



2019 - 2021

Te mea nui o te ao - He tāngata!

Contents

Strategic plan
3 year overview
Annual Plan
CoL Strategic Plan

Vision

Kura Kids are Believers & Achievers

Strategic Goals

1. Grow Relationships
2. Grow People
3. Grow Innovation

Success Measures

Teacher Capability Matrix-Stage 3/4
Student Capability matrix- Stage 3/4
PB4L External Survey- TFL- 100%
Staff Internal Surveys
SEESAW Engagement
Raised Achievement Data- Accelerated program data.
Effect size from BEAGLE.

OUR VISION

Kura Kids are Believers and Achievers.

Our Values

Kindness

Manaakitanga

Unity

Kotahitanga

Respect

Whakarangatiratanga

Aspire to achieve

Kia tutuki ai

School Whakatauki

He aha te mea nui o te ao? He tāngata. He tāngata. He tāngata! What is the most important thing in the world? It is people. it is people. it is people.



Principles

- *High expectations
- *Learning to learn
- *Treaty of Waitangi
- *Cultural diversity
- *Inclusion
- *Coherence
- *Future focus
- *Community engagement

Our Uniqueness

We are nestled in the heart of Tīhahi Bay, a short distance from the beach and the harbour. We are a big vibrant school that embraces the cultural traditions found within our diverse group of students. We live and breathe our KURA values and are known in the community for this. Our tamariki experience leadership opportunities and leave our school with a wide range of skills and knowledge for life. Our school community are a daily part of our lives and are very supportive.

Our Principles
Titahi Bay School's curriculum practice is underpinned by and consistent with the New Zealand curriculum (NZC) through performing the following actions:

High Expectations

Every student is supported to achieve to their personal best.

Learning to Learn

Students learn how they learn and what learning strategies work best for them. They will be able to identify their next steps in learning.

Treaty of Waitangi

Our Maori students are valued as Maori, and all students share in developing knowledge of te reo Maori me ona tikanga. As Treaty partners we are guided by the principles of the Treaty- partnership, protection and participation. We recognise we are a multicultural society built on a strong bicultural foundation.

Cultural diversity

Teachers and students know about and respect each other's cultural identity, and our programmes reflect and celebrate the cultural diversity within Titahi Bay School and its community.

Inclusion

Students' identities and differences are affirmed in all our teaching and learning.

Coherence

Learning experiences and programmes make connections across the dimensions of the New Zealand curriculum (NZC) - the values, learning areas, and key competencies.

Future Focus

Students learn how to be guardians of the environment and caring citizens, by understanding how their actions impact on the environment and other people.

Community Engagement

Learning experiences connect with children's wider lives, and engage the support of their families/whanau and the community.

Profile of a year 6 student who has spent at least 3 years at Titahi Bay School

<p>Expectations Developed from whanau feedback, year 6 survey and our teaching staff.</p>	<p>A profile (our vision) of a year 6 student who has spent at least 3 years at Titahi Bay school before leavings us-</p> <ul style="list-style-type: none"> *Be at the expected curriculum level to enter Year 7. *Proud of his/her achievements, school and community *Confident (motivated and happy) *organized (responsible for self) *Able to persevere (set goals and work hard) *Able to get along with others (friendly and fair), show gratitude *Resilient (able to handle setbacks and conflict) *Able to think for himself/herself and take responsibility *Able to read, write, communicate and use maths skills - to his/her potential *Creative, healthy and active *Excited about learning and future opportunities
<p>Maori Strategy Profile Developed through feedback from whanau.</p>	<p>A Māori KURA kid will be competent, confident learner, secure in their identity as Māori and their sense of belonging.</p>
<p>Pasifika Strategy Profile Developed through feedback with whanau and fono.</p>	<p>A Pasifika KURA kid will be able to identify, relate and be proud of their pasifika roots and culture.</p>

GOALS	INITIATIVES	MEASURES
1. Grow People	1.1 Grow teachers, students mindsets and capabilities as effective practitioners and learners 1.2 Grow teacher Inquiry with a focus on our priority learners 1.3 Grow student agency and voice across the whole school	All teachers at stage 3 or 4 of Teacher Capability Matrix All classes rated at stage 4 of the Student Capability Matrix All leaders at stage 3 or 4 of Evaluation indicator 2 Matrix End of year school wide data.
2. Grow Relationships	2.1 Build collaboration between school and wider community 2.2 Strengthen student/whanau/community engagement using the SEESAW platform 2.3 Build a strong culture of KURA embedding the PB4L practical and Restorative Practice in everything we do 2.4 Work as a school on stress/ anxiety issues in our community	100% achievement of the School Wide evaluation tool set SWPB4L NZCER student wellbeing survey
3. Grow Innovation	3.1 Scan consult and develop the E-Learning digital platform that opens the school to Innovative practice 3.2 Scan, consult and develop a responsive curriculum which reflects the change in education 3.3 Invite staff to lead Innovation 3.4 Target teaching - accelerated learning new space opened up.	School surveys reflect that innovation is making a difference to student achievement and teacher workload. Staff put their hands up to lead innovation, as they see it is recognised. Target teaching innovation - effect size will be used.

Titahi Bay School Annual Plan 2019

Goal 1:1	
Grow People	1.1 Grow teachers and students mindsets and capabilities as effective practitioners and learners
Success Metric	1.2 Grow teacher Inquiry with a focus on our priority learners and raising achievement 1.3 Grow student agency and voice across the whole school so the curriculum recognises and values their voice
*Hub respond to achievement identified in 2018 and can show progress in 2019 *100% of target students meet annual target *All teachers at Stage 3/4 Teacher Matrix	

12 month milestone	Key Actions
*Teaching and learning meetings on progress that encourage robust discussions reflecting on impact of HUB teaching, reflected in the effect size from BEAGLE. *HUB set the professional learning for 2019 with an expectation that they meet the school targets. *Teachers at Stage 3 or 4 of Teacher Capability Matrix	*Shared understanding of how HUB's work *Alignment of Professional learning with a focus on capabilities matrix. *Embedded capability matrix in Appraisal process *Embedded matrix in BLOGS *Embedded matrix in Observations 1 and 2 *Shared video of impact of teaching in Appraisal, Blogs *Embedded 'Spiral of Inquiry' in all HUB work *HUB's can share the Spiral of Inquiry with school. *HUB's have autonomy to lead the learning. *HUB's can report to BoT on data and next steps and show effect size *HUB's have autonomy to drive teaching in response to data *HUB's work with Beagle and know how to use it effectively *HUBS work with learning solutions in 2019 on the Literacy Plan. *HUB's will put their Literacy story together for the Teacher Only Day on May 31. We will write the Literacy plan for our school.

	<p>*HUB's will roll out new Math's assessment - Candis Wood</p> <p>*All HUB leaders have external coaching and mentoring with Mark Sweeney</p>
--	--

	Goal 1:2
Grow People	1.2 Grow teacher Inquiry with a focus on our Priority Learners and classroom/HUB data

12 Month Milestone	Key Actions
<p>*50% - 75% classes rated at stage 3/4 of the student capability matrix.</p> <p>*HUB's can report and tell the Priority learners story using Beagle.</p> <p>*HUB Priority target documents are evidence of movement and can show effect size of movement.</p> <p>*HUB's can articulate and tell the spiral of Inquiry story from 2018 and 2019</p>	<p>*Develop and Embed a shared understanding of the student capability matrix with HUBs. Can reflect and show evidence of each criteria</p> <p>*Align professional learning with a focus on priority student</p> <ul style="list-style-type: none">- Google Doc used to show- Who priority students are - what we are doing- programmes put in place - Effect size of these- Termly reflection - with HUB leaders/Leadership team- Progress can come straight from Beagle <p>*Learning conversations with students each term focussed on progress within the student capability matrix.</p>

	Goal 1:3	
Grow People	1.3 Grow student Agency and voice across the whole school.	

12 month milestone	Key Actions
---------------------------	--------------------

<p>*50% - 75% classes rated at stage 3/4 of the student capability matrix.</p> <p>*NZCER, Learner Survey shows growth from 2018 and can be shown.</p> <p>*Students select what goes on SEESAW and why- SEESAW is used to show evidence to learning.</p> <p>*Curriculum taught in school reflects the interest and areas of student voice</p>	<p>*Student voice is part of the decisions around our Curriculum and learning in school.</p> <p>*Clear pathways for individualised learning in the class - TED - Models</p> <p>*Students share their learning with each other and whanau through SEESAW - more student ownership</p> <p>*We use the Pedagogy as the driver, Technology as the accelerator and culture as the runway.</p> <p>*HUBs are given autonomy to be in charge of their area of the school and lead student voice and agency.</p> <p>*Students will define success in terms of their personal growth and be able to articulate this.</p> <p>*Students in our senior school will be able to lead conversations with their learning using the SEESAW tool with whanau.</p>
--	--

TITAHI BAY SCHOOL ANNUAL PLAN 2019

<p>Goal 2</p> <p>Grow Relationships</p>	<p>1. Build collaboration between school and wider community through events, Pasifika, whanau, home school</p> <p>2. Strengthen student/ whanau/ community engagement using the SEESAW platform.</p> <p>3. Build a strong culture of KURA embedding the PB4L practical and Restorative practice in everything we do.</p> <p>4. Work as a school on anxiety/stress issues.</p>
<p>12 months milestone</p>	<p>Actions</p>
<p>*Introduce SEESAW to our staff and spend 2019 getting students to articulate and show learning</p> <p>*All classes will have 5 iPads so students lead SEESAW video and work</p>	<p>*Share snippets of how to use SEESAW and put these in TED talks/videos so staff can learn about the tool.</p> <p>*Purchase 15 iPads at the start of 2019. Staff trained on use of iPads</p>

<p>to share with whanau.</p> <p>* Ask for feedback each term from our community on what they like and what else we could do. (Matt to cover)</p> <p>* Share any feedback we get on our newsletters</p> <p>* Set up a computer in Library for whanau who don't have access to a computer.</p> <p>* Run more KURA on the green, court, field nights.</p> <p>* Run parent sessions workshops on anxiety/stress/PB4L</p> <p>* Well Being Survey NZCER administered and analysed. Term 2 and Term 4 2019.</p> <p>* Pasifika/whanau nights held each term. In Term 1 ask for what our whanau want us to work on and set it up over 2019.</p>	<p>and what APPS to use - (Matt)</p> <p>* Have all iPads on 1 system across the school. Use Norrcom to set up. Ensure all staff can access what they need.</p> <p>* Set up</p> <ul style="list-style-type: none"> - Google survey - Paper survey - Website survey - E Tap development that helps grow relationships between school and home <p>* Computer set up with instructions in Library</p> <p>* In term 2 and 4 we will re-survey the cohort groups and act upon their feedback of school.</p> <p>* Term 1 and 4 - 2019 with food and fun. We will send out their ideas and a plan to meet these.</p> <p>* Track where we are making gains and report on this and the areas we need to work on.</p> <p>* Dates set - termly Kai and Korero</p>
<p>* Every decision in school and HUBS looks at the connection to our KURA values.</p> <p>* Restorative Practice is unpacked by PB4L team and by the end of 2018 all of the PB4L team can use this tool and show others.</p> <p>* PB4L team run parent meetings across the school to share strategies on this program and RP.</p>	<p>* KURA values must be embedded in planning , social skills are taught and go getters are valued.</p> <p>* HUBS look at the matrix of KURA skills and work on the development of this document.</p> <p>* The coach and mentor will attend RP sessions in Term 3 start to unlock this with each HUB.</p> <p>* The PB4L team will set up sessions for whanau to attend and also put snippets of video's up on our website.</p>

TITAHI BAY SCHOOL ANNUAL PLAN 2019

<p>Goal 3</p> <p>Grow Innovation</p>	<p>1. Scan, consult and develop the E Learning digital platform that opens the school to innovative practice.</p> <p>2. Scan, consult and develop a responsive curriculum which reflects the change in education</p> <p>3. Invite staff to lead innovation</p>
12 months milestone	Actions
<p>*Scan school 1- (Matt)</p> <ul style="list-style-type: none"> - Interview staff - Interview support staff - Interview students - Interview office - Interview leadership team <p>Scan of each class, use of APPs in school, planning and collaboration reviewed. Rob will put this in a document to be used as part of our spiral of Inquiry.</p> <p>*E-Tap/Beagle review done by external review to see what it is that is a barrier for us as a Leadership team.</p>	<p>*Term 1 2019 - Review of ICT in Titahi Bay School is in a document and used to prioritise our innovation plan. A delivery program will be co constructed between Rob Clarke and Matt Tan and Mike Laing with Leadership team</p> <p>*Matt will keep surveying and gathering all stakeholders thoughts on how we use digital learning in our school.</p> <p>*Time given to Matt to lead this area and support staff</p> <p>*Kerry to set up E Tap training and look at how we can do things in a more logical and easy way that tells us what we need to know.</p>

<p>*E-Tap/Beagle can be used by all staff to download reports on achievement that can be used by HUB's, Leadership team and the BoT.</p> <p>*Priority learners information will be easy to access off Beagle and show progress over time.</p> <p>*100% of our whanau are able to access SEESAW and can see progress with their child.</p>	<p>*Students from Year 1 to Year 6 have the skills to video and capture learning in real class time and send to their teacher to process for SEESAW.</p> <p>*Whanau learning sessions to help with accessing SEESAW and how to respond.</p> <p>*Survey to students and whanau on what they feel SEESAW is doing for them personally and what else they would like to see.</p> <p>* New Target teaching space set up and accelerated learning programs set up -</p>
---	--

Our Vision

Valuing our community Investing in our people Connecting

Our Values

Our Strategic Goals 2019-2021

- 1 Te Puna Mātauranga Kahui Ako curriculum enables ākonga to be high achieving, active learners.
- 2 Te Puna Mātauranga Kahui Ako schools provide well-resourced, quality programmes in environments conducive to learning.
- 3 Te Puna Mātauranga Kahui Ako ākonga and whānau are supported in a timely and responsive manner.

