

# Kaikōura Suburban School 2018 - 2020



## **Vision:**

*'Fyffe Force learners will commit to climb the mountain of learning for life'.*

*'Kia ū ki te ako, kia piki te taumata, kia whai te ako mō ake tonu atu'*

## **Values:**

Fun, Organised, Respect, Communication, Excellence.

## **Tikanga:**

Kaitiakitanga (Guardianship), Rangatiratanga (Leadership), Manaakitanga (Supporting of others), Kotahitanga (Unity), Whanaungatanga (Relationships).

## Teaching and learning at Kaikoura Suburban School

Kaikoura Suburban School's vision is **'Fyffe Force Learners commit to climb the mountain of Learning for Life' \*\***. This learning journey enables children to express and challenge themselves by having opportunities to take ownership of their learning and recognize how they each have a point of difference.

At Kaikoura Suburban School we use sound pedagogy ('7 Principles of learning') to focus on with our teaching practices and teaching as inquiry is embedded to ensure we meet and exceed the needs of our tamariki. We are on a journey to implementing future focused teaching and learning practices.

Learning for Life (L4L) is our 'student as inquiry model' and starts with an overall theme, which is identified from the New Zealand Curriculum 'Future Focus' areas: Sustainability, Enterprise, Citizenship and Globalisation. Kaikoura Suburban School always includes learning based around our community, our country, our world and us. With L4L, the teachers plan and provide the first few weeks of teaching (immersion), identifying curriculum achievement objectives, community experts, our school curriculum and resources that are best suited to the learning. Once immersion is completed, the children reflect, create a big question from what they are still wondering about and choose learning that will best answer this. The outcome must provide a difference for each child, their understanding and knowledge, a difference in our school, our community, our country and/or our world. The result of this learning is then presented to our whanau and wider community at an evening celebration. Throughout the year students are assessed using Solo Taxonomy, which monitors and highlights the students development in knowledge and attitude through their journey of learning. We have noticed a considerable improvement in our students strengths: questioning, presenting, locating information, reflecting and identifying next steps of learning, incorporating ICT to support learning, sharing knowledge with a wider audience, reflecting on learning outcomes, linking learning with key competencies, school values and our vision and identifying how each child/class/our school has made a difference.

We warmly invite you to view our website [www.kaikourasuburban.school.nz](http://www.kaikourasuburban.school.nz) for further insight into Kaikoura Suburban School, the Fyffe Force values – Fun, Organised, Respectful, Communicators, Excellence (FORCE) and our culture.

*\*\* The student's journey commences with their 'backpacks' loaded with new knowledge from the five weeks of immersion. We start tramping up Mt Fyffe. We stop and reflect on our way at the (Mt Fyffe) hut checking in with resources, experts and ourselves reflecting on our learning and our progress. We make the necessary changes and then head for the summit to present our knowledge to the community.*

## Kaikōura Suburban School - Strategic Vision 2018 - 2020

We achieve our vision by focusing on the six domains that are key to school effectiveness and student outcomes:

*STEWARDSHIP: Board of Trustees represent the school and community. The Board of Trustees focus on student learning, wellbeing, achievement, progress, and meet statutory requirements.*

*LEADERSHIP: Leaders know directions and pathways, respect our school environment by being supportive and promoting excellence*

*CONNECTIONS AND RELATIONSHIPS: Staff make educationally powerful connections and relationships through three way partnerships (between Whanau/Community, Tamaraki and School).*

*CURRICULUM, TEACHING AND LEARNING: Teachers demonstrate effective teaching practices, using the FORCE values, to ensure students achieve progress.*

*CAPABILITY AND CAPACITY: Leaders and Teachers work collaboratively to improve teaching practice through inquiry, appraisal and other practices.*

*EVALUATION, INQUIRY AND KNOWLEDGE BUILDING: Leaders and teachers improve and innovate classroom practice through purposeful evaluation, inquiry and knowledge building activities.*

Three Year Strategic Plan showing links to our annual plan.		
2018	2019	2020
<b>1. STEWARDSHIP:</b> Board of Trustees will represent the School and Community. The Board of Trustees will focus on student learning, wellbeing, achievement, progress, and meet statutory requirements.		
The BOT will follow the self-review work plan (guided by the Principal), have access, contribute, ask questions focused on student learning, well being, achievement and progress. The BoT members will have shared understandings of their roles and responsibilities. The BoT will effectively meet statutory requirements (ie through using SchoolDocs) and participate in ongoing Professional Development.	The BoT will participate in professional development in exploring "best practice"and increased awareness of responsibilities and roles. The BoT will review and reflect on board performance and effectiveness in terms of the school vision, values, strategic direction, goals and priorities.  The BoT will review the Schools vision and values with the Kaikōura Suburban School Community.	The BOT will ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship, through inductions and ongoing self review and professional development and the distribution of tasks and succession planning
<b>2. LEADERSHIP:</b> Leaders will know directions and pathways, respect our school environment by being supportive and promoting excellence.		
The leadership team will work with students, teachers and parents to actively seek all perspectives in embedding a "very close home/school educational partnership" in developing excellence, promoting and supporting student well being outcomes and engagement in learning.	The leadership team will work with, students, teachers and whanau to engage all whanau in further ways they can participate, and contribute at Kaikōura Suburban School while maintaining a "very close home/school educational partnership" in developing excellence.	The leadership team will use a range of evidence through review, inquiry and evaluation tools to promote and support the improvement of teaching and learning.
<b>3. CONNECTIONS AND RELATIONSHIPS:</b> Staff will make educationally powerful connections and relationships through 3 way partnerships (between Whanau/Community, Tamaraki and School).		
Staff will engage with the wider school community using community resources (ie in L4L) to enrich teaching and learning experiences. Staff will use a variety of tools (ie PB4L) to enhance well-being at Kaikōura Suburban School.	The School and Community will proactively engage in joint activities and interventions to improve learning and or behaviour.	Kaikōura Suburban School will work with the Community to review effective transitions at critical points on students educational journey.
<b>4. CURRICULUM, TEACHING AND LEARNING:</b> Teachers will demonstrate effective teaching practices, using FORCE /Tikanga, to ensure students achieve progress.		
Teachers will ensure that all students participate and learn in a caring, collaborative, inclusive learning environment, exploring innovative practices using the NZ Curriculum.	Teachers will review teaching and learning practices to ensure that students are engaged in real life learning opportunities in every learning area, and support an environment which is safe to take risks.	Students will provide feedback to teachers about the quality and effectiveness of teaching and learning. Students will receive timely, specific descriptive feedback from teachers.
<b>5. CAPABILITY AND CAPACITY:</b> Leaders and Teachers will work collaboratively to improve teaching practice through inquiry, appraisal and other practices.		
Teachers will collaboratively work together to develop high and clear standards across all areas to improve teaching and learning practices.	Teachers will continue to explore and develop a "deeper understanding" of 'teaching as inquiry' using the 'spirals of inquiry' and sound pedagogy. (ie 7 Principles of learning, PB4L, Professional Standards) to improve teaching and learning practices.	Teachers will engage with the Kaikōura Kahui Ako to challenge teachers prior beliefs, engage in existing theories and integrate theory and practice.
<b>6. EVALUATION, INQUIRY AND KNOWLEDGE BUILDING:</b> Leaders and teachers will improve and innovate classroom practice through purposeful evaluation, inquiry and knowledge building activities.		
Suburban School staff will continue to build relational trust with all Schools within the Kaikōura Kahui Ako to support collaboration, risk taking and openness to change and improvement in building innovation at Kaikōura Suburban School.	Leadership and staff will use evidence based data, and focus on having evidence informed conversations to build capability and collective capacity in evaluation and inquiry.	Sufficient resources and common understandings will be used to ensure ongoing change and improvement.

## Annual Plan 2018

**1. STEWARDSHIP:** Board of Trustees represent the school and community. The Board of Trustees will focus on student learning, wellbeing, achievement, progress, and meet statutory requirements.

Annual Aims	Actions	Responsible	Resources	Variance
<p>The BOT will follow the self-review work plan (guided by the Principal), have access, contribute, ask questions focused on student learning, well being, achievement and progress. The BoT members will have shared understandings of their roles and responsibilities. The BoT will effectively meet statutory requirements (ie through using SchoolDocs) and participate in ongoing Professional Development.</p>	<ul style="list-style-type: none"> <li>Follow and use the <a href="#">self review work plan</a> (strategic, regular, emergent).</li> </ul>	<p>BoT members</p> <p><i>All year</i></p>	<p>Jacqui Duncan School Evaluation - ERO.</p>	
	<ul style="list-style-type: none"> <li>Ask questions focussed on student learning, well being, achievement and progress.</li> </ul>	<p>BoT members</p> <p><i>All year</i></p>	<p>BoT meetings / Communication / Principal reports.</p>	
	<ul style="list-style-type: none"> <li>Participate in ongoing professional learning development (PLD) and ensure roles and responsibilities are fully understood.</li> </ul>	<p>BoT members</p> <p><i>All year</i></p>	<p>School Trustees Association.</p>	
	<ul style="list-style-type: none"> <li>Use School Docs to ensure statutory requirements are met and participate in regular review</li> </ul>	<p>BoT members</p> <p><i>All year</i></p>	<p>School Docs</p>	
	<p><i>At Kaikōura Suburban School we show commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service.</i></p>			

**LEADERSHIP:** Leaders know directions and pathways, respect our school environment by being supportive and promoting excellence.

Annual Aims	Actions	Responsible	Resources	Variance
<p>The leadership team will work with students, teachers and parents to actively seek all perspectives in embedding a "very close home/school educational partnership" in developing excellence, promoting and supporting student well being outcomes and engagement in learning.</p>	<ul style="list-style-type: none"> <li>Focus group on learning meetings will be held regularly (at least once a term) at Kaikōura Suburban School to gather parent voice, led by the leadership team.</li> </ul>	Principal Deputy Principal  <i>All year</i>	Parent Community	
	<ul style="list-style-type: none"> <li>Student Council will be developed with the help/support of the leadership team and meetings will be held regularly at at Kaikōura Suburban School to gather student voice. - feedback/feed forward.</li> </ul>	Principal Deputy Principal  <i>All year</i>	Students	
	<ul style="list-style-type: none"> <li>The leadership team will meet with Staff weekly to review expectations, maintain consistency and gain perspectives of Staff.</li> </ul>	Principal Deputy Principal  <i>All year</i>	Teaching staff	

**CONNECTIONS AND RELATIONSHIPS:** Staff make educationally powerful connections and relationships through three way partnerships (between Whanau/Community, Tamariki and School).

Annual Aims	Actions	Responsible	Resources	Variance
<p>Staff will engage with the wider school community using community resources (ie in L4L) to enrich teaching and learning experiences.</p>	<ul style="list-style-type: none"> <li>• Staff will plan for opportunities through L4L to utilise the Community in engaging with Community resources to improve students learning and outcomes.</li> </ul>	<p>Teaching Staff</p> <p><i>All year</i></p>	<p>Community</p>	
	<ul style="list-style-type: none"> <li>• Staff will work with students to begin to implement the Landscaping plan (Leaves of Green) and begin to utilise the outdoor learning environment (showing respect) in teaching and learning experiences.</li> </ul>	<p>Teaching Staff</p> <p><i>All year</i></p>	<p>Leaves of Green Staff Parents Students</p>	
	<ul style="list-style-type: none"> <li>• Staff will gain feedback and feed forward from Parents and students through informal conversations (ie after School), Home and School, Parent teacher conferences.</li> </ul>	<p>Teaching Staff</p> <p><i>All year</i></p>	<p>Parents</p>	

**CURRICULUM, TEACHING AND LEARNING:** Teachers demonstrate effective teaching practices, using the FORCE values, to ensure students achieve progress.

Annual Aims	Actions	Responsible	Resources	Variance
<p>Teachers will ensure that all students participate and learn in a caring, collaborative, inclusive learning environment exploring innovative practices using the NZ Curriculum.</p>	<ul style="list-style-type: none"> <li>• Effectively and consistently implement across the School the <a href="#">Key approaches and elements</a> of whole School approach to <b>PB4L</b> to ensure:                             <ul style="list-style-type: none"> <li>❖ the school environment is positive and supportive</li> <li>❖ expectations are consistently clear</li> <li>❖ students are consistently taught desired behaviours, using a positive, proactive and instructional approach</li> <li>❖ students are consistently acknowledged for desired behaviours and undesirable behaviours are responded to in a fair and equitable way.</li> </ul> </li> </ul>	<p>Teacher I/C of PB4L (Mitzi McGeachy) Principal / DP Staff Students</p> <p><i>All year</i></p>	<p>PB4L - John Taylor (MoE) Kaikōura Kahui Ako Mitzi McGeachy - seconded to work with Kaikōura Schools 'Teaching For Positive Behaviour' (MOE)</p>	
	<ul style="list-style-type: none"> <li>• Review the <a href="#">Kaikōura Suburban School Curriculum</a> (with supporting resources), and consistently implement throughout the School specifically reviewing Literacy, Numeracy, L4L (Social Sciences, Science, Technology, Arts) in relation to the NZ Curriculum.</li> </ul>	<p>Principal / DP Teaching Staff</p> <p><i>Terms 1-2</i></p>	<p>NZ Curriculum</p>	
	<ul style="list-style-type: none"> <li>• Incorporate the '<a href="#">7 Principles of learning</a>' in planning teaching and learning opportunities, action plans, and review.</li> <li>• Explore play based learning opportunities.</li> <li>• Incorporate the School Values and Tikanga into everyday teaching and learning.</li> </ul>	<p><i>All year</i></p>		

**CAPABILITY AND CAPACITY:** Leaders and Teachers work collaboratively to improve teaching practice through inquiry, appraisal and other practices.

Annual Aims	Actions	Responsible	Resources	Variance
<p>Teachers will collaboratively work together to develop high and clear standards across all areas to improve teaching and learning practices.</p>	<ul style="list-style-type: none"> <li>• Staff will set planning, assessment, and moderation expectations/standards (that include the Tikanga / 7 Principles of learning) to develop and maintain consistency.</li> </ul>	<p>Teaching Staff</p> <p><i>Terms 1-3</i></p>	<p>'Our Code our Standards'</p>	
	<ul style="list-style-type: none"> <li>• Staff will "unpack" the document '<a href="#">Our Code our Standards</a>' (alongside <a href="#">Taitaiako</a>), and will set standards/expectations at Kaikōura Suburban School.</li> <li>• Teaching Staff will regularly use Appraisal Connector (Interlead) to set goals, reflect, and record in improving teaching practices, and outcomes (in relation to 'Our Code Our Standards'.</li> </ul>	<p>Teaching Staff</p> <p><i>Terms 1-2</i></p> <p><i>All Year</i></p>	<p>'Our Code our Standards'</p> <p>Appraisal Connector</p>	
	<ul style="list-style-type: none"> <li>• Teaching Staff will work with students to regularly set goals and next steps to improve student outcomes and learning.</li> </ul>	<p>Teaching Staff</p> <p><i>All Year</i></p>	<p>Teaching Staff</p> <p>Students</p>	
	<ul style="list-style-type: none"> <li>• Staff will review Reporting (in Writing) at Kaikōura Suburban School and consult with the School Community (including the removal of National Standards).</li> </ul>	<p>Teaching Staff</p> <p><i>Terms 2-3</i></p>	<p>Parents</p> <p>Teaching Staff</p>	

**EVALUATION, INQUIRY AND KNOWLEDGE BUILDING:** Leaders and teachers improve and innovate classroom practice through purposeful evaluation, inquiry and knowledge building activities.

Annual Aims	Actions	Responsible	Resources	Variance
<p>Suburban School staff will continue to build relational trust with all Schools within the Kaikōura Kāhui Ako to support collaboration, risk taking and openness to change and improvement in building innovation at Kaikōura Suburban School.</p>	<ul style="list-style-type: none"> <li>Engage with Kaikōura Schools in communicating, sharing resources, beginning to develop relational trust and participating in professional development opportunities (ie Teacher Only Day) as a Kāhui Ako.</li> </ul>	<p>Principal DP Teaching Staff Teacher Aides</p> <p><i>ToD - Term 1</i> <i>All Year</i></p>	<p>Kaikōura Kāhui Ako Lead Principal Kāhui Ako Lead Across School Teacher Deborah Lomax MoE Janelle. R Expert Partner CORE</p>	
	<ul style="list-style-type: none"> <li>Kaikōura Suburban School Staff will participate in professional learning development opportunities including ALIM, Literacy PLD, Reading Recovery, observing "best practice" to improve student achievement and outcomes.</li> </ul>	<p>Principal DP Teaching Staff</p> <p><i>All Year</i></p>	<p>ALIM - University of Canterbury Literacy - PLD Advisors RR - H Mackle / University of Canterbury</p>	
	<ul style="list-style-type: none"> <li>Teaching Staff will regularly use action plans (teaching as inquiry to improve teaching practices, and student achievement/outcomes.</li> </ul>	<p>Principal DP Teaching Staff</p> <p><i>All Year</i></p>	<p>Action Plans Teaching as Inquiry - MoE</p>	
	<ul style="list-style-type: none"> <li>SENCO will review systems and practices to ensure we are best meeting the needs and outcomes of our students.</li> <li>Complete self audit</li> <li>Staff implement screening tools</li> <li>Develop special abilities register</li> </ul>	<p>SENCO</p> <p><i>Terms 1-2</i></p>	<p>Review model - ERO PLD</p>	

STUDENT ACHIEVEMENT TARGET 1, 2018

Focus Area:	Raising boys achievement in Reading.
Baseline Data:	2017 data showed: 71.4% of Boys achieved AT or ABOVE the National Standard in Reading at Kaikoura Suburban School.
Target:	<p style="color: red;"><b>Kaikoura Suburban School target for 2018:</b></p> <ul style="list-style-type: none"> <li>• _____ (or more) boys to have accelerated learning in Reading (made progress of more than one year) from the <b>"*target group"</b></li> <li>• <i>We currently have 38 boys.</i></li> <li>• <i>* The "target group" are boys who were below the National Standard in Reading at the end of 2017. There are currently ____ boys in this group.</i></li> </ul>

Actions	Responsibl e	Resource s	Outcomes - What happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?

STUDENT ACHIEVEMENT TARGET 2, 2018

Focus Area:	Raising achievement in Mathematics.				
Baseline Data:	2017 data showed: achieved AT or ABOVE the National Standard in Reading at Kaikoura Suburban School.				
Target:	<p style="color: red;">Kaikoura Suburban School target for 2017:</p> <ul style="list-style-type: none"> <li>•</li> </ul>				
Actions	Responsible	Resources	Outcomes - What happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?

