



Kelburn Normal School

Strategic Plan 2011 - 2016

This document summarizes the progress as at 09/05/2011 against the KNS 2011 Annual Plan targets, actions and expected outcomes.

STUDENT ACHIEVEMENT 1

Outstanding delivery of education in all areas, with priority to literacy and numeracy

Strategic Goal 1.1

Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts

Annual Target 1.1

Enhance delivery of literacy programmes by building in process drama

Historical Position

Through undertaking 2009-2010 Action Research the teaching staff have collected evidence of improved student achievement in written language when literacy programmes involved a greater range of learning opportunities, especially when starting units/lessons with an emphasis on oral language and/or the arts (drama, dance, music, visual) and which build on individual student strengths. To enhance the delivery of literacy programmes there is a:

- need to increase staff release time to update curriculum documents and implementation of curriculum systems
- need for syndicate release times to get a shared understanding of literacy practices

Examples of Expected Outcomes and Work in this area include:

- Review KNS English Curriculum delivery documentation and teaching practices to ensure there is an emphasis on oral language and the arts (Continued from 2010 Annual Plan Next Steps)
- Teachers are supported through participating in targeted professional development (teacher training) to ensure they are confident and capable to deliver the expected English Curriculum at KNS Teachers share their experiences with other teachers and learn together how they can use drama and role play to enhance achievement and encourage engagement in the classroom
- Consistency in these areas (identified above) will contribute in raising student achievement reading, writing and oral language throughout the school

Progress as at 09/05/2011

- A English Curriculum Team has been established which has representation from each syndicate and is led by Charles Bisley
- The team has met three times during Term 1, 2011 and the focus of their work has been to review the English Curriculum documentation (now completed) and the creation of a survey for teachers to complete on their classroom English practice. This survey draws together features from Best Practices and Effective Pedagogy. The survey was handed out in the last week of Term 1 and due on Friday 13 May. The purpose of the survey is to ascertain current classroom practice and teacher expertise and asks the teachers to provide evidence to support key effective pedagogy in English statements. The surveys will be used to further develop the English professional development plan for 2011.

Next step:

- To collect, collate and analyze the data collect and identify trends which can be responded to through the professional

		development plan across the school. This is planned for 16 May, 2011.
<u>Strategic Goal 1.2</u>		
Develop and deliver a wide range of mathematics learning opportunities to cater for individual needs		
<u>Annual Target 1.2</u> To deliver mathematics programmes which develop students number sense in contexts involving practical problem solving (Will continue into 2012)	<u>Historical Position</u> Teaching staff have worked during 2009-2010 to develop more consistent teaching of mathematics across the school. This includes assessment of the numeracy programme. Teachers have identified a need to continue to address the consistency of teaching methods across the school and using assessment data in mathematics to support teaching and learning	
	<u>Examples of Expected Outcomes and Work in this area include:</u> <ul style="list-style-type: none"> Review KNS Mathematics Curriculum delivery and assessment documentation to ensure classroom programmes cater for all needs within the classroom. This includes which students remain with their homeroom teacher for maths because of an identified need. Continue to provide teacher training in identified areas to ensure consistent mathematics practices between teachers throughout the school. This consistency will assist in raising student achievement. Later in the year introduce a school wide problem solving focus in mathematics, starting with teacher development and exploration which will later fed into classroom programmes 	Progress as at 09/05/2011 <ul style="list-style-type: none"> A mathematics curriculum team has been established which has representation from each syndicate and is led by Linda Kingston and Danielle Sanders. The team has met three times during Term 1, 2011 and the focus of their work has been to re-organise and review the mathematics resources currently housed in the central resource room. This involved out of date resources being removed and current resources being displayed for ready use. <u>Next step:</u> <ul style="list-style-type: none"> To analyze current math planning and assessment practices across the school with an outcome to establish a set of exemplars for teachers to use when planning and assessing in maths at KNS. This is planned for 16 May, 2011.
<u>Strategic Goal 1.3</u>		
Extend learning across the curriculum through the use of ICT and Information Literacy.		
<u>Annual Target 1.3</u> To use ICT tools effectively across the curriculum	<u>Historical Position</u> In 2010 the ICT team developed a school wide ICT Plan for 2010 and beyond. This was supported with a large financial investment in the IT infrastructure at the end of 2010. All classrooms now have the hardware to allow basic ICT integration into teaching and learning programmes. The next step is to provide training and support for teachers and staff to develop their capability to use these tools effectively and continue to add to the ICT infrastructure as per the plan.	
	<u>Examples of Expected Outcomes and Work in this area</u>	Progress as at 09/05/2011

	<p><u>include;</u></p> <ul style="list-style-type: none"> • Through providing staff training all staff have the necessary confidence and knowledge to integrate ICT into teaching and learning programmes with evidence of its effectiveness in raising student achievement • Targeted Interactive White Board training, laptop, data projectors and desk top computer maintenance is offered to all staff. Teachers formally share their technology ideas and experiences, especially in relation to the Action Research projects undertaken by all teachers throughout the year • Teachers ensure that units in their classroom integrate Information Literacy by involving the KNS specialist teacher in the planning stages 	<ul style="list-style-type: none"> • Teachers have participated in a full day's professional development session at the start of 2011. • Some teachers took up an advanced training session offered by our IWB providers. These teachers came back and shared their training with their teams. • Teachers are encouraged to share practices during staff and syndicate meetings. • The ICT sub committee of the board have met twice and formulated a more detailed action plan and reasoning behind ICT use at KNS. The team have made recommendations to the board and as a result purchased stand alone computers to support the use of IWB in all classrooms and the school now has the capability to access the school network through wireless, this includes the installation of a bridge in the hall. <p><u>Next Step;</u></p> <ul style="list-style-type: none"> • Investigate Robotics for the junior area of the school being introduced by the senior students • Target funds for installing a fixed data projector in the hall to support the use of ICT in class and school productions and for the use during assemblies as a way of showcasing the integration of ICT into the curriculum programme. • Investigate costings for Laptop/net book pods
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STUDENT ACHIEVEMENT 2

Extend individual student progress and achievement

Strategic Goal 2.1

Use data to inform teaching and learning programmes which cater for all needs.

<p><u>Annual Target 2.1</u></p> <p>Use assessment data to inform teaching and learning programmes to cater for all needs</p>	<p><u>Historical Position</u></p> <p>In 2010 teachers were released for six half days within their syndicate teams to discuss student achievement data and the implementation of National Standards at KNS. This has not only assisted teachers to build a shared understanding of the assessment tools and practices but also provided the necessary time to moderate assessment practices across the school. At KNS we believe it is most effective when teachers are able to analysis their own class and syndicate data. This practice allows for student data to not only inform but also drive the teaching and learning programmes throughout the school.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include;</u></p> <ul style="list-style-type: none"> • Introduce new procedures for collecting information about individual students from parents (Student Profile Sheet) • Review the way the KNS organisation of classes and systems provides for meeting student needs. This includes reviewing the selection process for extension and remedial provisions within the school • Provide teacher training to ensure teachers are using assessment tools effectively and consistently • Provide opportunities throughout the year for teachers to discuss and moderate assessment between classrooms to ensure consistency within the school 	<p>Progress as at 09/05/2011</p> <ul style="list-style-type: none"> • A Student Profile sheet was developed and handed out to all students with the majority being returned to teachers and placed on file. This information is used by teachers to gain a fuller understanding about each individual; their interests, home responsibilities, strengths and family life. • Syndicates discuss assessment practices and individual progress and achievement, particularly at risk students, during their syndicate meetings. Programmes are reviewed and developed to meet cohort need using assessment data and teacher observation. • Selection for additional programmes has been revised and supporting documentation is in the process of being updated to reflect the changes. • AP and DP have meet with other representatives from our Western Zone Cluster schools to look at moderation. • Syndicate Leadership Team has reviewed the Moderation process for written language and has outlined the expectations to their team. <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Complete the updating of the supporting documentation for selection processes for additional classes • Make recommendations to the board about any additional funding required for identified programmes to meet identified need. • Teachers to carry out the written language moderation task with time set aside for school wide discussion and moderation on teacher only day. • For our AP and DP to continue to meet with WZ Cluster representatives looking at cross school moderation processes.

Strategic Goal 2.2

Provide a reporting system which recognizes the whole child

Annual Target Goal 2.2

Provide a reporting system which recognizes the whole child

Historical Position

In 2009 the teaching staff revised the KNS End of Year Reporting format to reflect the revised New Zealand Curriculum. This resulted in a very different report format. Further changes were made during 2010 with the introduction of National Standards. Best practice and research supports reporting on all aspects of a child's development not just academic. Therefore teaching staff are working hard to ensure the KNS reporting systems recognizes the whole child and not just thin slices of their progress and achievement.

Examples of Expected Outcomes and Work in this area include:

- Invite parent feedback about the National Standards section in the end of year report.
- Ensure through on going discussions between teachers that the KNS curriculum is not narrowed to only English and mathematics and all aspects of the child are reported on and achievements in all areas are encouraged

Progress as at 09/05/2011

- Staff and syndicate meetings encourage teachers to keep our KNS curriculum balanced by ensuring programmes are offered in all learning areas in all ages across the school. There is evidence of this in meeting minutes and in teacher planning and assessment.

Next Step:

- Include a Reporting to Parents National Standards question in the board survey

Strategic Goal 2.3

Recognise and communicate student progress and achievement within and around the school.

Annual Target 2.3

Recognise and communicate student progress and achievement within and around the school.

Historical Position

Students should all have an opportunity to 'shine'. At KNS we actively build on individual students strengths within the classroom and recognize achievements at school wide and syndicate assemblies throughout the year. The next step is to create further opportunities to promote and display individual students work and achievements within and around the school. This will provide motivating models for other students and also show cases the talented students we have at KNS.

Examples of Expected Outcomes and Work in this area include:

- Publish student work in a variety of creative ways around the school for the school and wider community to enjoy. This includes showcasing written work in certain areas of the school.
- Completing the 2010 student Bush Builders posters in the adventure playground and Gully area
- Provide training for teachers on Cultural

Progress as at 09/05/2011

Next Steps:

- Bush Builders signs will be presented at the school wide assembly on Friday 13 May and installed within the week. These are signs which the students have created. The local newspaper has been invited to this event.
- Investigate prices and techniques for publishing student work around the school environment.

identification of Gifted and Talented students.
Different cultures value different characteristics.

STUDENT ACHIEVEMENT 3

Create a powerful Learning Culture

Strategic Goal 3.1

Create a powerful learning culture through use of Learning Conversation

Annual Target 3.1

Learning conversations feed into the teaching and learning cycle

Historical Position

With the implementation of the revised NZ Curriculum at KNS came KNS Learning Conversations. This is where students play an active role in discussing their own learning (both content and process of learning) with others. Learning Conversations are very much part of the KNS teaching and learning cycle and school culture. When introducing new ideas people require time for consolidation. Therefore our next step at KNS is to allow time for teachers to strengthen the role of Learning Conversations and assist parents to understand the importance of Learning Conversations in the child's development at KNS by building on work already started in this area.

Examples of Expected Outcomes and Work in this area include:

- Hold information sessions and include newsletter articles about the reasons behind including the students in their 3 Way Conferences and the importance of Learning Conversations in the KNS Curriculum
- Continue to offer parents additional meetings to discuss their child's progress and achievement over and above the formal 3 Way Conferences and reporting times during the year.

Progress as at 09/05/2011

- Many teachers have had additional parent/teacher meetings over and above the Term 1 3 Way Conference.
- Reasons for the Term 1 3 Way Conference was included in the school newsletter, along with invitation to parents to contact their child's teacher for additional meetings when required throughout the year

Next Steps:

- Write an article for the school website explaining the 3 Way Conference system and importance of this Learning Conversation in a child's programme

Strategic Goal 3.2

Create a powerful learning culture through embracing our school values and competencies

<p><u>Annual Target 3.2</u></p> <p>Split screen planning is evident in planning for English and mathematics</p> <p>School Values and key competencies are explicit acts of teaching at KNS</p>	<p><u>Historical Position</u></p> <p>The revised NZ Curriculum and our KNS Curriculum are still relatively new and work needs to continue in order for the changes to become a natural part of the way we do things at KNS. We believe, when delivered as intended, that our curriculum at KNS will create a powerful learning culture for staff and students alike. Our school values and the key competencies need to play an integral part when teachers plan teaching and learning programmes. Teachers are required to look at both what a student is learning (content) and how a student learns best (process). At KNS we refer to this as Split Screen Thinking; content and process.</p>	
<p><u>Examples of Expected Outcomes and Work in this area include;</u></p> <ul style="list-style-type: none"> Teachers are provided with support and training on how to maximize the effectiveness of split screen thinking as a planning technique to empower and encourage student engagement and achievement 	<p>Progress as at 09/05/2011</p> <ul style="list-style-type: none"> Staff and syndicate meetings have been held which minute discussions on split screen thinking and planning and integrating school values into classroom programmes. There is evidence in teacher planning that split screen planning is used and values are being integrated <p><u>Next Steps;</u></p> <ul style="list-style-type: none"> Continue to offer time during meetings and build on the split screen thinking exemplars already saved in the school intranet to teachers to refer to. 	

Strategic Goal 3.3

Create a powerful learning culture through fostering leadership and responsibilities for all students

<p><u>Annual Target 3.3</u></p> <p>Establish a KNS leadership and responsibilities structure within the school</p>	<p><u>Historical Position</u></p> <p>KNS offers numerous opportunities for all students in the way of leadership and responsibility. To ensure a clear structure and progressions are effective these opportunities need to be documented in one place and streamlined throughout the school.</p>	
<p><u>Examples of Expected Outcomes and Work in this area include;</u></p> <ul style="list-style-type: none"> Build on the leadership roles for students at KNS. Have these roles clearly documented. Provide opportunities for students to ‘have their say’ (student voice) 	<p>Progress as at 09/05/2011</p> <ul style="list-style-type: none"> The Syndicate Leadership Team has started discussing what Distributed Leadership means and may look like. This is a follow up from the attendance At the NZPF National Conference and listening to a key note speaker, James Spinalli <p><u>Next Steps;</u></p> <ul style="list-style-type: none"> To identify how current opportunities at KNS develops and nurtures student leadership throughout the school and look into 	

		<p>new areas to develop. E.g. is there a way which we can nurture different abilities (cultural, sporting, performing arts, community service etc through a points system which the students work towards completing by the time they are Year 8 leavers??). Involve the students in this decision making.</p>
<p>Strategic Goal 3.4</p> <p style="text-align: center;">Create a powerful learning culture through being culturally inclusive</p>		
<p><u>Annual Target 3.4</u></p> <p>Teachers integrate cultural studies into the 2011 teaching and learning programmes under the school wide theme for 2011 of 'Identity and Difference'</p>	<p><u>Historical Position</u></p> <p>KNS is predominately New Zealand European. There are a number of other ethnic cultures represented in the school community however most are small in numbers in comparison. We are also fortunate to welcome a group of international students each year into our KNS community. The international students are predominantly from Asia. One of our school values is to be culturally inclusive. Teaching staff believe it is important for the students at KNS to be exposed to and learn about other cultures, especially those represented within our school, and for all cultures to be made to feel welcome at KNS.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <ul style="list-style-type: none"> • Teachers actively integrate different cultures into topic units, taking advantage of the school wide 'Identity and Difference' Unit for 2011. • Different cultural festivals are celebrated and/or recognized within the school throughout the year. • Community members are invited to be involved in sharing cultural experiences in the classroom programme 	<p>Progress as at 7 June, 2011</p> <ul style="list-style-type: none"> • Planning is underway for a Kapa Haka Cultural Festival to be hosted by the KNS Kapa Haka in Term 3/4 • Designs are being drawn up for a possible Korean garden as a result of discussions with Korean members from the KNS students and staff, KNS community and keen KNS parents • Evidence of cultural considerations in syndicate planning. For example showcasing Identity and Difference poems by buddy classes at a recent assembly and cultural awareness and understanding through Waiata • International on line census survey for Year 5-8 which provides the students and contributing schools data to learn from and compare between schools; between classes in schools • Many non fiction reading texts which explore cross cultural issues. Students read and discuss the texts (cultural literacy) in their reading programme especially Year 7 and 8 • Year 3 and 4 written language pieces exploring what made them different and unique • Discussions on where students parents come from, looking at ourselves, how are we different from each other (junior school) • Students have invited community members in to discuss what

		<p>KNS was like when they were young</p> <ul style="list-style-type: none"> • Matariki and Now and Then celebrations <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Plan school wide cultural festival, including a food fair as suggested by the PTA • Communicate through the newsletter examples of ‘Identity and Difference’ • Sixties unit in the senior syndicate, visiting film archives
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Strategic Goal 3.5

Create a powerful learning culture through promoting student’s connection with our community and environment

<p><u>Annual Target 3.5</u></p> <p>Use of our local village and greater Wellington city as a resource to support teaching and learning</p>	<p><u>Historical Position</u></p> <p>Our local Kelburn community and Wellington City provide wonderful learning opportunities for KNS students. As a school we need to ensure that we do not over look what is on our immediate doorstep and make the most of the opportunities which Wellington provides for teaching and learning.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <ul style="list-style-type: none"> • Teachers plan to use the Wellington resources on offer as part of their teaching and learning programmes. For example trips to Capital E, Shakespeare in the Park and Te Papa • All trips and visitors into the school support the teaching and learning programme and are not simply add ons. 	<p>Progress as at 7 June, 2011</p> <ul style="list-style-type: none"> • Classes and syndicate programmes are supported by trips involving local resources • Inviting speakers to discuss what KNS was like years ago • Visits to Te Papa for Matariki, digital photography • Cable car museum • Vintage car club to visit • Trial recycling • Year 8 sailing on harbor • Capital E • Summer Shakespeare season • Magpie Lawn and city walkways. Pole Hill reserve. <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Swimming in Term 3 • Gardens for art • Syndicates creating a list of possible venues and experiences suitable for their age group

STAFF DEVELOPMENT

Attract and develop high quality staff, recognizing their value

Strategic Goal 4.1

Provide systems to ensure appropriate appraisal, self reflection and development

Annual Target 4.1

Implement the new professional standards and develop a 'team approach' to individual professional development

Historical Position

Schools have always battled with the compliance aspect of staff appraisal and the individual development of the person. Historically the two aspects have been part of the same system within a school. However best practice is providing evidence that it is more effective to separate the two. Professional Standards guide the compliance aspect of appraisal and will continue to do so with the introduction of new standards for schools to implement in 2011. The individual development of teachers will be separated from compliance and become part of the 'building a powerful learning culture' whereby teachers work in teams to observe best practices and learn from each other.

Examples of Expected Outcomes and Work in this area include:

- The revised Professional Standards for teachers replace the existing standards

Progress as at 7 June, 2011

- New Teacher Criteria reviewed by staff
- Appraisal systems currently being adapted to align with the Teacher criteria
- 10 minute walks conducted. For example looking at book work and planning throughout the school

Next Steps:

- Implement the appraisal system

Strategic Goal 4.2

Support a professional learning culture through the provision of staff development programmes and networking

Annual Target 4.2

KNS staff have the opportunity to network with teachers from other schools

Historical Position

At times a classroom teacher can feel starved of 'adult' conversation and isolated from professional discussion, especially when they are faced with a difficult issue. Teachers love to talk about their students and their successes and the hard times, however they do have to be careful about whom they discuss such things with and find that it's really other teachers who they can do this with. At KNS we have systems for the staff to be able to network within the school but it is also be of benefit to be able to have networking opportunities between schools. By providing these networking opportunities it will broaden the 'ideas and experience pool'. This is also important for our KNS support staff.

	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <ul style="list-style-type: none"> • Teachers at KNS have opportunities to meet other teachers in our Western Zone Cluster to discuss and share practices • KNS teachers attends the Cluster teacher training days • The principal attends the principal cluster meetings 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • Principal attends WZ Cluster meetings, Wellington Principal meeting. • AP and DP attend cluster meetings with other AP and DPs. • Rachael attends WZ sports planning sessions. • SENCO attends cluster • Brian and Rachael attending ICT development • NZEI networking opportunities made available to all members • All middle and senior management attended some if not all of the Wellington NZPF Conference at the end of Term 1, 2011 <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Further develop network communities so we can share ideas and resources and visit each others' schools. • Establish Kapa Haka cluster meeting and festival
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Strategic Goal 4.3

Acknowledge and celebrate whanaungatanga (staff as a community)

<p><u>Annual Target 4.3</u></p> <p>Acknowledge and celebrate whanaungatanga (staff as a community)</p>	<p><u>Historical Position</u></p> <p>Collectively the KNS staff is the schools greatest asset. To ensure the school attracts and retains a high caliber of staff; they, the staff, need to feel acknowledged and supported by the KNS community. KNS Staff will be at their best professionally when they feel valued by the school community.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <ul style="list-style-type: none"> • Develop ways of celebrating and acknowledging the KNS staff 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • Support staff day on Wednesday 15 June where all teaching staff bought morning tea. • BoT funded morning teas on teacher only day at the start of the year to welcome staff back to school • Bot funded afternoon tea at Action Research presentation • Purchasing coffees for staff at outdoor sports events. • Rearranging teacher only day to make it over 2 days. We started at 3 pm with afternoon tea provided and went until 5pm. The following day we worked from 9am till 12pm and the staff got to spend the afternoons in their class working or go home and start their weekends early. • Work in SLT on barriers to leadership

LEARNING ENVIRONMENT

Provide a high quality learning environment

Strategic Goal 5.1

Provide a learning environment which is safe and healthy

Annual Target 5.1

Provide a learning environment which is safe and healthy

Historical Position

For children to learn and grow to their best ability they require a safe and healthy environment first. This includes both the property features of the environment and the school culture. Our KNS school values will be a guiding influence on the school culture.

Examples of Expected Outcomes and Work in this area include;

- Regular health and safety checks are carried out in compliance from SERCO
- Continue to reinforce the KNS Values in teaching and learning programmes
- School trips and camps follow procedures and risks have been identified
- Update Civil Defence procedures and provisions

Progress as at 14 June, 2011

- Civil Defence provisions updated / created in term one. We have boxes of non perishable food stored throughout the school with bowls, cups, tin openers etc as well as over 900 litres of water. All staff have been given updated copies of emergency procedures along with getting classroom emergency backpacks updated. In term one we had 2 earthquake drills, one in class and one at break times.
- Regular SERCO checks carried out as per schedule
- Successful senior camp in Term 1 following the revised schooldocs documentation for LEOTC
- Purchased signs for the Adventure Playground stating that children should be supervised out of normal school hours
- Purchased Smokefree environment signs for the school

Next Steps:

- Continue the schedule of earthquake and fire drills each term

Strategic Goal 5.2

Provide a learning environment which is modern

<p><u>Annual Target 5.2</u></p> <p>Commence the upgrade of classroom interior and library shelving (Links to Strategic Goal and Annual Target 7.4 ICT Infrastructure)</p>	<p><u>Historical Position</u></p> <p>The KNS student's ages range between 5-13 years old. It is important to continuously upgrade the school facilities to ensure the school does not become out dated and old school in the eyes of our students. They deserve a physical learning environment which reflects the world they live in.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <ul style="list-style-type: none"> • Completing Room 14 upgrade and outdoor stage area • Removing the swimming pool and developing the area to provide a 'green area' and seating for the outdoor stage • Identify other property needs in the school • Upgrade the library shelving • Maintain the Adventure Playground 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • Library shelving upgraded at the end of term one. • Development of swimming pool area awaiting shade sail for completion. This should happen over the weekend. • Room 14 and outdoor staging area completed. • In discussion with student council to see what needs / ideas they have for property upgrades. • Property committee met to plan 5YA and 10 YP expenditure • VRC property development meetings underway • Students Council have identified that the students would like more poly grass at school and improved drinking fountains <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Student council to meet with PTA to discuss what they would like in their playground. • Official opening for the outdoor performance area at the end of this term • Address the drinking fountain issue • Investigate areas for further development of matting and/or polygrass • Action quotes for carpet in Room 1 and 2 • Action quotes for furniture upgrade in Room 7
<p><u>Strategic Goal 5.3</u></p> <p>Provide a learning environment which is respectful of the environment</p>		
<p><u>Annual Target 5.3</u></p> <p>To reduce the amount of unnecessary use of paper around the school</p>	<p><u>Historical Position</u></p> <p>In 2010 the school wide focus was Biodiversity which raised a number of questions and possible projects from students and staff. Although the 2011 school wide focus is not on a science theme classroom practices can still promote day to day routines which are respectful to the environment. It was identified that there are a number of ways that KNS could reduce the amount of paper used. This in turn will help our environment.</p>	

	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <ul style="list-style-type: none">• Conduct a survey mid year of paper waste throughout the school and put in place (via the student council) an intervention programme	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none">• Part of a trial for recycling in schools with the WCC• Many families now receiving newsletters via email. Currently 255 children receive their newsletter electronically. (73.5%)• All minutes from staff meetings are emailed out rather than paper copies. <p><u>Next Steps:</u></p> <ul style="list-style-type: none">• Student Council to conduct audit of paper waste• BOT community survey to be available on electronic version only
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LEARNING PARTNERSHIPS & COMMUNICATION

Encourage learning partnerships and maintain high quality communication within our school community

Strategic Goal 6.1

Provide opportunities for parent involvement in their child's education

Annual Target 6.1

Involve parents in teaching and learning

Historical Position

At KNS we believe in the 'triangle of learning'. That is a teaching and learning cycle which involves; the teacher, the student and the parent/s. All three sides of the triangle need to be active before a child can achieve their full potential. KNS teachers recognize that it is not always easy for parents to be involved in the daily classroom programme due to work or other commitments during the day. Teachers are aware of the need to be creative in the ways that they provide opportunities for parent involvement within the classroom and school programmes.

Examples of Expected Outcomes and Work in this area include;

- Teachers actively create opportunities for their students parents to be involved in the 'triangle of learning'.
- Parents are invited into their child's classroom or to be part of class trips
- Parents are involved in 3 Way Conferences
- Celebrations of work are shared with parents through performances, presentations, open days and/or newsletters

Progress as at 14 June, 2011

- Many parents involved during Discovery time each week in Junior Syndicate. Some also involved in LM area.
- Great parent response to attend camp and other school trips.
- Parent assisting with UM market day.
- Afternoon tea sharing with junior parents in their child's classroom
- End of Term 1 3 Way Conferences
- Parents being invited to join the school for full school assemblies

Next Steps

- Celebration of work planned on Identity and Difference for the end of this term.
- Music assembly based on work done for first 2 terms planned for Thursday 14 July

Strategic Goal 6.2

Provide quality feedback about individual, cohort and school wide student progress and achievement

<p><u>Annual Target 6.2</u></p> <p>Document KNS expectations for day to day feedback between teacher and student</p>	<p><u>Historical Position</u></p> <p>KNS has always provided formal feedback on student progress and achievement in a variety of forms;</p> <ol style="list-style-type: none"> 1. individual conferences, reports, portfolios for parents 2. cohort progress and achievement to the board e.g. girls vs. boys, year groups, ethnic groups etc 3. school wide achievement to the board and wider school community via the newsletter <p>Quality feedback also needs to occur on a day to day basis in the classroom between teacher and student and student and student. Sometimes this will be written sometimes it will be verbal. The type of feedback will vary depending on the age of the student and the learning activity.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <ul style="list-style-type: none"> • List current practices throughout the school, review and develop KNS expectations for teacher feedback to students and develop a description of intended outcomes for parent/teacher interaction 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • Student work book walk throughs in all classes. This involved looking at student work books in all classes, looking for feedback, level of work, expectations, and marrying it with curriculum long term plans. • Board has been presented with 2010 Student Achievement data and the community informed via the newsletter • 2010 National Standards data has been shared with the community via the newsletter • A collection of examples showing how teachers provide feedback has been started as a result of the 10 minute walk throughs <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Document these findings as feedback expectations. • Share models of quality feedback with the staff.

Strategic Goal and Annual Target 6.3

Communicate openly with the school community

<p><u>Annual Plan 6.3</u></p> <p>Regularly update the community about the status of the Strategic Plan, Annual Plan and associated finances</p>	<p><u>Historical Position</u></p> <p>Clear, open communication forms a solid foundation for trust and support to develop. There are always ways to improve communication and at KNS we are aware that what has worked with one group of parents or in one year will not necessarily work the next.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <p>Financial information is clearly and openly reported to the board, communicated to the community and made available to KNS staff.</p> <ul style="list-style-type: none"> • The financial sub committee to identify the 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • Regular board newsletters have gone home outlining Annual Plan and finance updates • A finance specific meeting has been offered to interested parents • A PTA fundraising list has been developed using the annual plan and property ideas

	<p>amount of any ‘locally raised’ funds required to met annual operational costs (Term 1, 2011)</p> <ul style="list-style-type: none"> • Provide approved 2011 budget to interested community members via the school office (Term 1, 2011) • Revise financial documents within the school and table at a board meeting. These will also be available on ‘schooldocs’ for the community to view (Term 2, 2011) • Regular updates are provided to the community via the board newsletter 	<p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Arrange for the interested parents to meet with the finance sub committee • Review schooldocs policies • Present the 2010 audited accounts to the community
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Strategic Goal 6.4

Promote the school and its achievements

<p><u>Annual Target 6.4</u></p> <p>Invite the newspapers along to class, syndicate and school wide events</p>	<p><u>Historical Position</u></p> <p>Our KNS students and programmes are worth celebrating and sharing with the wider community. It is easy to over look the fact that the wider community take an interest in what we are doing.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include;</u></p> <ul style="list-style-type: none"> • KNS has one newspaper contact person, our DP, who has a planned overview of newspaper opportunities. • KNS events and programmes are included in a range of newspapers and community drops throughout the year 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • Newspaper (City Life News) attended the Bush Builders sign delivery. An article and photo were published. They have also been invited to our grand opening. • DP has been set up as our news paper contact person <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Send out invitations to other prominent people for our grand opening on 14 July. • Accept invitation from Grant Robertson to attend student council meeting to discuss community issues.

RESOURCING

Continually improve our resources to meet the needs of our students now and in the future

Strategic Goal 7.1

Take a 5 year view of resource requirements to support the strategic plan

<p><u>Annual Target 7.1</u></p> <p>Resource 2011 Annual Plan and ‘put money aside’ for projects which require accumulated funds over several years</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Historical Position</u></p> <p>Schools receive an annual operational budget according to the number of students as at 1st March each year. The amount is considerably lower the higher the schools decile rating. KNS is the highest decile possible, decile 10. Therefore we need to be actively looking at ways of raising local funds to support the continuation and development of the school and teaching and learning programmes. In addition to working within their means on an annual basis, schools are required to ‘put aside’ some of each years operational grant to provide for planned projects in the future which require schools to save for. One example of this is the interior and exterior painting of a school. Money is ‘put aside’ for this over a 9 year period.</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> 2011 Budget approved and the sub committee have had two meetings with provider to discuss accounts 2010 Audited accounts completed Board and PTA are working together to identify possible additional funding avenues CapEx plan developed which identifies ‘tagged funds’ </td> </tr> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <p>The KNS 2011 Annual Plan is fully funded.</p> <ul style="list-style-type: none"> A draft budget for 2011 is completed Shortfall is communicated clearly within the KNS community Possible funding avenues are investigated and work carried out to ensure the budget is positive Saving will be ‘put a side’ for clearly identified projects requiring funding from several annual operational grants from the MOE. Any accumulated funds in KNS bank accounts can be clearly identified as ‘tagged’ or ‘non-tagged’. </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> Approve the CapEx plan </td> </tr> </table>	<p><u>Historical Position</u></p> <p>Schools receive an annual operational budget according to the number of students as at 1st March each year. The amount is considerably lower the higher the schools decile rating. KNS is the highest decile possible, decile 10. Therefore we need to be actively looking at ways of raising local funds to support the continuation and development of the school and teaching and learning programmes. In addition to working within their means on an annual basis, schools are required to ‘put aside’ some of each years operational grant to provide for planned projects in the future which require schools to save for. One example of this is the interior and exterior painting of a school. Money is ‘put aside’ for this over a 9 year period.</p>	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> 2011 Budget approved and the sub committee have had two meetings with provider to discuss accounts 2010 Audited accounts completed Board and PTA are working together to identify possible additional funding avenues CapEx plan developed which identifies ‘tagged funds’ 	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <p>The KNS 2011 Annual Plan is fully funded.</p> <ul style="list-style-type: none"> A draft budget for 2011 is completed Shortfall is communicated clearly within the KNS community Possible funding avenues are investigated and work carried out to ensure the budget is positive Saving will be ‘put a side’ for clearly identified projects requiring funding from several annual operational grants from the MOE. Any accumulated funds in KNS bank accounts can be clearly identified as ‘tagged’ or ‘non-tagged’. 	<p><u>Next Steps:</u></p> <ul style="list-style-type: none"> Approve the CapEx plan
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Strategic Goal 7.2

Support flexible learning groups, to optimize teacher: student ratios

<p><u>Annual Target 7.2</u></p> <p>Review current flexible groupings and identify continuation and/or new ways of using and funding flexible groupings to raise student achievement</p>	<p><u>Historical Position</u></p> <p>There are many factors which influence student achievement - some say class size makes a difference. At KNS we believe that it is effective teaching which makes the greatest difference coupled with class size. Our teachers need to be able to cater for individual needs and sometimes to do this the teachers identify that additional personnel would make a difference to student achievement. Often, these additional personnel will be over and above the KNS Ministry of Education funded staff and therefore will rely on locally raised funds if this need is to be met.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include;</u></p> <ul style="list-style-type: none"> • Programmes and flexible groupings cater for identified needs of KNS students throughout the school • Generate a list of current flexible groupings • Identify which should continue, stop or be altered 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • Policies for identification are under review • Additional English classes operating in 3 syndicates, in 4 different groupings, based on need. • Senior and Upper Middle classes based on initial assessments around creativity and operate 4 days a week between 60 and 90 minutes. • Other Upper and Lower Middle writing additional English classes taken one afternoon a week each. • Senior syndicate are operating a flexible grouping scheme to address identified math needs on a Friday <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • These additional English groups will be reviewed termly and new children added / changed where necessary. • Keep monitoring progress and achievement data and look at ways to address identified needs

Strategic Goal 7.3

Resource the enhanced learning opportunities at KNS

<p><u>Annual Target 7.3</u></p> <p>Resource the enhanced learning opportunities at KNS</p>	<p><u>Historical Position</u></p> <p>KNS offers a number of extra and special programmes such as Discovery Time for the Junior Area, Chess Club strategic lessons and games, Drama Club, Orchestra, four choirs, and additional staffing for targeted areas of the school, just to name a few. All of these programmes require additional funding over and above our MOE annual operational entitlement either for staffing and/or resources. Funding is required each year to ensure the continuation of such programmes. Additional staffing and funding is outlined in the Annual budgets.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include;</u></p> <ul style="list-style-type: none"> • All extra and special programmes continue to be made available for of KNS students through the support of targeted funding to support both staffing and resources. • The board is provided a summary of extra and special 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • A range of performing arts, sporting and cultural activities and opportunities continue to be offered to students <p><u>Next Steps:</u></p>

	programmes and how they are funded. This would be included in a principal's report.	<ul style="list-style-type: none"> The board is provided a summary of extra and special programmes and how they are funded. This would be included in a principal's report.
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Strategic Goal 7.4

Develop our ICT infrastructure

<u>Annual Target 7.4</u> Technology supports student achievement in English and Mathematics	<u>Historical Position</u> KNS is committed to providing a modern learning environment for our students. This would include integrating planned technology into the school environment, which supports student achievement throughout the school. In 2010 KNS developed an ICT plan which now requires funding support to be implemented over the next few years.	
	<u>Examples of Expected Outcomes and Work in this area include;</u> <ul style="list-style-type: none"> Teachers are confident when using the hardware. Evidence provided through the before and after survey with a summary of each being presented to the board (ICT Audit summary from 1.3) Technical support is prompt and does not delay the effective use of technology in the classroom. This also can be ascertained via the teacher survey. Purchase and install IWB in Room 14 and upgrade the existing IWB in Room 8 KNS students have access to ICT anywhere in the school A wireless network audit is conducted Mobile pod quotes are sort An installation plan developed and actioned for 2011 and beyond Plan presented at a board meeting with funding requests 	Progress as at 14 June, 2011 <ul style="list-style-type: none"> The ICT sub committee has been formed and has developed the ICT plan in a more detailed and targeted way. Wireless connection purchased and set up throughout the school including the school hall. 15 Mobile net books purchased and installed to compliment 6 existing ones in the library. Library ones in use approximately 80% of the day. PC towers also ordered for the IWB support MOE funding given to develop parental portal compatibility with MUSAC and Knowledge Net Permanent data show ordered for the school hall Robotics equipment ordered in anticipation of starting a Robotics Club during lunchtime in Term 3 <u>Next Steps:</u> <ul style="list-style-type: none"> Purchase IWB's for Rooms 8 and 14. Install PC towers in all classes Seek out storage and transportation options for the 15 net books Start the Robotics Club in Term 3

Strategic Goal 7.5

Develop and implement an international student marketing strategy

<p><u>Annual Target 7.5</u></p> <p>Translate the international student section into target languages and continue to develop networks and advertising through the KOKOS agency</p>	<p><u>Historical Position</u></p> <p>KNS is fortunate to be one of a small number of primary schools in our region who has MOE permission to enroll international students. International students are required to pay fees for tuition at KNS. These fees pay for staffing and programme development and resources. The focus for international students at KNS is for cultural exchange, interchange and awareness. Each year it is uncertain how many international students will enroll at KNS. A staff member is employed specifically to address pastoral care and provide academic programme support for our international students. In order for this to be cost efficient there is an optimum number of international students required each year. KNS need to market the school as a place which is culturally inclusive and welcoming of international students to ensure the optimum number of international students is met each year.</p>	
	<p><u>Examples of Expected Outcomes and Work in this area include:</u></p> <p>School information more accessible to international students and their families</p> <ul style="list-style-type: none"> • International Student information translated on the website • Keep details of who is accessing KNS information via the international student website • KNS has a planned approach to marketing the school to international students and actively using networking to support the marketing • Action Plan tabled at a board meeting • Continued to be involved in the sister school cultural exchange programme with Sunae Elementary School, Seoul, Korea 	<p>Progress as at 14 June, 2011</p> <ul style="list-style-type: none"> • Separating the associated international students income and expenses out in the budget in order to clarify around true costs • Now offering an induction field trip for international students to Sommes Island <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • For all documentation on International Students to be reviewed (this has to happen yearly) • Website translation to be actioned • Develop a marketing strategy