

Kelvin Road School



2019 Charter

Section 1: School Description

Section 2: 2019 -2021 Strategic

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SECTION 1: KELVIN ROAD SCHOOL DESCRIPTION

Established in 1968, Kelvin Road School is a Decile 1 School nestled in Papakura, Auckland. Our community is generally stable, with second and third generation students attending the school.

The ethnic diversity of the school is as follows; 65.4% Maori, Tongan 8.9%, Samoan 10.6%, Cook Islands 7.1%, European 2.2%, Fijian 0.4% and all other groups 5.2%.

In 1994, in collaboration with Kiwitoa Kohanga Reo; Kelvin Road School opened Te Whatitoka Rimu o te Whanau Kahurangi- our Maori medium classrooms. The English translation of the name means entering the educational pathway journey with our whanau supporting our tamariki. Our Year 0 to 6 classes are Level 1 Maori Immersion and our Year 7 and 8 class is Level 2 Maori Immersion, Te Whatitoka Policy was revised in 2016.

The school is working towards developing the capabilities of teachers to develop culturally responsive practices. We are strengthening our ability to seamlessly integrate Te Reo Maori me ona tikanga within English medium classrooms.



OUR VISION

Kia Toa Kia Manawanui-
Be the best you can be



OUR VALUES

Kind, Responsible, Safe



The KRS Way
Positive Behaviour
for Learning (PB4L)

Kelvin Road School 's logo features a rimu tree that is located on our school grounds, it is dated at over 100 years old. Reference to this rimu tree is also included in Te Whatitoka Rimu o te Whanau Kahurangi to represent the relationship between the English and Maori medium tamariki and local iwi.

In 2014 Kelvin Road became a PB4L School. Following community consultation we introduced our three values "Kind, Responsible, Safe." These underpin our school wide behaviour expectations, which are promoted, taught and celebrated regularly.

The school is well supported by a range of external agencies including a Social Worker in School, Mana Nurse, Kids Can program, Fruit in school, Rosehill School's outreach program, RTLB's and other specialist support services.

Kelvin Road School share our grounds with the Papakura Family Service Centre. They provide pastoral care and community support for many of our whanau and operate an Early Childhood Centre. Many of children from surrounding ECE transition to KRS when they turn five.

SECTION 2: STRATEGIC PLANNING 2019-2021

STRATEGIC GOAL	2019 ACTIONS	2020 ACTIONS	2021 ACTIONS
<p>1. Curriculum Goal We will design, implement and evaluate the impact of our local curriculum initiatives on student learning and wellbeing</p> <p>Curriculum Framework; Hauora Culture Connectedness Future Focussed</p>	<p>1.19 Use Graduate and Teacher Profile to inform and implement KRS Curriculum</p> <p>1.29 Embed PB4L and explore a KRS learning model</p> <p>1.39 Develop Mathematical Inquiry Communities, accelerated teaching and learning practices, Quick 60 and Early Words</p> <p>1.49 Create images and tools that align to KRS curriculum</p> <p>1.59 Create a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>	<p>1.10 Review of KRS Curriculum Graduate and Teacher profile</p> <p>1.20 Review PB4L and design a KRS learning model</p> <p>1.30 Implement Inquiry Learning Programmes ALiM, ALL, Quick 60 and Early Words</p> <p>1.40 Implement images and tools of KRS curriculum</p> <p>1.50 Implement a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>	<p>1.11 Implement KRS Curriculum Graduate and Teacher profile</p> <p>1.21 Implement PB4L and design a KRS learning model</p> <p>1.31 Embed Inquiry Learning Programmes, ALiM, ALL Quick 60 and Early Words</p> <p>1.41 Review images and tools of KRS Curriculum</p> <p>1.52 Embed a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>
<p>2. Pedagogical Goal We will accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy.</p>	<p>2.19 Implement Inquiry and accelerated learning practices</p> <p>2.29 Build and share successful teaching practice for target learners</p> <p>2.39 Student progress will be sustained/accelerated with ongoing teacher reflective inquiry practice</p> <p>2.49 Develop multi-level leadership</p>	<p>2.10 Apply Inquiry and accelerated teacher practice across the school</p> <p>2.20 Build collaborative practices of target learners within and across PLGs and teaching teams</p> <p>2.30 Literacy practices will be embedded across the school</p> <p>2.40 Develop multi-level leadership</p>	<p>2.11 Embed Inquiry and accelerated teacher practice across the school</p> <p>2.21 Review collaborative practices of target learners within and across PLGs and teaching teams</p> <p>2.31 Review literacy practices across the school</p> <p>2.41 Develop multi-level leadership</p>

SECTION 2: STRATEGIC PLANNING

STRATEGIC GOAL	2019 ACTIONS	2020 ACTIONS	2021 ACTIONS
<p>3. Culturally Responsive Goal</p> <p>We will support teachers and learners with the integration of Te Reo Maori and me ona tikanga across the school to ensure our students are confident in their language, identity and culture as citizens of Aotearoa.</p>	<p>3.19 Strategic staffing to support kaupapa across the English medium classes</p> <p>3.29 Maintain and review culturally responsive norms among staff e.g. hui protocol, powhiri, kapa haka and pepeha knowledge</p> <p>3.39 Maintain and build on relationships with mana whenua</p> <p>3.49 Ensure Maori culture and reo is featured prominently throughout our school in curriculum documentation</p> <p>3.59 Celebrate cultural diversity see Graduate Profile</p> <p>3.69 Continue with upgrade of classes Rooms 7-12</p>	<p>3.10 Explore possible leadership roles to support both teachers and learners with tikanga and reo</p> <p>3.20 Embed Culturally responsive mind set and practices by all staff, whole school powhiri led by staff, embedding pepeha knowledge</p> <p>3.30 Reciprocated and active participation with/by local marae</p> <p>3.40 Ensure Maori culture and reo is featured prominently throughout our school orally inside/outside the class</p> <p>3.50 Celebrate cultural diversity (see Graduate Profile)</p> <p>3.60 Continue with upgrade of classes Room 16-19</p>	<p>3.11 Implement leadership/mentorship roles</p> <p>3.21 Review culturally responsive practices</p> <p>3.31 Embed relationship with local marae</p> <p>3.41 Embed the tikanga and te reo Maori throughout the physical environment of the school</p> <p>3.51 Celebrate cultural diversity (see Graduate Profile)</p>
<p>4. Educational Pathway Goal</p> <p>We will develop effective relationships with our whanau and community to support students along their educational pathway.</p>	<p>4.19 Review interaction with whanau formally and informally and record the evidence of the impact</p> <p>4.29 Develop student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.39 Establish and continue to analyse strategies to address absenteeism and lateness</p> <p>4.49 Establish new and strengthen existing relationships and procedures that impact on critical transitions</p> <p>4.59 Review and maintain Teacher Performance/Appraisal/ Job Descriptions with Ideal Teacher Profile/ Teacher Employment/ BT/TT</p>	<p>4.10 Establish new and strengthen existing formats on how best to engage whanau</p> <p>4.20 Refine student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.30 Embed successful strategies to address absenteeism and lateness</p> <p>4.40 Embed and maintain relationships and procedures that impact on critical transitions</p> <p>4.50 Embed practices of Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment/BT/TT</p>	<p>4.11 Embed new and strengthen existing formats on how best to engage whanau</p> <p>4.29 Embed student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.31 Review successful strategies to address absenteeism and lateness</p> <p>4.41 Continue and strengthen relationships and procedures that impact on critical transitions</p> <p>4.51 Refine practices of Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment/BT/TT</p>

SECTION 2: STRATEGIC PLANNING 2019-2021

STRATEGIC GOAL	2019 ACTIONS	2020 ACTIONS	2021 ACTIONS
<p>5. Digital Learning Goal</p> <p>We will develop opportunities for students to utilise digital technology authentically, safely and responsibly across the curriculum</p>	<p>5.19 Support all staff to implement new Digital Citizenship policy, procedures and supporting documents across the school</p> <p>5.29 Plan how digital technologies content will be integrated into our school curriculum</p> <p>5.39 Review and strategically resource digital devices across the school</p>	<p>5.10 Provide support to embed Digital Citizenship policy, procedures and supporting documents across the school</p> <p>5.20 Implement into our school curriculum, as per Ministry expectation the Digital Technologies content</p> <p>5.30 Review and strategically resource digital devices across the school</p>	<p>5.11 Ensure school wide embedding of digital citizenship</p> <p>5.21 Review school curriculum with ministry expectations of Digital Technologies Curriculum</p> <p>5.31 Review and strategically resource digital devices across the school</p>

SECTION 3: ANNUAL PLAN 2019

GOALS	WHAT AND WHY	HOW, WHO Leads WHEN and COST	Met Not Met	AoV-OUTCOMES
<p>NAG 1 Curriculum</p>	<p>1.19 Use Graduate and Ideal Teacher Profile to inform and implement KRS Curriculum 1.29 Embed PB4L and explore a KRS learning model 1.39 Develop Mathematical Inquiry Communities, accelerated teaching and learning practices, Quick 60 and Early Words and Writing PD with Sally 1.49 Create images and tools that align to KRS curriculum 1.59 Create a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes 4.29 Review of students led conferences with teachers, learners and parents 5.29 Plan how digital technologies content will be integrated into our school curriculum</p>	<p>1.19 The Ideal Teacher Profile, Charter, Strategic Goals, Curriculum Framework, Ideal Class Environment, Code of Conduct and Dress Code have all informed the Ideal Teacher Job Description and Ideal Teacher Performance, SLT and Team Leaders Lead, as per start of year and milestones. No cost. 1.29 With PB4L Leader and SLT induct new staff and support with lesson plans all staff. KRS Learning Model will be designed by SLT with Selena Hinchco. Start T1. MOE funded. No cost. 1.39 DMIC Facilitator, Lead Teacher and SLT support. Start T1 to T4. MOE funded, no cost. Writing PD from T1 onwards. Cost \$10,000 1.49 SLT with Selena Hinchco to develop tools. MOE funded. No cost. 1.59 Tailor Evaluation Framework from ERO on initiatives. No cost. 4.29 Needs assessed as stocks are built up in areas of need and teacher expertise.</p>		
<p>NAG 2 Self-Review</p>	<p>4.19 Review interaction with whanau formally and informally and record the evidence of the impact 4.29 Develop student agency through student inquiry 'model'. Student led conferences with whanau. 4.39 Establish and start to implement a plan of strategies to address absenteeism and lateness 4.59 Review and maintain Teacher Performance/Appraisal/ Job Descriptions/ Teacher Employment/ BT/TT.</p>	<p>4.19 Teacher evaluation and inquiry into benefits and impact on student learning with building relationships with whanau. 4.29 Develop student model with Selena Hinchco to have designed to trial for Term 1-2 4.39 Establish clear and transparent processes for monitoring. Include reports to the board. Work closely with Solomon Group and new SWIS worker. No cost. 4.59 Review and refine that what we have developed works well. Do we have a clear, transparent and robust processes and systems to support accountability, ensure a robust programme for BT and TT. Cost \$250 per teacher.</p>		

SECTION 3: ANNUAL PLAN 2019

GOAL	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met	AoV-OUTCOMES
NAG 2A Reporting	<p>2.19 Implement Inquiry and accelerated learning practice.</p> <p>2.29 Build and share successful teaching practice of Target Learners</p> <p>2.39 Student progress will be monitored, sustained and accelerated with ongoing reflective and evaluative practice.</p> <p>2.49 Develop multi-level leadership to improve teacher effectiveness</p>	<p>2.19 Whole school inquiry practices will be developed through DMIC. Accelerated learning will be shared through PLC and reflective practice through Writing PD. Costs covered in budget.</p> <p>2.29 Teachers share practices with supporting evidence through student work, research, inquiry into teacher practice and collaborative work in and across teaching teams. No costs.</p> <p>2.39 (As above)</p> <p>2.49 Evidence of student outcomes are collated and measured against set goals. Multiple levels of leadership corroborate to monitor, moderate and accelerate progress. Management Units.</p>		
NAG 3 Personnel	<p>3.19 Strategic staffing to support kaupapa across the English medium classes</p> <p>3.29 Maintain and review culturally responsive norms among staff e.g. meeting and assembly protocols, powhiri and kapa haka</p> <p>3.39 Maintain relationship with mana whenua</p> <p>3.49 Ensure Maori culture and reo is featured prominently throughout our school in curriculum documentation</p>	<p>3.19 Where that is not possible to have fluent te reo staff, employ staff with the willingness to learn He Papa Tikanga basic Maori Language Course. Cost is free</p> <p>3.29 All staff have to be committed to fully participate in culturally responsive norms.</p> <p>3.39 Continue to build relationships especially to find out more about the land and history of the area. Curriculum design will rely on the support of local resources.</p> <p>3.49 Te Reo Programme, Pepeha Programme, Teacher's Pepeha at their doors and throughout various documentation. Teachers may want to learn to play guitar in class. School to continue to build relationships between the iwi and school.</p>		

SECTION 3: ANNUAL PLAN 2019

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met	AoV-OUTCOMES
NAG 4 Property	<p>3.49 Ensure Tikanga Maori is featured throughout the classes and wider school environment.</p> <p>3.59 Continue with upgrade of classes Rooms 7-12 Reception area, Whakairo Rumaki</p>	<p>3.49 Tikanga Maori is reflected in the cleanliness of the school. The gardens have native plants, there are rongoa gardens to support aliments. A colourful and engaging playground keeps our children active and involved during play and lunch times. Costs \$15,000</p> <p>3.59 The Reception office now celebrates with a Te Korowai gifted/loaned by local whanau on display. Pasifika is celebrated with a siapo cloth \$22,000. The Whakairo outside Room 3 \$45.000 celebrates the learning of our tamariki at Kelvin Road School.</p>		
NAG 4 Finance	<p>3.49 Ensure Maori culture and reo is featured prominently throughout our school in curriculum documentation</p> <p>Continue with upgrade of classes Rooms 7-12, Whakairo Rumaki</p> <p>5.39 Review and strategically resource digital devices across the school</p>	<p>3.49 , 3.59 (as above)</p> <p>Cost of Whakairo Rumaki \$50,000 board budget from surplus funds.</p> <p>Upgrade of Rooms 7-12 via 5YA plan.</p> <p>Installation of air conditioning units throughout school \$160,000 board funded.</p> <p>School beautification programme \$160,000 including playground maintenance, capital expenditure and operational costs such as plants including decking.</p>		
NAG 5 Health and Safety	<p>5.19 Support all staff to implement new Digital Citizenship policy, procedures and supporting documents across the school</p>	<p>5.19 Share Digital Citizenship Policy at the start of the year.</p> <p>Teachers and staff can also fill out the new Hazard Identification Document which lists priority and risk in school and alerts the caretaker or outside contractors to attend to needs.</p>		

SECTION 3: ANNUAL PLAN 2019

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met	AoV-OUTCOMES
NAG 6 Community	<p>3.39 Maintain relationship with mana whenua</p> <p>4.19 Review interaction with whanau formally and informally and record the evidence of the impact</p> <p>4.29 Review of students led conferences with teachers, learners and parents</p> <p>4.49 Establish and continue to strengthen existing relationships and procedures that impact on critical transitions</p>	<p>3.39 Maintain relationship by attending to aspirational goals set out from 2017 Iwi Consultation of students knowing their whenua, whakapapa and history of local events and tupuna. Initiations will come from across the school to support this kaupapa. No cost unless there is a budget for bus tour of the area.</p> <p>4.19 Teacher to take responsibility for be contacting parents when there are times of celebration and concern especially regarding behaviour, absenteeism and lateness. Systems are set in place to deal with these administratively and from outside agencies. No cost.</p> <p>4.29 Review and refine systems and processes to support student, parents and teachers.</p> <p>4.49 This has considerable impact on the culture of the school and developments in good transitioning practices will continue to be refined. No cost.</p>		
NAG 7 Legislation	<p>4.59 Review and maintain Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment/BT/TT</p>	<p>4.59 Senior management will develop an 'Ideal Teacher Job Description and Teacher Performance' document to clarify school strategies and goals via the Charter, teacher accountability through systems to know the learner needs and address them and a robust appraisal system.</p> <p>Employment systems have been strengthened with an NZSTA Application form.</p> <p>Clear systems for managing and reporting to the board teacher registrations.</p> <p>Robust PTC programme for Beginning Teachers and Tutor Teachers. Cost PTC programme.</p>		

SECTION 3: READING DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL TARGETS

Reading /Panui Target	Accelerate progress of (EM) students and (MM) to be 'at' Reading Progressions/ Panui		
Targets: 5-10 x 16 = of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%	<i>To target 5-10 students per class from 'below' to be 'at' expected Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Nga Whanaketanga (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.</i>		
Baseline data:	EM - In 2018 81 or 20.9% 'below', 90 or 23.3% well below, (44.2%) below alternatively 31% 'at' and 24.8% 'above' MM - In 2018 data collected in relation to levels of Nga Whanaketanga		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1-5	<ul style="list-style-type: none"> Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 1-5	<ul style="list-style-type: none"> Robust analysis of data to provide next learning steps for akonga Teachers have high expectations and develop risk-taking for all learners Build a culture of professional collaborative teaching relationships Consistent, reflective and effective teacher practice through PLG Build teacher understanding of Reading Progressions/ Panui At all Strategic Goals measure student outcomes against Inquiry and Evaluation - as indicated by ERO 2018. 	Nil	On going
Targeted professional development for teachers to use acceleration strategies. SG 2	<ul style="list-style-type: none"> Implement effective teaching as inquiry practices through DMIC Incorporate culturally responsive teaching approaches within curriculum. Improved teaching pedagogy through application of accelerated teaching methods, PLC, syndicate and moderation of data meetings. 	Relieving Teachers	On going
Ensure KRS selection process for target students. Build home/school engagement SG4	<ul style="list-style-type: none"> Teachers will adhere to criteria for selecting target students based on robust data Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5	<ul style="list-style-type: none"> Increased student engagement and improved teacher capability of leading effective digital learning Develop student agency. 	Nil	On going
Increase TA capacity. SG 1	<ul style="list-style-type: none"> Quick 60, Early Words, Jolly Phonics / Switched on to Spelling/ Maori programme will need to be tailored 	\$1700	On going

SECTION 3: WRITING DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL TARGETS

Writing/ Tuhituhi Target	Accelerate progress of (EM) students and (MM) to be 'at' Writing Progressions/ Tuhituhi		
Targets: 5-10 x 16 = of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%	<i>To target 5-10 students per class from 'below' to 'at' expectation of Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Nga Whanaketanga (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.</i>		
Baseline data:	In 2018 145 37.5% , 'below', 107, 27.6% well-below (65.1%) alternatively 31% 'at' and 5.9% 'above' curriculum level In 2018 data collected in relation to levels of Nga Whanaketanga		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1 and 3	<ul style="list-style-type: none"> • <i>Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment</i> • <i>School wide support of PB4L creating positive learning environment</i> 	Nil	On going
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2	<ul style="list-style-type: none"> • <i>Robust analysis of data to provide next learning steps for akonga</i> • <i>Teachers have high expectations and develop risk-taking for all learners</i> • <i>Build a culture of professional collaborative teaching relationships</i> • <i>Consistent, reflective and effective teacher practice through PLG</i> • <i>Build teacher understanding of Writing Progressions/ Tuhituhi</i> • At all Strategic Goals measure student outcomes against Inquiry and Evaluation - as indicated by ERO 2018. 	Nil	On going
Targeted professional development for teachers to use acceleration strategies in writing. SG 2	<ul style="list-style-type: none"> • <i>Implement professional Writing practice with Writing facilitator – Sally Muir. Improved teaching pedagogy, mentoring, implementing accelerated teacher practice, PLC.</i> • <i>Incorporate culturally responsive teaching approaches within revised curriculum</i> 	\$8000 and relieving costs	On going
Ensure KRS selection process for target students. Build home/school engagement. SG 4	<ul style="list-style-type: none"> • <i>Teachers will adhere to criteria for selecting target students based on robust data</i> • <i>Teachers will establish strong home school partnerships with whanau (to support acceleration)</i> 	Nil	On going
Increase access to digital technology and skills. SG 5 Learner agency. SG 1	<ul style="list-style-type: none"> • <i>Increased student engagement and improved teacher capability of leading effective digital learning.</i> • <i>Student agency through e-asttle and Literacy Writing/ Tuhituhi</i> 	Nil	On going

SECTION 3: MATHEMATICS DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL

Maths / Pangarau target	Accelerate progress of (EM) students and (MM) to be 'at' Maths Progressions/ Pangarau		
Targets: 5-10 x 16 = of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%	<i>To target 5-10 students per class from 'below' to 'at' Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Nga Whanaketanga (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.</i>		
Baseline data:	In 2018 167 43.2%, 'below', 59, 15.2% well-below (58.4%) alternatively 30.7% 'at' 10.9% 'above' curriculum level In 2018 data collected in relation to levels of Nga Whanaketanga		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1 , 3	<ul style="list-style-type: none"> • <i>Reflect the interest and aspirations of akonga in Maths/ Pangarau and the wider curriculum in an effective culturally responsive environment</i> • <i>School wide support of PB4L creating positive learning environment</i> 	Nil	On going
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2	<ul style="list-style-type: none"> • <i>Robust analysis of data to provide next learning steps for akonga</i> • <i>Teachers have high expectations and develop risk-taking for all learners</i> • <i>Build a culture of professional collaborative teaching relationships</i> • <i>Consistent, reflective and effective teacher practice through PLG</i> • <i>Build teacher understanding of Mathematics / Pangarau Progressions</i> • <i>At all Strategic Goals measure student outcomes against Inquiry and Evaluation - as indicated by ERO 2018.</i> 	Nil	On going
Targeted professional development for teachers to use acceleration strategies in writing. SG 2	<ul style="list-style-type: none"> • <i>Whole school Developing Inquiry in Mathematical Communities (DMIC)</i> • <i>Implement acceleration teaching skills</i> • <i>Incorporate culturally responsive teaching approaches within revised curriculum</i> 	Ministry funded 349 hours	On going
Ensure KRS selection process for target students. Build home/school engagement. SG 4	<ul style="list-style-type: none"> • <i>Teachers will adhere to criteria for selecting target students based on robust data</i> • <i>Teachers will establish strong home school partnerships with whanau (to support acceleration)</i> 	Nil	On going
Increase access to digital technology and skills. SG 5 Learner agency. SG 1	<ul style="list-style-type: none"> • <i>Increased student engagement and improved teacher capability of leading effective digital learning.</i> • <i>Mathematics digital learning programmes</i> • <i>Student agency through Mathematics/ Pangarau Progressions</i> 	Nil	On going