

Strategic Plan Progress Report

	2017 Plan	Progress Report - 1 June 2017	Progress Report - 3 August 2017	Final Report - 1 November 2017
Foster te reo me nga tikanga	- Philosophy of Ka Hikitia becomes integral to the school culture. - Te Aho Arataki Marau ki te Kura Aoraki is used across the school - BOT report – Te Reo Maori / Learning Languages - Schoolwide Karakia / Himene daily - Using staff as experts - Sharing of Staff pepeha	- Lots of practises can be linked to Ka Hikitia and the Te Aho particularly in Te Korowai o te Aroha - Board reports are completed after consultation with teachers - Teachers share pepeha when doing class letters at the beginning of the year - Experts are used as needed	- Lots of practices can be linked to Ka Hikitia and the Te Aho particularly in Te Korowai o te Aroha. - Board reports are completed after consultation with teachers - Karakia/himene practices continue daily - Kapahaka available to all children in all Syndicates using expert staff to manage and teach	- Whole School Karakia in the hall each morning. 3 Kapa Haka groups performed at Cultural festival. A group performed at the Retirement Village. - A strong group of 10-12 students from a range of year levels can confidently take a leadership role on the taumata. Lots of students having a go.
Deliver the curriculum through stimulating, challenging, learner focused and enjoyable programmes	- Continue to investigate and develop ideas and programmes gained from Reggio Emilio professional development opportunities - Continue EOTC budget so that classes can visit places of interest - Continue to be involved in Triathlon events, camps - ICT programmes will be sourced for reading, writing and numeracy. - Clubs such as gardening club, kapa haka, unicycling, music club and choir will be run - Walkthroughs will identify areas where teachers can make their programmes more exciting - Opportunity for sharing of exciting programmes to encourage others to replicate or trial	- Some teachers still implementing aspects of the Reggio Philosophy in classes. - Small group teaching is still the focus in most classes with other children working on engaging hands on learning activities while not with the teacher - Juniors looking at play based classrooms for learning in order to engage children - EOTC budget is being utilised to support classroom programmes - Flexible to make use of opportunities as they arise - Triathlon was attended again - Term 1 Marae stay happened - Room 12's Garden to table programme - SPLORE, Discovery, developmental programmes - Special Rights programmes are adapted and responsive to the needs of individual children. - Special rights attend regular RDA lessons throughout the year. - Using the environment to create opportunities for children to learn about eg rongoa	- Some teachers still implementing aspects of the Reggio Philosophy in classes. - Small group teaching is still the focus in most classes with other children working on engaging hands on learning activities while not with the teacher - Juniors run based classrooms for learning in order to engage children - ICT is used appropriately to stimulate and engage children - EOTC budget is being utilised to support classroom programmes and is flexible allowing for opportunities as they arise - Triathlon was attended again - Term 1 Marae stay happened. Dairy farm visit for some Junior classes - Room 12's Garden to table programme - SPLORE, Discovery, developmental programmes - Special Rights programmes are adapted and responsive to the needs of individual children. - Special rights attend regular RDA lessons throughout the year. - Using the environment to create opportunities for children to learn about eg rongoa - Continually seeking opportunities for Sport/pe/art and music to occur and when possibly including in Literacy/Numeracy programmes	- Science using Mr Science Kits. - Visits - CRT garden to table. Each child gets involved two or three times a year. - Passion projects - Involved in events such as Waimate North show. - Junior Discovery time to cater for all learners and lets children be children to engage in all types of hands on learning, fine & gross motor skills, and to build oral language and work on key competencies - Some Junior teachers running a play-based learning style environment in their classes, something they want to build on for 2018.
Increased use of Information Communication Technology	- The school will keep up to date with developments in ICT as our budget allows. - Effective, appropriate resources will be purchased to support all classroom programmes	- Regular use occurring - Increased use with more equipment in some rooms	ICT opportunities and resources shared, available and used in all rooms	Chromecasts purchased to enable sharing on Chromebooks
Ensure the school is staffed and resourced to achieve student's academic potential	- Staff member given the responsibility of funding applications expected to result in extra income to be spent on resources - Budget of approx \$70k is used for curriculum purchases.	\$1000 funding received for Environmental activities - Budget is more than adequate to support programmes	More Teacher Aide time organised as the year has progressed to ensure needs of all children are better met	Budget used for curriculum purchases
Ensure quality professional development is provided to support needs	Sufficient budgeted for teaching staff	PD happens as a result of our school goals	PD continues to happen as per school goals	PD continues to happen as per school goals

	development and support staff development. • PD identified through walkthroughs 2016 goals, nation-wide initiatives and appraisal meetings.	• Syndicates from time to time look outside this to provide special pd	• Other pd as it arises may be accessed also depending on individual staff needs and interests • PD for support staff is organised as regularly as possible	• Other pd as it arises may be accessed also depending on individual staff needs and interests • School visits organised to see what other schools are doing.
Foster the partnership between the school and the wider community	• Gala Day • Whanau Hui • Kaikohe Business Association • Ukulele lessons • Dance lessons • Takiwa Hui • Rotary • School Garden • Northtec • Facebook page • New World • Parent involvement encouraged around: ◦ Sports ◦ Class support ◦ Camps ◦ Fund raising ◦ Whanau Survey ◦ Reading Together ◦ Clubs programme	• All continued	• As per 1st June • In addition children who are in target groups for All or Alim have either or both a phone call or letter home sharing the work their child will be involved in. • Newsletter is regular and weekly and includes items of interest to whanau and informative detail • Facebook page and free phone cell phone number are regularly used/visited by whanau • Ukulele lessons had to stop due to sickness of the tutor • Dance lessons for a group of seniors will start this term. • Senior Syndicate Passion Projects in Term 4 will hopefully encourage whanau to be involved.	Continued partnerships with: • CoL • Intermediate • FNDC (Watercare Programme) • New World • Fonterra