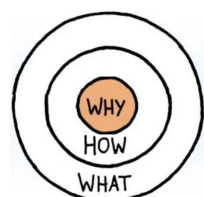


## 2020 Annual Improvement and Implementation Plan - Korakonui School

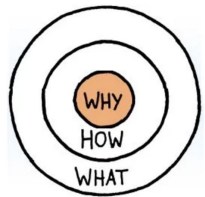
### Strategic Goal 1 - Every learner learning every day (Why?)



**Success is: Strong visible practices, knowledge and environments are evident to ensure all students are engaged in learning every day.**

How? Specific actions taken to achieve our 'why'	What? Our processes - As a result of our why we will:	Who?	Resourcing	Key Metrics	Outcomes
<b>Develop student agency within all learning programmes</b>	<p><b>Student Agency</b> Student voice is captured to determine effectiveness of learning programmes and to set future focus areas.</p> <p><b>Classroom environments</b> Innovative strategies are trialled as required to meet the needs of individual students, or collectively where other strategies have not shown results. Student voice is to be collected as part of results review processes.</p>	<p>Senior Leadership Team to lead pld - <b>developing and utilising student voice.</b></p> <p>Senior Leadership Team to complete observation process</p> <p>Senior Leadership Team to lead pld - <b>developing quality learning partnerships.</b></p> <p>Teaching staff are released to observe within each others spaces</p>	<p>Beginning of 2020 Staff Retreat - \$3500</p> <p>Senior Leadership Release Time - Teacher Release Time Regular time to meet, engage with formal observation process &amp; (0.2 per week of Teacher's Salary- \$150 per day)</p> <p>Release days are used for observations of each other. \$680 x 3 = \$ 2040</p>	<p><b>Measured through:</b> Student voice is collected and evident within inquiries twice a year, and regular learning programme reflections (on-going by teachers) and is the direct link between student achievement data and learning programme design. This is measured through observation process three times per year.</p> <p><b>Korakonui Golden Circles:</b> are embedded into Korakonui School decision making processes. This tool is utilised by BOT, and Staff to ensure learning and strategic decision are based strategic plans as outlined for 2020-22</p>	<p><b>Success is when:</b> <u>Student agency</u> is entrenched in all areas of decision making, and kept at the core of all programmes.</p> <p>Classroom environments demonstrate a culture of partnership between teachers and learners</p>
<b>Design and embed a responsive curriculum</b>	<p>Strengthen quality inquiry processes to ensure deep understandings of our learners are developed, barriers and limitations are identified. Collaborative problem solving sessions occur regularly to provide strategies that support the needs of our learners.</p> <p>Whole staff to contribute to developing Korakonui School Key Principles, as</p>	<p>Marie/Nat to co-lead literacy inquiry with staff Nat to lead maths inquiry with staff. Rochelle to ensure that 'added value' is captured through links to appraisal system, and student achievement results through tracking and monitoring target students.</p> <p>Whole staff - Rochelle to lead</p>	<p>Staff Meeting times - at least 3 times a term to discuss students needs, unpacking assessment data and informal observational data collectively. Collective problem solving session through staff meetings to discuss responsive programme design. On-going reflections are at team level.</p>	<p><b>Measured through:</b> Regular self review process of mid-year and end of year student achievement data. Twice per year</p> <p>Regular review of staff inquiries, are the basis of reporting to the BOT on student achievement data. Inquiries are included in self review of mid-year and end of year data.</p> <p>Staff appraisal process - inclusive of evidence of shifts in practice collated through inquiry process</p>	<p><b>Success is when:</b> Quality evaluations of data and knowledge of learners from basis of learning programme design</p> <p>Strong links are visible between assessment, and the inquiry process which impacts on student achievement</p> <p>Teachers are actively involved in developing their craft of teaching</p>

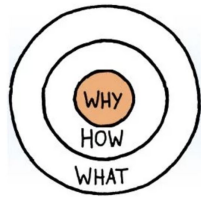
	<p><i>a guiding document for 'How' our goals happen within learning spaces to develop consistency across the school.</i></p> <p>Social and Emotional development needs of learners are recorded and programmes are in place for students that need support. Behaviour modification plans are in place for students as required. Learning programmes are responsive to these needs.</p> <p>Senco is continually involved in any professional learning related to school wide or individual needs, and staff are included in this as necessary including support staff.</p> <p>Review, and develop the Korakonui School Maths Curriculum over 2020 School wide teaching strategies drafted, assessment and evaluation systems trialled, reflected upon and documented to capture current effective practice.</p> <p><i>Professional Learning in Literacy is embedded within literacy programmes.</i></p> <p>Hands on/ Student Led Curriculum is explored and developed - this includes play based</p>	<p><i>All teaching staff</i></p> <p><i>Marie (Senco) to oversee and coordinate professional learning</i></p> <p><i>Nat to Lead Supported by Rochelle and Marie</i></p> <p><i>SLT - to lead on-going professional learning through regular meetings. Strong reflective practice is evident at team level.</i></p> <p><i>Junior Team - Play based Learning Supported by Rochelle</i></p>	<p><i>Senco Release Time - 7.5 hours per week Terms 1 &amp; 2 (1.5 hours per day) - \$7590</i></p> <p><i>Additional Senco Release of 2 days per term - Terms 3 &amp; 4 - \$964</i></p> <p><i>1 day of planning and 1 day of release for beginning of year focus. All teaching staff as part of beginning of year Staff Retreat - 2 Nights/ 3 Days \$3500 As Above</i></p> <p><i>9 days with Gail Loane for in-school PD \$14,503</i></p> <p><i>1 day External PD - relevant professional learning (4 staff) \$3500</i></p>		
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	<p>learning, project based learning</p> <p>Leadership team are actively involved in professional learning programmes that will further empower them to lead within the school... in their roles as curriculum innovators. This includes current and future focused learning areas. This encompasses utilising international research, and external and internal expertise</p>	<p><i>Nat - Project Based, Problem Based</i></p> <p><i>Supported by Rochelle</i></p> <p><i>Rochelle to coordinate professional learning for SLT in our areas of responsibility, or overall needs for future direction and development of Korakonui School.</i></p>	<p><i>SLT to attend Simon Sinek course - \$1300 in Auckland (March)</i></p>		
<p><b>Removing barriers and limitations for all learners (inclusiveness)</b></p>	<p>Senco supports staff, learners and whanau with programme design, formalised testing and accessing outside support agencies.</p> <p><i>Wellness curriculum is developed - developing emotional skills when facing challenge, developing resilience, and flexibility</i></p> <p><i>Extension of students within classroom programmes - learning without limits</i></p>	<p><i>Marie to lead. LSC to support. All teaching staff involved at classroom level.</i></p> <p><i>SLT to lead. LSC to support. All teaching staff involved at classroom level.</i></p> <p><i>Nat to lead. Rochelle &amp; Marie to support.</i></p>	<p><i>Senco Release Time - 7.5 hours per week Terms 1 &amp; 2 (1.5 hours per day) - \$7590</i></p> <p><i>Leadership Release Time - 7.5 hours per week Terms 1 &amp; 2 (1.5 hours per day) - \$7590</i></p>	<p><b>Measured through:</b></p> <p><i>Regular review of effectiveness through staff inquiries (on-going), and through IEPs twice a year.</i></p> <p><i>Impact of emotional skills on student achievement is done through the narration within inquiries by teachers, and collection of student voice during observation process and student reflections - This is measured through observation process three times per year.</i></p> <p><i>School-wide self review will be used to measure student achievement of students operating above their expected curriculum level, and will be analysed for growth and sustained levels of achievement. This is completed within mid-year and end of year data analysis</i></p>	<p><b>Success is when:</b></p> <p><i>Programmes are in place that support students academic, social and emotional development</i></p> <p><i>Quality inquiry processes ensure barriers/limitations are identified and collaborative problem solving supports learners</i></p> <p><i>Learning support is designed to support learners, and whanau are involved during and after the support process</i></p>
	<p><b>Strategic Goal 2 - Honour wellbeing for all within Korakonui</b></p> <p><b>Success is: All within Korakonui are able to flourish through developing emotional agility within a culturally responsive environment</b></p>				
<p><b>How?</b></p> <p><i>Specific actions taken to achieve our 'why'</i></p>	<p><b>What?</b></p> <p><i>Our processes - As a result of our why we will:</i></p>	<p><b>Who?</b></p>	<p><b>Resourcing</b></p>	<p><b>Key Metrics</b></p>	<p><b>Outcomes</b></p>
<p><b>Develop the Korakonui Wellness curriculum and Wellbeing</b></p>	<p>Systems are in place and followed to respond to wellbeing issues for students and staff - this includes regular</p>	<p>Rochelle, and pastoral care leader:</p> <p>Marie - Mangatutu &amp; Ngahape</p> <p>Nat - Bayley and Wharepuhunga</p>	<p><i>Annual cost of Linc Ed, \$2000.</i></p> <p><i>SLT and classroom release as required for parent meetings, and outside agencies.</i></p>	<p><b>Measured through:</b></p> <p><i>Korakonui Wellness programme is in draft format by the end of the year 2020.</i></p>	<p><b>Success is when:</b></p> <p><i>Toolkit, strategies and programmes are in place to ensure students are developing social and emotional skills</i></p>

<b>Toolkit</b>	monitoring and responding to the needs of groups and individuals.	Actioned by all staff <i>Responsibility of all staff</i> <i>Classroom teachers - in class</i> <i>Duty teachers - out of class</i>	<i>Discussion time at leadership meetings - every week, and staff meetings every week</i>	Research and development of appropriate measurement tools are completed over 2020.	Wellness programme is based on student and staff agency to ensure flourishing citizens within the Korakonui School community
	Trial programmes of education on soft skills e.g growth mindset, challenge learning (learning pit), classroom culture, collaboration and resilience focused programmes.	<i>SLT to lead and support</i> <i>Responsibility of all staff</i> <i>Classroom teachers - in class</i>	<i>As Above - evidence of discussion and planning incorporated in team documentation</i>	Regular collection of staff is done through wellbeing staff professional learning sessions - once each term. Utilising the Professional Quality of Life scale.	
	Develop programmes that create deeper understandings of our school values and opportunities for students to build upon their own values base.	<i>SLT to lead and support</i> <i>Responsibility of all staff</i>	<i>Planning time - Rochelle (1 day)</i> <i>Classroom time - 1 day per class, per term.</i> <i>Rochelle (8 days)</i>	Student feedback is ongoing through day to day observations, student reflections and through formal observation process.	
	Behaviour and Teacher Conversations are recorded and automatically shared with relevant stakeholders - Follow ups as necessary with students and whanau.	<i>Responsibility of all staff</i> <i>Classroom teachers - in class</i> <i>Duty teachers - out of class</i>	<i>As Above - evidence of discussion and planning incorporated in team documentation</i>	Whanau feedback is captured twice during the year - through student conferences (x2) and through	
	Informal observation information collected and collated to inform classroom programme design	<i>Staff</i>	<i>Planning time - Rochelle (1 day)</i> <i>Classroom time - 1 day per class, per term.</i> <i>Rochelle (8 days)</i>		
	<i>3 As of AWESOME - attitude, awareness and authenticity are introduced to students and actively taught in the senior school. Information shared with parents/whanau</i>	<i>Nat to lead - Rochelle and Marie to support</i>			
	<i>Professional learning in the area of Wellbeing is valued, resourced as necessary by the leadership team and</i>	<i>Rochelle, Marie and Nat to co-lead</i>			

	<i>staffed as required to respond to identified needs across the school -</i>				
<b><i>Embed Culturally Responsive practices and environment based on: Manaakitanga Whanaungatanga Ako Mahi Tahi</i></b>	<p>MASAM Framework is reviewed and developed (Maori achieving success as Maori Framework)</p> <p>Manaakitanga - the process of showing respect, generosity and care for others is encouraged, supported and expected through ensuring positive learning environments.</p> <p>Whanaungatanga - relationships are actively sought through shared experiences. Connections are explored and developed within our local area with local iwi and the iwi/hapu of our students</p> <p>The concept of ako is developed within Korakonui School environment - Ako is grounded in the principle of reciprocity and also recognises that the learner and whānau cannot be separated.</p> <p>Mahi Tahi - Collaborative relationships build learning-centred and wellbeing programmes for our students.</p>	<p><i>Serita to lead - Supported by Rochelle and BOT</i></p> <p><i>Serita to ensure depth of knowledge around these concepts - Supported &amp; Actioned by all staff and BOT as a shared responsibility</i></p> <p><i>Serita and SLT support staff as needed. ensure depth of knowledge around these concepts - these are a shared responsibility of all staff and BOT</i></p>	<p><i>Classroom Release - Serita 1 day per term (4 days) \$964</i></p> <p><i>Classroom Release - 1 day - Term 1 &amp; 3 (2 days) planning - Serita \$482</i></p> <p><i>BOT professional learning session (1 x Term 1)</i></p> <p><i>Self Review - BOT Meeting (1 x Term 3)</i></p>	<p><b><i>Measured through:</i></b></p> <p><i>MASAM Framework - Community consultation with whanau - annually.</i></p> <p><i>MASAM Framework - Student consultation with maori students twice per year.</i></p>	<p><b><i>Success is when:</i></b></p> <p><i>All students, particularly our Maori students as tangata whenua, develop mana from their culture and their story (who they are, where they come from) and this is honoured and valued within their school experience</i></p> <p><i>Develop Mahi Tahi - Collaborations to maximise learner-centered educational programmes and environments</i></p> <p><i>Classroom programmes honour learners’ strengths, growth areas, language, identity, culture etc.</i></p>





**Strategic Goal 3 - Grow connections that make a difference for all within Korakonui**

***Success is: Strong connections are developed through a sense of belonging and responsibility to Korakonui, the wider community and the world***

<b>How?</b> <i>Specific actions taken to achieve our 'why'</i>	<b>What?</b> <i>Our processes - As a result of our why we will:</i>	<b>Who?</b>	<b>Resourcing</b>	<b>Key Metrics</b>	<b>Outcomes</b>
<b>Develop ubiquitous learners - building a community that honours learning</b>	All classroom programmes honour learners strengths, growth areas, language, identity, culture etc. informed through collaborative inclusive of learners, parents and whanau, teachers and leaders. <a href="#">Educationally Powerful Connections with Parents and Whanau - ERO Publication</a>	<i>Rochelle to Lead Marie, Nat and Serita to support All staff to action</i>	<i>Check in regularly through discussion at staff, leadership and team meetings, whanau meetings and community connections events. \$500 for event related costs - refreshments, speakers etc.</i>	<b>Measured through:</b> <i>Community consultation with whanau - as part of BOT annual consultation.</i>  <i>Classroom programmes and environment are reviewed with staff - as part of the appraisal process through reflection and discussion three times throughout the year. The first is to set shared expectations, a mid-year discussion and an end of year discussion.</i>	<b>Success is when:</b> <i>All stakeholders understand and value that learning happens anytime, anywhere and anyhow is not limited to school - Learning for life in action.</i>  <i>Learning opportunities extend learning across home and school, to provide multiple and aligned opportunities for learning and practice</i>
	Learning opportunities extend learning across home and school, to provide multiple and aligned opportunities for learning and practice. Opportunities are inclusive of parents and whanau ideas, and are provided to support and inform on learning focus areas - so they are able to support their tamariki at home.	<i>Rochelle to Lead Marie,Nat and Serita to support at team level All staff to action</i>	<i>Check in regularly through discussion at staff, leadership and team meetings, whanau meetings and community connections events.</i>		
<b>Develop Mahi Tahi - Learner-centred relationships</b>	<i>Begin process of gathering community knowledge and stories of our local area.</i>	<i>Serita to ensure depth of knowledge around these concepts - Supported &amp; Actioned by all staff and BOT as a shared responsibility</i>	<i>Build through connections with students, whanau, and wider community members.</i>	<b>Measured through:</b> <i>Create a record of community knowledge and stories from our area - review progress end of 2020</i>	<b>Success is when:</b> <i>The community knowledge and stories are fundamental to the sense of belonging as part of the Korakonui Community</i>
	<i>Developing a sense of social consciousness within learning programmes</i>	<i>All staff - responsibility lies with teaching staff in all areas. Developed also through senior students leadership - supported by teachers</i>	<i>Check in regularly through discussion at staff and student leadership sessions</i>	<i>Evident through two learning focus areas over the year with themes that develop student's social consciousness. Student reflection is captured from these two learning programmes</i>  <i>Draft of Korakonui Communication Toolkit is completed by the end of 2020.</i>	<i>Our learners have authentic opportunities, are actively involved citizens to develop their social consciousness.</i>  <i>A Communication Toolkit is developed to regularly engage with our community</i>

	<p><i>Developing a formalised Communication Toolkit</i></p> <p><i>Creating a formalised Induction process - for students, staff and families</i></p> <p><i>Mahi Tahi is focused on building positive connections between all stakeholders.</i></p>	<p><i>Rochelle to Lead Supported &amp; Actioned by all staff and BOT as a shared responsibility</i></p> <p><i>Rochelle to Lead Supported &amp; Actioned by all staff and BOT as a shared responsibility</i></p>		<p><i>Draft of Korakonui Induction process is completed by the end of 2020.</i></p> <p><i>Measure engagement of whanau/community at school events, student conferences and connection days. This is to create baseline data.</i></p>	
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**NZ Curriculum: *EVERY STUDENT IS A CONFIDENT, CONNECTED, ACTIVELY INVOLVED LIFELONG LEARNER***

**Korakonui School Vision: *Learning for Life***

**NZ Curriculum Principles: *High expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus***

**NZ Curriculum Values: *Excellence, Innovation, Inquiry and Curiosity - by thinking critically, creatively and reflectively, Diversity, Equity, Community & Participation, Ecological Sustainability, Integrity, and Respect***

**Korakonui School Values: *Respect, Integrity, Excellence***

**NZ Curriculum Key Competencies: *Thinking, Using language, symbols, and texts, Managing self, Relating to others, Participating and contributing***

**Korakonui Competencies: *Powerful Thinker, Confident Communication, Motivated Researcher, Self Manager, Team Player***

EVALUATIVE QUESTION	How effectively does the school respond to Māori and other children whose learning and achievement needs acceleration?					
STEWARDSHIP	The board of trustees scrutinises what the school is doing to achieve valued student outcomes.	The board of trustees represents and serves the education and school community.	The board of trustees effectively meets statutory requirements.	The board evaluates the effectiveness of performance in governance and stewardship role.		
LEADERS FOCUS ON EQUITY AND EXCELLENCE	Leaders collaboratively develop and enact the school's vision, values, goals and expectations for equity and excellence.	Leaders establish and ensure an orderly and supportive environment conducive to student learning and wellbeing.	Leaders build trust and effective participation and collaboration at every level of the school community.	Leaders build capability and capacity in evaluation and inquiry for sustained improvement and innovation.		
	Leaders promote and participate in a coherent approach to professional learning and practice.		Leaders ensure effective planning, coordination and evaluation of the school's curriculum and teaching.			
PROFESSIONAL CAPABILITY	Professionals strategically build professional capability and collective capacity.	Professionals focus ongoing learning, collaborative activity and collective decision making on student learning.	Professionals use collaborative inquiry and challenging professional learning opportunities.	Professionals have access to knowledgeable expertise for ongoing improvement and innovation.		
RESPONSIVE CURRICULUM	Professionals ensure that students engage in the breadth and depth of <i>The New Zealand Curriculum</i> or <i>Te Marautanga o Aotearoa</i> .	Professionals ensure students have effective, sufficient and equitable opportunities to learn.	Professionals ensure effective, culturally responsive pedagogy supports and promotes learning.	Professionals ensure students participate and learn in caring, collaborative, inclusive learning communities.		
	Professionals focus on effective assessment for learning to develop students' assessment and learning-to-learn capabilities.					
EDUCATIONALLY POWERFUL CONNECTIONS	Professionals ensure communication supports and strengthens learning-centred relationships.	Professionals facilitate learning-centred relationships that engage and involve the school community.	Professionals encourage student learning at home by providing relevant learning opportunities, resources and support.	Professionals facilitate community collaboration and partnerships to extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.		
EVALUATION INQUIRY	The learning community has the capability to use evaluation, inquiry and knowledge to sustain improvement and innovation.	The learning community has coherent organisational conditions that promote evaluation, inquiry and knowledge building.	The learning community effectively uses evaluation, inquiry and knowledge building to engage with external evaluation.			