

Kelvin Road School



2020 Charter

Section 1: School Description

Section 2: 2020-2022 Strategic

Section 3: 2020 Annual Plan and Targets

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 school's vision of 'Kia Toa, Kia Manawanui - Be the best you can be' is an aspirational goal for students/ākongā, teachers and staff to be their best self.

The ethnic diversity of the school is as follows; 67.5% Maori, Tongan 7.8%, Samoan 8%, Cook Islands 7%, European 4.7%, Fijian 0.6%, Asian 3.6% and all other groups 0.8%.

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 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.



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)

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.

Teachers are developing their capabilities in pedagogical understanding and culturally responsive practices. We are strengthening our ability to integrate Te Reo Maori me ona tikanga within English medium classrooms.

The school is well supported by a range of external agencies including a Social Worker in School, Mana Nurse, Kids Can program, Fruit in schools, Duffy Books in Homes, Rosehill School's outreach program, RTLB 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 Kelvin Road School when they turn five.

Kelvin Road School is a member of Kāhui Ako ki Papakura and has access to Learner Support Coordinators who work to achieve Vision Statements set out by the Kāhui Ako..

SECTION 2: STRATEGIC PLANNING 2020-2022

STRATEGIC GOAL	2020 ACTIONS	2021 ACTIONS	2022 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>1.10 Embed the KRS Curriculum Graduate and Teacher profile</p> <p>1.20 Review PB4L and design a KRS learning model</p> <p>1.30 Embed Inquiry Learning Programmes (Writing, Mathematics - DMIC) Quick 60 and Early Words</p> <p>1.40 Implement images and tools of KRS curriculum</p> <p>1.50 Continue to implement a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>	<p>1.11 Review KRS Curriculum Graduate and Teacher profile</p> <p>1.21 Implement PB4L tier 1 KRS learning model</p> <p>1.31 Review Inquiry Learning Programmes, (Writing and Mathematics) Quick 60 and Early Words</p> <p>1.41 Review images and tools of KRS Curriculum</p> <p>1.51 Embed a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>	<p>1.12 Refine KRS Curriculum Graduate and Teacher profile</p> <p>1.22 Refine PB4L tier 1 KRS learning model and design PB4L tier 2</p> <p>1.32 Refine Inquiry Learning Programmes, (Writing and Mathematics) Quick 60 and Early Words</p> <p>1.42 Refine images and tools of KRS Curriculum</p> <p>1.52 Refine 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>2.10 Apply continuity of inquiry and accelerated teacher practice across the school</p> <p>2.20 Build collaborative practices of target learners within and across PLCs 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 Continue to develop continuity of Inquiry and accelerated teacher practice across the school</p> <p>2.21 Review collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.31 Review literacy practices across the school</p> <p>2.41 Develop multi-level leadership</p>	<p>2.12 Build a sustainable and refined Inquiry and accelerated teacher practice across the school</p> <p>2.22 Refine and imbed collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.32 Refine and implement literacy practices across the school</p> <p>2.42 Develop multi-level leadership</p>

SECTION 2: STRATEGIC PLANNING

STRATEGIC GOAL	2020 ACTIONS	2021 ACTIONS	2022 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>3.10 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 Build and maintain relationships with mana whenua. Reciprocated and active participation with/by local marae</p> <p>3.40 Ensure Maori culture and reo is featured prominently throughout our school orally/ art /planting inside/outside the classes</p> <p>3.50 Celebrate cultural diversity (see Graduate Profile)</p> <p>3.60 Continue with upgrade of classes</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>3.12 Refine and implement leadership/mentorship roles</p> <p>3.22 Refine and embed culturally responsive practices</p> <p>3.32 Continue to build on relationship with local marae and mana whenua</p> <p>3.42 Embed the tikanga and te reo Maori throughout the physical environment of the school</p> <p>3.52 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>4.10 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>4.21 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>	<p>4.12 Refine formats on how best to engage whanau ask for feedback</p> <p>4.22 Refine student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.32 Refine successful strategies to address absenteeism and lateness</p> <p>4.42 Continue and strengthen relationships and procedures that impact on critical transitions - LSCs in Kahui Ako.</p> <p>4.52 Refine practices of Personnel Audit (NZSTA) T</p>

SECTION 2: STRATEGIC PLANNING 2020-2022

STRATEGIC GOAL	2020 ACTIONS	2021 ACTIONS	2022 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>5.10 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 and implement Digital Curriculum</p> <p>5.31 Review and strategically resource digital devices across the school</p>	<p>5.12 Refine school wide implementation of digital citizenship</p> <p>5.22 Refine school curriculum with alignment to Ministry expectations of Digital Technologies Curriculum</p> <p>5.32 Refine and strategically resource digital devices across the school</p>

SECTION 3: ANNUAL PLAN 2020

GOALS	WHAT AND WHY	HOW, WHO Leads WHEN and COST	Met Not Met Dev	AoV-OUTCOMES
<p>NAG 1 Curriculum</p>	<p>1.10 Embed the KRS Curriculum Graduate and Teacher profile</p> <p>1.20 Review PB4L and design a KRS learning model</p> <p>1.30 Embed Inquiry Learning Programmes, (Writing, Mathematics - DMIC) Quick 60 and Early Words</p> <p>1.40 Implement images and tools of KRS curriculum</p> <p>1.50 Continue to implement a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>	<p>1.10 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.</p> <p>1.20 With PB4L Leader and SLT induct new staff and support with lesson plans all staff.</p> <p>1.30 DMIC Facilitator, Lead Teacher and SLT support. Start T1 to T4. MOE funded, no cost. Writing PD depends on acceptance of MoE for funding</p> <p>1.40 Design team and resources \$20,000</p> <p>1.50 Tailor Evaluation Framework from ERO on initiatives. No cost.</p>		
<p>NAG 2 Self-Review</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>4.10 Teacher evaluation and inquiry into benefits and impact on student learning with building relationships with whanau.</p> <p>4.20 Develop student model to trial for Term 1-2</p> <p>4.30 Establish clear and transparent processes for monitoring. Include reports to the board. Work closely with Solomon Group and new SWIS worker. No cost.</p> <p>4.40 Continue to strengthen relationships through school and Kahui Ako work</p> <p>4.50 Review and refine that what we have developed works well. 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 2020

GOAL	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met Dev	AoV-OUTCOMES
NAG 2A Reporting	<p>2.10 Ensure continuity of inquiry and accelerated teacher practice across the school</p> <p>2.20 Build collaborative practices of target learners within and across PLCs 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>2.10 Whole school inquiry practices will be developed through Writing PD and DMIC PD. Accelerated learning will be shared through PLC and reflective practice through Writing PD. Costs covered in budget.</p> <p>2.20 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>2.30 (As above)</p> <p>2.40 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>2.10 Ensure continuity of inquiry and accelerated teacher practice across the school</p> <p>2.20 Build collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.30 Literacy practices will be embedded across the school</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>2.10 Whole school inquiry practices will be developed through Writing PD and DMIC PD. Accelerated learning will be shared through PLC and reflective practice through Writing PD. Costs covered in budget.</p> <p>2.20 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>2.30 (As above)</p> <p>3.10 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>3.20 All staff have to be committed to fully participate in culturally responsive norms. relationships between the iwi and school.</p>		

SECTION 3: ANNUAL PLAN 2020

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met Dev	AoV-OUTCOMES
NAG 4 Property	<p>3.40 Ensure Maori culture and reo is featured prominently throughout our school orally/ art /planting inside/outside the classes</p> <p>3.50 Celebrate cultural diversity (see Graduate Profile)</p> <p>3.60 Continue with upgrade of classes Room 16-19 (if not finished in 2019)</p>	<p>3.40 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 \$20,000</p> <p>3.50 Continue with upgrade of classes Rooms 16-19, Whakairo Rumaki Waharoa of Te Whatitoka Rimu o te Whanau Kahurangi \$50,000</p>		
NAG 4 Finance	<p>3.40 Ensure Maori culture and reo is featured prominently throughout our school orally/ art /planting inside/outside the classes</p> <p>5.30 Review and strategically resource digital devices across the school</p>	<p>3.40 , 3.50 (as above) Upgrade of Rooms 6-19 via 5YA plan Cost of Whakairo Rumaki \$50,000 board budget from surplus funds.</p> <p>5.30 Review needs and strategically resource from budget \$30,000</p>		
NAG 5 Health and Safety	<p>5.10 Provide support to embed Digital Citizenship policy, procedures and supporting documents across the school Health and Safety and Hazard Identification Documentation</p> <p>5.20 Implement into our school curriculum, as per Ministry expectation the Digital Technologies content</p>	<p>5.10 Share Digital Citizenship Policy at the start of the year. 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> <p>5.20 Implement curriculum utilising IT budget where needed</p>		

SECTION 3: ANNUAL PLAN 2020

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met Dev	AoV-OUTCOMES
<p>NAG 6 Community</p>	<p>3.30 Build and maintain relationships with mana whenua. Reciprocated and active participation with/by local marae</p> <p>3.40 Ensure Maori culture and reo is featured prominently throughout our school orally/ art /planting inside/outside the classes</p> <p>3.50 Celebrate cultural diversity (see Graduate Profile)</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>3.30 Build and 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>3.40 and 3.50 Whole school commitment</p> <p>4.10 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>4.20 Review and refine systems and processes to support student, parents and teachers.</p> <p>4.30 Build relationships with parents through SWIS and teachers and senior management</p> <p>4.40 This has considerable impact on the culture of the school and developments in good transitioning practices will continue to be refined. No cost.</p>		
<p>NAG 7 Legislation</p>	<p>4.50 Embed practices of Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment/BT/TT Schooldocs for policies</p>	<p>4.50 All documentation has been reviewed and implemented. Continue to deliver consistent practice Adhere to legislation. School docs for policy, policy schedule and adherence to legislative changes</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		
<p>Targets: 5-10 x 16 = of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%</p>	<p>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.</p>		
<p>Baseline data:</p>	<p>EM - In 2019 at and above (58.1%) and below and well below (41.9%) in Reading against Curriculum Levels. (MM - In 2019 data collected in relation to levels of Nga Whanaketanga)</p>		
Action	Expected Outcome	Budget	Timeframe
<p>Engage learners through inquiry learning. SG 1-5</p>	<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
<p>Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 1-5</p>	<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
<p>Targeted professional development for teachers to use acceleration strategies. SG 2</p>	<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
<p>Ensure KRS selection process for target students. Build home school engagement SG 4</p>	<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
<p>Increase access to digital technology and skills. SG 5</p>	<ul style="list-style-type: none"> Increased student engagement and improved teacher capability of leading effective digital learning Develop student agency. 	Nil	On going
<p>Increase TA capacity. SG 1</p>	<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		
<p>Targets: 5-10 x 16 = of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%</p>	<p>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.</p>		
<p>Baseline data:</p>	<p>In In 2019 at and above (37.2%) and below and well below (62.8%) in Writing against Curriculum Levels. In 2019 data collected in relation to levels of Nga Whanaketanga</p>		
Action	Expected Outcome	Budget	Timeframe
<p>Engage learners through inquiry learning. SG 1 and 3</p>	<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 	<p>Nil</p>	<p>On going</p>
<p>Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2</p>	<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 Writing Progressions/ Tuhituhi • At all Strategic Goals measure student outcomes against Inquiry and Evaluation - as indicated by ERO 2018. 	<p>Nil</p>	<p>On going</p>
<p>Targeted professional development for teachers to use acceleration strategies in writing. SG 2</p>	<ul style="list-style-type: none"> • Implement professional Writing practice with Writing facilitator – Sally Muir. Improved teaching pedagogy, mentoring, implementing accelerated teacher practice, PLC. • Incorporate culturally responsive teaching approaches within revised curriculum 	<p>\$8000 and relieving costs</p>	<p>On going</p>
<p>Ensure KRS selection process for target students. Build home/school engagement. SG 4</p>	<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) 	<p>Nil</p>	<p>On going</p>
<p>Increase access to digital technology and skills. SG 5 Learner agency. SG 1</p>	<ul style="list-style-type: none"> • Increased student engagement and improved teacher capability of leading effective digital learning. • Student agency through e-asttle and Literacy Writing/ Tuhituhi 	<p>Nil</p>	<p>On going</p>

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

Maths / Pangarau target	Accelerate progress of (EM) students and (MM) to be 'at' Maths Progressions/ Pangarau		
<p>Targets: 5-10 x 16 = of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%</p>	<p><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></p>		
<p>Baseline data:</p>	<p>In 2019 at and above (44.1%) and below and well below (55.9%) in Mathematics against Curriculum Levels. In 2019 data collected in relation to levels of Nga Whanaketanga</p>		
Action	Expected Outcome	Budget	Timeframe
<p>Engage learners through inquiry learning. SG 1 , 3</p>	<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
<p>Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2</p>	<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> • <u>At all Strategic Goals measure student outcomes against Inquiry and Evaluation - as indicated by ERO 2018.</u> 	Nil	On going
<p>Targeted professional development for teachers to use acceleration strategies in writing. SG 2</p>	<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
<p>Ensure KRS selection process for target students. Build home/school engagement. SG 4</p>	<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
<p>Increase access to digital technology and skills. SG 5 Learner agency. SG 1</p>	<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

2019 Baseline Curriculum Level Reading Results

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	45	44

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	81	20.7%	83	21.2%	133	34%	94	24%	391
Maori	46	17.9%	53	20.6%	99	38.5%	59	23%	257
Pasifika	28	27.7%	22	21.8%	24	23.8%	27	26.7%	101
Asian	1	9.1%			6	54.5%	4	36.4%	11
NZ European/Pakeha/Other European	6	31.6%	8	42.1%	3	15.8%	2	10.5%	19
Male	55	27.2%	44	21.8%	66	32.7%	37	18.3%	202
Female	26	13.8%	39	20.6%	67	35.4%	57	30.2%	189

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	45	44

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	12	23.1%	25	48.1%	8	15.4%	7	13.5%	52
After 2 years at school	19	24.4%	15	19.2%	20	25.6%	24	30.8%	78
After 3 years at school	19	35.8%	5	9.4%	16	30.2%	13	24.5%	53
End of year 4	9	12.9%	10	14.3%	29	41.4%	22	31.4%	70
End of year 5	13	21.3%	13	21.3%	25	41%	10	16.4%	61
End of year 6	4	6.5%	15	24.2%	25	40.3%	18	29%	62
End of year 7	3	50%			3	50%			6
End of year 8	2	22.2%			7	77.8%			9

2019 Baseline Curriculum Level Writing Results

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	45	45

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	109	27.9%	136	34.9%	96	24.6%	49	12.6%	390
Maori	72	28%	87	33.9%	68	26.5%	30	11.7%	257
Pasifika	27	26.7%	39	38.6%	22	21.8%	13	12.9%	101
Asian	1	9.1%	3	27.3%	3	27.3%	4	36.4%	11
NZ European/Pakeha/Other European	7	38.9%	7	38.9%	2	11.1%	2	11.1%	18

Male	79	39.1%	69	34.2%	34	16.8%	20	9.9%	202
Female	30	16%	67	35.6%	62	33%	29	15.4%	188

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	45	45

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	13	25.5%	22	43.1%	9	17.6%	7	13.7%	51
After 2 years at school	19	24.1%	19	24.1%	23	29.1%	18	22.8%	79
After 3 years at school	17	32.7%	21	40.4%	11	21.2%	3	5.8%	52
End of year 4	20	28.6%	22	31.4%	20	28.6%	8	11.4%	70
End of year 5	25	41%	20	32.8%	8	13.1%	8	13.1%	61
End of year 6	10	16.1%	30	48.4%	17	27.4%	5	8.1%	62
End of year 7	3	50%	2	33.3%	1	16.7%			6
End of year 8	2	22.2%			7	77.8%			9

2019 Baseline Curriculum Level Mathematics Results

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	45	43

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	69	17.6%	150	38.3%	129	32.9%	44	11.2%	392
Maori	45	17.4%	96	37.2%	85	32.9%	32	12.4%	258
Pasifika	19	18.8%	42	41.6%	34	33.7%	6	5.9%	101
Asian	1	9.1%	2	18.2%	6	54.5%	2	18.2%	11
NZ European/Pakeha/Other European	4	21.1%	9	47.4%	3	15.8%	3	15.8%	19
Male	43	21.3%	80	39.6%	55	27.2%	24	11.9%	202
Female	26	13.7%	70	36.8%	74	38.9%	20	10.5%	190

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	45	43

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	6	11.3%	25	47.2%	16	30.2%	6	11.3%	53
After 2 years at school	11	14.1%	18	23.1%	37	47.4%	12	15.4%	78
After 3 years at school	12	22.6%	25	47.2%	15	28.3%	1	1.9%	53
End of year 4	10	14.3%	28	40%	25	35.7%	7	10%	70
End of year 5	18	29.5%	24	39.3%	11	18%	8	13.1%	61
End of year 6	5	8.1%	28	45.2%	19	30.6%	10	16.1%	62
End of year 7	5	83.3%	1	16.7%					6
End of year 8	2	22.2%	1	11.1%	6	66.7%			9