



Kingsford School

Empowered Learners Transforming Communities

Charter & Strategic Plan 2020 - 2023

Rapua te pai - Seek the Best, Find Success

Ko Wai Maatau?

*Ko Te Pane o Mataoho te maunga
Ko Ōruarangi me te Puhinui nga awa
Ko Manukanuka o Hoturoa te moana
Ko Taramainuku me Kaiwhare nga kaitiaki
Ko Tainui te waka.
Ko Kingsford te kura.*



Who Are We?

Established in 1964, we are a multicultural school named after aviator Charles Kingsford-Smith, located in Mangere East, Auckland.

We are a vibrant community of **empowered learners**, demonstrating **whanaungatanga, manaakitanga, whakaute, hiringa, and pono**. We are collaborative, creative, critical thinkers and communicators working together to **transform the communities** we live and learn in.

Talofa lava, Kia Ora, Malo e lelei, Fakalofa lahi atu, Bula Vinaka, Kia Orana



Kingsford School: Cultural Diversity

Richer for our Diversity

Our strong representation of Pasifika and Maori, together with our Asian students, gives Kingsford a unique flavour which we value and embrace.

We use pedagogies and approaches underpinned by ako, cultural sustainability, reciprocity and that which values each individual's identity, language and culture.

The Unique Position of Maori Culture

We honour this through:

- ~ a curriculum which values and reflects tikanga and te reo
- ~ culturally significant curriculum content
- ~ staff PLD programmes that support the expected use of tikanga and te reo Maori

Kingsford School will provide the means of fostering cultural understanding in line with the Treaty of Waitangi



Kingsford School: Cultural Diversity

Views of our Maori Community

Steps to discover the views and concerns of our Maori community will include:

- ~ consultation: biannual whanau meetings
- ~ biannual student-led conferences
- ~ an open door policy
- ~ social and information gatherings
- ~ encouraging Maori whanau to become members of our board
- ~ school assemblies
- ~ information via newsletters, school website and facebook pages



Kingsford School: Cultural Diversity

Providing Instruction in Te Reo Maori

Whanau can request greater levels of instruction in Te Reo from the Board of Trustees. All requests will be carefully considered in light of the school's:

- ~ ability to provide guidance, including alternative options (e.g., local bilingual units)
- ~ staff with requisite skills and qualifications
- ~ financial position
- ~ ability to accommodate the request within the school

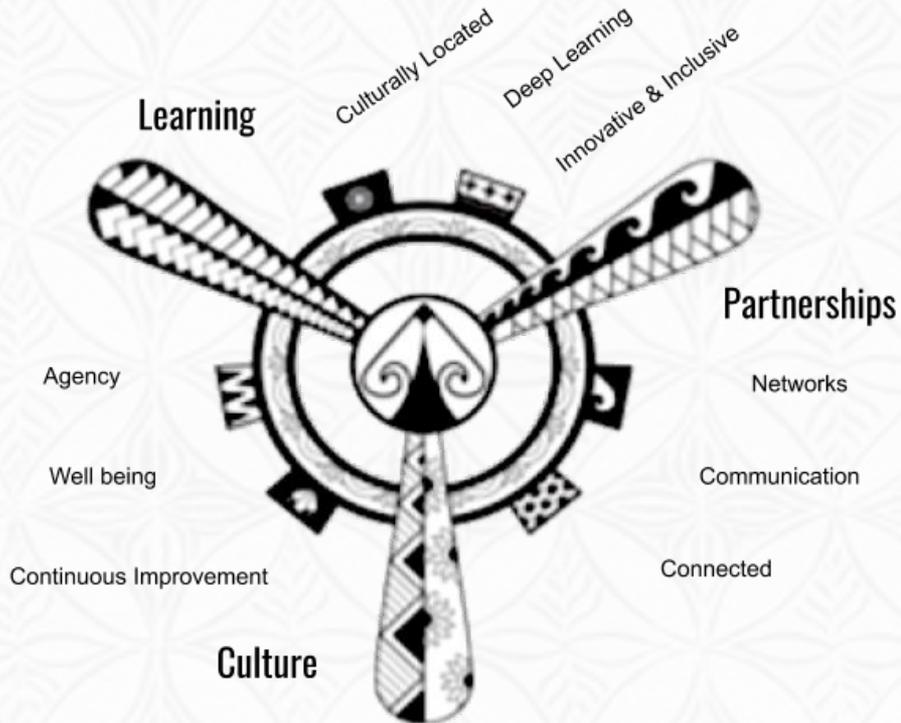
Incorporating Tikanga Maori into Curriculum

We will ensure this by:

- ~ ensuring Te Reo Maori is part of all daily learning programmes.
- ~ including Tikanga & Te Reo in all planning
- ~ ensuring relevant resources are available
- ~ providing on-going PLD for staff
- ~ celebrating special occasions and events
- ~ acknowledging the language and wairua of Maori

Kingsford School Strategic Direction

Empowering Learners Transforming Communities



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Whanaungatanga ~ Pono ~ Whakaute ~ Hiringa ~ Manaakitanga

Kingsford School: The Big Picture



Vision Empowered Learners Transforming Communities

Motto Rapua te pai ~ Seek the Best, Find Success

Values Whanaungatanga, Pono, Whakaute, Hiringa, Manaakitanga

Goals

1. Learning

All learners (students, staff & whanau) have access to learning opportunities which are relevant, responsive and authentic.

2. Culture

Our school community values a learning focused culture, underpinned by well-being, agency and continuous improvement

3. Partnerships

We build and sustain strong connections among all members of our school community, for the betterment of all learners.

Strategic Initiatives

1. Design a local curriculum
2. Strengthen pedagogical & content knowledge

1. Develop agency across our school community
2. Foster hauora across our school community

1. Develop educationally powerful connections across our school community

Success

We all...

- ~ are empowered, self-directed learners
- ~ achieve to our potential (and beyond)
- ~ develop the dispositions of successful learners

We are...

- ~ agentic in our learning and practice
- ~ connected and have a strong sense of belonging
- ~ focused on growing and achieving

We have...

- ~ wide networks for learning
- ~ clear communication
- ~ strong connections

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Kingsford School: Three Year Outlook

2020

2021

2022

Goal 1: Learning

- ~ Introduce NPDL to our school community
- ~ Contexts for learning are culturally located
- ~ Individual learning pathways are identified
- ~ Strengthen and embed induction & monitoring programmes for new staff, OTT's and PCT's
- ~ Strengthen TAI, AFoL practices & assessment literacy

- ~ Develop & embed NPDL pedagogies and practices including:
 - ~ collaborative planning & teaching practice
 - ~ teaching as inquiry
 - ~ assessment practice
- ~ Continue to develop a culturally located curriculum
- ~ Embed Induction & Mentoring programmes

- ~ Ongoing cycles of review and evaluation of Kingsford Curriculum
- ~ Further embed TAI, AFoL & assessment literacy

Goal 2: Culture

- ~ Capture and respond to voice (Student/Teacher/Whanau)
- ~ Build learning-focused relationships across our school community
- ~ High expectations are evident across our school community
- ~ Increase levels of engagement within our school community
- ~ Foster individual's sense of belonging and connectedness within our school community

- ~ Continue to develop school conditions to ensure learning can happen for all
- ~ Maintain and further develop well-being practices
- ~ Strengthen notions of school-wide collective responsibility
- ~ Develop and strengthen agency

- ~ ongoing review of school conditions
- ~ continual focus on well-being of staff and students
- ~ permanent culture of collective responsibility
- ~ Agentic practice are embedded in teaching and learning culture

Goal 3: Partnerships

- ~ Establish and maintain shared expectations across our school community regarding:
 - ~ communication
 - ~ reporting and celebrating learning progress and achievement

- ~ Establish connections with local networks; tap into wider NZ and beyond
- ~ strengthen connections with whanau
- ~ strengthen modes of communication with whanau
- ~ embed clear reporting processes

- ~ continued development of world-wide networks
- ~ educationally powerful connections with whanau are well established & productive
- ~ clear reciprocal communication exists across our school community

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Kingsford School: Achievement Targets 2020

Reading

Writing

Mathematics

Target

To accelerate the progress of all cognitively capable students achieving below curriculum level expectations in Reading, and across the curriculum, with a particular focus on students in Year 2

To accelerate the progress of all cognitively capable students achieving below curriculum level expectations in Writing, and across the curriculum, with a particular focus on students in Year 2

To accelerate the progress of all cognitively capable students achieving below curriculum level expectations in Mathematics, and across the curriculum, with a particular focus on students in Year 6

Baseline Data

2019 EOY Curriculum Level Judgements: Reading
Overall 'at and above' - 63.2%
Year 1 'below' - 75%

2019 EOY Curriculum Level Judgements: Writing
Overall 'at and above' - 52.5%
Year 1 'below' - 73.3%

2019 EOY Curriculum Level Judgements: Mathematics
Overall 'at and above' - 76.5%
Year 5 'below' 35.2%

Key Actions

- ~ strengthen TAI, AfOL & assessment practices
- ~ adopt agentic practices (choice & voice)
- ~ understand and develop learning dispositions (6C's)
- ~ strengthen PCK in teaching reading (internal)

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- ~ adopt agentic practices (choice & voice)
- ~ understand and develop learning dispositions (6C's)
- ~ strengthen PCK in teaching mathematics (internal)

Measure of Success

- ~ curriculum achievement judgements (interim/mid, anniversary/end)
- ~ improved attendance and engagement
- ~ improved well-being, sense of belonging & connection to school (students, staff & whanau)

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Kingsford School Annual Plan: Learning

All students have access to learning opportunities which are relevant, responsive and authentic.

Strategic Initiative	Term 1	Term 2	Term 3	Term 4
Design a local curriculum for Kingsford School	Introduce NPDL across Kingsford School community	→		
	Contexts for learning are culturally located			
	Clear learning pathways are identified for all students			
Strengthen pedagogical & content knowledge	Strengthen and embed Induction & Mentoring programmes for new staff/OTT/PCTs			
	Strengthen Teaching as Inquiry (TAI) and Formative Assessment pedagogies, and teacher assessment literacy			

OTT - Overseas Trained Teacher

PCT - Provisionally Registered Teacher

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Kingsford School Annual Plan: Learning

All students have access to learning opportunities which are relevant, responsive and authentic.

Key Actions: Design a Local Curriculum	Personnel	Resources	Indicators/Measures of Success
Work with external facilitator (EF) to introduce the NPDL framework to staff	EF, Leaders, Teachers	Leadership/Staff/Team meetings PLD fund for EF	~ Teacher voice evidences a shared understanding of the NPDL framework
Complete NPDL school conditions rubric to inform implementation of this framework	BOT, Leaders, Staff	BOT/Leadership/Staff meetings	~ Outcomes of school conditions rubric collected, analysed and shared with all Stakeholders ~ Outcomes inform action plan to inform the development of the Kingsford Curriculum
Leaders and teachers work collaboratively to identify culturally located contexts for learning	Leaders, Teachers, EF	Leadership/Staff/Team meetings, CRT, PLD hours, PLD funding for teacher release	~ Student voice will indicate that contexts are relevant and authentic ~ Student attendance will increase to 90% ~ Me and My School data will evidence increased engagement
Teacher planning reflects student needs, and maps out coherent pathways to ensure all students are successful	Leaders, Teachers	Staff/Team meetings, CRT	
Curriculum and Achievement plan is developed	SENCO, Team Leaders	PLD fund to release leaders, DP	~ Students with additional needs will be quickly identified and planned for accordingly ~ Percentage of students achieving B/WB will reduce

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Kingsford School Annual Plan: Learning

All students have access to learning opportunities which are relevant, responsive and authentic.

Key Actions: Strengthen Pedagogical & Content Knowledge	Personnel	Resources	Indicators/Measures of Success
Develop and embed induction & mentoring programmes for new staff, overseas trained teachers & provisionally registered teachers	Leaders, Teachers	Leadership meetings	<ul style="list-style-type: none"> ~ Teacher voice reflects clear and coherent induction ~ PCT voice indicates that PCTs understand their roles and responsibilities ~ Mentor teacher voice indicates they understand their roles and Responsibilities ~ PCTs successfully gain full registration ~ Teacher retention will increase
Strengthen formative assessment practice	Leaders, Staff DP	Leadership/Staff meetings	<ul style="list-style-type: none"> ~ Student and teacher voice indicate relationships are learning focused ~ Students know what they are learning, why they are learning it, and how they know they will be successful ~ Me and My School survey data will indicate high levels of engagement ~ Target students' rates of learning will be accelerated
Strengthen Teaching as Inquiry	Leaders, Teachers DP	Leadership/Staff/Team meetings, CRT, PLD funding for teacher release	<ul style="list-style-type: none"> ~ Target students will make accelerated progress ~ Radar tracking sheets will reflect an inquiry pedagogy ~ Teacher & Leader voice indicates collective responsibility for student learning outcomes
Strengthen assessment literacy	Teachers, DP, Team Leaders	Staff/Team meetings, CRT	<ul style="list-style-type: none"> ~ Teachers will accurately collect, analyse and utilise student learning data ~ Teacher planning will reflect learning needs identified through assessment analysis

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Kingsford School Annual Plan: Learning

Our community values a learning focused culture, underpinned by well-being, agency and high expectations.

Strategic Initiative	Term 1	Term 2	Term 3	Term 4
<p>Develop a shared understanding of agency across our school community</p>	<p>Capture and respond to voice (Student/Teacher/Whanau)</p>			
	<p>Build learning-focused relationships across our school community</p>			
	<p>High expectations are evident across our school community</p>			
<p>Foster hauora across our school community</p>	<p>Increase levels of engagement within our school community</p>			
	<p>Foster individual sense of belonging and connectedness within our school community</p>			

OTT - Overseas Trained Teacher

PCT - Provisionally Registered Teacher

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Kingsford School Annual Plan: Culture

Our community values a learning focused culture, underpinned by well-being, agency and continuous improvement

Key Actions: Develop a shared understanding of agency across our school community	Personnel	Resources	Indicators/Measures of Success
Capture the voice of students, teachers and whanau, and act on it	BOT, Leaders, Teachers	Leadership/Staff/Team meetings PLD fund for EF	<ul style="list-style-type: none"> - Me and My School survey, Teacher Survey are completed biannually - Data from surveys informs decision making across the school (BOT/Leaders/Teachers) - Opportunities are scheduled for voice to be heard - NPDL School Conditions rubric completed by BOT/Leaders/Teachers, and informs strategic planning
Build learning-focused relationships across our school community	BOT, Leaders, Staff	BOT/Leadership/Staff meetings	<ul style="list-style-type: none"> - Data from practice analysis conversations, in class observations will indicate relationships among students and between teacher and Student, teacher/student/whanau are learning focused - Voice (student/teacher/whanau) will evidence that learning-focused relationships are present
High expectations are evident across our school community	BOT, Leaders, Teachers	Leadership/Staff/Team meetings, CRT, PLD hours, PLD funding for teacher release	<ul style="list-style-type: none"> - teacher planning evidences learning programmes are taught 'at the Standard' - voice (student/teacher/whanau) indicates an absence of deficit thinking/theorising

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Kingsford School Annual Plan: Learning

Our community values a learning focused culture, underpinned by well-being, agency and continuous improvement

Key Actions: Foster hauora across our school community	Personnel	Resources	Indicators/Measures of Success
Increase levels of engagement across our school community	BOT, Leaders, Teachers	Leadership/Staff/Team meetings	<ul style="list-style-type: none">~ Me and My School survey, Teacher Survey are completed biannually~ Data from surveys informs decision making across the school (BOT/Leaders/Teachers)~ Teacher planning and student voice identifies contexts for learning which are relevant and responsive~ Student rates of attendance increase~ Increased attendance of whanau at community events, reporting Evenings, school trips etc.
Foster individual's sense of belonging and connectedness within our school community	BOT, Leaders, Staff	BOT/Leadership/Staff meetings	<ul style="list-style-type: none">~ Teacher planning and student voice identifies contexts for learning which are relevant and responsive~ Teacher planning indicates the teaching and embedding of the Kingsford School values

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Kingsford School Annual Plan: Partnerships

We build and sustain strong connections among all members of our community, for the betterment of all learners.

Strategic Initiative	Term 1	Term 2	Term 3	Term 4
Establish and maintain a shared understanding and expectations across our school community regarding: ~ communication ~ celebrating learning progress & achievement	Build learning-focussed relationships			
		Establish clear expectations and methods of communication across our school community		
		Review current reporting processes	Implement outcomes from reporting processes review	

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Kingsford School Annual Plan: Partnership

We build and sustain strong connections among all members of our community, for the betterment of all learners.

Key Actions: Establish and maintain a shared understanding and expectations across our school community regarding communication, reporting learning progress & achievement	Personnel	Resources	Indicators/Measures of Success
Build learning-focussed relationships	BOT, Leaders, Staff	BOT/Leadership/Staff meetings Community Partnership fund	<ul style="list-style-type: none"> ~ Voice (student/teacher/whanau) will evidence that learning-focused relationships are present across our school Community ~ Increased attendance at reporting evenings, information evenings etc
Establish clear expectations and methods of communication across our school community	BOT, Leaders, Staff	BOT/Leadership/Staff meetings	<ul style="list-style-type: none"> ~ Whanau voice will evidence that whanau know what is happening at school ~ Increased number of hits on our school website ~ Increased whanau membership on our facebook page ~ increased whanau participation in school, e.g., coaching teams, offering expertise, assisting on trips/camp, attendance at school Events ~ principles within Tataiako and Tapasa are evident in teacher & leader practice
Review current reporting practices	Leaders, Staff	eTap PLD Release for leaders	<ul style="list-style-type: none"> ~ Gap analysis identifies areas of strength and improvement
Implement outcomes from reporting practices review	Leaders, Staff	Release for leaders Leadership/Staff meetings	<ul style="list-style-type: none"> ~ Whanau voice evidences improved understanding of their child's learning progress and achievement ~ Increased whanau attendance at reporting evenings

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