

Strategic Plan

The How... The Quest
2022 and 2023

‘Learning for the Future’

Manaaki
Our Values
Graduate
Profile

1873 to 2022
and beyond-
450 students
➔



PB4L
Restorative
Practice
Wellbeing

Science and
Social Sciences
with an
Aotearoa New
Zealand
History foci.
Te reo Māori
“Always!”

Te Tai Raki
Kahui Ako

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CULTURAL DIVERSITY

Kamo Primary School will continue to make a deliberate effort to reflect New Zealand's cultural diversity and the unique position of Māori culture. In recognising the unique position of Māori culture, Kamo Primary School will take steps to provide development in te ao Māori, tikanga (Māori culture) and te reo Maori (Maori language) for all staff; and instruction in tikanga and te reo Māori for all students.

Teachers are required to:

- Use simple Māori instructions, commendations, and dialogue in classrooms along with daily blessing of tīmatanga, kai and whakamutunga with an expectation to increase personal levels through professional guidance.
- Provide opportunities through our Education Outside the Classroom programme for students to develop an appreciation and understanding of tikanga and te reo Māori through marae experiences.
- Seek support from the whānau of our Māori students to enrich classroom practice.
- Involve local iwi in planning and delivering programmes of learning where possible.
- All students will experience Kapa Haka and we will encourage willing students to perform in our school Kapa Haka performance group.

The Kamo Primary School curriculum acknowledges the principles of the Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. It is important we show this in our curriculum and practice, therefore we will implement programmes of learning that reflect and include reference to this, as well as New Zealand's cultural diversity. Through the delivery of the curriculum, the school will:

- Incorporate local and regional history.
- Observe occasions of national significance. For example: Waitangi Day, ANZAC Day, Māori Language Week.
- Use Māori contexts where possible across the curriculum and especially in English, Mathematics, Social Sciences, Science, The Arts, Digital Technology, Health, and Physical Education.
- Use, as needed, the resource 'A critical guide to Māori and Pākehā histories of Aotearoa' by Tamsin Hanley. Those staff who were involved in the PLD will support others.

The school has commenced growing teacher knowledge around the teaching of New Zealand histories, and we will continue to develop this so that we help our students understand and learn about Aotearoa New Zealand's histories from multiple perspectives around historical and contemporary events. We will develop their critical thinking and inquiry skills.

Māori Responsiveness Plan

A whānau class was established in 2018 and continues to grow. It started as a class of 14 students and has now become a classroom we cap at 25 students working in a full-sized classroom. Whānau who helped to establish the original class requested Reading, Writing and Mathematics in English. However, alongside this, they encouraged the teacher to explore all learning from a te ao Māori perspective. This class continues to be a work in progress and is a definite feature of Kamo Primary School.

Staff will continue to learn about Relationships Based Learning and The Hikairo Schema where the focus is around a pedagogical shift to ensure we are meeting the needs of all learners in our school, while respecting the different cultures students bring to our school and in particular our Māori students. The shift is to ensure learners needs are met through culturally responsive practices.

With the introduction of the NELPS National Education Learning Priorities (Education Training Act 2020) we will implement the requirements around our learners. This is contained later in this document.

OUR STAFF FOR 2022

Leadership

- Principal – ensuring the development of the Senior Leadership Team (SLT), team leaders, SENCo support, the whānau class, Growth Coaching, and Professional Learning and Development.
- Senior Leadership Team (SLT) – comprises of the principal, one deputy principal, one curriculum and assessment leader, and one associate principal. Each SLT member will also have other designated responsibilities such as SENCo, attendance, student welfare, curriculum and assessment, specialist teacher, leading and monitoring planning, classroom teacher release, growth coaching, implementing PB4L and facilitating meetings.
- We will continue to develop two team leaders in 2022.

<p>Teachers</p> <ul style="list-style-type: none"> • Collaborative planning for all teams and all teachers is committed to collaborative practice. • Responsive practice to the Code of Professional Responsibility for the Teaching Profession. • Differentiate classroom programmes to meet needs of students. • Use knowledge, evidence and inquiry to improve teaching. • Develop caring, collaborative learning communities that are inclusive of diverse (all) learners. • Set goals for, and contribute to, Personalised Learning Plans (PLPs) for students who require them. • The care and concern for the whole child and their wellbeing is paramount to teacher practice. • Personalised assessment practices will be used in all classes. • Analysis of assessment data will be used to inform planning and teaching. 	<p>Learning Support Assistants – Student focused</p> <ul style="list-style-type: none"> • Will be guided by students and teachers. • Will implement programmes set by teachers and other outside agencies if appropriate. • Will ensure students are included in all aspects of classroom life. • Will have regular meetings with teachers to determine next steps for the students. • Will increase their use of te reo Māori and grow their understanding of tikanga. • Will contribute to and attend PLPs. • Will participate in PLD opportunities.
<p>Support Staff – Administration and Property</p> <ul style="list-style-type: none"> • Will support all aspects of school life. • Participate in any relevant PLD. 	<p>All Staff</p> <ul style="list-style-type: none"> • All staff will be appraised annually for best performance against the relevant standards. • All staff will follow the school's Policies and Procedures.

OUR LEARNING QUEST FOR 2022

We will support all students to:

- Achieve increased personal success in Reading, Writing and Mathematics through uplifting teaching and learning.
- Use the Social Sciences (in particular Aotearoa New Zealand Histories) and Science curriculums with an emphasis on authentic and meaningful learning.
- Develop ways of knowing learning to capture aspirations, strengths and learning progress which will be particularly supported through effective assessment

This may mean a specific focus in one learning area in particular for some students.

We will:

- Facilitate student learning and development through an environment that fosters cultural responsiveness in pedagogy and practice.
- Strive for all teachers to make personal gains with their use of te reo Māori and the teaching of Aotearoa New Zealand Histories.
- Ensure all teachers act upon data which indicates those students who need extra support.
- Assist staff to understand and support the Achievement Challenges of our Kahui Ako, in particular, authentic and meaningful learning.
- Assure teachers meet all learners who have had a Six Year Net administered where the results show specific literacy needs.
- Strive to meet the NELPs we have planned to develop.

Wellbeing

At Kamo Primary School, Wellbeing is paramount as we want everyone: students, staff and our community to have the tools, know the supports and understand the environment, so they know who they are and how to feel safe and happy. When things get tough, we can work through this to bring us back to a place of being safe and happy. Our school PRIDE Manaaki (Values) will help support all to be confident and connected to achieve personal wellbeing. We will educate about the importance of wellbeing, and we will seek available supports to grow our students for a stronger tomorrow.

Assessment for Learning

Through our Assessment for Learning PLD contract with Cognition Education, we are intent on ensuring teachers are supported to strengthen their assessment practices. Central to this is the concept that students who truly understand and are involved in their learning with the intention of accelerated rates of achievement. Students who are involved in their learning can be thought of as assessment-capable or active learners. They know:

- what they need to learn
- where they are with that learning
- what their next learning steps are

We will ensure the assessments we use are fully understood by teachers and equally support our students to share what they know and would benefit from knowing. We have external support, a capable team and students who engage and connect with their learning and therefore will support our goals with Assessment for Learning.

KAMO PRIMARY SCHOOL MANAAKI (VALUES)

Our school values remain our guiding and binding way of being at Kamo Primary School for all stakeholders – students, support staff and teachers.

Proactive – Ahuwhenua	<ul style="list-style-type: none">• I always do what is right and what the school expects.
Respect – Manaakitia	<ul style="list-style-type: none">• I am kind, safe, thoughtful and careful with everything I do.
Independence – Mana Motuhake	<ul style="list-style-type: none">• I try, I fix, I own, and I grow my learning.
Determination – Manawanui	<ul style="list-style-type: none">• I keep trying and never give up.
Empathy – Aroha	<ul style="list-style-type: none">• I care for others and look out for them.

KAMO PRIMARY SCHOOL GRADUATE PROFILE

We have a new Graduate Profile that will have a greater emphasis placed on it for our Year 6 students. It will be used to grow, show, and acknowledge the individual student. Whether their time at Kamo Primary School has been 6 months or 6 years, equity as a graduate will be the emphasis.

This Graduate Profile is based on our school's PRIDE Manaaki (Values) and also encompasses aspects of, and acknowledgement of their wellbeing, their whakapapa, their learning and their appreciation of learning and creativity in world. Combining these with our school PRIDE Manaaki (Values) recognises each student as an individual and celebrates who they are and what they have achieved in their time at Kamo Primary School.

STRATEGIC QUESTS FOR 2022

Professional Learning and Development

Curriculum Learning Areas	PB4L / Restorative Practice	The Hikairo Schema
<p>Social Sciences – Aotearoa New Zealand Histories Understand what our teaches know, then maintain, consolidate, and extend teachers’ curriculum knowledge.</p> <ul style="list-style-type: none"> Workshops that cater for student needs and include using mixed ability groupings. Independent activities are responsive to student learning needs. <p>Science Understand what our teaches know, then maintain, consolidate, and extend teachers’ curriculum knowledge.</p> <ul style="list-style-type: none"> Develop the skills of investigating, understanding, and explaining in a science framework. Teach the concepts of generating and testing ideas, carrying our investigations, modelling and debating so scientific knowledge can develop. Ensure we teach our students to know that different cultures and periods of history have contributed to the development of science. 	<ul style="list-style-type: none"> Implement the PB4L flowchart and maintain its importance. Re-energise and ensure implementation of PB4L school-wide. Ensure that all staff follow and implement behaviour management and restorative practices. Continue developing a positive school climate which promotes wellbeing across the school. Constantly promote and encourage positive behaviour across the school. Ensure that we are culturally responsive with our students in relation to behaviour and wellbeing. 	<ul style="list-style-type: none"> Teachers will look at classroom relationships and the ways that traditional teaching methods have not met all learners. Teachers will grow a greater understanding of teacher discourse and the positive impact on learners. Teachers will grow in understanding the values and benefits of embracing a Māori world view. Teachers will support revitalisation of language, culture and identity to support our students reaching their potential Grow cultural capabilities.

Student Engagement and Outcomes from Professional Learning and Development

Curriculum Learning Areas	PB4L / Restorative Practice	The Hikairo Schema
<p>Reading, Writing and Mathematics</p> <ul style="list-style-type: none"> It is imperative we continue to maintain the teacher content knowledge in these learning areas. 	<ul style="list-style-type: none"> Increase in positive behaviour and confidence in PB4L. Understanding negative feelings and identify how they can help their behaviour. Effectively demonstrate the school values in all areas of school life. Expect that behaviour will be handled consistently by all staff. Continue to develop restorative practice so that students gain greater understanding of the process. 	<ul style="list-style-type: none"> To understand the right to a safe and inclusive learning environment where individual learning needs are met. To be proud of their cultural heritage. Grow cultural capabilities.

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Strategic Quest – Students

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 1</p> <ul style="list-style-type: none"> • We will support all students to achieve increased personal success in Reading, Writing and Mathematics. We will do this with an emphasis on authentic, meaningful learning that is culturally responsive. This may mean for some students a specific focus in one learning area in particular. 	<ul style="list-style-type: none"> • Teachers will ensure that students have an understanding of the New Zealand Curriculum levels and expectations in Reading, Writing and Mathematics. • Students who are working below the New Zealand Curriculum levels and expectations will be identified and support will be given to address the needs of these students. • Use of the Senior Leadership Team (SLT) and internal and external facilitators to ensure quality teaching and learning. • Ensure teachers meet the needs of the identified target and priority students. • Students are able to talk about their learning and reflect on their own thinking and learning processes in Reading, Writing and Maths. • SLT to have discussions with all teachers about how they manage their classrooms to promote learning and encourage discussion. • Provide explicit instruction in learning strategies to strengthen the ability to take control of learning, develop meta-cognitive skills, self-regulate and develop self-efficacy. 	<ul style="list-style-type: none"> • Share and discuss results of assessment data with students. • Analyse progress and achievement data school-wide. • Teachers to identify those students working below the New Zealand Curriculum expectations. Students are identified and actions will be taken to improve their learning. These students will be recorded and discussed at fortnightly team meetings. • Promotion of student learning to be collected school-wide. Examples of this could be recorded in Seesaw or through discussion with students by Team Leaders and teachers. • Determine whether families and whanau are satisfied with the outcomes of the contact made from the school with regard to their child's education. 	<ul style="list-style-type: none"> • New Zealand Curriculum, Te Aho Arataki Marau o te Ako I Te Reo Maori , Learning Progressions Framework, Social Sciences online, Science online, Te Takanga o Te Wa. • Assessments to be shared with students and discussed in depth. • Staff. • Students. • SLT. • Team Leaders. • Facilitators. • Families and whanau.
<p>Priority Quest 2</p> <ul style="list-style-type: none"> • For all staff to understand and support the Achievement Challenges of our Kahui Ako; in particular authentic and meaningful learning. 	<ul style="list-style-type: none"> • Keep teaches informed of regular updates. • Identify practices and resources that achieve this and share as a team. • Seek teacher voice regularly as to what authentic and meaningful learning is. • Create our own school authentic and meaningful profile. 	<ul style="list-style-type: none"> • Discuss at staff meetings. • Create a shared document of practice and resources. • Feedback collated and actively plan to lead next learning steps. • Authentic and Meaningful Profile collated, evaluated and discussed with all stakeholders. 	<ul style="list-style-type: none"> • Kahui Ako. • Across School Leaders. • Within School Leaders. <p>SLT.Team Leaders.</p>

Strategic Quest – Students

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 3</p> <ul style="list-style-type: none"> Continue to promote Māori achieving educational success as Māori. Supported by the whole school learning and making personal gains in te reo Māori. This will also connect with our Aotearoa New Zealand Histories focus for 2022 and beyond. 	<ul style="list-style-type: none"> Analyse and use achievement information to identify trends (which include Māori), patterns of progress and achievement, and to evaluate and improve programmes and teaching strategies. Te reo Māori me ona tikanga promoted across the school at all levels. Kapa Haka and Noho Marae continue where possible. Designated whānau class for Year 5 and 6 students. All staff to participate in making personal gains in building te reo Māori me ona tikanga – language and understanding. 	<ul style="list-style-type: none"> Increase use of te reo Māori from teachers, and associated resources from our Google Drive. Evidence of te reo/tikanga Māori being developed weekly in all teachers planning and shared in staff meetings. Evaluate the effectiveness of the te reo/tikanga Māori development across the school. Analyse Māori student achievement data – looking at the overall achievement, and gender difference. Areas for improvement will be identified and addressed. Appraisal system will show evidence of the Tataiako cultural competencies using the Hikairo Schema. We will see and hear evidence of this in classrooms, staff meetings and team hui. Students will tell us. 	<ul style="list-style-type: none"> Kapa Haka tutor to be paid from allocated budget. Families and whānau. Principal. SLT. Team Leaders. Teachers. Community. Book resources – e.g. Te Takanga o te Wa. Our school plan on Google Drive. Hikairo Schema.

Please Note – We must:

- Ensure we are catering for our talented students through our planning, teaching and learning programmes.
- Provide evidence of planning for learning through play, learning to explore, Discovery Time, self-directed learning and examples of students work.
- Maintain personalised assessments for students learning needs and abilities.
- Teachers will provide classroom programmes that allow students to engage in cognitively challenging and purposeful learning opportunities. These will relate to real-life contexts, issues and experiences in every area of learning.
- Personalised Learning Plans (PLPs) are written and implemented for those who require them. Families and whānau to be included in these meetings and the decisions made for the students.
- Teachers to design personalised programmes to cater to the individual needs of the students, which promote inclusive practice for all (including ESOL students).
- Uphold the school's vision and values with the inclusion of PB4L and Restorative Practice.
- School values are explicitly taught in every classroom, which are guided by PB4L matrices.
- Monitoring of student behaviour through the PB4L approach with incidents recorded in eTap.
- Maintain confident, competent and responsible users of digital technologies.
- Digital Citizenship will be taught in all classes to educate against cyber-bullying and for students to learn how to respond appropriately.

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Strategic Quest - Staff Effectiveness

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 1</p> <ul style="list-style-type: none"> Develop an in-depth knowledge of Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession. 	<ul style="list-style-type: none"> Understand and practice the requirements of Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession to be an effective teacher. Document evidence against the standards during the Professional Growth Cycle process. Leadership to evaluate and build the capabilities as leaders of learning to promote and support the improvement of teaching and Coaching for Growth. 	<ul style="list-style-type: none"> Professional Growth Cycle monitoring and discussions to be held each term for SLT leaders and teachers. Review of school practices by team leaders held each term. 	<ul style="list-style-type: none"> Teacher's Professional Growth Cycles. Professional Growth Cycle budget. Allocated funding for Coaching for Growth -PLD budget. Principal. SLT. Team Leaders. Teachers.
<p>Priority Quest 2</p> <ul style="list-style-type: none"> Implement and maintain targeted Professional Learning and Development for all staff to develop an in-depth knowledge of curriculum and assessment practices, in particular accelerated progress through effective pedagogical practices. 	<ul style="list-style-type: none"> Teachers will focus on student learning and thinking. Mixed-ability groupings will be used across the curriculum. Classroom programmes will reflect current, effective practices in Reading, Writing and Mathematics for all students. Personalised assessment practices will continue and focus on getting the best outcomes for students. Why we use assessment information/data will be explored. Professional Learning and Development (PLD) contract of Assessment for Learning will focus on using assessment data/information formatively to ensure our programmes are catering for and meeting the needs of our students. 	<ul style="list-style-type: none"> We will see an increase in our school-wide data in all core learning areas. Teachers' knowledge and understanding of PaCT will improve. Teachers will use the information from PaCT and other assessment tools to plan and implement appropriate programmes for students. Individualised programmes will be provided for those who require them. Our Assessment for Learning contract will remain flexible throughout 2022 to ensure we are meeting the needs of teachers and their understanding of effective assessment practices. 	<ul style="list-style-type: none"> Time allocated for Staff Meetings. Teachers. Assessment for Learning facilitator through Cognition Education. PaCT.

Strategic Quest – Staff Effectiveness

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 3</p> <ul style="list-style-type: none"> Strengthen a culture of learning and understanding our Aotearoa New Zealand Histories. 	<ul style="list-style-type: none"> All staff will be supported to gain knowledge and resources that support teaching and learning. Teachers are responsible for undertaking their own PLD to address their needs with regard to their knowledge of our country's history from both a European and Māori perspective. 	<ul style="list-style-type: none"> Through staff meetings and discussions, as well as in student learning. Evidence in planning, teaching and learning sequences displayed in classes, student books, Seesaw and other creative ways. 	<ul style="list-style-type: none"> MoE resources . Social Sciences online. Te Takanga o Te Wa. All Staff. Board of Trustees. External support.
<p>Priority Quest 4</p> <ul style="list-style-type: none"> Further develop Māori achieving educational success as Māori. This will also connect with our Aotearoa New Zealand Histories focus for 2022 and beyond. 	<ul style="list-style-type: none"> Teachers will continue to understand, respect and value all cultures. We will continue to integrate the PLD we completed around Tamsin Hanley's work, and developing our practice with the Relationships Based Learning Profile. Teachers to have a greater understanding and use of the Te Tiriti o Waitangi (Treaty of Waitangi). Analyse and use achievement information to identify trends (which include Māori), patterns of progress and achievement, and to evaluate and improve programmes and teaching strategies. Teaching practices will reflect the cultural competencies of Māori learners: in particular manaakitanga, ako, whanaungatanga, wananga and tangata whenuatanga. 	<ul style="list-style-type: none"> Evidence of te reo/tikanga Māori lessons being taught in all teachers planning. Analyse Māori student achievement data. Evidence of cultural responsiveness in teacher Professional Growth Cycles. Evidence of teacher knowledge shared in staff meetings. 	<ul style="list-style-type: none"> Whānau class budget. Time will be allocated in the school day for teaching and learning of te reo/tikanga Māori. All staff. Kapa Haka tutor. SLT. Board of Trustees.

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Strategic Quest – Community

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 1</p> <ul style="list-style-type: none"> Maintain strong, positive connections and communication with families and whānau. 	<ul style="list-style-type: none"> Consult regularly, both formally and informally, to ensure there is more parental and community involvement in school planning. Communication will be through school newsletters, community newsletters, newspaper briefs, school website, Seesaw, school App, and other media. Parents will be encouraged to participate in all school activities. Our 'Open Door Policy' continues for all families. Invite parents, caregivers and whānau in twice a year to discuss their children's learning. Investigate ways to further involve the community with the school. For example, videos posted on Seesaw to show whānau how we look at Maths problems. Survey parents, caregivers and whānau to establish whether they require curriculum workshops to develop their understanding our how their children learn. Teachers to be proactive and contact families and whānau to discuss student issues when necessary. Encourage families and whānau to ask questions about their child's learning. School Values are explicitly taught in conjunction with PB4L and Restorative Practice. Te Tiriti o Waitangi and New Zealand histories is taught in all classes. Teachers will promote, acknowledge and celebrate the unique cultures within their classes to ensure students are confident in their identity, language and culture. 	<ul style="list-style-type: none"> Higher levels of engagement with families and whanau entering the school will be recorded and observed. Parent feedback collected in relation to our reporting systems. Conduct a school satisfaction survey seeking feedback for growth from families and whanau. Number of parents making contact with our school to discuss their child's learning increases. Contact made with families and whanau will be documented in eTap. Number of students who achieve PRIDE Awards increases. Evidence of the school's vision and values is observed within the school culture. Students will practice their Pepeha/Mihi. 	<ul style="list-style-type: none"> School Website and App budget. All Staff. Families and whanau. School community. Board of Trustees. Newsletter and digital contact. Face to face contact. PRIDE posters are displayed in every room. Treaty of Waitangi resources are current – in particular 'A critical guide to Maori and Pakeha histories of Aotearoa' by Tamsin Hanley. PB4L – Restorative Practice.

Strategic Quest – Community

Quests	Strategic Development What will we do to achieve this?	How will this be measured?	Resources
<p>Priority Quest 2</p> <ul style="list-style-type: none"> Develop stronger partnerships between education sectors and the local community. 	<ul style="list-style-type: none"> Links consolidated with the early childhood sector, and other schools within our community. Year 0 and Year 1 teachers to visit early childhood providers regularly as part of the transition to school process to strengthen relationships with schools in our Kahui Ako. Teachers will understand where our student's come from, and where they are heading to with regard to their learning. Transitions between schools and education providers is seamless. We will pass on relevant information, meet with staff from other providers, organise visits for students and staff (including SENCo) where required. Work with members of our Kahui Ako on the agreed achievement challenge to ensure knowledge is shared and developed. 	<ul style="list-style-type: none"> The number of visits between the school and early childhood providers increases. More regular contact with our local schools. Teachers are aware of each stage and level of learning. Principal and staff representative to report to the Board of Trustees on the effectiveness of partnerships within our school community. 	<ul style="list-style-type: none"> Early Childhood Providers. Kahui Ako. Local Schools. Allocate time for new entrant teachers to visit early childhood providers where necessary. Principal. Board of Trustees.

CURRICULUM ACHIEVEMENT QUESTS FOR 2022

Curriculum Achievement Quest – Reading

General Quests:

- All students will be engaged in Reading and their learning will show the progress they have made to reach their own potential. This will be integrated across the curriculum.
- All students will strive to meet personal gains that supports the New Zealand Curriculum levels and expectations for their year level in Reading.

Historical Position

Baseline data: Analysis of school-wide Reading data in December 2021 identified some concerns in Years 1 – 6 for our students.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Level 1	92%	56%	28%	9%	3%	3%
Level 2	8%	44%	72%	70%	30%	7%
Level 3				21%	63%	72%
Level 4					3%	17%

- In Years 3 and 4, the end of year expectation is for students to be working somewhere within Level 2 of the NZC. As you can see, we still have a much larger percentage of students working at Level 1 than we would like (28% in Year 3 and 9% in Year 4).
- Our students in Years 5 and 6 also have a much higher percentage of students working in Levels 1 and 2 than would be ideal. The end of year expectation for these students is to be working somewhere within Level 3. However, we have 3% of both year groups working in Level 1, and 30% of Year 5s and 7% of Year 6s who are working at Level 2 of the NZC.
- Our students with additional learning needs are included in these percentages for students who are below and well below, however it is concerning that we have more students working at these lower levels than those with identified learning needs.

Outcome Indicators

- All students will be engaged in Reading and their learning will show the progress they have made to reach their own potential.
- All students will strive to meet or achieve above the New Zealand Curriculum levels and expectations for their year level in Reading.
- The Board of Trustees will be kept informed each term of our progress, any concerns and/or any changes we may need to make.

Strategic Quests

is a requirement for all teachers (full or part-time) to use the Teaching as Inquiry model from the New Zealand Curriculum as an ongoing reflective tool throughout their Reading practice with a focus on raising comprehension levels in all year levels across the school.

Set criteria to strengthen Reading practice:

- Continue to implement Shared Book, Guided Silent Reading groups and Reading practices that were introduced in 2021.
- Ensure seen texts are used for all Running Records.
- Ensure comprehension of the text is a focus in all classrooms. Comprehension is based on the areas of re-organisation, evaluation, reaction, literal, inference and vocabulary.
- Moderation of Reading in teams and plan next steps.

Curriculum Achievement Quest - Reading

Teachers will be:

- Constructing and maintaining an inclusive classroom climate.
- Encouraging students to take risks.
- Providing a well-organised environment.
- Maximise student learning time.
- Having focused planning and teaching.
- Using a variety of assessment methods.
- Teaching responsive lessons.
- Creating a variety of instructional and workshop groups to address specific learning needs.
- Making connections.
- Using realistic contexts to help students connect to their worlds.
- Having high expectations.
- Asking questions that provoke higher-order thinking skills.
- Encouraging students to regulate their own learning, make their own learning decisions and be self-critical.
- Providing equity for all students.
- Providing extra time for students with high learning needs.
- Using English Online to increase teacher knowledge.

Students will be:

- Talking about and understanding their learning.
- Self and peer assessing.
- Developing and having the locus of control.
- Be clear about where they are and what they are going to achieve.
- Experiencing daily Reading learning.
- Sharing to a wide audience in a variety of ways.
- Confident and enthusiastic about Reading.
- Maintaining and improving their attitudes towards Reading.
- Learning in authentic contexts.
- Sharing their Reading with peers, teachers and families/whānau.
- Using planning strategies.
- Understanding the purpose of Reading.
- Participating in shared learning experiences.

Leaders will be:

- Leading regular staff and team meetings to learn and support alongside teachers with a focus on improved teacher knowledge and practice in Reading.
- Facilitating discussions which will lead teachers to engage in the way they practice and to implement the next steps.
- Monitoring evidence that shows gaps for/in analysis.
- Ensuring data leads and informs best teacher practice.
- Monitoring target students alongside teachers.
- Ensuring Reading is taught daily.
- Supporting teachers to learn best practice from each other, and as a team.
- Promoting an inclusive classroom.
- Looking for focused planning and relevant Reading activities.
- Observing responsive lessons.
- Ensuring teachers provide success for all.
- Promoting KPS Key Competencies for Reading.

Parents, caregivers and whānau will be:**Learning to help at home through:**

- Parent-teacher-student discussions as needed.
- School newsletters/notices.
- Sharing students work via Seesaw and encouraging feedback.
- Sharing students work with parents, caregivers and whānau.
- Parents, caregivers and whānau and the community being kept informed of progress towards school goals.
- Board of Trustee reports and feedback.
- Working with parents, caregivers and whānau around ways to support student learning.