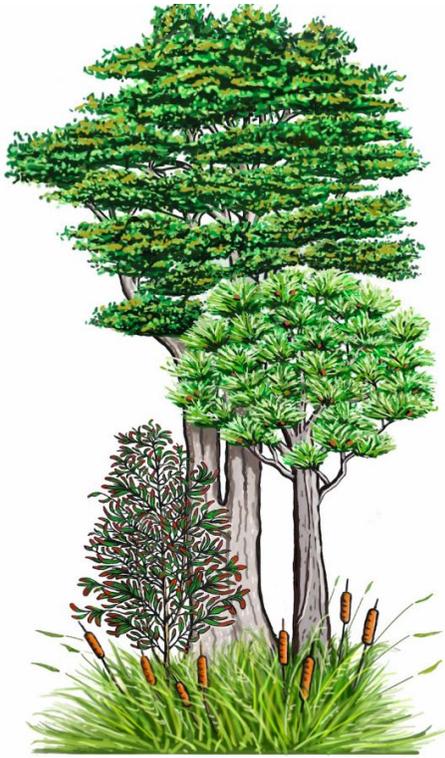


2019-2021

School Charter Strategic and Annual Plan



Te Kura o Ruataniwha
Kaiapoi North School

Striving For Personal Excellence



TE KURA O RUATANIWHA, KAIAPOI NORTH SCHOOL COMMUNITY

Te Kura o Ruataniwha, Kaiapoi North School is a “full primary” inclusive school catering for Year 1-8 children in our spacious, vibrant and well maintained, modern school. As well as 23 classroom spaces we have a specialist music room, a library, a hall large enough for our whole school assemblies and large, safe playgrounds.

The majority of our children live within the Kaiapoi township, in The Pines Beach and Kairaki Beach. Kaiapoi has a population of around 11,000 people and is situated approximately 20 minutes north of Christchurch. In 2010 and 2011 our town was shaken by earthquakes with over 1,300 of our properties classified red zone. Our community have supported each other through these tough times but through our strength we have ensured our children have been given emotional support to assist them with what they have experienced. Now with over 1,500 new sections created in Kaiapoi since 2012 we are currently in a period of growth as we welcome new families into our town and school community.

Our school roll peaked at 565 in 2018, we have a starting roll in 2021 of 484 which we expect will grow to around 550 children by the end of the year. Approximately 68% identify as NZ European being their ethnicity, 18% identify as Maori, 6% Pasifika, 3% Asian, 2% as British/Irish, with the remaining 3% being made up of other ethnicities.

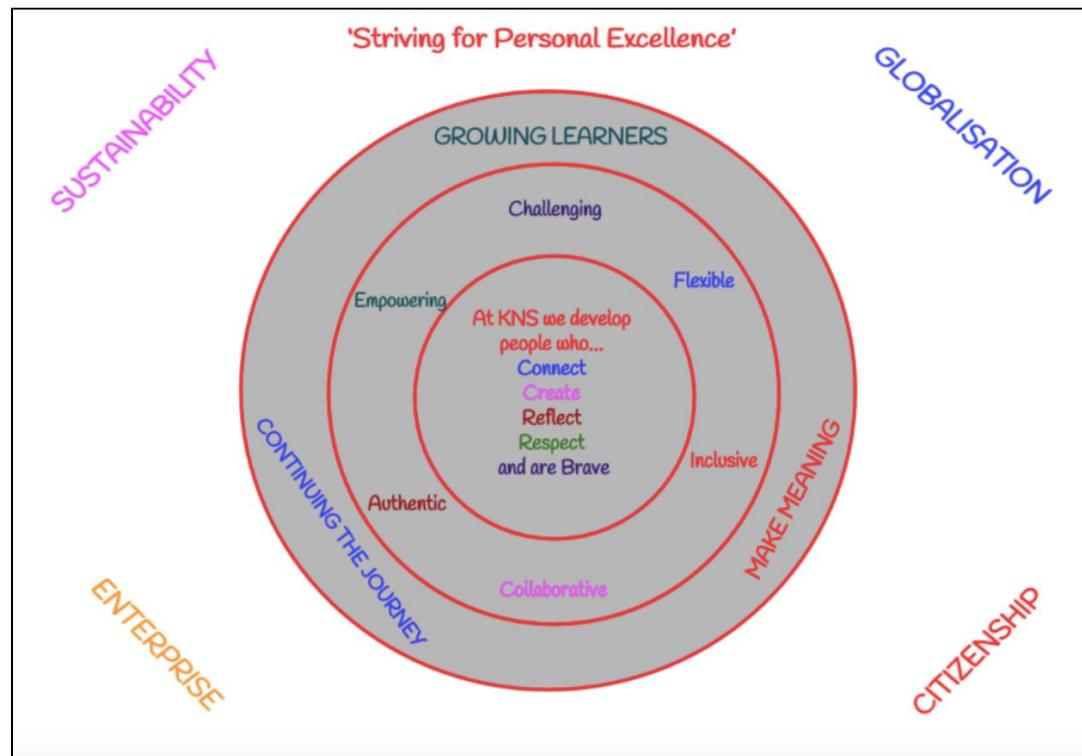
We are proud of the achievement and progress of our children. As well as focussing on the core curriculum areas we provide a wide range of opportunities for our children in The Arts, PE and Health, Maori Culture, ICT and in leadership. Our teachers are proactive in keeping up with best practice teaching methods and after prototyping in 2013-2015 are utilizing the benefits of our Flexible Learning Space practices throughout the school. In 2016-2017 2 new Flexible Learning Space classroom blocks were constructed and all remaining classrooms refurbished. Our school is a great place to be, we welcome all visitors to experience our positive school culture and look forward to meeting new families as they enrol at our school where personal excellence is strived for and our Values and Beliefs are lived.

MISSION STATEMENT

“Striving For Personal Excellence”

Our mission is that students and staff strive for personal excellence in all that they do. All staff promote the school mission. The school mission statement is displayed in every classroom and is part of the ‘daily language’ of the school.

TE KURA O RUATANIWHA, KAIAPOI NORTH SCHOOL VISION



Te Kura o Ruataniwha, Kaiapoi North School has a vision to be at the forefront of education in New Zealand for both its pupils and teachers. **Our school culture is built around our Values and Beliefs** which reflects the belief that it is our responsibility to teach and develop the whole child in partnership with parents and caregivers.

Values and Beliefs

At KNS we develop people who:

- **Connect - Te Piringa**
 - **Create - Auaha**
 - **Reflect - Kohuki**
- **Respect - Ngākau Māhaki**
- **and are Brave - Tu Māia**

MĀORI DIMENSIONS and CULTURAL DIVERSITY

Te kura o Ruataniwha, Kaiapoi North Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. In recognizing the unique position of the Maori culture, our school will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language):

As a result of ongoing consultation with our Māori Community and staff development in cultural responsive pedagogy we have the following opportunities at KNS:

- We run our “Akoranga” programme which encourages tamariki to learn about Ngai Tahu history, traditions, people and places. On 2 occasions each year Year 4-8 students participate in this optional programme and present their work to the community as part of our community consultation.
- Our Kapa Haka groups are strong throughout the school with 2 groups performing to our community including Christchurch and North Canterbury Cultural Festivals and Kaiapoi events (Kaiapoi Waitangi Day Festival) and to the rest of our school. We hire mentors from Kapahikitia who are experienced in teaching Kapa Haka and tikanga.
- In 2021 we have identified a target group of students that would benefit from accelerated progress.
- We work closely with Mana Whenua Education Facilitators to embed our Cultural narrative into our school identity. We were gifted the name Te Kura o Ruataniwha for our school. Our syndicate team names reflect our local environment. We have named all our buildings (waka) in line with our Cultural Narrative and embed the Cultural narrative into our KNS curriculum through levelled exposure throughout the school.
- A whanau group made up of parents and staff meet throughout the year to discuss their aspirations and review our cultural opportunities. We aspire to work in partnership with whanau.
- A student whanau group is also consulted to find out student voice and to obtain new ideas for future programmes and opportunities. We embrace the tuakana teina principal of older students buddying with younger students to encourage and support their learning and wellbeing.
- We have a KNS whakatauki and a variety of waiata we share. Our students learn their mihi and karakia as they progress through our school.

Maori Responsiveness Plan

- [Link to document](#)

Cultural Diversity

We value our multicultural community and actively seek opportunities to integrate other culture's languages and identity into the curriculum.

- [Pasifika Action plan](#)

Baseline data/school contexts

<p>Student's learning</p> <p>For a full 2019 report click the Student's Learning title</p>	<p>The following information is 2020 data on the achievement and progress of our students as a whole and as groups of students. In brackets is the 2019 data.</p> <table border="1" data-bbox="443 360 1686 906"> <thead> <tr> <th>Whole school data</th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>With support towards Expectation</td> <td>39 (34)</td> <td>31 (49)</td> <td>27 (27)</td> </tr> <tr> <td>Towards Expectation</td> <td>103 (115)</td> <td>140 (124)</td> <td>125 (123)</td> </tr> <tr> <td>At Expectation</td> <td>338 (287)</td> <td>348 (299)</td> <td>342 (313)</td> </tr> <tr> <td>Above Expectation</td> <td>60 (86)</td> <td>21 (50)</td> <td>47 (59)</td> </tr> <tr> <td>Total At or Above</td> <td>398 (373)</td> <td>369 (349)</td> <td>389 (372)</td> </tr> <tr> <td>Percentage At or Above</td> <td>74% (71%)</td> <td>68% (67%)</td> <td>72% (71%)</td> </tr> <tr> <td>Percentage At or Above who started at KNS</td> <td>78% (71%)</td> <td>72% (69%)</td> <td>77% (74%)</td> </tr> </tbody> </table>	Whole school data	READING	WRITING	MATHS	With support towards Expectation	39 (34)	31 (49)	27 (27)	Towards Expectation	103 (115)	140 (124)	125 (123)	At Expectation	338 (287)	348 (299)	342 (313)	Above Expectation	60 (86)	21 (50)	47 (59)	Total At or Above	398 (373)	369 (349)	389 (372)	Percentage At or Above	74% (71%)	68% (67%)	72% (71%)	Percentage At or Above who started at KNS	78% (71%)	72% (69%)	77% (74%)
Whole school data	READING	WRITING	MATHS																														
With support towards Expectation	39 (34)	31 (49)	27 (27)																														
Towards Expectation	103 (115)	140 (124)	125 (123)																														
At Expectation	338 (287)	348 (299)	342 (313)																														
Above Expectation	60 (86)	21 (50)	47 (59)																														
Total At or Above	398 (373)	369 (349)	389 (372)																														
Percentage At or Above	74% (71%)	68% (67%)	72% (71%)																														
Percentage At or Above who started at KNS	78% (71%)	72% (69%)	77% (74%)																														
<p>Student engagement</p>	<p>In surveys trends showed our children are engaged and feeling safe in our school environment. Where concerns are highlighted our staff review procedures ensure our anti-bullying policy is reinforced, restorative justice practices enhanced and learning environments re-designed through discussions with classes. Parents with individual concerns are actively encouraged to share these with teachers and management. It was agreed that in 2018 we would engage in the PB4L PLD to enhance our practices. This programme is now beginning its fourth year with many new initiatives to support the wellbeing of children to be implemented.</p> <p>Attendance is monitored for each student through analysing trends in lateness, explained and unexplained codes. The teachers then the Deputy Principal ensures students that have concerning trends are supported and parents and caregivers contacted. The truancy officer is engaged to assist with this support where necessary. Our attendance goal for 2021 is 90% attendance across the school.</p>																																

<p>School organisation and structures</p>	<p>Health and Safety policies and procedures are reviewed and reinforced regularly on a 1-3 year schedule. Emergency procedures such as fire, earthquake and reverse evacuation drills are practiced regularly with staff and children, information about these is communicated to parents.</p> <p>Personnel policies and procedures are reviewed regularly on a 1-3 year schedule, EEO surveys completed once a year, appointment procedures followed and staff appraisal and development procedures implemented.</p> <p>Property policies and procedures are reviewed regularly on a 1-3 year schedule. Maintenance schedules ensure our school grounds and facilities are maintained to a very high level. We are very proud of our learning environment which has been enhanced further through our building improvements and additions through the Master Planning and Detailed Planning process from 2014-2018. In 2020 we built a new junior block to replace a block lost in the 2018 arson and in 2021 our office and staffroom received an upgrade.</p>
<p>Review of Charter and consultatio</p>	<p>Our Charter was formally reviewed in 2017 through consultation with the community of our strategic goals and Values and Beliefs. In 2017 we consulted our community on aspects of our school curriculum and in 2019 we consulted on our Health Curriculum. Both of these areas will be reviewed again in 2021. Areas of consultation in 2021 will include hui with our Maori and Pasifika communities, a staff and student wellbeing survey, a community review for Health Curriculum, and a Music curriculum BOT achievement report.</p>

Strategic goals	Core strategies to achieve these goals 2019	Core strategies to achieve these goals 2020	Core strategies to achieve these goals 2021
<p>All children can gain personal success in Literacy and Numeracy, make personal progress each year and meet school and NZ Curriculum appropriate for each individual.</p>	<p>Improve outcomes and achievement levels in Numeracy and Literacy in supportive classrooms that set high expectations of 2 sub-levels progress each year. Progress measured across the school.</p> <p>School-wide assessment and reporting procedures consistent throughout the school with goal of moderating between Katote Community of Learning (COL) schools in line with NZ curriculum expectations. <i>PACT</i> Tool investigated as a COL.</p> <p>Ensure priority learners (well below NZC expectations, Maori and Pasifika, special needs) have access to support programmes and specialists such as Resource Teachers, BOT funded initiatives. <i>KNS Self Review - Maori / Pasifika focus in 2019: BIG QUESTION: Are we making enough of a difference regarding shifts in progress for our priority learners? How do we know what is working? Why and Why not?</i></p> <p>Utilize collaborative teaching and flexible learning spaces to provide children with agency, ubiquity and connectedness. Embed the 2016-2018 reviewed KNS curriculum to reflect this.</p>	<p>Improve outcomes and achievement levels in Numeracy and Literacy in supportive classrooms that set high expectations of 2 sub-levels progress each year. Progress measured across the school.</p> <p>Katote COL using PACT as a tool to moderate assessment information across the COL.</p> <p>Priority learners support programmes and initiatives analysed fully to highlight areas and programmes making the most difference. <i>KNS Self Review - Maori / Pasifika focus completed term 2, 2020: BIG QUESTION: Are we making enough of a difference regarding shifts in progress for our priority learners? How do we know what is working? Why and Why not?</i></p> <p>Flexible teaching spaces and collaborative teaching practices analysed and collective focus points clearly defined</p>	<p>Improve outcomes and achievement levels in Numeracy and Literacy in supportive classrooms that set high expectations of 2 sub-levels progress each year. Progress measured across the school</p> <p>Katote COL using assessment data to set progress and achievement goals across the COL</p> <p>Priority learning programmes across the Katote COL analysed fully and shared across the COL</p> <p>Collaborative teaching practices embedded with teachers confident to provide quality programmes</p>

	<p>Teachers using Teaching as Inquiry to put in place strategies to make learning happen, and evaluate the success of these interventions</p> <p>A full review of our KNS Science curriculum and achievement</p>	<p>Teaching as inquiry shared across staff to highlight strategies that have made shifts in achievement and progress</p> <p>Digital Technologies Curriculum implemented</p> <p>A full review of our KNS Social Science curriculum and achievement</p>	<p>Programmes and strategies that support learning and progress are embedded throughout the school and actively reviewed.</p> <p>A full review of our KNS Music curriculum and achievement</p>
<p>All children can gain personal success in all areas and encourage the uniqueness and strengths of each child both individually and collectively</p>	<p>Teacher's practice is responsive to students needs, and reflect the information gained about each individual student at the beginning of the year.</p> <p>Classroom programmes provide relevant and varied opportunities to learn in all curriculum areas</p> <p>Opportunities for the children to learn and shine in a variety of areas are provided and encouraged - service, leadership, sport, arts, cultural, ICT, coding, environmental.</p> <p>KNS Values and Beliefs are actively taught, encouraged and lived by all parties through the PB4L initiatives</p> <p>Children actively taught to set challenging learning goals and to increasingly self-monitor their progress towards those goals.</p>	<p>Teacher's practice is responsive to students needs, and reflect the information gained about each individual student at the beginning of the year.</p> <p>Classroom programmes provide relevant and varied opportunities to learn in all curriculum areas</p> <p>Opportunities for the children to learn and shine in a variety of areas are provided and encouraged - service, leadership, sport, arts, cultural, ICT, coding, environmental.</p> <p>KNS Values and Beliefs embedding continued through initiatives reviewed by PB4L team</p> <p>Year 5-8 children setting challenging learning goals and self-monitoring their progress towards those goals so they can articulate their progress and achievement</p>	<p>Teacher's practice is responsive to students needs, and reflect the information gained about each individual student at the beginning of the year.</p> <p>Classroom programmes provide relevant and varied opportunities to learn in all curriculum areas</p> <p>Opportunities for the children to learn and shine in a variety of areas are provided and encouraged - service, leadership, sport, arts, cultural, ICT, coding, environmental.</p> <p>KNS Values and Beliefs now embedded - a review of how effectively with the community</p> <p>Year 5-8 children working towards being self-directed learners, with curiosity and creativity actively encouraged</p>

	Teachers promoting and listening to student voice to evaluate the effectiveness of programmes	Teachers illustrating how student voice is impacting on how their teaching practice and classroom programmes	Teachers illustrating how student voice is impacting on how their teaching practice and classroom programmes
Provide high quality learning programmes for all children based on current proven research.	<p>School-wide professional learning in Katote COL, Literacy (Liz Kane MSL), PB4L year 2. <i>Literacy KNS internal review completed.</i></p> <p>Further review and embed investigations about collaborative teaching practices, flexible learning spaces, growth mindset and play-based learning through hub, team and whole staff professional learning</p> <p>Continue to develop the use of eportfolios/blogs into all classrooms to show the learning journey and report to parents. Year 0-4 using Seesaw as a tool for sharing learning with parents</p> <p>Continue to monitor and encourage high student attendance each year (90% goal)</p>	<p>Embed Liz Kane/MSL development throughout the school.</p> <p>Play based learning PLD to extend play based learning, maker spaces, creativity and passion projects</p> <p>Seesaw capturing student learning and passions with links to the curriculum and parent comments</p> <p>Students with less than 90% attendance from 2019 have a strategy plan made for the beginning of the year with whanau to improve attendance in 2020</p>	<p>Liz Kane/MSL programme clearly defined throughout the school from phonological awareness at Year 0-1 through to spelling with The Code in later years.</p> <p>Play based learning through to passion projects allowing creativity to occur throughout the school</p> <p>Seesaw capturing student learning and passions with links to the curriculum and parent comments</p> <p>Focus on 90% goal sees the number of children at less than 90% attendance decreasing each year.</p>

<p>Operate within annual financial budget</p>	<p>Use operating budget to ensure educational goals and staff development are supported. Rebuild the financial reserves to ensure stability, using these to support property maintenance schedules and special projects to assist learning across the school.</p>	<p>Operating budget to provide a surplus to rebuild financial reserves while still supporting core learning and curriculum opportunities</p>	<p>Operating budget to provide a surplus to rebuild financial reserves while still supporting core learning and curriculum opportunities</p>
<p>Complete roll growth property development programme</p>	<p>Following the major building programme funded by the MOE continue BOT projects to enhance landscaping and outdoor learning areas. Plan for replacement of block lost to 2018 arson by the end of 2019.</p>	<p>Landscaping and outdoor learning areas continue to be added to.</p> <p>Replacement Paneke block completed</p>	<p>MOE property investment money projects completed</p>
<p>Maintain and upgrade facilities around the school</p>	<p>Continue to maintain a high standard of maintenance both inside our buildings and outside in our grounds. Work with the PTA and funding agencies to maintain and enhance our playground areas.</p>	<p>Continue to maintain a high standard of maintenance both inside our buildings and outside in our grounds. Work with the PTA and funding agencies to maintain and enhance our playground areas.</p>	<p>Continue to maintain a high standard of maintenance both inside our buildings and outside in our grounds. Work with the PTA and funding agencies to maintain and enhance our playground areas.</p>

<p>Regularly review and minimise risks to staff and students</p>	<p>Act upon information gained from staff, students and the Safer Schools committee to ensure health and safety concerns are investigated and if necessary mitigated.</p> <p>Complete monthly health and safety checks and audits.</p>	<p>Act upon information gained from staff, students and the Safer Schools committee to ensure health and safety concerns are investigated and if necessary mitigated.</p> <p>Complete monthly health and safety checks and audits.</p>	<p>Act upon information gained from staff, students and the Safer Schools committee to ensure health and safety concerns are investigated and if necessary mitigated.</p> <p>Complete monthly health and safety checks and audits.</p>
<p>Appraisal and staff development procedures to utilize online portfolios</p> <p>Review and enhance staff induction procedures</p>	<p>All teaching staff have online portfolios to gather evidence towards development goals and teacher registration criteria. This includes teaching as inquiry priority learner plans and professional learning records. Beginning teachers PRT programme transitioning are also online portfolios.</p> <p>Induction procedures have been strengthened over the past few years, new staff who started at KNS during or after January 2018 will be surveyed at the end of term 1 to find out what was successful and what needs to be enhanced or developed.</p>	<p>All teaching staff have online portfolios to gather evidence towards development goals and teacher registration criteria. This includes teaching as inquiry priority learner plans and professional learning records. Beginning teachers PRT programme transitioning are also online portfolios.</p>	<p>All teaching staff have a document to gather evidence towards development goals and teacher registration criteria. Beginning teachers PRT programme transitioning are also online portfolios.</p> <p>Induction procedures have been strengthened over the past few years, new staff who started at KNS during or after January 2020 will be surveyed at the end of term 1 to find out what was successful and what needs to be enhanced or developed.</p>

<p>Enhance the Community feel of Kaiapoi North School through regular and programmed home-school activities that will allow parents the opportunity to see children in their normal learning environment as well as for special activities.</p>	<p>Whanau are actively involved and engaged in their children’s learning through face to face and on-line reporting</p> <p>Opportunities are provided for whanau to give feedback on the operation of the school</p> <p>Opportunities are provided to attend information sessions, visit classrooms, and watch and participate in school events</p> <p>Work with the MOE SAF to complete review and enhance the engagement of our Maori and Pasifika families</p> <p>Promote the use of online tools for parents and caregivers to find out about school activities, information and events - KNS App, website, Linc-Ed emails, Seesaw App. Actively work on a paperless environment while supporting those families who currently rely on this.</p>
--	--

KNS 2021 ANNUAL IMPROVEMENT PLAN - SUMMARY

Domain	Strategic Goal	Target	Short Report
Students' Learning	All children can gain personal success in Literacy and Numeracy, make personal progress each year and meet school, NZ Curriculum expectations appropriate for each individual.	<ul style="list-style-type: none"> • Across all year levels 87% of students that are at KNS from December 2020 to December 2021 will make expected curriculum progress in reading and writing. • targeting at least 30% accelerated progress in 2021 in reading and writing • Provide maths learning support for our Year 5 (Year 6 in 2021) learners currently below expectations (Bob Wright) term 2 and 3. • Actively monitor and support 12 children (Maori and Pasifika) that are identified as being below expectations and showing little or no progress in reading and writing in 2020 - focus students 	
Student Engagement	Provide high quality learning programmes for all children based on current proven research.	<ul style="list-style-type: none"> • Continue to develop and enhance structured literacy approach, adding aspects from the writing revolution PLD. 	

KNS 2021 Improvement Plan - Domain: Learning

Katote Kahui Ako Goal: Inspiring our curriculum practices through -
Curiosity & Innovation, Learner ownership - Ako, Strong relationships and pedagogical understanding, School readiness to learn and implement

KNS Strategic Goal: All children can gain personal success in Literacy and Numeracy, make personal progress each year and meet school, NZ Curriculum expectations appropriate for each individual.

Annual Targets:

- **Across all year levels 87% of students that are at KNS from December 2020 to December 2021 will make expected curriculum progress in reading and writing.**

Target:

- **targeting at least 30% accelerated progress in 2021 in reading and writing**
- **Actively monitor and support 12 children (Maori and Pasifika) that are identified as being below expectations and showing little or no progress in reading and writing in 2020 - focus students**

Baseline Data:

Reading Progress - 74% of children achieving at or above NZ Curriculum expectations (71% in 2019). 68% of Maori children achieving at or above NZ Curriculum expectations (64% in 2019). 66% of Pasifika People are achieving at or above NZ Curriculum expectations (72% in 2019).
- 86% students made progress when term 4 2019 data is compared with term 4 2020 data. 31% of students made 2 or more sub level progress.

Writing Progress - 68% of children achieving at or above NZ Curriculum expectations (67% in 2019). 67% of Maori children achieving at or above NZ Curriculum expectations (56% in 2019). 63% of Pasifika People are achieving at or above NZ Curriculum expectations (71% in 2019).

Mathematics Progress - 72% of children achieving at or above NZ Curriculum expectations (71% in 2019). 64% of Maori children achieving at or above NZ Curriculum expectations (61% in 2019). 57% of Pasifika People are achieving at or above NZ Curriculum expectations (71% in 2019).

--

Key Improvement Strategies:

When	What	Who	Indicators of progress
Throughout 2021	<p>By the end of Week 2, Term 1</p> <ul style="list-style-type: none"> - initial testing completed by week 2, Term 1 (including the code) - Daily explicit TEACHER instruction with follow ups / extra from teacher aide support if available. Classroom programmes planned and underway by week 3, term 1 - By week 3, Term 1 'code' groups and will be discussed at every team meeting - DP taking daily MSL sessions with identified priority children - Attendance to be monitored closely and communicated with DP's Steph / Felic - Whanau Engagement with home about how the learning can be supported - Senior Teachers to report back on student progress for targeted students at Senior Leadership Meetings - At the end of each term, Raupō to identify Year 0/1 at risk students to target - Regular / up to date testing to be completed on these students and recorded on Linc Ed where appropriate <p>Teachers to focus on taking priority learners first during group lessons so if time does not allow for full lesson these students have had their lessons each day. The expectation that instructional reading writing and maths lessons are taught at least 4 days a week in each learning space continues.</p>	All teachers	<ul style="list-style-type: none"> - Increased levels of attendance, engagement and achievement against curriculum expectations.

Throughout 2021	Comprehensive School-wide professional learning in Structured Literacy through Liz Kane Literacy and RTLit. Key lead teachers receiving writing revolution professional learning and then sharing and developing with staff. This will see all staff enhancing their practice with a phonological focus in reading, writing and spelling.		<ul style="list-style-type: none"> - Initial PLD at January TOD, then regular staff meetings, mentoring and coaching sessions for hubs and individual teachers. Initial assessments completed and progressively completed to determine next steps and progress.
Throughout 2021	<p>Younger Māori and Pasifika students will be paired with an older Maori student buddy to encourage and support their learning (Tuakana Teina).</p> <p>Continue staff PLD in working on strengthening our support of our Māori learners through greater knowledge of what has worked in other schools and contexts. Engagement in support and advice will be sought from the Katote Across School Lead Teacher in this area in 2021.</p> <p>Three further teachers will be funded to attend the 5 day MSL course in April 2021 (Felicity Fahey and Mel Poynter trained in 2019)</p>	<p>All teachers</p> <p>Claire Osgood & Maori team</p> <p>AST teacher Katote</p>	<ul style="list-style-type: none"> - a review of the younger students achievement and connectedness will show improvements across the year - Katote Kahui Ako focus on Maori learners. SAF work completed in 2020
Throughout 2021	<p>Using our HERO SMS attendance will be monitored and a minimum of 90% attendance expected</p> <ul style="list-style-type: none"> - teachers monitoring and contacting parents to offer support with attendance, followed up by DP then truancy service if required. 	<p>All teachers</p> <p>Office Staff</p> <p>Senior leaders</p>	<ul style="list-style-type: none"> - Attendance across the school is at or above 90%
Throughout 2021	Our learning support programme will continue to offer children with programmes in our Learning Support Coordinator report, along with any other programmes that are recommended throughout the year. Additional support from RTLit and RTLit will be sought if within school programmes need further strategies.	<p>Learning Support coordinator</p> <p>Teachers</p> <p>Teacher Aides</p> <p>RTLit, RTLit</p>	<ul style="list-style-type: none"> - A full review of learning support programmes will be completed to understand which areas are making the most difference.
Monitoring (How are we going?):			

Annual Plan 2021 - key Improvement Strategies to Achieve Strategic Vision			
Property	Short report	Finance	Short report
<ul style="list-style-type: none"> • Redevelopment of our outdoor learning spaces, creating a stimulating and inviting outdoor environment that provides areas for shade (PTA fair profit) • Completion of SIP funding enhancement projects 		<p>Operate within annual budget, ensuring the MOE are fully informed about increasing roll trends in a timely fashion to receive additional staffing and operational grants in relation to these increases</p> <p>Ensure a plan for increasing working capital is in place to rebuild this after high spending on the new playground in 2018/19</p>	
Personnel	Short report	Community engagement	Short report
<ul style="list-style-type: none"> • Ensure appraisal and staff development procedures for teaching staff in line with the updated Standards for the Teaching Profession • Reflect on updated staff induction procedures by getting feedback from all new staff from January 2020 onwards in a survey at the end of term 1. 		<ul style="list-style-type: none"> • Opportunities are provided to attend information sessions, visit classrooms, and watch and participate in school events • Enhance the engagement of our Maori and Pasifika families through feedback from our whanau group and assistance by the Katote AST • Promote the use of online tools for parents and caregivers to find out about school activities, information and events - APP, website, SMS, Seesaw • Provide opportunities for community feedback on key aspects of our school 	

Kaiapoi North School Review Schedule

Ongoing Review - Strategic Plan/Charter

Each term the principal will provide the BOT with information to show progress towards each of our Annual goals and targets

IN ADDITION:

- 2019-2021 KNS Strategic Plan/Charter sent to MOE by 1st March, 2021
- 2020 Variance report written and sent to Auditors by 1st March, 2021
- 2021 Annual Report presented to BOT, Community and MOE 17th May, 2021
- Report on 2021 Student Achievement Targets to BOT December, 2021
- Annual Targets for 2022 presented to BOT and community February, 2022

Health and Safety

- Camp meetings and newsletters As required, parent help meetings at least 2 weeks before event
- Hazard reports to BOT Each month to Safer Schools committee
- [PB4L self review](#) term 1, 2021
- Staff and student wellbeing survey term 1, 2021
- Health Curriculum term 3, 2021

Maori Community

- Meet the teacher, Student Achievement Conferences Term 1-4
- Reports on Student Achievement to BOT Term 2 and 4
- Whanau group Meetings each term
- Community Cultural Celebration evening Term 4

Student Achievement

- Student Achievement Conferences Term 2 and 4
- Variance reports to Annual Student Achievement Targets to BOT Interim report end of term 2, final report in December
- SENCO Special Needs report to BOT July, November, 2021
- Music curriculum and achievement review Term 2

Annual Report and Charter

- Annual Accounts and Reports approved by BOT end of March, 2021
- Annual Accounts and Reports lodged with MOE middle of May, 2021
- Charter community consultation - to include NELP for 2022-2024 Term 3, 2021