



SILVERDALE SCHOOL

School Charter Strategic Annual Plan for 2018-2020



Learn to Journey - Journey to Learn
Ako ki te haere - Haere ki te ako

Our Vision

Learn to Journey - Journey to Learn

Our Mission

Actively prepare each child to take responsibility for their own life-long learning, values and behaviour, in partnership with the home and community.

Our Values

- Kindness/Atawhai
- Excellence/Hiranga
- Respect/Whakaute
- Integrity/Ngākau pono

As learners we have a Growth Mindset and show the GRIT attributes:

- **Resilience** - perseverance, managing distractions, noticing, absorption
- **Resourcefulness** - questioning, capitalising, making links, reasoning, imagining
- **Reflectiveness** - planning meta-learning, distilling, revising
- **Reciprocity** - imitation, interdependence, empathy and listening, collaboration

GRIT is passion and perseverance for long-term and meaningful goals. It is the ability to persist in something you feel passionate about and persevere when you face obstacles.

Children will have:

- Respect for a value system that includes honesty, integrity, compassion and trustworthiness.
- A belief in themselves as learners and as valuable people.
- A thirst for knowledge and a curiosity about life.
- Acknowledgment, appreciation and value other cultures, beliefs and prior knowledge.
- The passion and skill to continue learning and to perseverance.
- Confidence to set and achieve personal goals.
- Positive attributes for being valuable members of society.
- Comfort with risk, supportive of challenges, and confident to ask questions.
- An open and enquiring attitude.
- Confidence in their own ability.

- Responsibility to self and community and a willingness to co-operate.
- Respect for people and property.

School Description

Silverdale School is a decile 10 school with a current roll, as of February 2018, of 614. Silverdale School is a full primary with a 140+ year history. We moved to the current site at the end of 2006. The school was completely new and the design incorporated the extensive consultation with staff, community and students with modern learning considerations. Consequently, we have a state of the art school with high tech capabilities, elements of sustainability within our environment and a school designed to incorporate the collaborative, interactive nature of our mission statement.

Students of our school come from varied backgrounds but largely comprise of semi-rural and urban mix. A small percentage of our students come to school by bus. The parents generally enjoy settled employment and are fully supportive of the school.

We are sited in a burgeoning urban subdivision which is now impacting on our roll. We have grown from 136 (2006) to 715 (December 2017). This means dramatic changes in our roll, with 2018 being the last year we will have Year 8 students. From 2019 we will be a Year 0 - Year 6 school. Essentially the composition of the ethnic mix has remained stable but we are beginning to see greater increase in the number of Asian students in particular Chinese students.

We also enjoy the diversity that our small number of International Students provide.

As a school in a thriving community, we have actively sought and promoted opportunities for our students to engage in sporting, cultural and academic exchanges with local schools and within specific clusters and our local environment.

Students are intensely interested and actively engaged in the many varied learning occasions and learning programmes and these provide a range of opportunities for ongoing student learning and achievement.

Silverdale School is part of the Orewa Kahui Ako with Orewa College, Orewa North School, Orewa School, Dairy Flat School and Wainui School.

Māori Dimensions and Cultural Diversity

In the spirit of the Treaty of Waitangi, Silverdale School makes provision for the choice of Māori language as part of our curriculum.

- An annual hui **or** individual contact (verbal and/or written) will be held with parents/whānau about their aspirations for their children and how the school can best meet their particular needs.
- **Incorporating tikanga Māori (Māori culture and protocol) and instruction in Te Reo Māori (Māori language) for full time students whose parents/whānau ask for it (2001 Education Standards Act Section 61,(3),(a),(ii)) will follow the process outlined below:**
 1. Acknowledge and value parent's and children's perspectives.
 2. Advise parent/s that the request for Te Reo Māori instruction for their child will be taken to the Board of Trustees for consideration.
 3. The Board will consider –
 - resourcing – personnel, costs, equipment.
 - catering for children with differing entry levels of fluency.
 - teaching approaches within the school.
 - organisation and management of the programme.
 - assessment and evaluation of the programme.
 - support and shared partnership.
 - whether we can effectively offer a sufficiently robust and sustainable programme.
 4. Advise the parent/s whether the child's specific needs can be met effectively

Silverdale School has a wide range of ethnicities. As of February 2018, the makeup of our children were: African/African Origins, 29 (4.8%), British/Irish, 13 (2.1%), Chinese, 97 (16%), Indian, 17 (2.8%), Korean, 16 (2.6%), NZ European, 311 (51.1%), NZ Māori, 44 (7.2%). The children come to school wanting and expecting to learn.

	Number	Percentage
African	29	4.8%
Australian	7	1.1%
British/Irish	13	2.1%
Chinese	97	16%
Filipino	7	1.1%
Indian	17	2.8%
Korean	16	2.6%

NZ	311	51.1%
Māori	44	7.2%
Other European	26	4.3%

Principles underpinning school practice

Our school:

- Values learners and learning by recognising individual strengths and providing opportunities and resources to enhance each child's academic, social and Hauora (emotional, physical and spiritual) development;
- Creates a love of learning through a rich and varied programme that recognises the partnership between school, community and family and whānau;
- Develops caring, sharing, life-long learners who are independent thinkers able to set goals, process and solve problems;
- Encourages our learners to embrace change and be forward thinkers, to be innovative;
- Maintains high expectations for student achievement and aim to raise student achievement in Literacy and Numeracy (Using language, symbols and texts);
- Prepares our students for tomorrow's world with the academic, social and life skills they will need to succeed;
- Recognises and celebrates the mix of cultural identities that provide the richness and diversity within our school. This includes Māori, Pakeha, Pasifika, European, African and Asian students.

2018 Strategic Goals

Strategic Goal 1

To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners. (Play Based Learning, ILE, UbD (Understanding by Design), School Talk, Coaching)

Strategic Goal 2

To continue to accelerate learning in Numeracy and Literacy across the school. UbD, School Talk, Team Goals, Coaching.

Strategic Goal 3

To provide an authentic learning programme using a student centered inquiry learning approach. (UbD, School Talk, Play Based Learning)

Strategic Goal 4

To foster student wellbeing throughout the school so that every learner can feel safe, valued, included and accepted for who they are. (Play Based Learning, PB4L)

Strategic Goal 5

To maintain strong community partnerships that reflect Silverdale School's unique culture so that the needs of the students remain at the heart of all that we do. (School Docs, School Talk, Play Based Learning, Orewa Kahui Ako)

Strategic Goal 1

To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners.

2018	2019	2020
<ul style="list-style-type: none">• Continue to develop the use of Play Based Learning in the junior school.• Develop and implement the use of Understanding by Design curriculum planning across the school, starting with Years 3 to 6.• Develop and implement the use of School Talk throughout the school starting with Year 5 and 6.• Develop use of digital tools such as School Talk to enhance links between home and school.• All staff continue to develop skills to utilise the new digital technologies curriculum.• All staff to continue exploring ways to work collaboratively with other teachers to move towards teaching in an ILE.• Coordinate teacher release time to allow teachers to plan, assess and discuss teaching practice together.• One on one teacher coaching will form a basis for teaching as inquiry.• ALLiS Mandarin Language Learning Programme in Years 3, 4, 5, 6 and 8.• Continue to monitor learning progressions identifying target students and providing appropriate programmes to accelerate learning, including Māori, Pasifika and Asian students.	<ul style="list-style-type: none">• Review and set targets for Future Focused methods of teaching and learning next steps leading on from progress made in 2018.• Introduce and implement the use of Understanding by Design curriculum planning to Year 1 to 2.• Introduce and implement the use of School Talk to Year 3 and 4.• Develop consistent use of School Talk in Years 5 and 6.• Identify professional learning needs and make arrangements for providers of these.• Establish teacher inquiry based on next steps for each individual teacher.• Review ALLiS Mandarin Language Learning Programme in Years 3, 4, 5, 6.	<ul style="list-style-type: none">• Review and set targets for Future Focused methods of teaching and learning next steps leading on from progress made in 2019.• Introduce and implement the use of School Talk to Year 1 and 2.• Develop consistent use of School Talk in Years 3 and 4.• Develop consistent use of Understanding by Design curriculum planning across the school.

Annual Plan 2018 - **Strategic Goal 1:** To continue to develop future focused methods of teaching and learning so that student engagement and accelerated learning progress is maximised for all learners.

Target	Expected Outcome	Specific Actions	Responsibility	Timeframe	Budget
<ul style="list-style-type: none"> Continue to develop the use of play based learning in the junior school. 	Enhanced collaboration between junior school teachers to develop the use of play based learning.	Rebecca to work with junior school teachers to develop their understanding of play based learning. Continue to refine play based learning.	Rebecca and junior school teachers	On-going	
<ul style="list-style-type: none"> Develop and implement the use of Understanding by Design curriculum planning across the school, starting with Years 3 to 6. 	Years 3 to 6 teachers are using Understanding by Design curriculum planning process.	Team leaders lead the use of Understanding by Design curriculum planning within their teams. Regular meetings to develop understanding of Understanding by Design curriculum planning	Team leaders, teachers	On-going	
<ul style="list-style-type: none"> Develop and implement the use of School Talk throughout the school starting with Year 5 and 6. 	Year 5/6 teachers are using School Talk in their teaching and learning programmes.	DP and AP work with the Year 5/6 team to support their use of School Talk. Professional development in the use of School Talk.	DP, AP and the Year 5/6 team.	On-going	
<ul style="list-style-type: none"> Develop use of digital tools such as School Talk to enhance links between home and school. 	Enhanced use of digital technologies to enable links between home and school. Increased motivation and capabilities in staff and students.	Regular staff workshops led by DP/AP and any teachers with skills that can benefit others at Team and Staff PD meetings.	DP/AP and staff	On-going	
<ul style="list-style-type: none"> All staff continue to develop skills to utilise the new digital 	Increased motivation and capabilities	Regular staff workshops led by DP/AP and any	DP/AP and staff	On-going	

technologies curriculum.	in staff to utilise the new digital technologies curriculum.	teachers with skills that can benefit others at Team and Staff PD meetings.			
<ul style="list-style-type: none"> All staff to continue exploring ways to work collaboratively with other teachers to move towards teaching in an ILE. 	Professional reading and research around collaborative systems. Enhanced collaboration and between staff and students.	Pod teachers work together to plan and coordinate teaching in a collaborate teaching and learning style.	All staff	On-going	
<ul style="list-style-type: none"> Coordinate teacher release time to allow teachers to plan, assess and discuss teaching practice together. 	Collaborative planning, assessment and discussion between teachers.	Where possible teachers to coordinate their CRT release along with collaborative partners to allow collaboration, discussion and planning together.	All staff	On-going	
<ul style="list-style-type: none"> One on one teacher coaching will form a basis for teaching as inquiry. 	All teachers will have a coach and their teaching as inquiry will focus on their team goal. 9 teachers to attend the coaching course.	AP will develop a timetable to allow teachers and their coaches time to meet and work through their teaching as inquiry goals.	AP, all staff	On-going	
<ul style="list-style-type: none"> ALLiS Mandarin Language Learning Programme in Years 3, 4, 5, 6 and 8. 	All children in years 3, 4, 5, 6 and 8 will complete one 45 minute lesson per week in Mandarin.	Develop timetable with Orewa College so that all children in Years 3, 4, 5, 6 and 8 will have Mandarin Language Learning Programme throughout the year.	Teachers in Years 3, 4, 5, 6 and 8.	On-going	
<ul style="list-style-type: none"> Continue to monitor learning progressions identifying target students and providing appropriate programmes to accelerate learning, including 	All teams will identify target students who are at risk of not achieving and develop appropriate programmes to	Teams to develop tracking documents to monitor target students. Target students are regularly discussed	All staff	On-going	

Māori, Pasifika and Asian students.	accelerate learning. Target students are discussed at team and SLT meetings.	during team and SLT meetings. Learning programmes are reviewed regularly to make sure they are appropriate.			
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Strategic Goal 2

To continue to accelerate learning in numeracy and literacy across the school.

2018	2019	2020
<ul style="list-style-type: none"> • Analyse 2017 National Standards Data to identify specific team goals for Reading, Writing and Maths. • Priority Learners groups identified from 2017 National Standards Data - interventions planned and progress tracked and reviewed. • Continue the consistent use of the tracking books in the junior school. • Numeracy, Reading and Writing Curriculum Team Leader to lead numeracy and literacy development. • Teacher inquiry to be based around numeracy or literacy development with a Future Focussed emphasis. • Relevant outside professional learning explored to meet identified needs of teaching staff - Explore Kahui Ako PLD opportunities to collaborate with other schools. • Data reviewed termly to monitor progress. • Develop and implement the use of Understanding by Design curriculum 	<ul style="list-style-type: none"> • Analyse 2018 Achievement Data to identify specific targets for Reading, Writing and Maths • Prepare 2019 Annual Plan collaboratively with input from staff and Board of Trustees. • Introduce and implement the use of Understanding by Design curriculum planning to Year 1 to 2. • Introduce and implement the use of School Talk to Year 3 and 4. • Develop consistent use of School Talk in Years 5 and 6. 	<ul style="list-style-type: none"> • Analyse 2019 Achievement Data to identify specific targets for Reading, Writing and Maths • Prepare 2020 Annual Plan collaboratively with input from staff and Board of Trustees. • Develop consistent use of Understanding by Design curriculum planning across the school. • Introduce and implement the use of School Talk to Year 1 and 2. • Develop consistent use of School Talk in Years 3 and 4.

planning across the school, starting with Years 3 to 6. • Develop and implement the use of School Talk throughout the school starting with Year 5 and 6.		
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Annual Plan 2018 - **Strategic Goal 2** : To continue to accelerate learning in numeracy and literacy across the school.

Target	Expected Outcome	Specific Actions	Responsibility	Timeframe	Budget
<ul style="list-style-type: none"> Analyse 2017 National Standards Data to identify specific team goals. 	Focus areas identified and strategies for improvement identified for Annual Goals.	Identify target areas that require specific attention. Form Priority Learners groups to track and cater for with specific interventions. Plan teaching interventions/ support that we can put in place to accelerate achievement of these learners.	All Staff	Term 1 2018	
<ul style="list-style-type: none"> Priority Learners groups identified from 2017 National Standards Data - interventions planned and progress tracked and reviewed. 	Our priority learners are identified and tracked to make sure they are progressing.	Identify target areas that require specific attention. Form Priority Learners groups to track and cater for with specific interventions. Plan teaching interventions/ support that we can put in place to accelerate achievement of these learners.	All Staff	Term 1 2018	
<ul style="list-style-type: none"> Continue the consistent use 	All teachers in the junior	AP and team leaders	AP and team	On-going	

of the tracking books in the junior school.	school are using the tracking books consistently.	monitor the use of the tracking books.	leaders		
• Numeracy, Reading and Writing Curriculum Team Leader to lead numeracy and literacy development.	Continual focus on numeracy and literacy teaching through staff development and team meetings.	Within teams, DP/AP and Team Leaders identify literacy and numeracy focus areas to develop with our staff.	DP/AP and Team Leaders	On-going	
• Teacher inquiry to be based around numeracy or literacy development with a Future Focussed emphasis.	Improved practice achieved around identified focus areas for each teacher.	Teachers select one relevant numeracy or literacy goal to focus on to enhance their teaching practice.	All Staff	Reviewed termly	
• Relevant outside professional learning explored to meet identified needs of teaching staff - Explore Kahui Ako PLD opportunities to collaborate with other schools.	Improved practice achieved for all teachers	Team and whole staff development meeting discussions and development. Explore Kahui Ako PLD opportunities which may be collaborative with other local schools.	Principal, DP, AP and Team Leaders		
• Data reviewed termly to monitor progress.	Reflection on the efficacy of intervention programmes for our priority learners.	Review progress on targeted priority learners each term to monitor progress. Share progress data with BOT	Principal, All Staff	Termly	
• Develop and implement the use of Understanding by Design curriculum planning across the school, starting with Years 3 to 6.	All teachers teaching Years 3 to 6 are using Understanding by Design curriculum planning when they are planning their teaching and learning programmes.	Time given to teachers to plan together through the year. Teachers develop their use of using Understanding by Design curriculum planning when planning their programmes. Team meetings review	Teachers in years 3 to 6.	On-going	

		and monitor the progress of using Understanding by Design curriculum planning.			
<ul style="list-style-type: none"> • Develop and implement the use of School Talk throughout the school starting with Year 5 and 6. 	<p>All teachers in year 5/6 are using School Talk in their teaching and learning programmes. Reflection on the efficacy of School Talk.</p>	<p>Time and PD is given to the teachers in the use of School Talk. Review progress on School Talk each term to monitor progress.</p>	<p>DP, AP, teachers in year 5/6</p>	<p>On-going</p>	

Strategic Goal 3

To provide an authentic learning programme using a student centered inquiry learning approach.

2018	2019	2020
<ul style="list-style-type: none"> • Develop a strong School Environment team from local community members to help guide school gardens and environment projects. • Build partnerships with local resource people from Auckland Regional Council, DOC to help develop our Silverdale School Bush Ecosystem walkway project. • Actively explore learning opportunities outside the classroom. • Adventure playground development. • Introduce and implement Trees for Survival programme to Years 5 and 6. • Introduce and implement Garden to Table programme to Years 3 and 4. • Develop and implement the use of Understanding by Design curriculum 	<p>Review school environment plan to date and set new targets for 2019.</p>	<p>Review school environment plan to date and set new targets for 2020.</p>

planning across the school, starting with Years 3 to 6.

Annual Plan 2018 - **Strategic Goal 3:** To provide an authentic learning programme using a student centered inquiry learning approach.

Target	Expected Outcome	Specific Actions	Responsibility	Timeframe	Budget
<ul style="list-style-type: none"> Develop a strong School Environment team from local community members to help guide school gardens and environment projects. 	<p>A group of motivated, enthusiastic environmentalists will work together to plan and implement various school environment projects.</p>	<p>Call a meeting of interested people in Term 1 to gather people together and share the vision. Hold a weekend working bee in term one to tackle some initial tasks on the plan. Work with the Home and School towards fundraising / completing tasks on the plan throughout the year and beyond.</p>	All Staff	On-going	
<ul style="list-style-type: none"> Build partnerships with local resource people from Auckland Regional Council, DOC to help develop our Silverdale School Bush Ecosystem walkway project. 	<p>A strong network of local experts who we can call on for assistance, guidance, resources and teaching programmes around our unique school environment.</p>	<p>Staff make contact with local experts</p>	All Staff	On-going	
<ul style="list-style-type: none"> Actively explore learning opportunities outside the classroom. 	<p>Field trips, excursions and outdoor adventures adding motivation and building student engagement.</p>	<p>Actively seek opportunities to explore learning opportunities outside the classroom. Utilise parent/community</p>	All Staff	On-going	

		expertise for assistance with risk management on trips that have challenging environment			
• Adventure playground development.	A new playground will be built.	Get quotes for a new playground. Have children decide which playground they would like. Contract a playground company to built playground.	Principal, BOT	Term 1 and 2	
• Introduce and implement Trees for Survival programme to Years 5 and 6.	Increased awareness of our impact on the environment and action to improve this. Increased pride and ownership of our school environment	Contact Trees for Survival to become part of their programme. Set up area at the back of the school for the Trees for Survival programme to be based. One Year 5/6 class to be involved with the programme.	Principal, interested staff.	Term 1, 2 On-going	
• Introduce and implement Garden to Table programme to Years 3 and 4.	Increased awareness of our impact on the environment and action to improve this. Increased pride and ownership of our school environment	Contact Garden to Table to become part of their programme. One Year 3/4 class to be involved with the programme.	Principal, interested staff.	Term 1, 2 On-going	
• Develop and implement the use of Understanding by Design curriculum planning across the school, starting with Years 3 to 6.	All teachers teaching Years 3 to 6 are using Understanding by Design curriculum planning when they are planning their teaching and learning	Time given to teachers to plan together through the year. Teachers develop their use of using Understanding by Design curriculum planning when	Teachers in years 3 to 6.	On-going	

	programmes.	planning their programmes. Team meetings review and monitor the progress of using Understanding by Design curriculum planning.			
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Strategic Goal 4

To foster student wellbeing throughout the school so that every learner can feel safe, valued, included and accepted for who they are.

2018	2019	2020
<ul style="list-style-type: none"> • Staff, student and whānau development of Growth Mindset with a focus on our new school values, Kindness/Atawhai, Excellence/Hiranga, Respect/Whakaute and Integrity/Ngākau pono and GRIT. • Development of our 2018 PB4L Behaviour Management Handbook. • Using practices that foster and promote student wellbeing. e.g, PB4L, growth mindset focus, school values teaching and learning programmes, Student Wellbeing Survey (NZCER) • Look into introducing Restorative practices within the school. • Provide education/information for parents and whānau via newsletter, school app and in school opportunities. • Continue to develop the use of Play Based Learning in the junior school. 	<ul style="list-style-type: none"> • Review efficacy of the PB4L programme and programmes to date. • Establish next steps and goals for our PB4L practices within the school. • Provide ongoing education/information for parents and whānau. 	<ul style="list-style-type: none"> • Review efficacy of the PB4L programme and programmes to date. • Establish next steps and goals for our PB4L practices within the school.

Annual Plan 2018 - **Strategic Goal 4:** To foster student wellbeing throughout the school so that every learner can feel safe, valued, included and accepted for who they are.

Target	Expected Outcome	Specific Actions	Responsibility	Timeframe	Budget
<ul style="list-style-type: none"> Staff, student and whānau develop the use of Growth Mindset with a focus on our new school values, Kindness/Atawhai, Excellence/Hiranga, Respect/Whakaute and Integrity/Ngākau pono and GRIT. 	Consistency in the use of Growth Mindset and school values practices throughout the school. Everyone in our school community has a clear understanding of Growth Mindset, school values and GRIT.	Through staff PD meetings, staff to be provided with Growth Mindset, school values and GRIT language training and tools. Revisit the efficacy of these strategies, along with sharing successes at staff PD meetings.	All staff	On-going	
<ul style="list-style-type: none"> Development of our 2018 PB4L Behaviour Management Handbook. 	Consistency in the use of behaviour management practices and behaviour management language throughout the school.	Through staff PD meetings, staff to be provided with PB4L Behaviour Management Handbook training and tools. Revisit the efficacy of these strategies, along with sharing successes at staff PD meetings.	All staff	On-going	
<ul style="list-style-type: none"> Using practices that foster and promote student wellbeing. E.g, PB4L, growth mindset focus, school values teaching and learning programmes, Student Wellbeing Survey (NZCER) 	Consistency in using practices that foster and promote student wellbeing throughout the school.	Through staff PD meetings, staff to be provided with PB4L, growth mindset focus, school values teaching and learning programmes. Students to complete Wellbeing Survey (NZCER)	All staff Principal	On-going	

• Look into introducing restorative practices within the school.	DP to investigate introducing restorative practices within the school.		DP Principal	Term 2	
• Provide education/information for parents and whānau via newsletter, school app and in school opportunities.	School community will have up to date information about the school and upcoming events.	Communication with the school community to completed in a timely manner and updated regularly.	Principal SLT Office	On-going	
• Continue to develop the use of Play Based Learning in the junior school.	Team Te Ohanga will continue to develop the play based learning curriculum.	Visit schools who are using play based learning in the junior school (Year 0-3)	Principal AP Team Te Ohanga		

Strategic Goal 5

To maintain strong community partnerships that reflect Silverdale School's unique culture so that the needs of the students remain at the heart of all that we do.

2018	2019	2020
<ul style="list-style-type: none"> • Consultation - strong focus on cultural responsiveness and future focused learning programmes. • Community Consultation re: School gardens, PB4L, Trees for Survival programme, Garden to Table programme and bush walkway. • Continue to develop and strengthen relationships with ECE's, and CoL schools. • New Entrant parent events, preschool visits, transition focus-further develop communication pathways. • ILE parent information evenings. 	<ul style="list-style-type: none"> • Provide opportunities for our parent community to give feedback about the operations of the school. • Continue to develop and strengthen relationships with ECE's, and CoL schools. • Maintaining strong collaboration across schools in our CoL and HBC school cluster group. • Develop the use of School Talk with our parent/whānau. 	<ul style="list-style-type: none"> • Provide opportunities for our parent community to give feedback about the operations of the school. • Review the use of School Talk with our parent/whānau.

<ul style="list-style-type: none"> • Make connections with our PTA that link to our strategic plan. • Seek parent/whānau input for future direction of strategic goals 1-4. • Introduce and implement School Docs. • Develop and implement the use of School Talk with our parent/whānau. 		
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Annual Plan 2018 - **Strategic Goal 5:** To maintain strong community partnerships that reflect Silverdale School's unique culture so that the needs of the students remain at the heart of all that we do.

Target	Expected Outcome	Specific Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> • Consultation - strong focus on cultural responsiveness and future focused learning programmes. 	<p>Strong community involvement and input into the life of the school and the strategic direction of the school.</p>	<p>Regular opportunities for community to have input in school. Maori Consultation Hui Meet the Parent evening, Term 1 Grandparents morning visit, Term 1 Mothers morning visit, Term 2 Fathers morning visit, Term 3 Country Show Day, Term 4 School Sports days, Swimming Sports, Cross Country, Athletics,</p>	<p>All Staff</p>	<p>On-going</p>
<ul style="list-style-type: none"> • Community Consultation re: School gardens, PB4L, Trees for Survival programme, Garden to Table programme and bush walkway. 	<p>Strong community involvement and input into the life of the school and the strategic direction of the school.</p>	<p>Communicate regularly with the school community about projects we require help with.</p>	<p>Principal</p>	<p>On-going</p>

		Seek help and advice from our community with our projects.		
<ul style="list-style-type: none"> • Continue to develop and strengthen relationships with ECE's, and CoL schools. 	Smooth, low stress transitions to school for all new entrants and their whanau as well as a smooth transition to College for our Year 6's.	Te Ohanga Team leader and AP to continue to develop the new entrant transition process as well as parent/whanau education sessions that provide best coverage of all our new entrant families and best outcomes for these children.	Te Ohanga Team leader and AP	On-going
<ul style="list-style-type: none"> • New Entrant parents/whānau and new parents/whānau events, preschool visits, transition focus and further develop communication pathways for all new and existing parents/whānau. 	Strong New Entrant parents/whānau and new parents/whānau involvement and input into the life of the school and the strategic direction of the school. New Entrant parents/whānau and new parents/whānau feel part of the school right from the very start of their child's enrolment.	Make new parents/whānau feel welcome at school. Develop the new entrant transition process as well as parent/whanau education sessions that provide best coverage of all our new entrant families and best outcomes for these children.	Principal Te Ohanga Team leader and AP	On-going
<ul style="list-style-type: none"> • ILE parent information evenings. 	Hold an ILE parent/whānau information evening to share with our parents/whānau what an ILE is.	ILE team to organise and run an LE parent/whānau information evening.	Principal, ILE team	Term 1
<ul style="list-style-type: none"> • Make connections with our PTA parent group that link to 	Communicate with the PTA our strategic plan.	Regular updates from principal at PTA	Principal	On-going

our strategic plan.		meetings on the strategic direction of the school		
<ul style="list-style-type: none"> • Seek parent/whānau input for future direction of strategic goals 1-4. 	Plan for and seek student, parent, whanau and staff input on the future focus of Silverdale School.	Plan and implement community input opportunities to gauge their voice on the what priorities our community has for our future learners.	Principal	On-going
<ul style="list-style-type: none"> • Introduce and implement School Docs. 	School community will use School Docs to keep updated with policies and procedures of the school.	Principal will update policies and procedures of the school into School Docs. Share School Docs with school community.	Principal	Term 1 and 2
<ul style="list-style-type: none"> • Develop and implement the use of School Talk with our parent/whānau. 	School community will use School Talk to keep up to date with their child's learning progression.	Staff to explore the use of School Talk to enhance connections with parents and whanau at home.	All staff	On-going.

2018 Annual Team Targets

Annual Targets for Writing

Team Te Ohanga

By the end of 2018 we have implemented a comprehensive writing programme **so that at least 80%** of children are confidently working on the 40 week writing rubric **in order to** become independent writers at the expected level.

Team Pukeko

By the end of 2018 we have implemented a comprehensive writing programme to raise the achievement of Year 3 and 4 writers **so that** of the 79 students on the 2018 Learner support Register, at least 46 students will be working in their expected curriculum level.

Team Tui

By December 2018, we have raised the achievement in Yr 5/6 writing by identifying focus children in each class, moderating across team/s, using best practice in writing and using SchoolTalk learning progressions for children to see where they are at and where they are going next in order to develop student agency. So that we have taken the number of 'below' curriculum expectation writers from 73 students to 43.

Annual Targets for Maths

Team Te Ohanga

By the end of 2018 we have integrated number knowledge and strategy throughout our daily programme **so that** at least 80% of children have achieved the number knowledge and strategies **in order** to meet the level 1 expectations for their correct time at school.

Team Kiwi

By the end of 2018 we have integrated number knowledge and strategy throughout our daily programme **so that** of the 56 students who have been identified on the 2018 Learner Support Register, 25 focus students will have achieved Stage 4 Strategy and at least Stage 3 Basic Fact Knowledge by December 2018.

Annual Targets for Writing 2018

Objectives	Actions to Achieve Writing Achievement Targets	Outcomes
<p>Team Te Ohanga By the end of 2018 we have implemented a comprehensive writing programme so that at least 80% of children are confidently working on the 40 week writing rubric in order to become independent writers at the expected level.</p>	<p>How are we going to meet those targets?</p> <ul style="list-style-type: none"> ● Teachers to use tracking books to monitor alphabet, and writing rubric to determine next learning steps ● Use our PBL to incorporate writing - more provocations / LI's ● Daily use of modeling book ● Shared writing ● Mini books ● Sparkle pens ● Reporter / photographer - linked to High Frequency words ● Mini lessons on focus area - not ability group but need group ● Write High Frequency words on hands / cards as run past ● Refer to google doc for ideas ● Deb and Antonette to feedback ideas from 2017 inquiries ● Use our Wa rapu learning to motivate our children who find getting writing ideas tricky. 	
<p>Team Pukeko By the end of 2018 we have implemented a comprehensive writing programme to raise the achievement of Year 3 and 4 writers so that of the 79 students on the 2018 Learner support Register, at least 46 students will be working in their expected</p>	<p>How are we going to meet those targets?</p> <ul style="list-style-type: none"> ● Teachers to use tracking books to monitor achievement and next learning steps. ● Workshops on specific areas of need. ● Moderating within our team and 	

<p>curriculum level.</p>	<p>across the school.</p> <ul style="list-style-type: none"> ● Shared writing - seeing the teacher modelling writing and using think alouds. ● Visible learning - students aware of their next learning steps. (use of tracking books with students to help this) Students should be aware of what they are learning, why they are learning it and how they will know they have learnt it ● Conferencing with students - giving clear feedback and feedforward. ● The use of learning intentions and success criteria made visible to students. ● Engaging writers through student agency ● Each teacher to have a clear understanding of our writing rubrics. ● All teachers to have an individual inquiry goal that will support our team goal. ● Teachers to share ideas, good practises and resources. ● Sample of writing to be moderated and shared in team meeting Week 8 	
<p>Team Tui By December 2018, we have raised the achievement in Yr 5/6 writing by identifying focus children in each class, moderating across team/s, using best practice in writing and</p>	<p>How are we going to meet those targets?</p> <ul style="list-style-type: none"> ● Use SchoolTalk to monitor progress through learning goals. ● Students use SchoolTalk to identify their next learning 	

<p>using SchoolTalk learning progressions for children to see where they are at and where they are going next in order to develop student agency. So that we have taken the number of 'below' curriculum expectation writers from 73 students to 43.</p>	<p>steps.</p> <ul style="list-style-type: none"> ● Workshops based on areas of need identified in SchoolTalk. ● Regular moderating in team meetings - specific levels covered. ● Teacher modelling. ● Variety of motivations used to engage. ● Conferencing and providing feedback that is constructive and improves future learning. ● Providing choice and opportunities for student agency in writing. ● Learning intentions/goals are shared and success criteria is known. ● Use writing exemplars to show good examples of writing genre. ● Sharing of resources, successful lessons and ideas. ● PLD in writing. ● Using strategies that engage boys and Maori in writing. 	
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Annual Targets for Maths 2018		
Objectives	Actions to Achieve Reading Achievement Targets	Outcomes
<p>Team Te Ohanga By the end of 2018 we have integrated number knowledge and strategy throughout our daily</p>	<p>How are we going to meet those targets?</p> <ul style="list-style-type: none"> ● Integrate Mathematics into other curriculum areas other 	

<p>programme so that at least 80% of children have achieved the number knowledge and strategies in order to meet the level 1 expectations for their correct time at school.</p>	<p>than during Investigation Time i.e. Big Book that incorporates Mathematical understanding and language</p> <ul style="list-style-type: none"> ● Provide for more real life experiences other than during Wa rapu i.e. following a recipe in order for students to understand how Mathematics relate to everyday life. ● Daily use of modeling books ● Need group vs ability group ● Refer to google doc ideas Numeracy Goal Ideas ● Share great games / activities ● Problem of the day / week ● Tracking books entered regularly ● Fortnightly maths motivator up on the staff room board each week, worked back into the classroom. ● Rich task thinking ● Kendall to share about rich and number talks ● Numicon training Numicon ● PD from maths team / external providers 	
<p>Team Kiwi By the end of 2018 we have integrated number knowledge and strategy throughout our daily programme so that of the 56 students who have been identified on the 2018 Learner Support Register, 25 focus students will have achieved Stage 4 Strategy and at least Stage 3 Basic Fact Knowledge by December 2018.</p>	<p>How are we going to meet those targets?</p> <ul style="list-style-type: none"> ● Encouraging parents to support basic facts, skip counting and doubles practise at home ● Basic facts sheets to go home weekly in notebooks ● Problem solving to understand how Mathematics relate to everyday life. ● Daily use of modeling books / 	

	<p>teacher scaffolding / think alouds</p> <ul style="list-style-type: none">● Need group vs ability group● Share great games / activities● Tracking books entered regularly / school talks● Rich task thinking - teachers to share good practises and rich tasks they have solved in class● PD from maths team / external providers● To start up a lesson bank of plans for rich tasks using numeracy story books as a hook● Each teacher to have clear knowledge and strategy groupings with next step goals highlighted for Learner Support Register children● To have a numeracy goal for inquiry learning which will support the Team Kiwi Goal● Teachers to share ideas, good practises and resources	
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