

Annual Goal One - Partnership Programme

2022 Strategic Links

- HELPer culture - Through the Partnership Programme we want our parent community to fully understand and embrace the HELPer culture in the school.
- Engage and Develop Self - Engaging and Developing self will require parents to be on-board with the child's next steps. Partnering effectively with them will help them to take part in this process.

Success Indicators:

- Members at all levels of the school community are actively participating in the journey towards the full purpose of the school.
- Parents feel as though they are valued partners in the work the school is doing.

Analysis Of Variance

What we achieved and reflections around this

Members at all levels of the school community are actively participating in the journey towards the full purpose of the school.

The PCG has operated in a very strong way this year. There are a small group of people but they have divided the tasks up quite evenly and people all do their bit. Something that has been really lovely to see with the PCG is how they keep coming back to the purpose of different events for the school and the school culture. This group of parents particularly hold a strong vision for the school that is in-line with the BOT's vision.

Many parents wanted to be involved with the LIGHTS trips and the thinking and learning related to the LIGHTS programme.

Parents feel as though they are valued partners in the work the school is doing.

Anecdotally the feedback would suggest that people feel there is an open partnership between the school staff and them as parents. Some areas we have worked on this year would be around transitioning children between hubs, learning conferences and the Deep Learning Competencies, and developing our Hub Level communication so parents understanding the learning that is occurring and the philosophy behind this.

What we didn't achieve and reasons for not achieving

Reflections for moving forward

The Deep Learning Areas for improvement look at how we can see leadership from our parent community in this area. The interesting part of that is coaching our parents to empower their children in the Deep Learning Process. What would be awesome is to see families progressing in the Deep Learning Competencies together. Changing our reporting system slightly to involve more Learning Conferences and less wordy reports could be a really powerful way to see this take place.

We also need to start utilise 'real time reporting' so that parents are seeing the learning and growth in the Deep Learning Competencies and are able to celebrate these with their children and then feed back Deep Learning Progressions they are seeing at home.

On the whole, this year has been the least difficult in terms of parental complaints and issues. I wonder if this comes also from us, as school staff, having a stronger sense of who we are, how we do things, and why we do them, that means we aren't as shaken by people so much. We can also be more open with people who are coming in about our school's philosophy and what we do - I wonder if this means that people can see what they are coming to, rather than making their own assumptions about what it will be like.

This goal now moves into the Deep Learning Category.

Annual Goal Two - Deep Learning

2022 Strategic Links

- Outward Focus
- Engage and Develop Self
- HELPer culture

Success Indicators:

- NPDL self-assessment rubrics show improvement across the school.
- Recognised as reaching Silver on the Enviro-schools journey.
- Students are showing success in the 6 Cs
- Members at all levels of the school community are actively participating in the journey towards deeper learning purposes of the school.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

NPDL self-assessment rubrics show improvement across the school.

As a staff we have reflected on both the School Conditions Rubric and the Learning Design Rubric. Both Rubrics show that we have moved along the Rubrics in most areas. What has been particularly encouraging is developing our Learning through Play and our LIGHTS programme to become increasingly Deep. 18 Months ago the TK team felt that they weren't even meeting the criteria of the first level on the Rubric. At the end of this year they have evidence to show they are in the second or third box for most areas.

Students are showing success in the 6 Cs

Although this has a long way to go in terms of developing the assessment of this, there is a consciousness now about the development of the 6 Cs. The children are therefore growing in these through intentional teaching and learning, rather than this being a bi-product of our programme.

Members at all levels of the school community are actively participating in the journey towards deeper learning purposes of the school.

We have engaged all members in the school, but there have been varying degrees of buy in from members at different levels of the school community. The leadership and staff are all fully immersed in the Deep Learning Goals, and are growing in the pedagogical approaches across the school that build Deep Learning Competencies in the students. These are different throughout the school, depending on the development stage of the children.

Children are engaged with their Deep Learning Projects and are eager to put their learning into practice. The senior students have been part of the consultation process for decided on the Deep Learning Context for next year.

Parents have been engaged with trips etc. The Learning Conferences in Term 3 this year focussed on the Deep Learning Goals- some parents are starting to engage with what their part can be in developing the Deep Learning Competencies in their children.

Recognised as reaching Silver on the Enviro-schools journey.

Not going through the Reflection Process in order to be recognised as a Silver Enviro-School has been out of our control. The students and staff have reflected and have evidence to show that we meet the criteria for this, but the Enviro-schools staff have not been able to fit the reflection day into their schedules. This is now scheduled for 25 February, 2020.

As staff and students we identified the aspects of the Enviro-schools kaupapa that we needed to work on at the start of the year and these were developed throughout the entire year by the Whanau Group System and also the LIGHTS projects.

Reflections for moving forward

The areas of strength and weakness are quite similar across all areas of the school. Assessment is the aspect of Pedagogy that we need to focus on moving forward. Types of 'assessment' and the feedback cycle need to be developed in age/stage appropriate ways across the school. We also need to look for ways to engage our parents and students in this process too, as that will build the Learning Partnerships we have with our students' whanau around the Deep Learning Competencies.

Leveraging Digital is a discussion and exploration we need to have as a school in order to build strong pedagogy around this area. It may be that we don't have a desire to work towards the very end of that part of the rubric, but we need to explore this and then own it.

I wonder if we need to become better at advocating for the support of our external partners more, in order to achieve our outcomes. This is something to ponder on - is it that we are not forceful enough in getting what we need from external providers or are we not organised enough or do we actually prefer to be working on our own so don't engage enough?

The Deep Learning School Conditions rubric and Learning Design Rubric both provide good areas for further growth in 2020.

Annual Goal Three - Staff Culture Development

2022 Strategic Links

- HELPer Culture - The HELPer culture needs to be modelled by the staff first and then students. Efforts need to be made in order to assure that staff are modelling what it means to be a HELPer.
- Engage and Develop Self - As a staff it is important that we are all actively Engaging and Developing ourselves. Working together with one another to encourage and support is essential for this to happen.

Success Indicators:

- Staff are feeling empowered by one another to meet challenges in a positive way
- Staffroom becomes increasingly peaceful

- God is an integral part of the staff culture

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

Staff are feeling empowered by one another to meet challenges in a positive way

I see this day by day in the way staff interact with each other during challenging times. I think the leadership team have grown hugely in this as well, learning to have very honest and open conversations about things that matter.

Staffroom becomes increasingly peaceful

Other than the staffroom becoming increasingly loud because there are a lot of people in a small space and lots of people have quite loud laughs - I think this is definitely the case.

God is an integral part of the staff culture

I think the changes we have made to prayer times have brought a freedom to our staff culture and inviting God into our work.

The way we do devotions as a staff has become quite vulnerable and honest also.

Reflections for moving forward

I feel like we have come a long way in this area this year. I see an authenticity in the way people value one another, support one another and sometimes challenge one another that is meaning that the staff culture feels really healthy. There are still days when teaching is overwhelming or situations are really complex or someone might sit down and have a good cry, but my observations would say that as a staff people support one another in these situations to breathe and then grow to be their best selves. A teacher friend asked me in the last holidays what we do as a school to help with staff morale - they were wondering about morning teas or gifts etc, and I felt a little bit bad for a moment thinking that perhaps we don't do much, but I think about the drinks etc we have had this year and they have been about celebrating and honouring - celebrating the wins, celebrating and honouring the individuals etc. It has made me wonder if some of the things we do to try and promote staff morale are reasonably meaningless unless there is an underlying health in the staff that says 'I'm safe to be me and I'm safe to grow into an even better me and the people around me will see that and support that - and that support might not always be an easy conversation or a fluffy feeling but it's safe'.

As we grow as a staff we need to protect the culture we have built. This will mean making sure that people who have a very 'armoured' approach to life are gently inducted into the authenticity required to work in a team that genuinely provides support to one another.

The culture of the Leadership Team and the Teaching Team doesn't seem to quite filter into the culture of the Teacher Aides. We need to be more intentional about the culture of the Teacher Aides so this doesn't unconsciously derail our staff culture in how we seek to operate as a supportive community with professional trust and goodwill.

Developing the culture of the Teacher Aides is something we need to do consciously, but outside of that I think we need to reflect on what we do to create a healthy staff culture and now make that 'business as usual', rather than a strategic area for improvement.

Annual Goal Four - Meeting the needs of our ASD/ADHD/Trauma kids

2022 Strategic Links

- Engaging and growing self
- HELPer culture

Success Indicators:

- Network of support systems is known and available for students.
- Staff feel supported and equipped to deal with challenging situations with children.
- Students with additional learning needs are feeling empowered in themselves and experiencing success in a way that is important to them and also positive.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

<p>Network of support systems is known and available for students. We are more connected to Mana Ake and the School Based Mental Health team. We continue to build a good relationship with the RTLB service. Lynda has built a good relationship with the MOE Learning Support Manager. The CST have been really supportive in this sense too - getting the Basket Ball programme up and running with Alan Harrison. The MOE psychologist we have had this year has also been really pro-active and positive, which is fantastic. This year we have had a connection with the early intervention team at the Champion Center - I think this has helped to build understanding and networking also.</p> <p>Staff feel supported and equipped to deal with challenging situations with children. The staff have felt very supported by having Lynda more available, particularly in the first half of the year when Lynda didn't have a kohanga so had more time to support them. Taking the Tips for Autism course has made many of our staff realise how much they already know and have grown in this area, so it makes them more confident in delivering what the children need. Getting actual hands-on support for these children with appropriate therapists of educational psychologists remains a challenge.</p> <p>Students with additional learning needs are feeling empowered in themselves and experiencing success in a way that is important to them and also positive. The Mana Ake group programmes have been really positive for many of our students. The basketball group is showing potential for being an excellent place for our students to learn and also grow. The Learning through Play has helped our students in the junior school to thrive and they demonstrate very few behavioural problems, even though there are a few children in the space with ASD/ADHD/Trauma etc.</p>	
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Reflections for moving forward

<p>There is limited support from the MOE available for these children. We are in the fortunate position of having 0.5 of an LSC position for our school next year. In 2020 it will be important that we carefully think how we utilise this resource, along with the expertise we already have on staff and the knowledge we gain each time we have a child working with the MOE and/or RTLB, in order to keep enhancing how we meet these children's needs.</p> <p>We would also like to get a little flexible about how we use some of our funding to provide therapy or specialist interventions for these students, rather than having the least trained and experienced people providing a band-aide for them.</p> <p>Wellbeing and what we are pro-actively doing to help these children in particularly sit on the positive side of 0 rather than just trying to bring them up into a neutral space is something that has come to our attention also. This is also prevalent because the well-being of these students makes a big impact on the well-being of the other students in the school. Looking at what we can be doing to consciously promote well-being in our school is a proposed Annual Goal for 2020.</p>
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Annual Goal five - Leadership Development

<p>2022 Strategic Links</p> <ul style="list-style-type: none"> ● HELPer Culture <p>Success Indicators:</p> <ul style="list-style-type: none"> - Leadership at staff level has become stronger - Students are initiating and acting upon leadership opportunities.
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Analysis Of Variance

What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
<p>Leadership at staff level has become stronger Leadership at staff level has definitely become stronger. Having two new members of the leadership team has made a big impact on the output of the leadership team. The Board choosing to fund release time for leaders and full day meeting times has made a big impact on the output of the leadership too. The effectiveness of the leadership team as a unit has increased, largely through the work done as a group on the Dare to Lead workbook, and establishing a less armoured approach to leadership.</p>	<p>Students are initiating and acting upon leadership opportunities. We are not seeing many students who initiate their own ideas and follow these through in a helpful way. We are also not seeing many senior students who 'stick at' a leadership opportunity or see this as a potential area for growth.</p>

Our experienced staff who are not in the leadership team are also showing initiative and taking responsibility for things that need leadership but aren't the responsibility of the 'Leadership Team'.

Students are initiating and acting upon leadership opportunities.

Through LIGHTS, Learning Through Play, Enviro-schools and Whanau Groups many students are acting upon leadership opportunities that are available to them. These are all built into the way the curriculum is evolving and it builds leadership in an authentic way.

Reflections for moving forward

As the school continues to grow we need to keep building leaders in our staff so we have the depth in leadership to carry the school forward in a positive and cohesive way. Because we are intentionally building our own people up we will need to ensure that we remain well-connected so we don't isolate ourselves from other ways of thinking or possible ideas.

I believe this needs to be a continued area for intentional development so we have a system that continues to grow educational leaders.

Student leadership is something that will now fall under Deep Learning - exploring how we build our students' leadership skills and attitude through the Deep Learning they take part in.

Annual Goal Six: Spiral of Inquiry - Assessment

2022 Strategic Links

- Engage and Develop Self

Success Indicators:

- The Spiral of Inquiry Process is becoming an accepted 'norm' amongst all staff as a way to engage and develop self as an educator.
- Assessment techniques being used at all levels to reflect on the deep learning and character development qualities.
- Members at all levels of the school community are actively participating in the journey towards the deep learning and character formation purposes of the school.

Analysis Of Variance

What we achieved and reflections around this

The Spiral of Inquiry Process is becoming an accepted 'norm' amongst all staff as a way to engage and develop self as an educator.

As a staff I think we have the foundational skills of the Spiral of Inquiry to look into what's going on and develop a constructive inquiry into this. When questions came up about well-being and we did the Wellbeing Survey there was a way forward with the data that we had collected because we knew to move into the 'hunch' phase.

Assessment techniques being used at all levels to reflect on the deep learning and character development qualities.

This has started in ways in all areas of the school, but is in the initial stages of development. The work this year has very much been about developing the rubrics so they are applicable to our context and our values. Looking at the foundational stages of these rubrics and what this looks like in Te Kakano and how this feeds into the development seen in Te Pihinga and Te Mahuri has also been a big and important piece of work.

Members at all levels of the school community are actively participating in the journey towards the deep learning and character formation purposes of the school.

See reflection above.

What we didn't achieve and reasons for not achieving

Assessment techniques being used at all levels to reflect on the deep learning and character development qualities.

Reflections for moving forward

Currently I think we are in the new learning and implementation phase for both Assessment and Well-being. Both of these areas are important parts of the work we have prioritised for 2020. I think having the Spiral of Inquiry as a developing 'Norm' for us means that we are able to approach this new learning and implementation in a reflective manner.

Growth Coaching is something that I think really needs to sit alongside this. Three of our leadership team will attend a coaching course early in 2020 in order to develop the skills to coach their teams in the implementation of our new learning as a staff in these areas.

Annual Goal Seven: Implementation of Learning Through Play

2022 Strategic Links

- Engage and Develop Self
- HELPer Culture
- Outward Focus

Success Indicators:

- Teaching and Learning through play will reflect the foundations needed for the continued purposes of the school.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

Teaching and Learning through play will reflect the foundations needed for the continued purposes of the school.
 The teaching staff have done a phenomenal job of developing the Learning Through Play philosophy. They are also eager to continue to explore this and take 'The Play' to higher levels of effectiveness. The reflection above about the Learning Design Rubric for Learning Through Play and how this is developing Deep Learning has shown considerable improvement. This shows that the play is being developed as the foundation for the Deep Learning Competencies that are the basis for our school curriculum.
 The teachers have also done an excellent job of communicating with our student's parents the different aspects that build the approach and the reasons behind these.

Reflections for moving forward

Learning Through Play is now 'business as usual' in Te Kakano. The next steps for Learning Through Play now sit in the Deep Learning realm, particularly related to assessment and being intentional about putting out play activities that prompt the development of our Deep Learning Competencies.

The Team will need to look at how we continue to induct parents into the philosophy of the Play, so that we continue to enjoy the strong parental support we currently have for this philosophy.

As a team we reflected that we had too many Year 3s who were developmentally not ready for the next stage in learning move through to Te Pihinga this year. In 2020 we will be keeping more Year 3s in Te Kakano in order to meet their developmental need for play so they are better prepared for the next phase of learning. We will need to reflect on this throughout the year to evaluate the impact of this.

Annual Goal Eight: ESOL

2022 Strategic Links

- Engage and Develop Self
- HELPer Culture

Success Indicators:

- Our ESL students are receiving intentional support - planned and delivered.
- All students identified.
- ESL students feel supported and have a sense of whanaungatanga at RCS and New Zealand.

Analysis Of Variance	
What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
<p>Our ESL students are receiving intentional support - planned and delivered. Judith has worked with Beth and Lynda this year to develop the ELL programme. This is definitely more intentional than it has been in previous years, with children being pulled out in small groups and doing appropriate activities for building language skills.</p> <p>All students identified. We have had an increased number of children who have been identified. I think the key component for children we have identified that we previously haven't identified are those that are achieving well in the curriculum but we can still identify them due to the language barriers they face, despite still being about to make good progress.</p> <p>ESL students feel supported and have a sense of whanaungatanga at RCS and New Zealand. The ESL children are positive at school and enjoy the time they spend in their small group activities. Those children involved in the play have a high sense of whanaungatanga with their peers.</p>	
Reflections for moving forward	
<p>We need to protect Beth's time and ensure this is being put into our ESOL children. It can be easy for her to become distracted by students with behavioural needs rather than staying focussed on the ESOL children. We would also like to explore in more depth how Beth can support the language development of our ESOL children through the Play. This will be a key component of development for 2020.</p> <p>We should also go through the school conditions rubric for ELL teaching with Judith and identify a couple of areas that we can work on.</p>	

Annual Goal Nine : The Arts	
<p>2022 Strategic Links</p> <ul style="list-style-type: none"> Engage and Develop Self HELPer Culture Outward Focus <p>Success Indicators:</p> <ul style="list-style-type: none"> Children are committed to their choices. The school is represented in The Arts in local events. 	
Analysis Of Variance	
What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
<p>Children are committed to their choices. The children have only moved groups when we have asked them to. We had an excellent turnout at the Kids for Kids concert. We need to book dates in early in the year and send these out to parents so that the dates go on the family calendar from early on in the year.</p>	<p>The school is represented in The Arts in local events. We had representation at less events this year than last year. Having a member of the leadership team not present for the year and no one really picking up this aspect of the Annual Plan meant that this did not gain traction. There were also changes in staff in other organisations that organise things and this had an impact on our involvement.</p>
Reflections for moving forward	
<p>This area has not moved a lot this year, largely because no one has been driving this.</p> <p>We have therefore decided to make this an emerging leader role with half a management unit attached in order to make this someone's responsibility for achieving.</p>	

Annual Goal Ten: Writing Years 5 - 8

2022 Strategic Links

- Engage and Develop Self

Base Line

- 27 % of students in this age group are below the expected level in writing.
- 13 of the students in this age group have made very little progress over the past year.

Success Indicators

- These children will make more than one years progress in 2019.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

6 of the 13 students made more than one years progress

- Looking at the possible relationship between well-being and academic success there has been an increase in well-being, reduced levels of anxiety and higher levels of belonging in the children who have shown improvements. Of the children who have not progressed there is only one child that I would say has had an increase in wellbeing and reduced levels of anxiety.
- The numbers of children who have accelerated and not accelerated in their learning are distributed quite evenly amongst the four teachers who teach these children so the quality of the teaching and learning programme is unlikely to be a contributing factor.
- Similarly, it seems unlikely that classroom behaviours of others are having an impact on the progress of these children because there are children who have accelerate their progression and others who have not in the same groups.
- Almost all of the 13 children have a diagnosis of some kind, but there is no pattern that could say we are meeting the needs of one particular diagnosis over another.
- Of the 13 children 4 of them were girls and all 4 have made progress, 2 of these being the ones who have made exceptional progress.

Reflections for moving forward

- The correlation between well-being and academic success is something that is starting to really intrigue me. How can we increase the level of well-being amongst our older students? How do we increase the well-being of our boys? How do we increase the well-being of our students with specific diagnosis that make life more challenging for them than the average child? These are all questions that need to be explored.
- Engaging our older boys in writing is something that we also need to be exploring.