stresses that the development of students shall be our priority. Teachers must ensure that all students are provided with an education that enables them to reach their full potential.

The teaching and learning framework is based on:

- inclusion and cultural responsiveness
- co-constructivism
- learning as inquiry
- reflection by teachers
- principles and values of the *New Zealand Curriculum*
- key competencies - being lifelong dispositions encompassed in all learning
- a balanced curriculum across all eight learning areas
- quality teaching and learning
- innovative learning environments, e-learning, ICT and digital classrooms
- focused goal-setting with students to identify next learning steps
- effective implementation of national standards
- consistent assessment practices across the school to inform teaching and learning
- professional learning and development of staff targeted to learning needs
- effective performance management for all staff
- appropriate resourcing to meet teaching and learning needs
- sustainability - through implementation of *Enviroschools*



CULTURAL DIMENSIONS

Cultural perspectives

Kio Kio School's curriculum recognises the unique position of Māori within New Zealand society. Our goal is to ensure that the needs of our Māori students and whānau are addressed in a manner that promotes New Zealand's cultural diversity. Our curriculum will provide students with experiences in and understandings of cultural traditions, Te Reo, waiata, local traditions and history.

Te Reo Māori me ona Tikanga Māori

Kio Kio School will take all reasonable steps to provide learning opportunities in Tikanga Māori and Te Reo Māori for fulltime students whose parents request it. All teachers incorporate aspects of Tikanga and Te Reo Māori into their regular classroom programme. Where possible the school utilises the expertise of whānau and supporting agencies to promote and develop Tikanga and Te Reo Māori.

Consultation with Māori

An annual hui will be held each year. All families of Māori students attending Kio Kio School will be invited to attend this hui, and will be encouraged to bring members of their whānau. The hui will focus on Māori student achievement and future goals. Plans discussed at this hui may be implemented immediately, or incorporated into the school's annual plan for the following year, where appropriate.

Ko Puketarata te maunga	Puketarata is the mountain
Ko Mangaorongo te awa	Mangaorongo is the river
Nau mai haere mai kite kura tuatahi o Kio Kio	Welcome, welcome to Kio Kio School

BOARD OF TRUSTEES' UNDERTAKINGS

Consultation

The Kio Kio School Board of Trustees consults annually with both the Māori community and the wider school community. Processes for consultation include: school notices and newsletters, Supporters' Committee and Board meetings, parent meetings, learning conferences, curriculum evenings, hui for Māori families, and face-to-face (kanohi ki te kanohi) meetings.

Planning year

Kio Kio School's planning year is December 1st to November 30th, with the implementation of school plans being from the beginning of each new school year.

School Charter

The school's **Charter** and **Analysis of Variance** report is submitted electronically to the Ministry of Education by 1st March of each year. This includes a copy of the previous year's national standards information, based on the requirements of *National Administration Guideline 2A*.

Annual Report

The Board of Trustees sends copies of the **Annual Report** to the Ministry of Education annually by 31st May.



STRATEGIC PLAN 2017 – 2019



Strategic Goal 1: Learning and Achievement

Kio Kio School ensures successes for all

- Responsive curriculum that meets individual students' needs
- Excellent teachers using proven best practice teaching methods
- Safe, healthy and vibrant teaching and learning environments
- Focus on priority groups - Māori, Pasifika, students with special needs

Strategic Goal 2: School Culture

Kio Kio School nurtures positive partnerships within the school and wider community

- Strengthened partnerships between home and school with all whānau to ensure students' maximum engagement in learning
- Inclusive environment
- Preserving the heritage of the school through stewardship
- School as heart of community

Strategic Goal 3: Governance

Kio Kio School is governed strategically and effectively

- **Good Employer** - Ensuring good work conditions and performance management which includes professional development
- **Representation** - Ensuring the community's aspirations are met
- **Leadership** - Proactive and future focused providing a clear direction
- **Accountability** - Continuous improvement and performance



ANNUAL GOAL 1: TARGETS TO RAISE STUDENT ACHIEVEMENT

Annual Goal 1.1: Targets to raise student achievement in Writing

Student achievement in Writing in 2016 – baseline data

In November 2016 analysis of school-wide OTJs in writing against the writing national standards identified 19.9% (25/126 students) were achieving below or well below the national standard expectations in writing.

STUDENT ACHIEVEMENT IN WRITING - END OF YEAR 2016

No. of learners well below	No. of learners below	No. of learners at	No. of learners above	% well below or below	% at or above
5 (4.0%)	20 (15.9%)	49 (38.9%)	52 (41.3%)	19.9%	80.1%

Student achievement in Writing in 2016 – Analysis

Achievement overall:

- Percentage of students achieving at or above declined by 7.7% from 2015 to 2016
- Of 17 students who were below at end 2015 5 are still below, 2 well below, and 3 now at. 7 have left the School.

Achievement by gender:

- 72.2% male students at or above; 87.7% females at or above

Achievement by year group:

- Percentage of students at or above in Year 8 100%; end Year 4 88.9%; end Year 5 87.5%; end Year 6 86.3%; end year 7 76.5%; after 3 years at school 71.5%
- Percentage of students at or above after 1 year at school 68.4%, and after 2 years 61.6% - of concern

Achievement by ethnicity

- NZ European achieving at very high levels 89.0% at or above
- Percentage of Maori students achieving at or above significantly less than all students 69.7% cf. 80.2%. Students performing below or well below are disproportionately male, and are predominantly after 1 year at school and Years 5 & 6.

Targets for raising student achievement in Writing for 2017

The students identified as being below or well below national standard expectations in writing in November 2016 will have made more than one year's progress in writing in 2017.

The percentage of students at or above national standard expectations in writing will have been enhanced for the following groups by November 2017:

- Across the school from 80.1% to 83%
- Male students from 72.2% to 80.0%
- Maori male students from 69.7% to 80.0%
- After 2 years at school from 68.4% to 80.0%; After 3 years at school from 61.6% to 80.0%

Actions to achieve targets (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
Targeted students: Collaboratively review achievement information and determine their specific learning needs; discuss and plan effective teaching strategies to address their needs	Term 1 Weeks 1-6	Principal with all teachers	Action plan developed and implemented for each student
Targeted students: Fortnightly monitoring meetings to discuss progress. Teachers to provide evidence to share, discuss and moderate. Regular communication with parents will be maintained regarding progress and achievement	Ongoing throughout the year	Literacy Lead Teacher with all teachers	Accelerated progress by at least one achievement level for all targeted students
Targeted students: Participate in Accelerated Literacy learning (ALL) to accelerate achievement of selected students who are below or well below	Terms 1-3	Literacy Lead Teacher with all teachers	Effective PLD in place Accelerated learning and achievement in writing
Targeted students: Update and implement the KKS Maori Student	Ongoing	Principal, SLT & Lead Teacher	Maori Student Achievement Plan



Achievement Plan to address Maori student engagement, culturally responsive teaching and learning, and managing the learning and wellbeing needs of transient students		Maori	updated and implemented Enhanced student achievement in writing for Maori students
Review and update the writing section of KKS Curriculum Implementation Plan. Specific areas: focus on engagement of male students, and particularly Maori students who are male; development of Quick Writes programme; introduce reciprocal writing; review school-wide spelling programmes; embed learning progressions and co-constructing learning goals; embed moderation and consistency	Ongoing – mostly Term 1	Principal & Senior Leadership Team with all teachers	Curriculum Implementation Plan updated and implemented for writing annually Enhanced teaching and learning in writing
Provide effective school-wide PLD for teachers and learning support staff; tied in with teachers' performance management Teaching as inquiry framework used to develop an action plan which includes planned deliberate acts of teaching, groupings where appropriate, differentiated learning, and monitoring and assessment	Ongoing	SLT Literacy Lead Teacher	Teacher learning goals tied into performance management system TAI action plan developed and implemented Enhanced teaching and learning in writing
Engage with parents and whānau on ways to support students' learning in writing, including: raising the profile of writing through writing evenings; newsletters and website information for parents; class blogs; school events Engage with parents and whānau of targeted students to collaboratively support enhanced achievement in writing	Ongoing	Principal, SLT & all teachers	School community fully engaged in partnership to support enhanced student achievement in writing, particularly for targeted students
Monthly reporting to Board of Trustees on raising student achievement in writing	Monthly	Principal, SLT & Literacy Lead Teacher	Board fully informed on progress in raising student achievement in writing
Analyse end of year achievement information to inform progress and planning for next year	End of year	Principal & SLT	Board and staff fully informed on progress in raising student achievement in writing
Resourcing <ul style="list-style-type: none"> • Professional Learning & Development budget: \$1,000 • Library budget \$3,500 and reading budget \$3,000 (links between reading and writing) • ALL \$7,300 (MOE funded) 			



Annual Goal 1.2: Targets to raise student achievement in Mathematics

Student achievement in Mathematics in 2016 – baseline data

In November 2016 analysis of school-wide OTJs in mathematics against the mathematics national standards identified 16.7% (21/126 students) were achieving below or well below the national standards in mathematics

STUDENT ACHIEVEMENT IN MATHS – END OF YEAR 2016

No. of learners well below	No. of learners below	No. of learners at	No. of learners above	% well below or below	% at or above
6 (4.8%)	15 (11.9%)	53 (42.1%)	52 (41.3%)	16.7%	83.3%

Student achievement in Mathematics in 2016 – Analysis

Achievement overall:

- Percentage of students achieving at or above increased by 2.1% from 2015 to 2016
- Of 24 students who were below or below at end of 2015: 8 are still below, 5 well below, 4 are now at; 7 have left the School

Achievement by gender:

- 82.0 % male students at or above; 84.6% females at or above

Achievement by year group:

- Percentage of students at or above in end Year 8 100%; end Year 7 88.2%; end Year 6 85.8%; end Year 5 79.2%; end Year 4 77.8%; after 3 years 85.8%; after 2 years 76.9%; after 1 year 84.2%

Achievement by ethnicity

- NZ European achieving at very high levels 90.2% at or above
- Percentage of Maori students achieving at or above significantly less than all students 69.7% cf. 83.3%. Students performing below or well below are spread across year levels – no strong pattern

Targets for raising student achievement in Mathematics for 2017

The students identified as being below or well below national standard in mathematics in November 2016 will have made more than one year's progress in mathematics in 2017

The percentage of students at or above national standard expectations in mathematics will have been enhanced for the following groups by November 2017:

- across the School from 83.3% to 85%
- Māori from 69.7% to 80%

Actions to achieve targets (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
Targeted students: Collaboratively review achievement information and determine their specific learning needs; discuss and plan effective teaching strategies to address their needs	Term 1 Weeks 1-6	Principal with all teachers	Action plan developed and implemented for each student
Targeted students: Fortnightly monitoring meetings to discuss progress. Teachers to provide evidence to share, discuss and moderate. Regular communication with parents will be maintained regarding progress and achievement	Ongoing throughout the year	Mathematics Lead Teacher with all teachers	Accelerated progress by at least one achievement level for all targeted students
Targeted students: Update and implement the KKS Maori Student Achievement Plan to address Maori student engagement, culturally responsive teaching and learning, and managing the learning and wellbeing needs of transient students	Ongoing	Principal, SLT & Lead Teacher Maori	Maori Student Achievement Plan updated and implemented Enhanced student achievement in mathematics for Maori students
Review and update the mathematics section of KKS Curriculum Implementation Plan. Specific areas: focus on engagement of Maori students; embed learning progressions and co-constructing learning goals; embed	Ongoing – mostly Term 1	Principal & Senior Leadership Team with all teachers	Curriculum Implementation Plan updated and implemented for mathematics annually Enhanced teaching and learning



moderation and consistency; research, develop and implement school-wide basic facts programme and problem-based learning			in mathematics
Provide effective school-wide PLD for teachers and learning support staff; tied in with teachers' performance management Teaching as inquiry framework used to develop an action plan which includes planned deliberate acts of teaching, groupings where appropriate, differentiated learning, and monitoring and assessment	Ongoing	SLT Mathematics Lead Teacher	Teacher learning goals tied into performance management system TAI action plan developed and implemented Enhanced teaching and learning in mathematics
Engage with parents and whānau on ways to support students' learning in mathematics including: raising the profile of mathematics through mathematics evenings; newsletters and website information for parents; class blogs; school events Engage with parents and whānau of targeted students to collaboratively support enhanced achievement in mathematics	Ongoing	Principal, SLT & all teachers	School community fully engaged in partnership to support enhanced student achievement in mathematics, particularly for targeted students
Monthly reporting to Board of Trustees on raising student achievement in mathematics	Monthly	Principal, SLT & Literacy Lead Teacher	Board fully informed on progress in raising student achievement in mathematics
Analyse end of year achievement information to inform progress and planning for next year	End of year	Principal & SLT	Board and staff fully informed on progress in raising student achievement in mathematics
Resourcing <ul style="list-style-type: none"> • Professional Learning & Development budget: \$3,000 • Mathematics resources: \$1000 			



Annual Goal 1.3: Targets to raise student achievement in Reading

Student achievement in Reading in 2016 – baseline data

In November 2016 analysis of school-wide OTJs in reading against the reading national standards identified 12.7% (16/126 students) were achieving below or well below the national standards in mathematics

STUDENT ACHIEVEMENT IN READING - END OF YEAR 2016

No. of learners well below	No. of learners below	No. of learners at	No. of learners above	% well below or below	% at or above
4 (3.2%)	12 (9.5%)	35 (27.8%)	75 (59.5%)	12.7%	87.3%

Student achievement in Reading in 2016 – Analysis

Achievement overall:

- Percentage of students achieving at or above declined by 1.0% from 2015 to 2016
- Of the 15 students who were below or well below at the end of 2015: 1 is still well below, 4 is below, 2 now at; 8 have left the School.

Achievement by gender:

- 83.6% male students at or above; 90.8% females at or above

Achievement by year group:

- Percentage of students at or above in Year 8 100%; end Year 7 100%; end Year 6 90.7%; end Year 5 95.8%; at end of Year 4 77.8%; after 3 years at school 100.0%; after 2 years at school 84.6%;
- After 1 year at school 68.4% - of concern

Achievement by ethnicity

- NZ European achieving at very high levels 92.7% at or above
- Percentage of Maori students achieving at or above is significantly less than all students 78.8% cf. 87.3%. Students performing below or well below are disproportionately male, and are predominantly at Years 2 & 6.

Targets for raising student achievement in Reading for 2017

The students identified as being below or well below national standard expectations in reading in November 2016 will have made more than one year's progress in writing in 2017.

The percentage of students at or above national standard expectations in reading will have been enhanced for the following groups by November 2017:

- Across the school from 87.3% to 90%
- End of Year 5 from 77.8% to 85%; after 2 years at school from 68.4% to 80%

Actions to achieve targets (What?)

Targeted students: Collaboratively review achievement information and determine their specific learning needs; discuss and plan effective teaching strategies to address their needs

Targeted students: Fortnightly monitoring meetings to discuss progress. Teachers to provide evidence to share, discuss and moderate. Regular communication with parents will be maintained regarding progress and achievement

Targeted students: Update and implement the KKS Maori Student Achievement Plan to address Maori student engagement, culturally responsive teaching and learning, and managing the learning and wellbeing needs of transient students

Review and update the reading section of KKS Curriculum

Timeframes (When?)

Term 1 Weeks 1-6

Ongoing throughout the year

Ongoing

Ongoing – mostly Term 1

Person(s) responsible (Who?)

Principal with all teachers

Literacy Lead Teacher with all teachers

Principal, SLT & Lead Teacher Maori

Principal & Senior Leadership

Indicators of progress

Action plan developed and implemented for each student

Accelerated progress by at least one achievement level for all targeted students

Maori Student Achievement Plan updated and implemented
Enhanced student achievement in reading for Maori students

Curriculum Implementation Plan



Implementation Plan. Specific areas: focus on engagement of male students, and particularly Maori students who are male; introduce reciprocal reading; embed learning progressions and co-constructing learning goals; embed moderation and consistency		Team with all teachers	updated and implemented for reading annually Enhanced teaching and learning in reading
Provide effective school-wide PLD for teachers and learning support staff; tied in with teachers' performance management Teaching as inquiry framework used to develop an action plan which includes planned deliberate acts of teaching, groupings where appropriate, differentiated learning, and monitoring and assessment	Ongoing	SLT Literacy Lead Teacher	Teacher learning goals tied into performance management system TAI action plan developed and implemented Enhanced teaching and learning in reading
Develop the library as an information literacy hub: continue to implement the KKS Library Strategic Plan	Ongoing	Principal, Literacy Lead Teacher, Library Resource Manager	Library is a well-functioning information literacy hub for the School
Engage with parents and whānau on ways to support students' learning in reading, including: raising the profile of reading through newsletters and website information for parents; class blogs Engage with parents and whānau of targeted students to collaboratively support enhanced achievement in reading	Ongoing	Principal, SLT & all teachers	School community fully engaged in partnership to support enhanced student achievement in reading, particularly for targeted students
Monthly reporting to Board of Trustees on raising student achievement in reading	Monthly	Principal, SLT & Literacy Lead Teacher	Board fully informed on progress in raising student achievement in reading
Analyse end of year achievement information to inform progress and planning for next year	End of year	Principal & SLT	Board and staff fully informed on progress in raising student achievement in reading
Resourcing <ul style="list-style-type: none"> Professional Learning & Development budget: \$1,000 Library budget \$3,500 and reading budget \$3,000 (links between reading and writing) 			



ANNUAL GOAL 2: PRIORITY GROUPS

Annual Goal 2.1: Māori achieving success as Māori

Annual Goal	Actions to achieve goal (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
Māori achieving success as Māori: to embed <i>Ka Hikitia</i> through all aspects of school life	Review, update and implement the <i>Ka Hikitia Implementation Plan</i> , including embedding the learnings from the 2 year PoiPoia Te Reo PLD initiative into the Plan; in particular using the strategic overview and learning progressions for Te Ao Maori developed by staff in 2016; develop partnerships with whanau and local marae	Terms 1 & 2	Principal, SLT & Lead Teacher Maori	High levels of engagement, wellbeing, learning and achievement of Maori students Appropriate embedding and integration of Te Ao Maori into school life

Annual Goal 2.2: Pasifika achieving success as Pasifika:

Annual Goal	Actions to achieve goal (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
Pasifika achieving success as Pasifika: to embed <i>the Pasifika Education Plan</i>	Review, update and implement the <i>Pasifika Student Achievement Plan</i> ; develop partnerships with families and local Pasifika community	Terms 1 & 2	Principal, SLT	High levels of engagement, wellbeing, learning and achievement of Pasifika students

Annual Goal 2.3: Learners with special needs and abilities achieving success

Annual Goal	Actions to achieve goal (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
Learners with special needs achieving success: To embed <i>Success for All</i> through all aspects of school life	Review, update and implement the <i>Inclusive Practices Policy, Students with Learning Needs Achievement Plan</i> , and further develop a <i>High Achievers Plan</i> ; develop partnerships with families of students needing learning support and high achieving students	Terms 1 & 2	Principal, SLT, SENCO	High levels of engagement, wellbeing, learning and achievement of students needing learning support and high achieving students



ANNUAL GOAL 3: SCHOOL CULTURE

Annual Goal 3.1: Student wellbeing

Annual Goal	Actions to achieve goal (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
Further implementation of the <i>Health, Safety and Wellbeing Policy</i>	Ongoing development and implementation of the <i>Health and Safety Plan and Procedures</i>	All year	Principal, SLT & Health, Safety and Wellbeing Committee	Compliance with Health and Safety at Work Act 2015
	Develop and implement a <i>Student Wellbeing Plan</i>	Terms 3 & 4	Principal, SLT & Health, Safety and Wellbeing Committee	Implementation of ERO guidelines for student wellbeing; use of NZCER wellbeing survey results
	Develop and implement a <i>Child Protection Plan</i>	Terms 3 & 4	Principal & SLT	Compliance with the Vulnerable Children Act 2014
	Develop and implement a <i>Plan for Students in Transition</i> consistent with the new C.O.P.S. plan	Terms 3-4	Principal & SLT	Comply with MOE and ERO guidelines for effective transition to school and between schools



ANNUAL GOAL 4: HOME-SCHOOL PARTNERSHIPS

Annual Goal 4.1: Home-School partnerships

Annual Goal	Actions to achieve goal (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
Develop and implement a <i>Home-School Partnerships Plan</i>	Research into effective home-school partnerships Document draft plan Consult with school community Develop final plan Implement	All year	Principal & SLT	Effective engagement and partnerships developed with school community Parents/whanau actively engaged in their child's learning, progress, achievement and successes Student achievement is enhanced

ANNUAL GOAL 5: GOVERNANCE

Annual Goal 5.1: Accountability

Annual Goal	Actions to achieve goal (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
ACCOUNTABILITY - Policies -	Relook at Board Policy Framework and current policies Continue to decommission irrelevant/obsolete policies Consult with school community Develop final plan Implement policies as agreed	All year	Principal & BOT	Effective policy review and development so that policies are manageable



Annual Goal 5.2: Good Employer

Annual Goal	Actions to achieve goal (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
GOOD EMPLOYER	Ensuring appropriate staff appraisal systems and contact obligations are met. Work with Principal to ensure: - a robust annual performance management and appraisal system for Principal and all staff	All year	Principal, staff & BOT	All staff have clear expectations of their contract, collective agreements and other relevant legislation related to their role

Annual Goal 5.3: Leadership/Representation

Annual Goal	Actions to achieve goal (What?)	Timeframes (When?)	Person(s) responsible (Who?)	Indicators of progress
LEADERSHIP/REPRESENTATION	Work with Principal to ensure: - the community's voice is strengthened in our 2018 Charter - the community can develop a school motto that they can own - the community understands the role of school Trustees	All year	Principal, staff & BOT	The school charter will reflect the community's aspirations for the school



SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT SECTION

Curriculum

Key school documents that inform the Kio Kio School Charter relating to **curriculum** include:

- Strategic Plan
- Annual Plan
- Curriculum Framework
- Curriculum implementation Plan (school-wide planning for each of the 'learning areas' covering planning and teaching requirements for teachers)
- Student Assessment Plan
- Student individual learning and assessment portfolios (displays summative and formative student achievement information)
- Associated policies

Finances

Key school documents that inform the Kio Kio School Charter relating to **finances** include:

- Strategic Plan
- Annual Plan
- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Asset Register
- Auditors Reports
- Associated policies & procedures

Health and Safety

Key school documents that inform the Kio Kio School Charter relating to **health and safety** include:

- Strategic Plan
- Annual Plan
- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student support programmes and procedures
- Special Education Needs Register
- Health & Safety Policy, Plan and Guidelines
- Associated policies

Human Resources

Key school documents that inform the Kio Kio School Charter relating to **human resources** include:

- Strategic Plan
- Annual Plan
- Job descriptions
- Performance agreements
- Staff appraisals
- Staff Handbook
- Prospectus
- Professional learning and development programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & curriculum policies

Property

Key school documents that inform the Kio Kio School Charter relating to **property** include:

- Strategic Plan
- Annual Plan
- 10 Year Property Plan (10YPP)
- 5 Year Property Agreement (5YA)
- Maintenance Schedule
- Hazards Register
- Evacuation procedures
- Insurance
- Associated policies



