



KORAUNUI SCHOOL

Annual Plan 2017

Our Goals	CONFIDENCE	INCLUSION	INNOVATION	ACHIEVEMENT
	<i>to nurture children's confidence and grow orators who are encouraged to voice their quality world and feel engaged in their development</i>	<i>to create an inclusive, happy and safe learning environment, where the student voice is appreciated and the diversity of the school community is reflected.</i>	<i>to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.</i>	<i>for each child to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.</i>

PROPERTY	GOVERNANCE	FINANCE
<p>Follow 10 year and 5 year property plans 2017 projects with Lee Ashby property and project management as approved in 2016.</p> <p>Address ongoing maintenance as it arises.</p> <p>Address playground and pool Health and Safety as priority.</p> <p>Adjust fencing for safety of ORS funded child.</p>	<p>Consultation with school community in Health.</p> <p>Consultation with school community on Charter.</p> <p>Consultation with Maori community around student achievement.</p> <p>Cyclic review of policies and guidelines.</p> <p>Follow the BOT governance Plan 2016-2019</p> <p>Review health and Safety policies and guidelines in line with new legislative requirements.</p> <p>BOT Governance practices in review with NZSTA support to ensure management / governance roles are clearly defined.</p> <p>Principal appointment process.</p>	<p>Prepare and approve annual budget.</p> <p>Monitor and review expenditure against budget.</p> <p>Analysis of school's finances for future planning.</p> <p>Succession planning for bursar</p>

CONFIDENCE

Children comfortable and confident to express themselves in their preferred language and format.

- Provide opportunities for students to share knowledge and ideas in public forums.
- Promotion of Te Reo Maori and Pasifika languages as valued and accepted in daily communication.
- Access and utilise wider community expertise with whom students can engage through Enviroschools and Science learning areas.

Children who are able to promote themselves in a responsible way and are effective communicators

- Year six students actively communicating school voice at; Stokes Valley school's student council and in school assemblies.
- Provide opportunities for students to share ideas and views within class, across Teams and across the school.
- Opportunities provided for students to share learning within wider community.

Children confidence to speak out about issues in a safe and supportive environment.

- Student voice as part of class culture via; Solving circles and class meetings.
- KORAU utilised as safe schoolwide vehicle to confront and address issues.

INCLUSION

Treaty of Waitangi honoured and valued, with increasing use of Tikanga and Te Reo throughout our kura.

- Provide Tikanga and Te Reo knowledge and development at all staff meetings.
- School articulates Tikanga and protocols that all respect and act according to.
- Tikanga and Te reo understanding is reflected in room environments, class treaties, planning and delivery.
- Staff development through TATAIAKO.

Strengthen support for our Pasifika students in their learning environment.

- Class with pasifika focus instituted as a trial.
- Staff development in ELA programme Build a multi-cultural curriculum that celebrates diversity

Recognise and value the differing needs, abilities and backgrounds of students.

- School Year plan and Team term plans identify cultural diversity.
- Class descriptions and programmes identify needs, strengths and backgrounds of class make ups.
- Intervention planning per class and across teams to address needs identified.
- Culture celebrated visibly in school environments.
- Staff to engage with agencies to support learning and social needs.

INNOVATION

Children will be engaged in learning embedded in real world contexts.

- STEM and Enviroschools programmes accessed.
- Explicit links made from science capabilities and thinking with evidence to literacy critical thinking.
- Programmes will identify and make explicit links with children's culture, experiences and our community.

Children will display curiosity and risk-taking in learning.

- Opportunities for being curious will be planned for within all areas of the curriculum.

Children have opportunities both within and outside of school to be part of innovative and future focused learning.

- Access to digital technology as part of everyday programmes.
- Children leading learning utilising 21st century skills.
- Links made to community resources and people as tuakana/ teina opportunities.

ACHIEVEMENT

Children who achieve to nationally recognised standards.

- Data collected and used in planning programmes specific to accelerating progress in literacy.
- Key competencies utilised to identify shifts in learning behaviours.
- High expectation from staff of all children meeting standard or above.
- Align achievement target in National Standards with COL target of raising achievement by 10%

Children to be future focused and as such be environmentally aware and ethical in practices.

- Programmes provided based on Enviroschools guiding principles, 2017 Empowering Students.
- Exposure to and involvement in a variety of digital learning including green screen and stop motion.

Children who are 'risk-takers' in their learning.

- Learning journey is valued alongside achievement.
- Staff identify and acknowledge "risks" children take in their learning.