

Our People
Our Place
Our Learning

“Where educational dreams become reality”



Koru School
Analysis of Variance

2017



Develops **critical thinkers** who persevere and drive their own learning

Encourages students to be **ambitious, creative**, and **curious**
Promotes positive **collaboration** in learning and teaching

Fosters a culture of **respect, inclusiveness** and **belonging**



Ko au
(me)

I am an Active Learner:

Thinking
Drive my learning
Personal best

I strive to be the best I can be
I try my hardest
I grow my brain
I take risks
I believe in myself
I am honest
I am curious about the world



Ko matau
(us)

We Learn Together:

Positivity Respect
Participation

values

We share We help
We work together
We learn from each other
We include everyone



Ko tatau
(we)

We Value our Community:

Belonging
Pride
Global citizen

Our Community is part of us
Celebrating our community
Connecting with our community

KORU SCHOOL – CHARTER 2017

SCHOOL VISION / STRATEGY MAP

Success

Learning – Student Achievement

- Successful learners who communicate confidently and articulate their learning
- Accelerated learning for target students
- Significant learning shifts for all students

Learners

- Helping each child be the best that they can be
- Increased responsibility for their learning
- Respectful, considerate, confident
- Encouraged and challenged
- Pride in their achievements

Internal Process

Self Review

Systems

- Effective systems for on-going review

Policy and Procedure review

- Developed through consultation
- Design to facilitate school operations

Governance

- Ensures compliance
- Acts as a good employer
- Effective community consultation
- Effective resource management

Curriculum

Learning

- Raising student achievement in reading, writing and mathematics
- Targets needs of students
- Implementation of New Zealand Curriculum
- Priority learners – Maori, Pasifika, Special Needs
- Our learning, our people, our place

Leadership

- Leadership focus on student achievement
- Support, values, empowers
- Ensures quality
- Monitors progress towards school goals

Professional personnel

- Competently delivers NZC
- Focused on meeting curriculum vision
- Enthusiastic, motivated, life-long learner
- Articulate learning
- Appropriate support
- Committed to professional growth
- High expectations
- Needs based learning
- Working in partnership with parents
- Positive and professional

Operational Excellence

Finance

- Maintain positive financial position and responsibilities of the school
- Staffing and budgets within operations grant and FTTE
- Appropriate resourcing to support learning

Property

- Rebuild development of school begins
- Healthy and safe environment
- Inviting and attractive
- Supports learning
- Ensures environmental responsibilities of the school

Community

- Included in the learning process of their children
- Well informed about student's achievement
- Encourage children on their schooling
- Supportive of the Board, Staff and School

Strategic Goal

Annual Aims

2017 Targets

Strategic Goal 1: National Standards

All students are able to access the New Zealand Curriculum as evidence in progress and achievement in relation to the National Standards

1a) To increase the number of students achieving at or above the National Standards in Reading

1b) To increase the number of students achieving at or above the National Standards in Writing

1c) To increase the number of students achieving at or above the National Standards in Mathematics

Reading Target

Our 167 (31.9%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Strategic Goal 2: Maori / Pasifika Students

All Maori and Pasifika students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture. Whānau / Fanau are supporting their children's learning

2a) To increase the number of Maori / Pasifika students achieving at or above the National Standards in Reading, Writing and Mathematics

2b) To increase the number of Maori / Pasifika students achieving using the pedagogy for our Koru Learning Environments, collaborative and shared learning

2c) Participate in Community of Learning, shared goals to raise achievement of our Maori and Pasifika students

Writing Target

Our 192 (36.6%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

2d) To develop a relationship between home and school so that Maori / Pasifika students are supported by home and school in their learning

Mathematics Target

Our 174 (33.2) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Strategic Goal 3: Special Needs

Students with special learning needs are supported in their learning so that they can progress in relation to the New Curriculum and fully participate in and contribute to the school and our local community

3a) Students make progress, achieve and experience success against goals developed in Individual Education Plans

3b) To develop communication between home and school so that students with special learning needs are supported in their learning

Strategic Goal

Annual Aims

2017 Targets

Strategic Goal 4: Self Review

Using our self-review process to ensure school systems are supporting student achievement in relation to progress and achievement in National Standards

4a) To develop school systems / policies / procedures to ensure these support student progress and achievement

4b) To review and develop day-to-day management and leadership of school to ensure this practice supports student progress and achievement

Reading Target

Our 167 (31.9%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Strategic Goal 5: Teacher Development

Teachers are supported to improve pedagogy, teaching, learning and assessment practice, to increased student progress and achievement in our Koru Learning Environment and National Standards

5a) All teachers engaged in PLD and learning conversations for personal growth and development of professional practice

5b) Teachers use National Standards to inform teaching decisions and support improvement in student learning, progress and achievement

Writing Target

Our 192 (36.6%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

5c) Teachers use formative practice to meet the learning needs of the children

5d) Collaborative practice of teaching, pedagogy and learning in our shared learning spaces – Koru Learning Environment

Mathematics Target

Our 174 (33.2%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Strategic Goal 6: Community Development

Developing our home / school relationship for the sharing of student achievement data to identify appropriate support from home and school for student progress and achievement in our Koru Learning Environment and National Standards

6a) Develop an approach of taking our school into the community to share student progress and achievement

6b) Develop a community understanding of what our Koru Learning Environments mean for learning and achievement

Strategic Goals

2017

2018

2019

Strategic Goal 1: National Standards

All students are able to access the New Zealand Curriculum as evidence in progress and achievement in relation to the National Standards

- Student Achievement measured against NS - School targets against NS
- Improved teacher practice for raising achievement
- PLD: Pasifika Success: Mathematics
- Review 2016 learning trends to develop solutions for 2017
- Linking Koru Learning Environment to curriculum pedagogy

- Embedding learning from PLD into practice
- Analysis of variance against NS
- Areas for improvement identified from 2017 addressed
- Budget to support learning resources reviewed
- Review of Koru Learning Environments pedagogy

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- Analysis of variance against NS
- Areas for improvement identified from 2017 addressed
- Budget to support learning resources reviewed
- Review of Koru Learning Environments pedagogy

Strategic Goal 2: Maori / Pasifika Students

All Maori and Pasifika students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture. Whānau / Fanau are supporting their children's learning

- Sharing 2016 NS data and 2017 targets and establish shared learning strategies / communication
- Maori / Pasifika students learning styles, cultural responsiveness covered in PD
- Achievement data measured against NS
- Linking Koru Learning Environments to culturally responsive pedagogy

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- Achievement data measured against NS
- Linking Koru Learning Environments to culturally responsive pedagogy

Strategic Goal 3: Special Needs

Students with special learning needs are supported in their learning so that they can progress in relation to the New Curriculum and fully participate in and contribute to the school and our local community

- Students below NS – Target group
- Students well-below NS – Priority learners list (SENCO – identified and recorded interventions, providers and outcomes: may include IEP, ELA support, external agencies)
- Learning Support programmes identified / resourced

- 2017 Target group review
- 2018 Priority Learners group review: SWOT
- 2018 plans established and implemented based on above reviews
- Support programme for discontinued RR students

- 2018 Target group review: SWOT
- 2019 Priority Learners group review: SWOT
- 2019 plans established and implemented based on above reviews
- Support programme for discontinued RR students
- Explore interventions for priority learners

Strategic Goal 4: Self Review

Using our self review process to ensure school systems are supporting student achievement in relation to progress and achievement in National Standards

- Review process using PLD to test our current practice, Is it working? How do we know? evidence, recognise and respond to needs
- Board of Trustees strategic development
- Ongoing school system review. (AoV report)

- 2017 SWOT: development plan established
- Quality assurance from 2017 PLD
- Board of Trustees strategic development
- Expected ERO visit

- 2018 SWOT: development plan established from NS analysis 2018 / teaching as inquiry practice

Strategic Goal 5: Teacher Development

Teachers are supported to improve pedagogy, teaching, learning and assessment practice, to increased student progress and achievement in our Koru Learning Environment and National Standards

- Teachers PLD maths through inquiry teaching (DMIC)
- Collaborative planning and responsibility for learners
- Koru Learning Environment pedagogy
- Formative assessment practice developed

- Regular review and PD in all areas of school / teacher PD continues (Quality control / effective)
- Koru Learning Environment pedagogy review
- Modelling and observation by lead teachers
- 2018 teaching as inquiry with formative assessment practices reinforced plans

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- Koru Learning Environment pedagogy review
- Modelling and observation by lead teachers
- 2019 teaching as inquiry with formative assessment practices reinforced plans

Strategic Goal 6: Community Development

Developing our home / school relationship for the sharing of student achievement data to identify appropriate support from home and school for student progress and achievement in our Koru Learning Environments and

- Development of Koru Learning Environment
- Monthly Board meetings to be hosted in the community by each ethnic group, sharing student achievement specific to that community and discussing strategies to support learning
- Building / growing a partnership of listening to each ..

- Review SWOT 2017: development plan established, continued monthly Board meetings to be hosted in the community by each ethnic group, sharing student achievement specific to that community and discussing strategies to support learning
- Support groups for new community members

- Review SWOT 2018: development plan established, continued monthly Board meetings to be hosted in the community by each ethnic group, sharing student achievement specific to that community and discussing strategies to support learning
- Support groups for new community

KORU SCHOOL – ANNUAL PLAN 2016

National Administration Guideline 1

Strategic Goal 1: National Standards

All students are able to access the New Zealand Curriculum as evidence in progress and achievement in relation to the National Standards

IMPROVEMENT ACTION – What happened

- There is an on-going effort and commitment to providing high quality education for raising student achievement by:
- Implementation of curriculum pedagogy from PLD and school context development
 - Student inquiry into their learning, being able to articulate their learning and identifying their learning strengths and next steps
 - Teaching practices uses known successful strategies to meet the needs of our students
 - Internal systems for monitoring and supporting growth for our students
 - Professional support across the curriculum
 - Teacher inquiry into their practice

NOTICING

- Student Achievement measured against NS
- School targets against NS
- Reference in teacher practice to NZC
- MOE: PLD Facilitator working in school - Pasifika Success: Mathematics
- Review 2016 learning trends to develop solutions for 2017

PRIORITISING TO TAKE ACTION – What we did

- Focus for 2017: is our pedagogy making a difference for student progress and achievement measured against National Standards?
- Collaborative pedagogy and practice of teaching and learning in new Koru Learning Environments

INVESTIGATING

- Student Achievement measured against NS. Analysis of data to identify two main groups. Below NS groups for reading, writing and mathematics to form Target group for 2017. Well below NS to form Priority learners group (Special Needs register base)
- Analysis of OTJ to identify learning gaps for students, teaching the next step not current knowledge
- Develop inquiry learning and co-construct learning throughout the school

COLLABORATIVE SENSE MAKING

- Alignment of school-wide planning and assessment, coverage, needs based learning. (One system and expectation across the school)
- Staff Professional Development: Participation by teachers in Pasifika Success Mathematics. Focus on teaching as inquiry, formative practice and cultural responsiveness
- Collaborative pedagogy and practice for teaching in shared “pod” and “learning spaces”

SHIFTS IN PRACTICE

From	To
Single cell class organisation	Shared learning environment
	Shared / cooperative teaching of curriculum
	Collaborative systems for curriculum management

OUTCOME FOR LEARNERS – Result of what happened

- All learners are in shared collaborative spaces
- All learners receive PLD as planned for raising student learning outcomes
- We have witness high levels of engagement by learners in their new space
- Focus for 2017: There are early signs that our pedagogy is making a difference for student progress and achievement measured against National Standards. Whilst our initial data shows a decrease in overall achievement, closer examination and understanding the stories behind the learning, demonstrates that this decrease is negligible.
- Collaborative pedagogy and practice of teaching and learning is being used in our new Koru Learning Environments

EVALUATION – Where to next

- Continue to develop practice for shared learning spaces
- Investigate models of assessing students in a shared learning environment

KORU SCHOOL – ANNUAL PLAN 2016

National Administration Guideline 1

Strategic Goal 2: Maori / Pasifika Students

All Maori and Pasifika students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture. Whānau / Fanau are supporting their children's learning

NOTICING

- Maori and Pasifika Student Achievement measured against National Standards. Patterns of student achievement shared with specific ethnic groups with the purpose of collective responsibility of student learning

INVESTIGATING

- Develop a community strategy for the Board to share learning with Maori and Pasifika communities
- Analysis of OTJ to identify learning gaps for students, teaching the next step not current knowledge
- Community of learning: Mangere South

IMPROVEMENT ACTION – What happen

1. Reorganization of leaning spaces and collaborative approach across the entire school
2. Implementation of strategies form Pasifika Success: Mathematics and linking Pasifika Strategies across the curriculum
3. Focus action for accelerated learning in all curriculum areas so that we have better ability to raise achievement against national standards
4. Implementation and development of collaborative curriculum systems across syndicates and school

PRIORITISING TO TAKE ACTION – What we did

Embedding strategies from Pasifika Success: Mathematics. Making opportunities and linking Pasifika Strategies in other curriculum and learning areas

- Focus for 2017: is our pedagogy making a difference for student progress and achievement measured against National Standards? Tools to assist with making overall teacher judgements

COLLABORATIVE SENSE MAKING

- Develop inquiry learning and co-construct learning throughout the school
- Staff Professional Development: Participation by teachers in MOE: PLD. Focus on teaching as inquiry, formative practice and cultural responsiveness
- Planning and preparation for commitment and workflow from community of learning.

SHIFTS IN PRACTICE

From

Single cell class organisation

To

Shared learning environment

Shared / cooperative teaching of curriculum

Collaborative systems for curriculum management

OUTCOME FOR LEARNERS – Result of what happen

All learners are in shared collaborative spaces

All learners receive PLD as planned for raising student learning outcomes

We have witness high levels of engagement by learners in their new space

- Focus for 2017: There are early signs that our pedagogy is making a difference for student progress and achievement measured against National Standards. Whilst our initial data shows a decrease in overall achievement, closer examination and understanding the stories behind the learning, demonstrates that this decrease is negligible.

- Collaborative pedagogy and practice of teaching and learning is being used in our new Koru Learning Environments

Evaluation – Where to next

Implementation of learning from PLD

Ensure we are providing opportunities for learning that are challenging and difficult

KORU SCHOOL – ANNUAL PLAN 2016
National Administration Guideline 1

Strategic Goal 3: Special Needs

Students with special learning needs are supported in their learning so that they can progress in relation to the New Curriculum and fully participate in and contribute to the school and our local community

NOTICING

Priority learners identified – learners who are well below National Standards, and appropriate learning or interventions identified for the need of these learners

INVESTIGATING

Investigating the need of priority learners, the pedagogy and practice of teaching and practice to meet the needs of these learners

IMPROVEMENT ACTION – What happen

Inclusion of special needs in collaborative spaces

Appropriate learning and interventions to meet the needs of special needs and inclusion of these interventions within the new learning spaces

PRIORITISING TO TAKE ACTION – What we did

IEP established when identified for specific students

Provide intervention / teacher aide / specialist programme / learning to support identified students. Priority list confirmed by learning and team leaders

COLLABORATIVE SENSE MAKING

Class teachers to plan for inclusion of these students within learning programmes. Pod teachers to demonstrate how the learning of students with additional / specialist programme is supported / continued within the learning space by the pod teachers

SHIFTS IN PRACTICE

From

Single cell class organisation

To

Shared learning environment

Shared / cooperative teaching of curriculum

Collaborative systems for curriculum management

OUTCOME FOR LEARNERS – Result of what happened

All learners are in shared collaborative spaces

All learners receive PLD as planned for raising student learning outcomes

We have witness high levels of engagement by learners in their new space

- Focus for 2017: There are early signs that our pedagogy is making a difference for student progress and achievement measured against National Standards. Whilst our initial data shows a decrease in overall achievement, closer examination and understanding the stories behind the learning, demonstrates that this decrease is negligible.

- Collaborative pedagogy and practice of teaching and learning is being used in our new Koru Learning Environments

Evaluation – Where to next

Continue to monitor the inclusion of special needs in the new learning spaces

KORU SCHOOL – ANNUAL PLAN 2016

National Administration Guideline 1

Strategic Goal 5: Teacher Development

Teachers are supported to improve pedagogy, teaching, learning and assessment practice, to increased student progress and achievement in our Koru Learning Environment and National Standards

IMPROVEMENT ACTION – What happen

Action for new learning spaces – implementing collaborative practice and organisation within the spaces

NOTICING

Koru Learning Environments will need pedagogy, practice and organization to implement learning that meets the needs of our learners in the new spaces

Linking pedagogy from the curriculum to support organisation of learning space

Implementation of school expectation of curriculum / PLD / pedagogy / practice

PRIORITISING TO TAKE ACTION – What we did

System for monitoring and analyzing practice by senior leaders – similar to 2015 implementation

SHIFTS IN PRACTICE

From	To
Single cell class organisation	Shared learning environment
	Shared / cooperative teaching of curriculum
	Collaborative systems for curriculum management

INVESTIGATING

Evidence of school expectation of curriculum / PLD / pedagogy / practice implemented in all learning spaces and demonstrating impact on student achievement

COLLABORATIVE SENSE MAKING

Teaching through inquiry to be documented / evident in planning, practice and evaluations

Formative Assessment practices to be documented / evident in planning, practice and evaluations

Evidence from collaborative practice (pods and learning spaces) for consistent implementation of school expectation of curriculum / PLD / pedagogy / practice

OUTCOME FOR LEARNERS – Result of what happen

Presentation of learning pit as described by learners and teachers

Evaluation – Where to next

On-going support for teachers transition to new learning environments:

- Building confidence for the spaces
- Finding practical solutions to meet the needs and philosophy of the spaces

KORU SCHOOL – ANNUAL PLAN 2016

National Administration Guideline 1

Strategic Goal 6: Community Development

Developing our home / school relationship for the sharing of student achievement data to identify appropriate support from home and school for student progress and achievement in our Koru Learning Environment and National Standards

IMPROVEMENT ACTION – What happen

Learning spaces available for parents and community to observe

Opportunity to share thoughts and feedback / feed forward

On-going learning for community through students and staff about tour new learning spaces.

NOTICING

The partnership between home and school is a vital link to supporting the learning and achievement of students

PRIORITISING TO TAKE ACTION – What we did

- Providing opportunities to invite expertise from our community to support the learning within the classroom (Maori language week)

SHIFTS IN PRACTICE

From

Single cell class organisation

To

Shared learning environment

Shared / cooperative teaching of curriculum

Collaborative systems for curriculum management

INVESTIGATING

Implement strategies that our school community can use to build the partnership between home and school

Investigate what these strategies are and how they are implemented.

COLLABORATIVE SENSE MAKING

Strategy for sharing information from board and school with our community.

- Consider taking board meetings into the community as previously done during 2015

OUTCOME FOR LEARNERS – Result of what happened

Reviews and feedback / feedforward from parents during parent interviews
Board review of parental feedback / feed forward
Interaction with parents regarding using the new spaces and understanding the shift in class

Evaluation – Where to next

- Involving parents on the reporting process
- Co-constructing student written reports with teachers and learners
 - Understanding the learning of our children

KORU SCHOOL – ANNUAL PLAN 2016

National Administration Guideline 2

Strategic Goal 4: Self Review

Using our self-review process to ensure school systems are supporting student achievement in relation to progress and achievement in National Standards

NOTICING

There is a strong culture of self-review throughout the school stretching from governance, management and into learning programmes

INVESTIGATING

Using pedagogy from professional learning and development to review all current practices related to student achievement – planning, assessment, analysis, use of data, timetabling, opportunities for learning, pedagogy

IMPROVEMENT ACTION – What happen

On-going system of continual self-review

Ability to change and respond to needs and management of new learning spaces: i.e. changing configuration of spaces and pods to improve student learning outcomes.

PRIORITISING TO TAKE ACTION – What we did

Understanding learning and pedagogy for our Koru Learning Environments

COLLABORATIVE SENSE MAKING

Record / document review or decisions made from review and how these relate to better opportunities for student achievement

Collaborative work to understand what learning looks like in our Koru Learning Environment

SHIFTS IN PRACTICE

From

Single cell class organisation

To

Shared learning environment

Shared / cooperative teaching of curriculum

Collaborative systems for curriculum management

OUTCOME FOR LEARNERS

All learners are in shared collaborative spaces

All learners receive PLD as planned for raising student learning outcomes

We have witness high levels of engagement by learners in their new space

- Focus for 2017: There are early signs that our pedagogy is making a difference for student progress and achievement measured against National Standards. Whilst our initial data shows a decrease in overall achievement, closer examination and understanding the stories behind the learning, demonstrates that this decrease is negligible.

- Collaborative pedagogy and practice of teaching and learning is being used in our new Koru Learning Environments

Evaluation – Where to next

Self-review to measure effectiveness of collaborative system and organisation.

National Administration Guideline 3

Personnel Management

Staffing resource allocated to student progress and achievement

What	Strategic Goal 2017	How	- Functional implementation in the school - Evidence	Resourcing	- Expected cost to school - Evidence	Review	- Success / Outcome / Impact - Evidence
Staffing within FTTE		Financial focus to ensure staffing remains within FTTE. No BOT funded FTTE		Functional personnel: Learning leaders, team leaders, and community, Board of Trustees		This goal was achieved.	
Growing middle leaders		Job descriptions to identify new work roles of learning and team leaders		Appraiser: Kerri Mitchel – Education Group			
Comply with legislative responsibilities of a good employer		- Reduction from 3 learning leaders to 2 - Learning leaders' roles: curriculum based - Reduction of team leaders					
Job descriptions for learning and team leaders		External Appraiser for learning and team leaders					
Fixed Term Unit holders – learning programmes		Fixed term unit holders implementing learning programmes as per agreed proposals					

Operational Excellence: Finance

What	How	Resourcing	Review
Strategic Goal 2017	- Functional implementation in the school - Evidence	- Expected cost to school - Evidence	- Success / Outcome / Impact - Evidence
Finance - Ensure financial responsibilities of the school - Staffing and budgets within operations grant and FTTE - Appropriate resourcing to support learning	Planned budget for a surplus of \$100k: (previous years school has recorded consecutive deficits) Reduce BOT spending on BOT Funded FTTE, BOT staffing Strategies implemented in 2013 and 2014 to manage staffing to be used in 2015 Appropriate funding for learning resources	Functional personnel: Learning leaders, team leaders, finance officer	This goal was achieved

Operational Excellence: Property

Property			
- Healthy and safe environment - Inviting and attractive - Supports learning - Ensures environmental responsibilities of the school	Rebuild project – continues into 2016 Maintenance programme for current site Develop design plans for Rebuild of school under a New Schools Property project: - New class block expected to be completed by Dec 2016 Site management of school during rebuild process New building to meet MOE modern learning environment requirements, Green Star and anytime-anywhere learning philosophies	Functional personnel: Learning leaders, team leaders, and community, Board of Trustees	2017 saw the school take occupation of new learning spaces in March 2017. Rebuild project continue and is expected to be completed in 2018

KORU SCHOOL – ANNUAL PLAN 2017

National Administration Guideline 5

Health and Safety

Ensure a healthy and safe environment – environment, physical, emotional, social

What Strategic Goal
2017

Ensure the entire environment of Koru School is healthy and safe

Ensure school property meets health and safety requirements

How - Functional implementation in the school
- Evidence

Ensure or hazards are managed according to minimise, isolate or eliminate procedures

Ensure school plant, property and use of, are maintained and check as required under Building WOF system

Ensuring all hazards caused by leaking buildings are reduced to prevent further damage or unhealthy environments

Yearly review of playground behaviour management systems and practice

Resourcing - Expected cost to school
- Evidence

Functional personnel: Learning leaders, team leaders

Review - Success / Outcome / Impact
- Evidence

This goal was achieved

Administration

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

All school systems comply with all general legislation concerning requirements
- Systemic operations of school

Functional personnel: Learning leaders, team leaders

This goal was achieved

National Administration Guideline 6

KORU SCHOOL – ANNUAL PLAN 2017

National Administration Guideline 7

School Charter

What Strategic Goal 2017

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

How - Functional implementation in the school - Evidence

School Charter to meet this requirement

School charter updated annually

All school systems comply with all general legislation concerning requirements
- Systemic operations of school

Resourcing - Expected cost to school - Evidence

Functional personnel: Learning leaders, team leaders, Board of Trustees

Review - Success / Outcome / Impact - Evidence

The new format of the charter, strategic plan and annual plan was redesigned to take advantage of the evaluative indicators for better student learning outcomes as described by the Education Review Office. This allows the document to be accessed each and used with greater efficiency. We have succeeded in using this document as a living document, not a shelved document.

Analysis of Variance

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

Annual Analysis of variance report completed, shared with leaders and Board of Trustees, and then attached to updated Charter to be forwarded to Ministry of Education by 1 March

All school systems comply with all general legislation concerning requirements
- Systemic operations of school

Charter format designed for monthly review at BOT meetings in preparation for 2014 Analysis of variance

Functional personnel: Learning leaders, team leaders, Board of Trustees

There have been difficulties with preparing and writing this analysis given then challenges of managing the transition from our previous school, into our new spaces. It is difficult to ignore or underestimate the effect on learning caused by the shift from a single cell class to a shared learning environment.

The learning has remained high but the ability to assess with accuracy and confidence was reduced. Internal reviews have identified strategies to rebuild confidence with assessment through organisation of curriculum delivery and a focus on progress or valued in a time period.

National Administration Guideline 8

National Standard: Reading

Reading Target

Our 167 (31.9%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Writing Target

Our 192 (36.6%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Mathematics Target

Our 174 (33.2) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

National Standards

2017 Targets

Reading Target

Our 167 (31.9%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Areas of strength - Outcome

53.1% (291 / 548 students) of students at Koru School are achieving at or above National Standard with 35% (192) students) achieving below. This is a decrease of our combined children reading at or above the national standard by 5.8%. What the tables do not illustrate is the percentage of students who are in the upper band of the below achievement. These students have had significant growth but have not had the accelerated growth needed to meet the standard.

Learning programmes need to be viewed as learning over time rather than individual years. A significant impact of shared collaborative environments is also reflected in our data. Our strength is accelerated learning (24 months learning progress shift in a 12-month period) over 8 years while students are at Koru School.

Implementation of PLD from previous years continued to support our teachers understanding of the learning needs of each student and improving practice to meet this need. Strategies reported in the above variance report directly link to learning achievement.

Leadership support systems for curriculum development and implementation where stronger and more effective in 2017 than the previous year. Whilst the data is down from the previous year, this is attributed to the differences between a single cell class and a shared learning space, and the complexities of these spaces.

NAG2A(b)(i)

Areas for improvement - Reason

Changes to PLD provision for 2017 will see a shift in this provision. PLD journal for mathematics has received 256 hours and I suspect the PLD provision for reading and writing will become a piece of CoL's.

Moderation of Overall Teacher Judgements – this continues, but was difficult with the changes to delivery of curriculum from the organisation of teachers and learning groups. Internal self-reviews from this strategy has highlighted the change(s) needed for 2018. The issue arising from confidence with knowing where students learning is at and teacher organisation as they work collaboratively with larger numbers of students.

Further leadership development to grow our teachers, to notice and respond to learning needs of our students in our new learning spaces with through robust systems that support the implementation of the New Zealand curriculum for our school and community needs is a priority for 2018.



Basis for identified area of improvement - Evaluation

Internal self-reviews have highlighted areas of practice and delivery that did not support teacher confidence with the learning progress of some students during our transition from single cell class space to shared learning environments. Organisation of students is important, and we are investigating different strategies to move student achievement and maximise learning opportunities within the school. While this may seem broad and untargeted, we find greater learning from our ownership of this issue and the shared responsibility for improving learning for all students. Focus on teacher practice, delivery of curriculum and better organisation of learning groups to negate the issues from 2017 is a priority for 2018.

NAG2A(b)(ii)

Planned Actions for lifting improvement - Evaluation

Strategies for accelerated learning to be implemented throughout 2018 with better organisation for delivery of curriculum. An issue with collaboration in teaching, is teachers having sufficient and confident knowledge of students learning to make judgements about either progress or achievement.

NAG2A(b)(iii)

How students are progressing in relation to national standards

As with previous years, our student achievement results for the National Standard for reading shows this is still an area of need. Students made progress in moving towards achieving the standard, however, we need accelerated sustained progress for our students. From the students below the standard, there is a proportion that have gained from the previous year, but not enough to be at the national standard. There is also a spread of children across the band of students below the national standard. Difference between significant and accelerated learning.

Entry knowledge for our students at 5 years of age is extremely low compared to other schools in New Zealand. It takes accelerated learning over eight years to help our students consistently be at or above the national standards. This is identified by the results for our Year 7 and 8 students.

NAG2A(b)(iv)



Writing Target

Our 192 (36.6%) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Areas of strength - Outcome

47.1% (258 / 548 students) of students at Koru School are achieving at or above National Standard with 40.3% (221 students) achieving below and 12.6% (69 students) achieving well below. This is a decrease of our children writing at or above the expected standard by 5%

Areas of strength, through pedagogy and improved practice for reading, are also reflected for writing

There continues to be a level of reflective practices by teachers on their own practice and pedagogy for recognising and responding to their learners needs. An example is the level of depth for observations of practice, video analysis and collaborative sharing of practice for improvement

NAG2A(b)(i)

Areas for improvement - Reason

Teacher practice continues to have the most impact on students learning. Learning and practice from previous years PLD is being implemented but the greater impact was the organisation of learning spaces as stated with the reading analysis.

Moderation of Overall Teacher Judgements – similar statement as for reading.

NAG2A(b)(i)

Basis for identified area of improvement - Evaluation

It is difficult to ignore or underestimate the effect on learning caused by the shift from a single cell class to a shared learning environment. The whole pedagogy changes, relationships between teacher and students, relationships between adults in shared spaces and the subsequent change in philosophy and practice. Considering there was a decrease in achievement, this was minimal compared to what we may have expected due to the challenges faced during the transition period from one learning environment to another.

Self-review by teachers and leaders, based on the end of year data, assisted with planning and preparation for the 2018 year so that we can return to an improved level of achievement for our students.

NAG2A(b)(ii)



Planned Actions for lifting improvement - Evaluation

Do what we are doing but better.

We have all the skills, strategies, tools, and motivation – we just need to implement this better in 2018 than 2017. A focus on accelerated learning, shifting achievement by two years in a twelve month period is about understanding student progress and measuring progress over the year.

NAG2A(b)(iii)

How students are progressing in relation to national standards

Our student achievement results for the National Standard for writing shows this is still an area we need to focus on. Students still made progress in moving towards achieving the standard, however, we need accelerated sustained progress for our students. From the students below the standard, there is a proportion that have gained from the previous year, but not enough to be at the national standard. There is also a spread of children across the band of students below the national standard.

NAG2A(b)(iv)

Mathematics Target

Our 174 (33.2) students who were below National Standards at the end of 2016 will be at or above the national standard at the end of the 2017

Areas of strength - Outcome

57.4% (315 / 548 students) of students at Koru School are achieving at or above National Standard with 34.5% (189 students) achieving below. Of the 189 students who were achieving below or well below the standard in 2016, 45 students made accelerated progress and shifted to be At the standard in 2017. 95 students made expected progress but still remained Below the standard and 32 students remained Well Below the standard. The remaining 51 students left the school during the year.

What the tables do not illustrate is the percentage of students who are in the upper band of the below achievement. There are students within this band who have had significant growth but have not had accelerated growth to move them to be at the standard.

Improvement in teacher practice and pedagogy is directly related improvement in students achieving against national standards. Formative assessments have our students achieving higher and more consistently than our end of year summative assessments

2017 PLD Pasifika Success Mathematics continued to grow our teachers practice and learning for the children.

Pasifika Success Mathematics has been our pedagogy of learning mathematics since 2014. Over time we have noticed a trend with cohorts as they move from Year 4 into Year 5, and Year 6 into Year 7. This corresponds with a shift from curriculum level 2 to 3, (for year 3 and 4), and curriculum level 3 to 4 (for year 6 and 7), and fits with the wider demands of the curriculum at these levels.

A clean set of data for our students who have been in this maths programme since 2014, shows a marked difference, with our achievement data being higher.

NAG2A(b)(i)

Areas for improvement - Evaluation

Teacher practice has the most impact on students learning. The PLD Pasifika Success Mathematics helps to grow and strengthen practice, however more needs to be done to ensure induction for new teachers, particularly around the pedagogy of the programme. Continued focus on this area keeps improvement moving forward. This has included bringing teachers in New Entrant and Year 1 classes into this maths PLD.

There is a need for more students to move from significant growth within the curriculum and standard, to accelerated growth, in order for our children to meet the standard. The PLD Pasifika Success Mathematics helps with learning strategies to address this need.

Moderation of Overall Teacher Judgements and collection of evidence – we have improved our methodology and moderation towards overall teacher judgements. Teacher practice has shifted and improved, this is noted through teacher reflections on their practice, observations of lessons by both internal and external support, daily lessons, the development of learning for the children, and learners clearly articulating their learning and learning needs. The methodology of OTJs as a formative assessment tool is working really well. Developing an OTJ for summative assessment and reporting does not reflect the formative assessment.

While teachers have been making overall teacher judgements in relation to national standards, we continue to recognise a need for greater consistency in collecting a wider range of evidence to support OTJs.

NAG2A(b)(i)



Basis for identified area of improvement - Evaluation

Basis for identified area for improvement in mathematics is directly related to the outcomes from our 2014, 2015, 2016 and 2017 PLD learning, evidence of growth in teacher practice, evidence of teachers demonstrating knowledge of students learning and how this impacts on the teachers' decisions around learning strategies for their students in mathematics.

NAG2A(b)(ii)

Planned Actions for lifting improvement - Evaluation

2018 implementation of PLD as prescribed in PLD journal and implementation.

NAG2A(b)(iii)

How students are progressing in relation to national standards - Evaluation

Our student achievement results for the National Standard for mathematics shows this is still an area we need to focus on. Students still made progress in moving towards achieving the standard, however, we need accelerated sustained progress for our students. From the students below the standard, there is a proportion that have gained from the previous year, but not enough to be at the national standard. There is also a spread of children across the band of students below the national standard.

Over time our data shows that students who remained at Koru School for 3 or more years make accelerated progress in mathematics. For example, the Year 5 cohort (matched data over three years) showed 71% of students at or above the standard in mathematics.

NAG2A(b)(iv)

