

Kelvin Road School



2023 Charter

Section 1: School Description

Section 2: 2023-2025 Strategic

Section 3: 2023 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/ākonga, 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, Respectful, 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, Respectful, 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, RTLB and other specialist support services.

Kelvin Road School share our grounds with the Papakura Family Service Centre. Surrounding ECE transition to Kelvin Road School with organised pre-school visits.

Kiwisport funds paid \$5007 for sports equipment to suit all ages and netball team subscriptions so that children can engage in weekend sport.

Kelvin Road School is a member of Kāhui Ako ki Papakura and has access to Learner Support Coordinators who work to achieve Kāhui Ako Achievement Statements.

SECTION 2: STRATEGIC PLANNING 2022-2024

STRATEGIC GOAL	2023 ACTIONS	2024 ACTIONS	2025 ACTIONS
<p>1. Learners At The Centre Learners with their whānau are at the centre of education <i>We will design, implement and evaluate the impact of our local curriculum initiatives on student learning and wellbeing within the Curriculum Framework;</i> Hauora Culture Connectedness Future Focussed</p>	<p>1.13 Refine the KRS Curriculum Through implementation of Aotearoa New Zealand Histories Curriculum and Mathematics and Statistics, Better Start Literacy and Digital Learning PLD (iPad) junior school 1.23 Establish PB4L and design a KRS learning model 1.33 Review and refine inquiry Learning Programmes (Writing) Quick 60 and Early Words 1.43 Extend design images from the the Learner Profile to PB4L 1.53 Review a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>	<p>1.14 Embed the KRS Curriculum with ANZHC and Mathematics and Statistics, Literacy and Digital PLD 1.24 Review PB4L KRS learning model and design PB4L 1.34 Embed Inquiry Learning Programmes, (Writing) Quick 60 and Early Words 1.44 Build on images and tools of KRS Curriculum 1.54 Develop a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>	<p>1.15 Review the KRS Curriculum 1.25 Implement PB4L KRS learning model and design PB4L 1.35 Continue and refine Inquiry Learning Programmes, (Writing) Quick 60 and Early Words 1.45 Imbed images and tools of KRS Curriculum 1.55 Embed a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p>
<p>2. Barrier Free Access Great education opportunities and outcomes are within reach for every learner <i>We will accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy.</i></p>	<p>2.13 Review continuity of inquiry and accelerated teacher practice across the school. Develop and build on ALiM practices from 2023 PLD 2.23 Review collaborative practices of target learners within and across PLCs and teaching teams 2.33 Implement literacy practices such as BSLA and iPad with juniors will be embedded across the school 2.43 Review and develop multi-level leadership</p>	<p>2.14 Build a sustainable and refined Inquiry and accelerated teacher practice across the school from ALiM 2.24 Develop collaborative practices of target learners within and across PLCs and teaching teams 2.34 Develop literacy practices across the school 2.44 Continue to build multi-level leadership</p>	<p>2.15 Apply continuity of sustainable and refined Inquiry and accelerated teacher practice across the school 2.25 Refine collaborative practices of target learners within and across PLCs and teaching teams 2.35 Embed consistent literacy practices across the school 2.45 Implement and build multi-level leadership</p>

SECTION 2: STRATEGIC PLANNING

STRATEGIC GOAL	2023 ACTIONS	2024 ACTIONS	2025 ACTIONS
<p>3. Quality Teaching Quality teaching and leadership make the difference for learners and their whānau <i>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.</i></p>	<p>3.13 Embed mentorship through writing PD and te reo me ona tikanga Te Ahu o te Reo Maori 3.23 Continually implement culturally responsive mind set and practices with all staff, whole school powhiri led by staff, embedding pepeha knowledge 3.33 Build and maintain relationships with mana whenua. Reciprocated and active participation with/by local marae 3.43 Ensure Maori tikanga me ona te reo is featured in artefacts 3.53 Celebrate cultural diversity (see Graduate Profile) 3.63 Continue with upgrade of classes</p>	<p>3.14 Review the implemented leadership/mentorship roles 3.24 Review and refine the embedded culturally responsive practices 3.34 Continue to build on relationship with local marae and mana whenua 3.44 Review the embedded tikanga and te reo Maori throughout the physical environment of the school 3.54 Celebrate cultural diversity (see Graduate Profile)</p>	<p>3.15 Measure effectiveness of leadership/mentorship roles 3.25 Continue to review and embed culturally responsive practices 3.35 Maintain and continue to build on relationship with local marae and mana whenua 3.45 Maintain and embed the tikanga and te reo Maori throughout the physical environment of the school 3.55 Celebrate cultural diversity (see Graduate Profile)</p>
<p>4. Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives <i>We will develop effective relationships with our whanau and community to support students along their educational pathway.</i></p>	<p>4.13 Establish new and strengthen existing formats on how best to engage whanau 4.23 Refine student agency through student inquiry 'model'. Student led conferences with whanau. 4.33 Continue to implement successful strategies to address absenteeism and lateness 4.43 Embed and maintain relationships and procedures that impact on critical transitions 4.53 Implement practices of Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment/BT/TT</p>	<p>4.14 Continue to implement formats on how best to engage whanau ask for feedback 4.24 Review student agency through student inquiry 'model'. Student led conferences with whanau. 4.34 Measure the successfulness of strategies to address absenteeism and lateness 4.44 Continue and strengthen relationships and procedures that impact on critical transitions - LSCs in Kahui Ako. 4.54 Review practices of Personnel Audit (NZSTA)</p>	<p>4.15 Review and refine formats on how best to engage whanau ask for feedback 4.25 Reestablish student agency through student inquiry 'model'. Student led conferences with whanau. 4.35 Review successful strategies to address absenteeism and lateness 4.45 Refine and strengthen relationships and procedures that impact on critical transitions - LSCs in Kahui Ako. 4.55 Embed practices of Personnel Audit (NZSTA)</p>

SECTION 2: STRATEGIC PLANNING 2022-2024

STRATEGIC GOAL	2023 ACTIONS	2024 ACTIONS	2025 ACTIONS
<p>5. World Class Inclusive Public Education New Zealand education is trusted and sustainable</p> <p><i>We will develop opportunities for students to utilise digital technology authentically, safely and responsibly across the curriculum</i></p>	<p>5.13 Provide support to embed Digital Citizenship policy, procedures and supporting documents across the school</p> <p>5.23 Implement into our school curriculum, as per Ministry expectation the Digital Technologies content</p> <p>5.33 Review and strategically resource digital devices across the school</p>	<p>5.14 Review school wide implementation of digital citizenship</p> <p>5.24 Review school curriculum with alignment to Ministry expectations of Digital Technologies Curriculum</p> <p>5.34 Monitor and strategically resource digital devices across the school</p>	<p>5.15 Embed with continued focus on school wide implementation of digital citizenship</p> <p>5.25 Continue to embed school curriculum with alignment to Ministry expectations of Digital Technologies Curriculum</p> <p>5.35 Continue to implement and strategically resource digital devices across the school</p>

SECTION 3: ANNUAL PLAN 2023

GOALS	WHAT AND WHY	HOW, WHO Leads WHEN and COST	Met Not Dev	AoV-OUTCOMES
<p>NAG 1 Curriculum</p>	<p>1.13 Implement ANZHC throughout school. 1.13 Maths - 2022 data driven decision</p> <p>1.23 Reestablish PB4L KRS learning model and design PB4L 1.33 Embed Learning Programmes, (Writing) Quick 60 and Early Words 1.43 Design images and tools of KRS Curriculum 1.53 Develop a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes 5.13 Embed with continued focus on school wide implementation of digital citizenship 5.23 Embed school curriculum with alignment to Ministry expectations of Digital Technologies Curriculum 5.33 Continue to strategically resource digital devices across the school</p>	<p>1.33 ALiM Maths - 2 teachers (Bev, Micaela) 1.33 Whole School Maths with Heather Lewis.</p> <p>1.13 Whole staff. PLD Cost \$129 per teacher - Ngati Tamaoho 26th January 2023.</p> <p>1.13 ANZHC PLD in Term 2 with Jacqui Sharpe (Senior Leadership Team).</p> <p>1.23 With PB4L Leader and SLT induct new staff and support with lesson plans all staff. 1.23 All teachers enrol in Ministry funded Maori language course; Te Ahu o te Reo Maori. No cost</p> <p>1.33 Lead Teacher and SLT support Writing PD. 1.53 SLT to develop Evaluation of school initiatives. No cost 5.13 Share Digital Citizenship Policy at the start of the year 5.23 Implement curriculum utilising IT budget where needed</p>		
<p>NAG 2 Self-Review</p>	<p>2.13 Build a sustainable and refined Inquiry and accelerated teacher practice across the school</p> <p>2.23 Refine and embed collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.33 Implement consistent literacy practices across the school 2.43 Continue to build and develop multi-level leadership</p>	<p>2.13 Teacher evaluation and inquiry into benefits and impact on student learning with building relationships with whanau at hui. No cost. 2.33 Establish clear and transparent processes for monitoring. Include reports to the board. Work closely with CEAT and SWIS worker. No cost. 2.43 Continue to strengthen relationships through school and Kahui Ako work. No cost. 2.43 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 2023

GOAL	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Dev	AoV-OUTCOMES
NAG 2A Reporting	<p>3.13 Continue effective practice of leadership/mentorship roles</p> <p>3.23 Refine and embed culturally responsive practices</p> <p>3.33 Continue to build on relationship with local marae and mana whenua</p> <p>3.43 Embed the tikanga and te reo Maori throughout the physical environment of the school</p> <p>3.53 Celebrate cultural diversity (see Graduate Profile)</p>	<p>2.13 Whole school inquiry practices will be developed through Mathematics PD. Accelerated learning will be shared through PLC and reflective practice through Mathematics PD. Costs covered in budget. MoE funded.</p> <p>2.23 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>2.33 (As above)</p> <p>2.43 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>4.13 Review formats on how best to engage whanau ask for feedback</p> <p>4.23 Reestablish student agency through student inquiry 'model'. Student led conferences with whānau.</p> <p>4.33 Review successful strategies to address absenteeism and lateness</p> <p>4.43 Continue and strengthen relationships and procedures that impact on critical transitions - LSCs in Kahui Ako.</p> <p>4.53 Refine practices of Personnel Audit (NZSTA)</p>	<p>2.13 Whole school inquiry practices will be developed through Maths PD. Accelerated learning will be shared through PLC and reflective practice and ALiM (MoE funded).</p> <p>2.23 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>2.33 (As above)</p> <p>3.13 Where that is not possible to have fluent te reo staff, employ staff with the willingness to learn Te Ahu Maori. Cost is free</p> <p>3.23 All staff have to be committed to fully participate in culturally responsive norms and relationships between iwi and school.</p>		

SECTION 3: ANNUAL PLAN 2023

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Dev	AoV-OUTCOMES
NAG 4 Property	<p>3.13 Measure effectiveness of leadership/mentorship roles</p> <p>3.23 Refine and embed culturally responsive practices</p> <p>3.33 Continue to build on relationship with local marae and mana whenua</p> <p>3.53 Celebrate cultural diversity (see Graduate Profile)</p>	<p>3.43 Tikanga Maori is reflected in use of te reo and tikanga practice and the cleanliness of the school. The gardens have native plants, there are rongoa gardens to support ailments. A colourful and engaging playground keeps our children active and involved during play and lunch times.</p> <p>Employment of SWIS and LSC to support learning and engagement.</p>		
NAG 4 Finance	<p>3.43 Embed the tikanga and te reo Maori throughout the physical environment of the school</p>	<p>3.43 Continue to maintain grounds and facilities.</p> <p>3.43 Upgrade the Crescent classes - Rooms 21, 22, 23, 13, 14, 15 as part of the 5YPP.</p>		
NAG 5 Health and Safety	<p>5.13 Embed with continued focus on school wide implementation of digital citizenship</p> <p>5.23 Embed school curriculum with alignment to Ministry expectations of Digital Technologies Curriculum</p> <p>5.33 Continue to strategically resource digital devices across the school</p>	<p>5.13 Share Digital Citizenship Policy at the start of the year</p> <p>5.23 Implement curriculum utilising IT budget where needed</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 2023

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Dev	AoV-OUTCOMES
NAG 6 Community	<p>4.13 Embed new and strengthen existing formats on how best to engage whanāu</p> <p>4.23 Embed student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.33 Review successful strategies to address absenteeism and lateness</p> <p>4.43 Continue and strengthen relationships and procedures that impact on critical transitions</p>	<p>4.13 Have regular hui with parent community (kanohi kite kanohi) both formally and informally. Build relationships through a variety of community/sports/cultural/educationally powerful connections. No cost</p> <p>4.23 Develop with students and whanau student needs and agency. No cost.</p> <p>4.33 Review successful strategies to address absenteeism and lateness with the support of whanau, SWIS and Truancy Agency. No cost.</p> <p>4.43 Continue and strengthen critical transitions with ECE, other primary schools and Intermediate, Secondary schools. Utilise Kahui Ako Learner Support Coordinator, SENCO and once developed Across School Teachers and Within School Teachers.</p>		
NAG 7 Legislation	<p>4.53 Embed practices of Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment/BT/TT Schooldocs for policies</p>	<p>4.53 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		
Kelvin Road School Targets: 5-10 students x 18 classes. We plan that 90 to 180 students will move from 'below' to 'at' achievement 5-10 akonga x 2 Ruma. Therefore, 10-20 tamariki should increase achievement from 'below' to 'at.'	<p><i>To target 5-10 students per class from 'below' to be 'at' expected Curriculum Level for EM 18 classes and 1 bilingual class.</i></p> <p><i>To target 5-10 akonga per class from 'below' to 'at' as measured against the Matauranga Maori. MM 2 classes.</i></p>		
Kāhui Ako Targets	<ul style="list-style-type: none"> ● All learners - We will achieve a 5% shift annually ● Maori learners - We will achieve a 7.6% shift annually ● Pacific learners - We will achieve a 7.6% shift annually ● Male learners - We will achieve 6% shift annually ● Maori Medium learners - We will achieve a 5% shift annually 		
Baseline data:	<p>EM - In 2022 at and above (28.5%) and below and well below (71.5%) in Reading against Curriculum Levels.</p> <p>MM - In 2022 at and above (34%) and below and well below (66%) in Reading against Curriculum Levels.</p>		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1-5	<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	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 1-5	<ul style="list-style-type: none"> • <i>BSLA Training for Junior Syndicate</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 Reading Progressions/ Panui</i> 	MOE funded	On going
Targeted professional development for teachers to use acceleration strategies. SG 2	<ul style="list-style-type: none"> • <i>BSLA Training for Junior Syndicate</i> • <i>Incorporate culturally responsive teaching approaches within curriculum.</i> • <i>Improved teaching pedagogy through application of accelerated teaching methods, PLC, syndicate and moderation of data meetings.</i> 	Relieving Teachers	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 whānau (to support acceleration)</i> 	Nil	On going
Increase access to digital technology and skills. SG 5	<ul style="list-style-type: none"> • <i>Increased student engagement and improved teacher capability of leading effective digital learning</i> • <i>Develop student agency.</i> 	Nil	On going
Increase TA capacity. SG 1	<ul style="list-style-type: none"> • <i>Quick 60, Early Words, Jolly Phonics / Switched on to Spelling/ Maori programme will need to be tailored</i> 	\$1700	On going 9

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 students x 18 classes. We plan that 90 to 180 students will move from 'below' to 'at' achievement</p> <p>5-10 akonga x 2 Ruma. Therefore, 10-20 tamariki should increase achievement from 'below' to 'at.'</p>	<p><i>To target 5-10 students per class from 'below' to 'at' expectation of Curriculum Level for EM 18 classes and 1 bilingual class.</i></p> <p><i>To target 5-10 akonga per class from 'below' to 'at' as measured against the Matauranga Maori. MM 2 classes.</i></p>		
Kāhui Ako Targets	<ul style="list-style-type: none"> ● All learners - We will achieve a 5% shift annually ● Maori learners - We will achieve a 7.6% shift annually ● Pacific learners - We will achieve a 7.6% shift annually ● Male learners - We will achieve 7.3% shift annually ● Maori Medium learners - We will achieve a 5% shift annually 		
Baseline data:	<p>EM - In 2022 at and above (15.5%) and below and well below (84.5%) in Writing against Curriculum Levels.</p> <p>MM - In 2022 at and above (36%) and below and well below (64%) in Writing against Curriculum Levels.</p>		
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> 	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 across syndicates</i> • <i>Implement accelerated teacher practice, PLC.</i> • <i>Incorporate culturally responsive teaching approaches within revised curriculum</i> 	Nil	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 TARGETS

Maths / Pangarau target	Accelerate progress of (EM) students and (MM) to be 'at' Maths Progressions/ Pangarau		
<p>Targets: 5-10 students x 18 classes. We plan that 90 to 180 students will move from 'below' to 'at' achievement 5-10 akonga x 2 Ruma. Therefore, 10-20 tamariki should increase achievement from 'below' to 'at.'</p>	<p>To target 5-10 students per class from 'below' to 'at' expectation of Curriculum Level for EM 18 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Matauranga Maori. MM 2 classes.</p>		
<p>Baseline data:</p>	<p>EM - In 2022 at and above (22%) and below and well below (78%) in Mathematics against Curriculum Levels. MM - In 2022 at and above (33%) and below and well below (67%) in Mathematics against Curriculum Levels.</p>		
Action	Expected Outcome	Budget	Timeframe
<p>Engage learners through inquiry learning. SG 1, 3</p>	<ul style="list-style-type: none"> Implement ALiM with key teachers/syndiacaties Whole school Mathematics Programme Term 2 onwards Reflect the interest and aspirations of akonga in Maths/ Pangarau and the wider curriculum in an effective culturally responsive environment 	<p>MOE Budget where needed</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 Build teacher understanding of Mathematics / Pangarau Progressions Implement ALiM with key teachers/syndiacaties Whole school Mathematics Programme Term 2 onwards 	<p>Nil</p>	<p>On going</p>
<p>Targeted professional development for teachers to use acceleration strategies in mathematics. SG 2</p>	<ul style="list-style-type: none"> Implement acceleration teaching skills (ALiM) Whole school Mathematics Term 2 onwards Incorporate culturally responsive teaching approaches within revised curriculum 	<p>MOE Board</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. Mathematics digital learning programmes Student agency through Mathematics/ Pangarau Progressions 	<p>Nil</p>	<p>On going</p>

English Medium End of Year Data - 2022

	Reading	Writing	Mathematics
Above standard	9%	4%	4%
At standard	19%	11%	18%
Below standard	28%	33%	43%
Well below standard	43%	51%	36%
	100%	100%	100%
	Reading	Writing	Mathematics
Above/At standard	29%	16%	22%
Below/Well below standard	71%	84%	78%

Maori Medium End of Year Data - 2022

	Pānui	Tuhituhi	Pāngarau
Manawa Toa	8%	0%	0%
Manawa Ora	26%	36%	33%
Manawa Āki	41%	49%	44%
Manawa Taki	26%	15%	23%
	100%	100%	100%
	Pānui	Tuhituhi	Pāngarau
Manawa Toa/Manawa Ora	33%	36%	33%
Manawa Āki/Manawa Taki	67%	64%	67%

Mana Toa

E toa ana te ākonga i roto i āna mahi ako. Ākonga are well accomplished with their learning goals and are exceeding national expectations

Manawa Orā

E ora ana te ākonga i roto i āna mahi ako. Ākonga are achieving well with their learning goals and are achieving national expectations

Manawa Āki

Kia ākina tonutia te ākonga me te aro hāngai ki tōna whāinga ako. Kaiako need to encourage ākonga with focused learning goals as they work towards achieving national expectations. The extent to which the ākonga is working towards meeting national expectations needs to be monitored more regularly e.g. An OTJ should be made at least once a term for these students based on a rich profile of evidence.

Manawa Taki

Kia whāia tonutia te taki a te ākonga kia toutoko atu me ētahi whāinga whāiti. Kaiako need to get in close beside the learner and synchronise approaches, find 'rhythm' to set specific achievement goals to accelerate learning to achieve national expectations. (Mātaki, arataki, (kai)tātaki...) The extent to which the ākonga progress achievement is being accelerated needs to be monitored more regularly, e.g. an OTJ should be made at least once a term for these students based on a rich profile of evidence

2022 Curriculum Level Reporting

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	28	28

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	161	40.9%	103	26.1%	78	19.8%	52	13.2%	394
Maori	113	43.3%	67	25.7%	51	19.5%	30	11.5%	261
Pasifika	39	37.1%	30	28.6%	21	20%	15	14.3%	105
Asian	2	14.3%	3	21.4%	3	21.4%	6	42.9%	14
NZ European/Pakeha	5	71.4%	1	14.3%	1	14.3%			7
Male	76	43.2%	42	23.9%	33	18.8%	25	14.2%	176
Female	85	39%	61	28%	45	20.6%	27	12.4%	218

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	28	28

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	32	66.7%	14	29.2%	1	2.1%	1	2.1%	48
After 2 years at school	31	53.4%	15	25.9%	1	1.7%	11	19%	58
After 3 years at school	37	50.7%	14	19.2%	16	21.9%	6	8.2%	73
End of year 4	22	32.4%	18	26.5%	17	25%	11	16.2%	68
End of year 5	16	22.9%	20	28.6%	21	30%	13	18.6%	70
End of year 6	19	29.2%	18	27.7%	18	27.7%	10	15.4%	65
End of year 7	4	57.1%			3	42.9%			7
End of year 8			4	80%	1	20%			5

2022 Curriculum Level Reporting

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	28	25

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	184	46.3%	145	36.5%	62	15.6%	6	1.5%	397
Maori	128	48.5%	92	34.8%	41	15.5%	3	1.1%	264
Pasifika	47	44.8%	39	37.1%	18	17.1%	1	1%	105
Asian	2	14.3%	7	50%	3	21.4%	2	14.3%	14
NZ European/Pakeha	5	71.4%	2	28.6%					7
Male	92	52.3%	63	35.8%	19	10.8%	2	1.1%	176
Female	92	41.6%	82	37.1%	43	19.5%	4	1.8%	221

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	28	25

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	29	60.4%	16	33.3%	3	6.3%			48
After 2 years at school	31	50.8%	15	24.6%	12	19.7%	3	4.9%	61
After 3 years at school	43	58.9%	21	28.8%	7	9.6%	2	2.7%	73
End of year 4	29	42.6%	29	42.6%	10	14.7%			68
End of year 5	24	34.3%	35	50%	11	15.7%			70
End of year 6	24	36.9%	22	33.8%	18	27.7%	1	1.5%	65
End of year 7	4	57.1%	2	28.6%	1	14.3%			7
End of year 8			5	100%					5

2022 Curriculum Level Reporting

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	28	26

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	137	34.6%	163	41.2%	80	20.2%	16	4%	396
Maori	91	34.6%	102	38.8%	59	22.4%	11	4.2%	263
Pasifika	39	37.1%	48	45.7%	17	16.2%	1	1%	105
Asian	2	14.3%	5	35.7%	4	28.6%	3	21.4%	14
NZ European/Pakeha	2	28.6%	5	71.4%					7
Male	64	36.4%	68	38.6%	33	18.8%	11	6.3%	176
Female	73	33.2%	95	43.2%	47	21.4%	5	2.3%	220

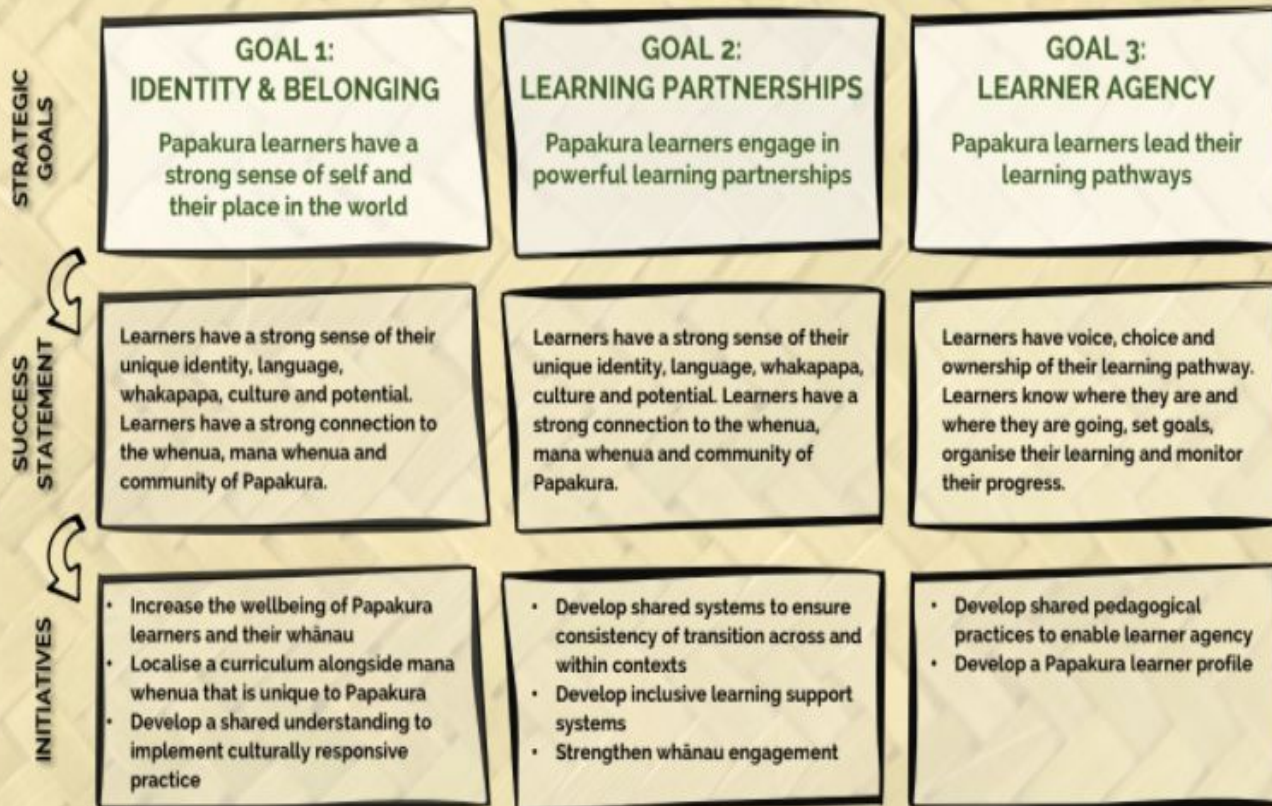
School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
1332	Kelvin Road School	March annual charter update	28	26

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	19	40.4%	21	44.7%	5	10.6%	2	4.3%	47
After 2 years at school	25	41%	19	31.1%	13	21.3%	4	6.6%	61
After 3 years at school	27	37%	32	43.8%	14	19.2%			73
End of year 4	19	27.9%	33	48.5%	11	16.2%	5	7.4%	68
End of year 5	23	32.9%	30	42.9%	14	20%	3	4.3%	70
End of year 6	18	27.7%	23	35.4%	22	33.8%	2	3.1%	65
End of year 7	5	71.4%	2	28.6%					7
End of year 8	1	20%	3	60%	1	20%			5

2022 Baseline Attendance Data

	Students attending >90%		Students attending 80-90%		Students attending 70-80%		Students attending 0-70%	
	Number	%	Number	%	Number	%	Number	%
All Students (Year 1-8)	168	38.4%	117	26.7%	72	16.4%	81	18.5%
Māori	112	39%	78	27.2%	41	14.3%	56	19.5%
Pacific	47	30.9%	41	27%	32	21.1%	32	21.1%
Male	83	41.3%	52	25.9%	32	15.9%	34	16.0%
Female	85	35.9%	65	27.4%	40	16.9%	47	19.8%
Year 1	15	25.4%	14	23.7%	12	20.3%	18	30.5%
Year 2	19	27.5%	20	29%	11	15.9%	19	27.5%
Year 3	24	38.7%	18	29%	11	17.7%	9	14.5%
Year 4	30	40%	20	26.7%	13	17.3%	12	16%
Year 5	31	40.3%	21	27.3%	12	15.6%	13	16.9%
Year 6	36	50.7%	17	23.9%	10	14.1%	8	11.3%
Year 7	10	52.6%	6	31.6%	2	10.5%	1	5.3%
Year 8	3	50%	1	16.7%	1	16.7%	1	16.7%

Papakura Kāhui Ako



Draft Strategic Plan 2022-2025