

# *Kingsford School*

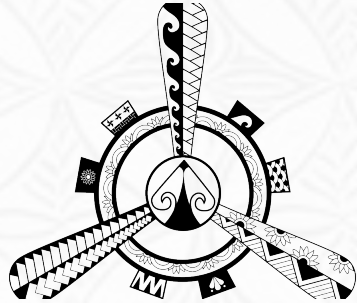
*Empowered Learners Transforming Communities*

## *Charter & Strategic Plan 2022 - 2024*

*Te Hiringa ~ The Journey*

## *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.*



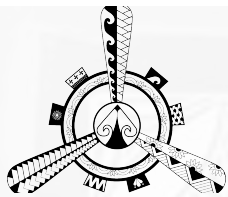
*Whanaungatanga ~ Pono ~ Whakaute ~ Manaakitanga*

## *Who Are We?*

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

### **Te Hiringa ~ The Journey**

At Kingsford, we are all on a journey. As we navigate this pathway, we will each face challenges which we must overcome in order to move forward. Our values and dispositions are the tools that help us overcome these challenges as well as support others as they navigate their own pathways



## *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.

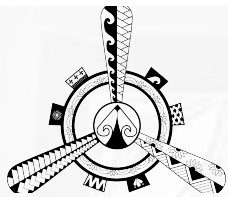
We use pedagogies and approaches underpinned by ako, cultural sustainability, reciprocity and that which values each individual's identity, language and culture.

### The Unique Position of Maori Culture

We honour this through:

- ~ a curriculum which values and reflects tikanga and te reo
- ~ culturally relevant 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*

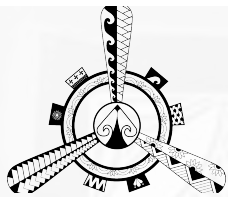


# *Kingsford School: Cultural Diversity*

## Views of our Maori Community

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

- ~ consultation: whanau hui
- ~ biannual student-led conferences
- ~ an open door policy
- ~ social and information gatherings
- ~ encouraging Maori whanau to become members of our board of trustees
- ~ school assemblies
- ~ information via newsletters, school website, App and facebook pages, as well as through more individual contact from teachers and leaders



## *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

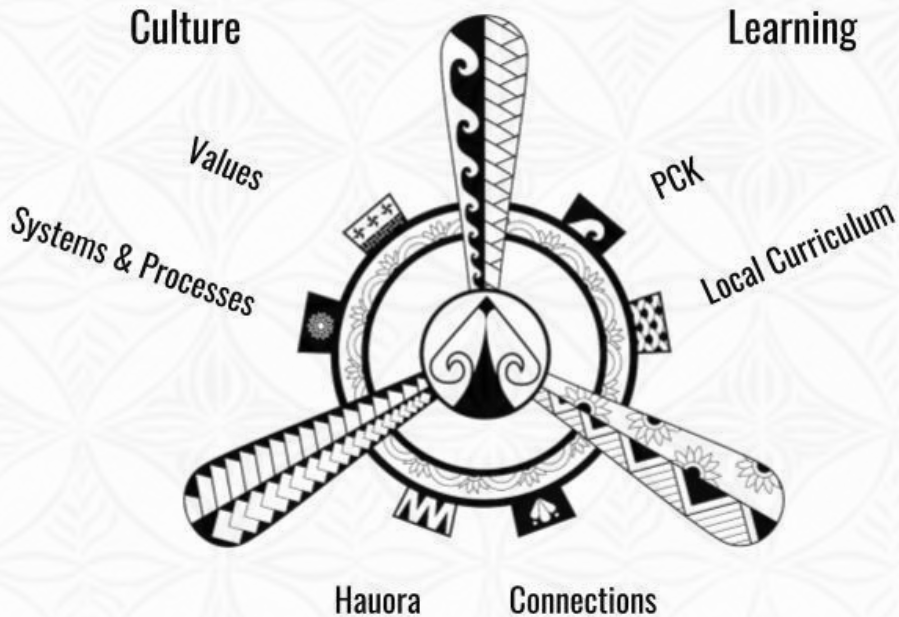
### Incorporating Tikanga Maori into Curriculum

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*

**Empowered Learners Transforming Communities**



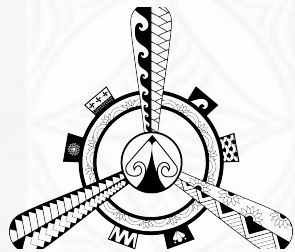
**Te Hiringa ~ The Journey**

*Te Hiringa ~ Whanaungatanga ~ Pono ~ Whakaute ~ Manaakitanga*

# Kingsford School: The Big Picture

**Vision: Empowered Learners Transforming Communities**

**Values: Te Hiringa ~ Whanaungatanga, Pono, Whakaute, Manaakitanga**



*Key Performance Outcome: To impact on the learning and achievement of all learners*

*Key Measure of Success:*

- All cognitively capable students will achieve New Zealand Curriculum expectations
- All students with identified needs will achieve the goals in their individual learning plans

## Goals

### 1. Culture

To develop a learning-focussed culture, characterised by respect, inclusion, empathy, collaboration and safety

### 2. Learning

To progress the learning of all learners at an appropriate depth and pace

### 3. Partnerships

Build and maintain relationships and behaviours focussed on the learning and well-being of all learners

## Strategic Initiatives

1. Develop a shared understanding of Te Hiringa and our school values so that they underpin all decision making
2. Develop robust, evaluative, ongoing review processes at all systems levels to closely monitor, measure and enhance our impact

1. Design Kingsford School local curriculum & CAAP
2. Strengthen pedagogical & content knowledge

1. Develop educationally powerful connections across our school community
2. Foster Hauora across our school community

## Success

All students will be collaborative learners who demonstrate respect for themselves and others

All students who are currently achieving At/Above NZC expectations will make a year's worth of progress

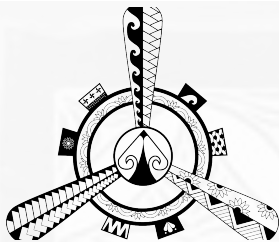
All students currently achieving Below/Well Below NZC expectations will make accelerated progress so that they are achieving At NZC expectations

All students with identified learning needs will meet their identified learning goals

All students will be motivated, reflective, self-regulated learners

*Te Hiringa ~ The Journey*

# Kingsford School: Three Year Outlook



2022

2023

2024

## Goal 1: Culture

- ~ Review and develop our school values, as part of our local curriculum design
- ~ Strengthen our evaluative, ongoing review processes at all systems levels to closely monitor, measure and enhance our impact

- ~ Continue to develop and embed our school values and dispositions to ensure learning happens for all
- ~ Strengthen cycles of review and improvement
- ~ Strengthen notions of school-wide collective responsibility

- ~ ongoing review of school vision, values and dispositions
- ~ permanent culture of collective responsibility
- ~ ongoing cycles of review and improvement are embedded

## Goal 2: Learning

- ~ Develop Kingsford School local curriculum, including a curriculum & achievement plan (CAAP)
- ~ Develop systems and processes around designing coherent pathways of learning and monitoring or progress against these are established
- ~ Strengthen PCK, including formative assessment and accelerative pedagogies and Leading/Teaching as Inquiry

- ~ Continue to strengthen and embed the Kingsford School local curriculum
- ~ Embed and strengthen our Curriculum & Achievement plan
- ~ Embed and monitor systems and processes around designing coherent pathways of learning
- ~ Continue to strengthen and embed AfOL and accelerative pedagogies, LAI/TAI

- ~ Ongoing cycles of review and evaluation of Kingsford Curriculum and CAAP plan
- ~ Monitor and strengthen systems and processes around designing coherent pathways
- ~ Monitor and sustain AfOL and accelerative pedagogies, LAI/TAI

## Goal 3: Partnerships

- ~ Establish and maintain shared expectations across our school community regarding the reporting and celebrating of learning progress and achievement
- ~ Continue to increase levels of engagement (including attendance) within our school community
- ~ Foster individual's sense of belonging and connection within our school community

- ~ strengthen connections with whanau
- ~ strengthen modes of communication with whanau
- ~ embed clear reporting processes
- ~ Maintain and further develop improving & maintaining well-being practices

- ~ educationally powerful connections with whanau are well established & lead to improved learning outcomes for students
- ~ clear reciprocal communication exists across our school community
- ~ continual focus on well-being of staff and students

*Te Hiringa ~ The Journey*





# Kingsford School: Achievement Targets 2021

## Reading

## Writing

## Mathematics

### Target

To accelerate the progress of all cognitively capable students achieving below curriculum level expectations in Reading, and across the curriculum.

To accelerate the progress of all cognitively capable students achieving below curriculum level expectations in Writing, and across the curriculum.

To accelerate the progress of all cognitively capable students achieving below curriculum level expectations in Mathematics, and across the curriculum.

### Baseline Data

2021 EOY Curriculum Level Judgements:

Reading

Overall at - 47.5%

Overall below - 38.6%

Overall well below - 13.8%

2021 EOY Curriculum Level Judgements:

Writing

Overall at - 47.2%

Overall below - 40.7%

Overall well below - 12.1%

2021 EOY Curriculum Level Judgements:

Mathematics

Overall at - 59.9%

Overall below - 30%

Overall well below - 10.1%

### Key Actions

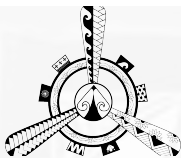
- ~ understand and develop student, teacher, leader and whanau understanding of Te Hiringa and the school values
- ~ strengthen inquiry, leadership, teacher practice and relationships with whanau
- ~ develop student's ability to identify where they are now, where they need to be by the end of the year, and how they will get there

### Measure of Success

- ~ curriculum achievement judgements (interim/mid, anniversary/end)
- ~ improved attendance and engagement (etap attendance register, NZCER Me & My School survey, parent/teacher conferences)
- ~ improved well-being, sense of belonging & connection to school (students, staff & whanau - NZCER Wellbeing @ School survey)

Key focus on rates of student progress in their first 40 weeks at school, and in the achievement rates of NZ Maori students

*Te Hiringa ~ The Journey*



# *Kingsford School Annual Plan: Culture*

To develop a learning-focussed culture, characterised by respect, inclusion, empathy, collaboration and safety

Strategic Initiative	Term 1	Term 2	Term 3	Term 4
Review and develop our school values, as part of our local curriculum design	Review our school values with our community			
			Develop a shared understanding and vocabulary among students and school community around our updated school values and dispositions how they underpin the decisions we make	
Strengthen our, evaluative, ongoing review processes at all systems levels to closely monitor, measure and enhance our impact		Identify key areas for improvement, and establish key actions to address areas of concern		

*Te Hiringa ~ The Journey*



# Kingsford School Annual Plan: Culture

Develop a shared understanding our school values so that they underpin all decision making

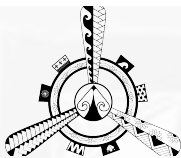
Key Actions:	Personnel	Resources	Indicators/Measures of Success
Review our school values with our community	BOT, Leaders, Teachers, Staff	Leadership/Staff/Team/BOT meetings  PLD fund - staff and BOT, PB4L PB4L facilitators	~ PB4L SET results: Summary Scores for expectations defined and expectations taught is at 100% ~ BOT & Staff voice indicates a consisted understanding of the values and their definition, and how these underpin decisions being made
Develop a shared understanding and vocabulary among students and school community around our updated school values and dispositions how they underpin the decisions we make	Leaders, Teachers	Leadership/Staff/Team meetings  PB4L facilitator	~ Teacher planning and student work artifacts will evidence that our school values are being taught ~ Voice (student & whanau) will evidence that our school community has a shared understanding our our school values ~ PB4L SET results: Summary Scores for expectations defined and expectations taught is at 100%



# *Kingsford School Annual Plan: Culture*


**Develop robust, evaluative, ongoing review processes at all systems levels to closely monitor, measure and enhance our impact**

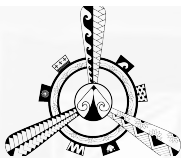
<b>Key Actions:</b>	<b>Personnel</b>	<b>Resources</b>	<b>Indicators/Measures of Success</b>
Identify key areas for improvement, and establish key actions to address areas of concern	BOT, Leaders, Teachers	ERO published documents: ~ school evaluation indicators (2016) ~ Effective internal evaluation for improvement (2016)	~ a coherent and appropriate model of evaluation/review will be in use by BOT, Leadership team and teachers ~ the process of ongoing evaluation will be coherent across all systems levels ~ Strategic, Regular and Emergent reviews will become an integral part of our learning community, as evidenced in board reports, minutes of meetings (BOT, Leadership, Team)



# *Kingsford School Annual Plan: Learning*

**To progress the learning of all learners at an appropriate depth and pace**

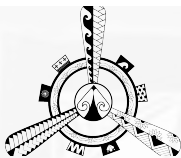
Strategic Initiative	Term 1	Term 2	Term 3	Term 4
Design Kingsford School local curriculum, including a curriculum & achievement plan (CAAP)	Trial and improve draft CAAP plan - confirm final draft			
	Identified contexts for learning are relevant to the lives of our students			
		Use the high impact practices from PLD 2021 to review and refresh our current curriculum		
Strengthen leader and teacher pedagogical, professional and curriculum content knowledge	Strengthen Leading/Teaching as Inquiry (LAI/TAI) 			
	Strengthen formative assessment and accelerative pedagogies			



# Kingsford School Annual Plan: Learning

## Review & Design Kingsford School Local Curriculum

Key Actions	Personnel	Resources	Indicators/Measures of Success
<p>Leaders and teachers work collaboratively to identify culturally located contexts for learning</p>	<p>Leaders, Teachers, EF</p>	<p>Leadership/Staff/Team meetings, CRT, PLD hours, PLD funding for teacher release</p>	<ul style="list-style-type: none"> <li>~ Student voice will indicate that contexts are relevant and authentic</li> <li>~ Student attendance will increase to 90%</li> <li>~ Me and My School data will evidence increased engagement</li> <li>~ Percentage of students achieving B/WB will reduce</li> </ul>
<p>Teacher planning reflects student needs, and maps out coherent pathways to ensure all students are successful</p> <p>* focus on learners in their first 40 weeks at school</p>	<p>Leaders, Teachers</p> <p>YO/1 teachers External Facilitator</p>	<p>Staff/Team meetings, CRT</p> <p>0.1 release for each YO/1 teacher</p>	<ul style="list-style-type: none"> <li>~ Percentage of students achieving B/WB will reduce</li> </ul>
<p>Curriculum and Achievement plan is advanced, providing a clear process for ensuring all learners' needs are identified and addressed</p>	<p>SENCO, Team Leaders</p>	<p>PLD fund to release leaders, DP</p>	<ul style="list-style-type: none"> <li>~ Students with additional needs will be quickly identified and planned for accordingly</li> <li>~ Percentage of students achieving B/WB will reduce</li> </ul>



# Kingsford School Annual Plan: Learning

## Strengthen leader and teacher pedagogical and curriculum content knowledge

Key Actions:	Personnel	Resources	Indicators/Measures of Success
Strengthen formative assessment practice	Leaders, Staff DP	Leadership/Staff meetings	<ul style="list-style-type: none"> <li>~ Students know what they are learning, why they are learning it, and how they know they will be successful</li> <li>~ Me and My School survey data will indicate high levels of engagement</li> <li>~ Target students' rates of learning will be accelerated</li> </ul>
Identify and use pedagogies we know will accelerate the learning of target students	Leaders, Teachers SIT Team	Leadership/Staff/Team meetings  PLD Release fund  External acilitator	<ul style="list-style-type: none"> <li>~ Target students' rates of learning will be accelerated</li> <li>~ pedagogies that cause acceleration will be evident in teacher planning and Practice</li> <li>~ Pedagogies that cause acceleration will be captured as part of the school wide inquiry and knowledge building process, and included in the school's statement regarding pedagogy at Kingsford School</li> </ul>
Strengthen Teaching as Inquiry	Leaders, Teachers DP	Leadership/Staff/Team meetings, CRT, PLD funding for teacher release  ALL Facilitator	<ul style="list-style-type: none"> <li>~ Target students will make accelerated progress</li> <li>~ Radar tracking sheets will reflect an inquiry pedagogy</li> <li>~ Teacher &amp; Leader voice indicates collective responsibility for student learning outcomes</li> </ul>
Strengthen assessment literacy	Teachers, DP, Team Leaders	Staff/Team meetings, CRT	<ul style="list-style-type: none"> <li>~ Teachers will accurately collect, analyse and utilise student learning data</li> <li>~ Teacher planning will reflect learning needs identified through assessment analysis</li> </ul>

*Te Hiringa ~ The Journey*



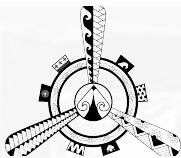
# Kingsford School Annual Plan: Partnership

Build and maintain relationships and behaviours focussed on the learning and well-being of all learners

Strategic Initiative	Term 1	Term 2	Term 3	Term 4
Develop educationally powerful connections across our school community	Build learning-focussed relationships with students, staff and whanau	→		
	Review achievement and attendance rates of NZ Maori students	Develop a plan to increase the achievement levels of NZ Maori	Implement plan to improve achievement rates of NZ Maori	
Foster hauora across our school community	Increase levels of engagement among all stakeholders within our school community			
	Foster and value the well-being of all members of our school community			

*Te Hiringa ~ The Journey*



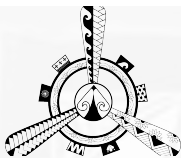


# Kingsford School Annual Plan: Partnership

Develop educationally powerful connections across our school community

Key Actions:	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"> <li>~ Voice (student/teacher/whanau) will evidence that learning-focused relationships are present across our school Community</li> <li>~ Data from practice analysis conversations, in class observations will indicate relationships among students and between teacher and Student, teacher/student/whanau are learning focused</li> <li>~ Increased attendance at reporting evenings, information evenings etc</li> </ul>
Review achievement and attendance rates of NZ Maori students	Leaders, Staff	Staff and Team meetings Well-being Team  Release for leaders, well-being team	<ul style="list-style-type: none"> <li>~ Review achievement rates of NZ Maori in Reading, Writing and Mathematics</li> <li>- Review attendance rates of NZ Maori</li> </ul>
Develop & implement a plan to increase the achievement levels of NZ Maori	Leaders, Staff, BOT  Maori Whanau/community, tangata whenua, mana whenua	Release for leaders, well-being team  staff PLD programmes that support the expected use of tikanga and te reo Maori  Hui	<ul style="list-style-type: none"> <li>- Improvements in number of NZM students at/above expectations in Reading, Writing and Mathematics</li> <li>- Improved rates of attendance and engagement (wellbeing at school survey)</li> <li>- Tikanga is evident in teacher weekly planning</li> </ul>

*Te Hiringa ~ The Journey*



# *Kingsford School Annual Plan: Partnership*

## Foster hauora across our school community

<b>Key Actions:</b>	<b>Personnel</b>	<b>Resources</b>	<b>Indicators/Measures of Success</b>
Increase levels of engagement across our school community	BOT, Leaders, Teachers	Leadership/Staff/Team meetings	<ul style="list-style-type: none"><li>~ Me and My School survey, Teacher Survey are completed annually</li><li>~ Data from surveys informs decision making across the school (BOT/Leaders/Teachers)</li><li>~ Teacher planning and student voice identifies contexts for learning which are relevant and responsive</li><li>~ Student rates of attendance increase</li><li>~ Increased attendance of whanau at community events, reporting Evenings, school trips etc.</li></ul>
Foster and value the well-being of all members of our school community	BOT, Staff, Teachers	Healthy Active Schools facilitator  PLD teacher release fund	<ul style="list-style-type: none"><li>~ A healthy food and drink environment will exist at Kingsford School</li><li>~ Student, Teacher and Whanau voice (Me and My School Survey, Teacher Workplace Survey) will indicate Kingsford is a safe environment for us to work and learn in</li></ul>