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STRATEGIC GOALS: 1. ***Effective Teaching and Pedagogy - Increasing Teachers Capacity and capability to progress and raise student achievement through inquiry process and future focussed learning. 2: Student Learning - Ensure our students develop and strengthen their dispositions needed to make progress and achieve success 4:School Culture - Celebrate Aotearoa as a Bicultural nation - Embed and value diversity and accept differences.***

Annual Plan Goal 1

SG4 (Aim 1) SG4 (Aim 6) SG5 (Aim 1 & 6) To strengthen the partnership with Tamariki, Whanau, Hapu and Iwi by Culturally Proactive to all students and whanau, SG 1 (Aim 5)& SG 3 (Aim 4) 'Spiral of Inquiry' is a process to explore a future focused way of teaching that is based around the concept of Tikanga Maori Values through the planned Kaitiakitanga Conceptual Theme.

To strengthen and evaluate the Student, Whanau , Marae, hapu and iwi Partnerships,i of the 'Te Kahui Ako o Kohanga Moa - Inglewood Community of Learning.

Starting Point: Inglewood Primary School (IPS) has explored aspects of Kaitiakitanga under our 2018 Conceptual theme "Tūrangawaewae'. These units were planned and undertaken as Collaborative Planning, teaching and Assessment. The Middle and Senior Leadership teams in consultation with teaching staff decided to further enhance and deepen an inquiry based around local history of Inglewood / Kohanga Moa. We agreed to utilise the resources Takanga o te wa, Tataiako, Hautu and the New Zealand Curriculum together and integrate core curriculum where possible. We will follow the format of Spiral Inquiry furthering the process of becoming embedded into school practice. Teams will have supplementary inquiry around a focus with regard to transitions linking to AP G2. We reviewed our 2018 Annual Plan and determined the following; 1 Staff / BoT will understand and show better evidence of how the IPS Team can demonstrate commitment to bicultural partnership in Aotearoa NZ (PTC 3) and G4. 2: All Teaching Staff will work effectively within the bicultural context of Aotearoa New Zealand (PTC 10). (G4,2).

Documentation + Budget: 2018 Annual Plan review Schoolwide Assessment, Board of Trustees, and PD Folders, Individual Teacher Inquiries; Budget: PD, & Bank Staffing.

1. Noticing (Scanning): What is going on for learners? Many learners have been in inquiry projects with regard to improvement with Environmental and local improvement projects 2017 - 2019 eg: Beeswax food wrap, raised garden beds, mini orchard, worm farms, composting, exploring how to improve our Nature Trail, feasibility/cost analysis of; Cycle Tracks, Junior Playground plans by students to the Board of Trustees, strengthening connections to local iwi Ngati Kohanga Moa and Kohanga Moa Marae.

2. Investigating (Focusin)g: Where will concentrating our energies make the most difference?

i. Utilise previous 2018 surveys with staff, student and whanau voice. Together with the reviews undertaken by WST and staff in 1-1 interviews.

ii. Additionally, to consider cultural ways of teaching that ensures every student is 'curious, innovative and engaged' when learning. This will raise student achievement and learner agency (students directing their learning).

iii. Working in partnership with students (and parents/whanau) will be the basis for effective teaching to accelerate progress through using real life contexts.

iv. School systems will enable teachers to continuously engage teams in collaborative inquiries

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	that aim to evaluate learning dispositions of students, together with Tikanga Values v. AND utilise voice from whanau gathered on our Transition Partnership Day (Friday 1 Feb) to further enhance, consolidate, integrate thoughts and ideas to continue to enrich our Inglewood Curriculum which in turn strengthen Key Competencies and learning dispositions.

3. Collaborative Sense Making (Developing a 'Hunch)': How are we contributing to the situation?

During 1-1 discussions with staff between our Within School Teacher for the Kahui Ako o Kohanga Moa and classroom observations in Term 4 and teacher inquiries, teachers noticed that students were more engaged when they could directly contribute to their 'learning goals' and 'signs of success with regard to their learning dispositions. This supports the idea that in order to become a successful learner students "set personal goals and self-evaluate against a required performance levels" and "develop the ability to reflect on their own thinking and learning process" (ERO, 2015, p. 17).

As a result of investigations and shared korero staff identified through a Maori Achieving Success as Maori - Culturally derived self review process. From this process we are developing an explicit Action Plan which the staff are worked through T4 W7 and 9 2018.

A Staff hui T4 W5, our Cultural Proactiveness leaders gathered thoughts and ideas looking forward to 2019 Conceptual Theme - our agreed theme is Kaitiakitanga. This is a work in progress and will be updated accordingly.

We believe the more students are leading their learning **(learner agency)** through real experiences, the more engaged they will be. The outcome will be learner agency where students are 'curious,

4. Prioritising to Take Action (New Learning): How and where will we learn more about what we do?

a. **External consultants** will continue to be employed across the Kahui Ako o Kohanga Moa eg, Kaumatua Rimutiki Timu (Chairperson Kohanga Moa Marae)and Damon Ritai from (MAC).
b. **Internal Consultants** will include Across School Kaui Ako Leaders and within school Kahui Ako Inquiry Leader together with our own Cultural Proactiveness Leaders
c. Evidence: Individual teachers will show evidence of their learning through their **inquiry chosen platform** They will follow the 'Spiral of Inquiry' process that will be linked to the Standards of the Teaching Profession.
d. Evidence: will be gathered through surveys / shared docs, whanau hui, ; Kohanga Hikoi, Learning Partnership Day evaluations, 8 March Kahui Ako Mini Conference, Tamsin Hanley PD, Kathe Tawhiwhirangi PD
e. Teams will work towards reducing the disparity between ethnic groups as they effectively plan, teach, assess and monitor student progress through wellbeing surveys and Kaitiakitanga Planning notes and observations.

5. improvement Actions (Taking Actio)n: What can we do differently to make enough of a difference?

Teams will clarify expectations around what will be evaluated each term:

a. More learners know their goals and can talk and show evidence of the signs of success.
b. Students are challenged to be think like a learner through real life experiences.
c. Formative assessment enables 'd' and 'e' to occur.
d. Individual teachers will show evidence of their learning through their Inquiry Platform.
e. Cultural ways of engaging learners are considered in all planning and classroom routines (**Learner agency).**
f. All teamswill be supported to take risks as they work through the spiral process. They will be encouraged in their teams to plan units of work that engage students in real life problems.

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innovative and engaged' learners. Secondly, we believe that **formative assessment** needs to become a learning partnership between the student and teacher (and parents/whanau) in order for students to own their goals. From the collection of voice from our Staff, Students, and whanau we have identified areas of interest, and common themes to provide in-depth focussed curriculum to assist partnerships for successful learning. Thirdly, we believe the outcome will be a greater / enhanced learning partnership within Inglewood Primary and the wider Kahui Ako o kohanga Moa / Inglewood Community of Learning.		

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6. Shifts in Practice... (new)	Outcomes for Learners:(Checking - Monitoring have we made enough of a difference?	
Evidence: Individual teachers will: ● Show evidence of their learning through their Kaiako Inquiry. They will follow the 'Spiral of Inquiry' process that will be linked to the Standards for the Teaching Profession. Students Year 3-8 Focus Group will (Interviewed/ observations): ● Know their goals and signs of success. ● Students will develop a problem solving approach to learning (Reasoning, applying what we know, problem solving in real and meaningful contexts, including cultural perspectives and the strategies of "Talk Moves"). ● Students will have a positive discourse towards learning where they can celebrate their social, culturally and emotional diversity through the way they learn. Teams will show evidence of how they... ● Use formative assessment practices to provide teachers with valid and reliable evidence to inform teaching, tracking and monitoring of learners progress. ● Review progress of all akonga learning using the tier system on the Team Minutes. Teachers reflect on the impact of their teaching which results in student progress (Teams tracking progress, reflections/reviews evident in their reflections, Kaiako Inquiry and Team Minutes).	**We will revisit the following documents each term and add in other shared documents here;** **Culturally Derived Self Review** **Draft Action Plan** **Kaitiakitanga** **Student Wellbeing Surveys - to be linked** **1 Feb Learning Partnership Day notes - to be linked** **Kohanga Hikoi notes - (31 Jan 2019)Clint to format a shared doc - to be linked** **REACH / Kaitiaki tangi first 5 weeks 2019 notes (shared doc) to be linked**	

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Annual Plan Goal 2 - SG2 (Aims 1, 2 & 3) SG 3 (Aim 5)

To evaluate the impact of strengthening transitions, teaching, learning and assessment from ECE to school, Year 2 into Year 3, Year 4 to Year 5, Year 6 to Year 7, and Year 8 into High School,with the aim of raising achievement. The inquiry model around to evaluate the impact of strengthening transitions is also a foci of the 'Te Kahui Ako o Kohanga Moa - Inglewood Community of Learning.

Starting Point: Through discussion and observation we created the starting of a document to be able to record where our students are within two main areas from these curriculums, with an addition of REACH. Students are added under developing, understanding or exceeding based on teacher observations within play based classroom situations. This document is still in its early stages of planning, which we hope to be able to implement clearly in 2019.

We have observed that many of our New Entrant students are not ready to be at school and having play-based learning environments have given them time to become involved and prepared for future learning as they develop they key competencies to set them up for success. As our students then move through as Year 2's we have found that they are beginning to show more ability to focus on set tasks and are showing an interest to learn. As a part of our inquiry we have looked at developing a mixture of learning through play and specific teacher directed learning, and have found that our Year 2 students respond well to this. The assessment process of gathering data from students at New Entrant, 20 weeks, 40 weeks and 80 weeks as part of Mutukaroa has given teachers relevant information to be able to apply to the learning programmes set up within their classrooms, whether this is through the set up of certain play activities or group/independent work with the teacher. This data is used to monitor students who also require assistance from out of class programmes to help further their learning, such as Sounds Like Fun and Reading Recovery. From the initial New Entrant testing we can add another observation of how ready students are to learn, by seeing how they not only succeed at the assessment but their disposition towards learning. This ensures that those students who have come to school all ready prepared and interested in further learning can be given the opportunities to do so. By assessing these students then at 20 weeks, 40 weeks and 80 weeks we can monitor those who are showing signs of needing further assistance or extension as they move through the Junior School.

Documentation + Budget: 2018 Annual Plan Review, Analysis of Variance, Assessment Folder, Team Inquiry; Budget: Mutukaroa Database, PD, Chrissie Lepper - Kahui Ako o Kohanga Moa for Juniors + Bank Staffing.

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1. Noticing:
Actions: To complete a comprehensive evaluation of current practices, strategies assessment data in year levels as indicated in AP G2. Question: What does our information tell us about the extent of well being and student engagement? Which learners are/are not achieving and in what contexts? Utilising questions from Vicki Ritchie's MST findings 2018. **Junior Team will work within the Kahui Ako o Kohanga Moa PLD with Chrissie Lepper**
Who: All teachers and Leadership Team. **When:** Term 1, 2, 3, 2018. **Outcome:** Improve the systems in levels indicated so it supports student transitions and raises student achievement.

2. Investigating:
Actions: Evaluative questions framework developed to review the impact of teaching and learning in the Year levels (V Ritchie's MST questions) . Considering the seven domains of influence (ERO evaluation process); where do we need to focus our evaluation? Do we need to ensure a 'Cultural Lens' has a priority to reduce disparity for ethnic groups at risk of not achieving? What do we need to know and how? What further information do we need? How might we find out? What questions do we need to answer/focus on?
Junior Team will work within the Kahui Ako o Kohanga Moa PLD with Chrissie Lepper
Who: All Staff, Team Leaders & Mutukaroa Teacher and supported by Senior Leaders. **When:** Terms 1, 2, 3 2019. **Outcome:** Identify new areas to enhance the home-school learning partnership and formative assessment. **Notes:** Protecting learning time, the importance of well being, student agency and voice and ; how teachers use formative assessment to inform next teaching steps.

3. Collaborative sense-making: **Actions:** System established for collaborative sense-making of the 2018 Annual Plan review and results of the investigation into Play Based learning and the benefits. Teams to develop a shared doc for wonderings and explicit actions moving forward.. **Who :Junior Team will work within the Kahui Ako o Kohanga Moa PLD with Chrissie Lepper** All **other** Teams, supported by the Senior Leaders. What is our evidence telling us? Do we know enough about the effectiveness of our practice to determine where we need to go next? What else can we use/draw on that will assist us to plan next steps? **When: Each Term for T1, 2 & 3** 2019. **Evaluating:** Leadership.

4. Prioritising to take action: What is the most important action we need to take and why?
To take action, what kind of support do we need to draw on or put in place? **Who:** Students Transition at identified levels as per SP and AP 2019 Team, led by the Team Leaders and supported by the Mutukaroa Teacher. **Junior Team will work within the Kahui Ako o Kohanga Moa PLD with Chrissie Lepper**
Action: Shared Document – Teachers, Leaders, Mutukaroa Teacher together with Special Programmes Support Teacher. **When:** Term 1,2 and 3, 2019.

5. Improvement Actions:Monitoring and evaluating impact:
Action: Review. **Who:** Teams, Mutukaroa Teacher, Special Programmes Support Teacher with support from the Senior Leaders). **Junior Team will work within the Kahui Ako o Kohanga Moa PLD with Chrissie Lepper**
How are we going?
What is our data/information telling us?
Do we need to modify or change what we are doing?
What impact is our action having?
Are we providing opportunities for all learners to learn, progress and achieve?
When: , Term 1, 2, 3 2019

Core Curriculum Targets 2019

6. Shifts in Practice
Evidence

1. Formative assessment practice is enhanced so it informs teaching and learning, which raises Maori students achievement)
2. The Junior Assessment process informs decisions around accelerated learning programmes so disparity is reduced between ethnic groups. **Junior Team will work within the Kahui Ako o Kohanga Moa PLD with Chrissie Lepper**
3. Student Targets in the identified transition points identified above in Literacy and Maths (Maths notes will be through the Shared Pedagogy digital Fluency)
4. Wellbeing surveys will form as a basis each term to gauge student well being and dispositions to learning through enhanced focus on Kaitiakitanga.
5. As a staff this year we will put in place steps to ensure further success for students as they

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	transitioned into new cohorts- especially in identified areas- such as Year 4- Year 5 and Year 2 to Year 3. We'll continue to investigate ways to ensure even greater success in these cohort shifts.

7 Outcomes for Learners
Links to various documents will be incorporated here
Team Minutes: Panitahi (Junior),Pouakai (Middle),Waiongana iti (Senior),Puke Haupapa (Intermediate)
Wellbeing Surveys
Mutukaroa and Special Programmes docs

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Annual Plan Goal 3 - SG 1 (Aim 3 & 4)& SG 3 (Aim 4)

'Spiral of Inquiry' is a process for building collaborative teacher practice and shared pedagogy across the school, explicitly around learning dispositions, making thinking visible and differentiation utilising shared professional development with the foci of Digital Fluency and the new Digital Technology Curriculum . This will be embedded into teacher's daily practice in teaching learning at Inglewood Primary School (IPS). The inquiry model around shared pedagogy and increasing capacity is also a foci of the Te 'Kahui Ako o Kohanga Moa - Inglewood Community of Learning.

Documentation: Principal Inquiry Site; Internal Evaluation Folder, Professional Development Folder, Maori Achievement Collaborative Measurable Gains Network; Budget: PD & Bank Staffing

Noticing / Starting Point:

We as a Kahui Ako o Kohanga Moa discussed and planned a shared focus to explicitly work towards in a shared pedagogical space. The newly developed Digital Technology curriculum was the agreed vehicle as this was being gazetted in 2020. We were asked to review the Digital Technology Curriculum.

Investigating

The structure for a Kahui Ako wide Digital Curriculum development for us in 2019.

1. 2 days of unpacking the Digital Curriculum in depth. One call-back day (Fri Jan 25th) for all teachers to attend, followed by one day (Tuesday March 26th) for Team Leaders..

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2. Scoping visit with the Becs Langdon so that the PD can be targeted to the needs of our school (1 or 2 days).
3. A further 4 days for each 1, 2 and 3 is planned for in class and facilitation of Staff hui PLD

3 Collaborative sense-making:

- Looking closely and working to the curriculum at each individual school and then working in the classrooms and looking at the teacher's programmes - this includes the literacy and looking at the emphasis of integration. Co-teaching and modelling in schools with every teacher - this is the best model and will be at least two sessions per teacher, per term - coaching, reflection goal setting etc. Terms 2 and 3.
- March 8 Kahui Ako Mini Conference - 3 x 45 minute workshops

4. Prioritising to take action:

- There can be and needs to be flexibility in delivery from Becs langdon (facilitator) to get maximum benefit from
- to encourage Shared Pedagogy, the delivery. E.g. if a workshop is being run for one school, other teachers from other schools can come and be part of these so new connections can be made.
- Delivery is designed so that it meets the needs of each individual teacher and where they are at right now, to the needs of each school and the vision of the Kahui Ako.
- As part of the contract we all gain access to a massive library of digital resources which can be used in all areas of the curriculum e.g. PM readers, journal activities, maths text book resources etc etc. Teachers would be able to use these resources straight away.

5. improvement Actions:

- Define a shared space
- Share our strengths with a view to sharing with the Kahui Ako o Kohanga Moa
- Share our needs with each other
- Use the language from the ERO document.

6.Shifts in Practice

- The goal for the Inglewood learner needs to drive everything that we do.
- When we talk about pedagogy across all of the sectors, we need to find a common space to be focusing on. i.e dispositions, key competencies and attitudes. we will do this within our school, but also within the Digital PLD with the Kahui Ako.
- What we have found is that we lack knowledge of each other's strengths and how we can work together to best support the Inglewood Learner.
- Developing this knowledge will be an important next step.

7. Outcomes for Learners
Links to documents will be inserted here throughout the year

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Supporting Aim G3 ,3: *Ensuring our school culture is safe for all students*

Documentation + Budget: REACH Termly reporting, REACH Coach and Leader, REACH Manual; Maori Achievement Collaborative Measurable Gains Framework

Actions:	**Who, When:**	**Outcome:**
1. The behaviour recording tool is refined so reports can identify potential threats to student wellbeing. 2. Student voice is regularly sought to support the identification of potential threats to student wellbeing. 3. RAT (REACH Action Team) regularly meet to plan and action school wide initiatives.	Associate Principal with the support of the Principal. ● Reporting tool updated so the BoT receives a report at the beginning of Term 2+ 4. ● Students surveyed as part of the student focus group each term. Reported at the start of Term 2+.	The Board of Trustees and REACH Leadership Team are able to measure how safe students feel at school. This includes: ● Identifying trends that may contribute to reasons why students feel safe and/or disengaged with school. ● Ensuring no ethnic groups feel unsafe, which contributes to lower achievement. ● Considering parents/whanau perceptions of how safe children are.

Supporting Aim G4:6 *Ensure our parents/whanau feel engaged in their child/children's learning journey promoting the success of Maori students & encourage Whanau in school as experts working alongside staff*

Documentation: Newsletters, School Website, Social Media, Back to School Info; Budget: School website

Actions:	Who, When:	Outcome:
1. The REACH Leadership Team will strategically engage with parents, whanau and students by using plain language. 2. Whanau hui will be held 3x yearly as per Kaitiakitanga plan	Principal and Associate Principals: ● Regularly use newsletters and social media to educate parents about the change in teacher practice ● Use enrolment and Mutukaroa, Learning Partnership meetings to share changes in teacher practice	Using all forms of school communication to educate parents, whanau and students about what teaching practice is changing and how this is supporting students to be curious, innovative and engaged in their learning. There is clear strategic messaging with staff.

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	• Educate parents and whanau via a user friendly website, See Saw and our new school app	

	Inglewood Primary School: Board Annual Work Plan (2019)									
Review Evaluation	**Review/ Evaluate**	**Feb 27**	**April 11**	**May**	**June**	**August**	**Sept**	**Nov**	**Nov**	**Dec**
Strategic Decisions (NAG 2, 7 & 8)	**Charter**	Charter approved & sent to MoE by 1 March		Annual Audit Moved	Board Elections Chair and other positions Sun Committees		Review Strategic Plan… minor adjustments to the hard copy		Analysis of Variance Annual Plan drafts begin	
	Governance / Stewardship		NAG 2	NAG 3		NAG 4	NAG 5	NAG 1		
Strategic Disc	**Strategic Goals**		Strategic Goal 1 & 2	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Strategic Goal -5	Annual Plan	Annual Plan	
Monitoring and Evaluation of Learning (NAG 1)	**Student Learning, Engagement, Progress & Achievement**		SENco Report Special Programmes Mutukaroa		Curriculum Levels BoT Targets			Curriculum Levels BoT Targets		
	Internal Evaluation		PAT Maths STAR		Special Needs Health Education Whanau Consult	Mathematics PB4L Technology	The Arts	Science and Social Sciences	Maori Consultation	

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Monitoring and Evaluation of Other National Administration Guidelines (NAG 3-6)	**Human Resources/ Educationally Powerful Connections**	BoT informed of Principal Appraisal	*Principal Appraisal Goals Shared Associate Principal Appraisal Goals shared (only due to Karen and Ben's shared role for 2019*		Leadership *Principal Mid Report*	Principal Appraisal Updated PA		Leadership		
	Finance Committee	Dec/Jan Accounts Bank Staffing Asset Register	Feb Accounts Bank Staffing Budget Approved	March/April Accounts Bank Staffing Approve Audit	May Accounts Bank Staffing	June/July Accounts Bank Staffing Adjust Budget	August Accounts Bank Staffing	Sept/Oct Accounts Bank Staffing Draft Budget	Nov Accounts Audit Prep	
	Property	Report	Report	Report	Report	Report	Report	Report	Report	
	Health & Safety	Dec/Jan Report	Feb Report	March/April Report	May Report	June/July Report	August Report	Sept/Oct Report	Nov Report	
	Attendance, Stand Down and Suspension Report		Stand down and suspension Attendance Trends 2017/18	Stand down and suspension Term 1 Attendance Trends	Stand down and suspension	Stand down and suspension Term 2 Attendance Trends	Stand down and suspension School Calendar 2019	Stand down and suspension Term 3 Attendance Trends	Stand down and suspension	

The Chair is elected at the first meeting of each year unless it is an election year

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