



**KORAUNUI SCHOOL**

**2016 Annual Plan**

# CONFIDENCE

<p><b>Staff will be encouraged to continue to make the paradigm shift to....</b></p> <ul style="list-style-type: none"><li>• utilise available technology to engage children and broaden meaningful learning opportunities.</li><li>• children leading the learning through developing self-analytical and teamwork skills.</li><li>• learning opportunities that are purposeful in the 'real world'</li><li>• accept that learning will be messy and chaotic, often moving into cross-curricular experiences in which the learning is identified 'after' the event through critical analysis, thus informing the next teaching steps.</li></ul> <p><b>Staff will encourage and teach children to.....</b></p> <ul style="list-style-type: none"><li>• reflect on their learning, developing the ability to verbalise what they have done and what they have learned.</li><li>• express opinions in a respectful manner, which will be given serious consideration.</li><li>• share their learning with others, tuakana/teina (e.g. senior/junior classes sharing).</li><li>• be involved in the class organisation and increasingly take on self-management roles.</li><li>• analyse their actions through the lens of Choice Theory.</li></ul> <p><b>Children will be taught to use the internet (e.g. blogs) in a responsible and safe way.....</b></p> <ul style="list-style-type: none"><li>• involvement in STEMM (Science, Technology, Engineering, Manufacturing and Mathematics) programmes.</li><li>• inquiry learning teacher practices.</li><li>• ICT support.</li></ul> <p><b>Year Six leaders will represent the school in a variety of ways.....</b></p> <ul style="list-style-type: none"><li>• reception duties.</li><li>• hosting and thanking guests.</li><li>• hosting school assemblies.</li><li>• playground mentoring and role-modelling.</li></ul> <p><b>Children will gain confidence through a wide variety of rich experiences.....</b></p> <ul style="list-style-type: none"><li>• a broad range of sporting opportunities.</li><li>• physical skills programmes (e.g. swimming).</li><li>• culturally appropriate programmes (e.g. Ki-o-rahi, Nga Tama Toa).</li><li>• Kapahaka and Pasifika cultural groups.</li><li>• Polyfest and Artsplash performances in dance.</li><li>• organised activities in the playground that encourage fair play and skill confidence.</li></ul>	<ul style="list-style-type: none"><li>• planning documents</li><li>• modelling books which evidence child input.</li><li>• observations of children's behaviours in terms of their learning.</li><li>• work samples resulting from the goals.</li><li>• e-Tap records and records of conversations in which children are involved in solving issues.</li></ul> <ul style="list-style-type: none"><li>• Unlocking Curious Minds, Enviroschools</li><li>• child surveys, to gauge engagement.</li></ul> <ul style="list-style-type: none"><li>• feedback from visitors to the school</li></ul>          <ul style="list-style-type: none"><li>• newsletters</li><li>• media reports</li><li>• numbers electing to participate</li><li>• response from participants and audience</li></ul>
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# INCLUSION

**As a pillar of the school, staff will work to increase their understanding and use of.....**

- te reo Maori as one of the national languages of Aotearoa.
- languages that reflect the cultural diversity of the school community, in particular Pacific languages.

**The diverse nature of the school community will be reflected through.....**

- class programmes which engage all learners through references to cultural norms.
- opportunities for the community to engage with the school in culturally appropriate ways. (e.g. Te Whanau Tautoko, Pasifika fono, gala involvement, community garden, cultural days).
- noho marae with staff, BoT and community to share aspirations, progress with immediate goals. Repeat in 2016.
- events that reflect the cultural norms of the school community. e.g. Matariki, Pasifika languages weeks.

**Lead teachers of Tikanga Maori, Pasifika and Choice Theory.....**

- to regularly visit classrooms to inform staff PD.
- to provide feedback to staff.
- to observe and record the extent to which staff are practising the expectations.

**Through the STEMM approach.....**

- children will mix and mingle across the te reo Maori/English and the English/te reo Maori classes to share their strengths.
- the school will strengthen the concept of the wall-free classroom, utilising the richness of experience and learning Stokes Valley (and beyond) offers. e.g. Horoeka St Reserve, Wellington Museums Trust
- children will be able to pursue their learning as individuals and with the freedom of utilising a range of learning styles concurrently.
- children will take increasing responsibility for their own learning.

**The welcome mat is out as.....**

- community and visitors are acknowledged as they arrive on site.
- new children are supported with extensive pre-school visits.
- local ECE centres invited to use school facilities.
- families with challenging children are warmly welcomed.
- termly review of school organisation and groupings to be held to ensure the best possible environment for each child is managed.
- External visual art will reflect the cultural diversity of the school community.

**Health Curriculum Plan** for 2016/2017 to be implemented, including the introduction of KiVa to ensure any bullying issues are systematically addressed/

**PB4L** providing an opportunity to assess the validity of the school's ongoing Choice Theory approach and pulling together the threads of all initiatives (Choice Theory, KiVa)

- class sociograms which encourage children to reflect on class climate and personal mana
- planning documents
- wall displays
- child surveys, to gauge cultural comfort
- Te Whanau Tautoko and fono hui attendance
- meeting minutes
- noho marae outcomes as recorded in minutes

- observation notes
- teacher portfolios

- record of learning opportunities offered by the STEMM approach (including home room opportunities)
- outcomes of children's investigations

- community surveys
- feedback from support services. e.g. RTL&B, MoE, SWIS
- meeting minutes
- intervention data
- monitoring the changing dynamics of the school roll
- pou and external murals

- meeting attendance and follow through by staff
- action plans developed and carried through

# INNOVATION

## Professional Development.....

- Mind Lab: Principal and three teachers. To explore the potential of technology to meet the needs of new educational approaches.
- Microsoft educator: To extend teacher capability to transform the nature of education in keeping with the rapid pace of change experienced.
- SciCon Hutt Valley: Four teachers and principal to explore connections in the Hutt Valley to support STEMM

**School organisation** will be such that the STEMM concept will be developed further with a wide range of children, upon return of the lead teacher from the Royal Society Science Teaching Leadership Programme and another teacher embarking on this journey.

**Enviroschool studies**, focussing on sustainability and gardening through community links.

## Key STEMM goals will be...

- the levels of engagement achieved from the hardest to engage.
- to discover the talents of the less-academic.
- application of learning to real situations.
- the ability of children to identify their learning and be able to express this.
- children developing the ability to transfer skills within the curriculum learning areas. e.g. The Arts and Technology.
- children creating from the known to the new.
- responsible use of communication technology.
- Interaction with other learners beyond the school gate.

**Science Education** will be the primary focus for teacher professional development, encompassing study awards, science teaching scholarships and local science PD opportunities. This PD will lead to active development of class learning opportunities.

**The local environment** will be instrumental to learning opportunities. Enviroschools will be the overarching theme, with the development of a community garden on site being the major development focus.

**Ongoing Mathematics PD** through regular staff meetings, planned and carried out by Mathematics lead team.

**Teachers will progressively increase risk-taking** in their teaching. Lessons failing will be seen as a progressive pathway towards expertise, just as it is with child learners.

- learnings being evidenced in staff and student practice
- classes operating.
- records of attendance
- teacher planning
- children arriving to class on time
- in-class observations by lead teachers, SENCo and principal
- programme content expressed in children's work
- in class observations, as above. Programme content. STEAM: Science, Technology, Engineering & Art through maths
- children reporting their findings in a variety of ways
- blogs, tweets,skype, classroom observations
- Lead teacher in-class observations. Modelling books. How well children can express what they are learning when asked
- purposeful out of school trips and on-site explorations
- professional development leading to learning opportunities for children
- increasing expertise and understanding of the nature of science

# ACHIEVEMENT

**Achievement 'hot-spots' will be identified** from 2015 achievement data. Children who have not yet achieved the standard for their age by end of Year Two will be identified and tracked throughout the year. The goal will be to advance each child's progress by more than the expected achievement for one year.

**Teaching resources**, in terms of teacher target groups and teacher aide interventions, will be placed according to these hot-spots.

**Baseline data for interventions** will be gathered, with a time-line for review.

**Intervention programmes** used in 2014 and deemed to have merit will be continued.

**Numicon** equipment and teaching programmes will be extended to a wider range of children, not just children with identified special needs.

**Reading Recovery** provision will cater for eight places.

In response to research into the '**summer drop**' (SET 2, 2011) a reading programme based at Stokes Valley Library will be implemented in January 2017 if funding can be accessed through grants, again to incorporate all three Stokes Valley schools.

**Oral language development programmes**, utilising ESOL funding and incorporated into STEMM practical activities, will be established/continued to meet the needs of children with English as their second language and those with under-developed oral skills. The Black Sheep programme recommended by the SLT and trialled in 2014, will continue.

**Davis Dyslexia Programme**, trialled in 2015, will be rolled out to the 10% of children in the senior school likely to be experiencing learning difficulties through dyslexic challenges

**Continuing attention to professional dialogue** between teachers and teacher aides will be given, with feedback/next steps recorded.

**Children will be directly involved** in assessing their own achievement and setting new goals.

- 2015 Analysis of Variance
- 2016 organisation and budget decisions
- Tracking information end of each term
- Review of each intervention at end of each term and decisions made for the following term based on this review
- Quick60: Assessed after 60 lessons through programme records. Groups re-assigned according to need. Some children may continue
- Resources purchased to meet demand. Evidence of staff training. Records of interventions
- Staff training beginning Term One. Individual records kept
- Reading Recovery records
- Teacher aide employed. Attendance record kept. Running records within first two weeks Term One to assess effectiveness
- ESOL children identified. Programme books established. Records of targeted programmes kept. Interface between ESOL and class programmes
- Intervention records
- PD and professional interaction time will be allocated for teachers and aides
- Three-way conferences. Modelling books. Notes in work books. SOLE input by children

# Interventions

## LITERACY

### Teacher Target Groups

- Identified from 2015 achievement data from children below and well below standard.

### Holiday drop: Funding not found for Jan 2016. Try for Jan 2017

- Engage with all three schools in Stokes Valley.
- Three teacher aides: Five hours per day, based at SV Library, three weeks January holidays.
- Goal: To maintain reading achievement gained in 2014.
- 150 targeted children invited. 50% attendance anticipated.

### Reading Recovery:

- Eight places.
- Community tutor programme with ex-reading recovery children to support reading mileage and maintain progress.

### Quick 60:

- Continue programme to address significant learning needs.
- Target children identified by core learning teams

### CAPs shortfalls/Early Words programme:

- teacher aides to support early sight word acquisition.

**Discovery programme/ORS & others:** To develop understanding and oral language through real experiences and hands-on learning. Promote engagement in learning. Start Term Two.

### STEMM (Science, Technology, Engineering, Manufacturing and Mathematics)

- Promote engagement in learning with focus on real life 'hands-on' and e-Learning.
- Senior school: Children drawn from six classes into STEMM sessions.
- Class programmes: Teachers devoting time to STEMM activities within class. e.g. Gala preparation, repeating challenges, seeking refinement and improvement.
- Kids Kitchen installed to promote practical activities involving kai.

### ESOL programmes:

- Oral language activities/Practical activities, promoting develop of vocabulary and grammar in writing.
- One junior, one senior programme, three afternoons a week, based on needs identified in class

### Feuerstein

- teacher to undertake further intensive training in January, following on from the developing skill base from two previous intensive courses.

## OUTCOMES

- working with children who appear unable to make significant progress with learning, working on neuroplasticity
- including ORS children

**Black Sheep Oral Language Intervention:**

- programme initiated by SLT and value proven in 2015.
- eight week programmes, with JOST used as pre and post assessment tool.

**Writing Surface Features:**

- short, regular interventions during class literacy programmes to give specific attention to knowledge gaps, as identified in personal writing.

**NUMERACY**

**Teacher Target Groups**

- Identified from 2015 achievement data from children below and well below standard.

**Numicon:**

- identified target groups.
- very early and more advanced, but not yet at standard, in-class groups.

**Knowledge Gaps:**

- short, regular interventions during class mathematics programmes to give specific attention to knowledge gaps, as identified by teacher.
- Children assessed minimum five times to ensure a specific understanding has 'stuck'.
- Close records of progress maintained.
- Teachers to provide teacher aides with learning activities to use.

**All interventions** to be assessed at the end of each term and resources continued or re-assigned as appropriate. Time allowance organised for teachers and teacher aides to communicate effectively.