



School Charter
Strategic Annual Plan for
2019-2021



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



Silverdale School 2019 - 21 Introductory Section - Strategic Intentions

Vision	Learn to Journey - Journey to Learn Ako ki te Haere - Haere ki te Ako
Mission Statement	Actively prepare each child to take responsibility for their own life-long learning, values and behaviour, in partnership with the home and community.
Values	Kindness/Atawhai Excellence/Hiranga Respect/Whakaute Integrity/Ngākau pono
	<p>Children will have:</p> <ul style="list-style-type: none"> ● Respect for a value system that includes kindness, excellence, respect and integrity. ● 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 cooperate. ● Respect for people and property. ● An understanding bi-cultural nature of Aotearoa and the place of te Tiriti o Waitangi in today's society.



<p>Principles underpinning our school practice</p>	<p>Our school:</p> <ul style="list-style-type: none"> • Values learners and learning by recognising individual strengths and providing opportunities and resources to enhance each child’s academic, social and Hauora (Taha Tinana (physical), Taha Hinengaro (emotional/mental), Taha Whanau (social) and Taha Wairua (social)) 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 • Prepares our children 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 children. • Promotes an understanding of the bi-cultural nature of Aotearoa and the place of te Tiriti o Waitangi in today's society.
<p><u>Play Based Learning (PBL)</u></p>	<ul style="list-style-type: none"> • We want learning to be fun and for our children to develop a love for coming to school and a love for learning! • Play based learning helps with the transition from ECE. Some children are not yet ready for a formal school setting. This approach helps to combat this by incorporating learning into play. • PBL works on core skills, oral language, social skills, gross and fine motor skills, self belief and independence. It naturally integrates with requirements in the NZ curriculum and fits beautifully with our school values and focus on growth mindset. • The approach personalises learning and provides learning that is real, relevant, and meaningful for all children. It is a structured individualised approach where active hands-on learning through play is the major tool for teaching and learning • Time is provided for children to engage in their learning and gain a sense of achievement. • In this approach the children experience Wā rapu / Investigation Time every morning where they have an opportunity to be a focus child, reporter and photographer. The teacher works alongside



	<p>these children scaffolding their learning through play and building a strong relationship with each and every child in their class.</p> <ul style="list-style-type: none"> • The classroom environment is rich with provocations for the children to investigate and explore and the teacher explicitly extends, supports and scaffolds their children. • Learning for the rest of the day is discussed and reinforced during Wā rapu at Tuning In and Reflection time.
<p><u>Silverdale Behaviour for Learning</u></p>	<ul style="list-style-type: none"> • Silverdale School aims to improve and maintain appropriate learning and social behaviour where we all have the right to feel secure and happy at school. We actively provide an environment that is safe and nurturing using Positive Behaviour for Learning (PB4L) to provide clear guidelines and behaviour management strategies to ensure that a consistent and effective school wide programme operates. • We aim to instil deeply held beliefs in all our learners through the encouragement, modelling and exploration of collectively held values, that are expressed in the way our learners think and act. • Our Restorative Practice model focuses on building and maintaining positive, respectful relationships across the school community and offers school staff best-practice tools and techniques to restore relationships when things go wrong. By building and maintaining positive, respectful relationships within a school, staff to staff, staff to student and student to student, issues are more easily managed.
<p><u>Understanding by Design (UbD)</u></p>	<ul style="list-style-type: none"> • Silverdale School aims to teach the essence of the curriculum by improving curriculum coverage, design, delivery, allowing for student agency and quality assessment using the UbD framework to provide a planning process and structure to guide curriculum, assessment, and instruction. The focus will be on teaching and assessing for understanding and learning transfer.
<p><u>SchoolTalk</u></p>	<ul style="list-style-type: none"> • Silverdale School will use learning progressions, with SchoolTalk as the platform, to ensure that all our learners, our parents/caregivers and our teachers are empowered to know where the learner is at with their learning, where they are going to next and to build capacity for goal setting so that they are capable of improving learning outcomes and achievement.
<p>Te Ao Māori</p>	<ul style="list-style-type: none"> • We respect the unique position of Māori as tangata whenua of New Zealand and te reo Māori as an official New Zealand language. • An annual hui or individual contact (verbal and/or written) is held with parents/whānau about their aspirations for their children and how the school can best meet their particular needs.



	<p>Further consideration will be given to –</p> <ul style="list-style-type: none"> ● 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. <p>We foster Māori culture through:</p> <ul style="list-style-type: none"> ● teaching te reo Māori (e.g. greetings, counting, mihi, basic vocabulary, pronunciation, place names). ● incorporating tikanga (the Māori way of doing things) in school life (e.g. mihi whakatau (greeting/welcome speech), pōwhiri (welcome ceremony), waiata (songs), kapa haka (Māori cultural group), whakamoemiti (expressing thanks), and karakia (prayer/ritual chant)). ● accessing Māori cultural advisors. ● integrating Māori, and using resources that recognise New Zealand’s dual cultural heritage, through all curriculum areas where appropriate. ● fostering relationships with local iwi and visiting marae. ● holding whānau hui (family meetings) and convening whānau groups.
<p>Recognising and Celebrating Cultural Diversity</p>	<p>We recognise, value, and celebrate the different cultures represented within our school and wider community, in a variety of ways. Examples include:</p> <ul style="list-style-type: none"> ● integrating cultural perspectives through curriculum areas across all levels, ● providing opportunities for children, their families, and the wider school community to use and share their cultural knowledge, ● being sensitive to all religious beliefs and belief systems, ● demonstrating an awareness of and respect for cultural practices (e.g. not sitting on tables, pronouncing names correctly),



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	<ul style="list-style-type: none"> ● using our communication tools to share and celebrate cultural diversity with our school families (e.g. school newsletter, website), ● supporting children for whom English is not their first language, ● reflecting different cultures in our school environment (e.g. signage, murals, artwork), ● celebrating festivals and significant holidays from a range of cultures, ● running our own cultural events and activities (e.g. international assemblies, food festivals).
School Description	<p>Silverdale School is a decile 10 school with a current roll of 690 (as at March 2019). Silverdale School is a contributing primary with a 140+ year history. The current school was opened in November 2006 being purposefully built and the design incorporated the views of the staff, community and children with modern learning considerations in mind. 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.</p> <p>Students from our school come from varied backgrounds but largely come from the urban area of Millwater. A small percentage of our children come to school by bus.</p> <p>We are sited in a burgeoning urban subdivision of Millwater which is impacting on our roll.</p> <p>As a school in a thriving community, we have actively sought and promoted opportunities for our children to engage in sporting, cultural and academic exchanges with local schools and within specific clusters and our local environment.</p> <p>Students are intensely interested and actively engaged in the many varied learning opportunities and learning programmes and these provide a range of opportunities for ongoing student learning and achievement.</p> <p>Silverdale School is part of the Orewa Kāhui Ako with Orewa College, Orewa North School, Orewa School, Dairy Flat School and Wainui School.</p>



Baseline Data

Students' Learning

[SENCO Overview](#)

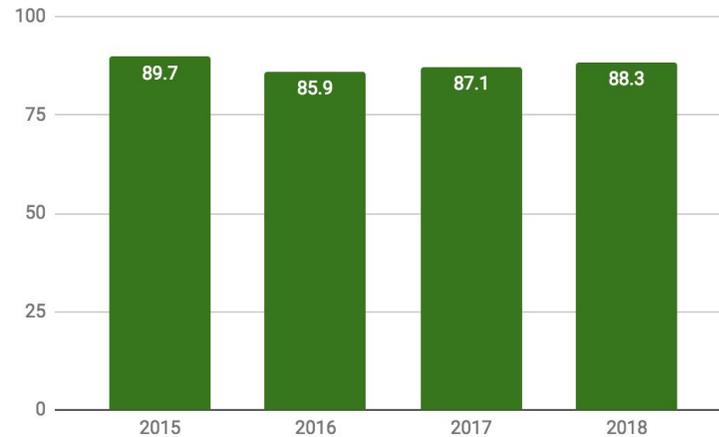
[2018 Reading Review](#)

[2018 Writing Review](#)

[2018 Maths Review](#)

2015 - 2018 Reading Data

Percentage of children working within or above the expected NZ Curriculum Level



Reading Data collated based on a roll of 728 students, 11 December 2018.

2015 Achievement Levels - 89.7%, 46 Māori (7 below NS, 15.2%) 7 Pasifika (2 below NS, 28.6%)

2016 Achievement Levels - 85.9%, 53 Māori (10 below NS, 18.9%) 5 Pasifika (2 below NS, 40%)

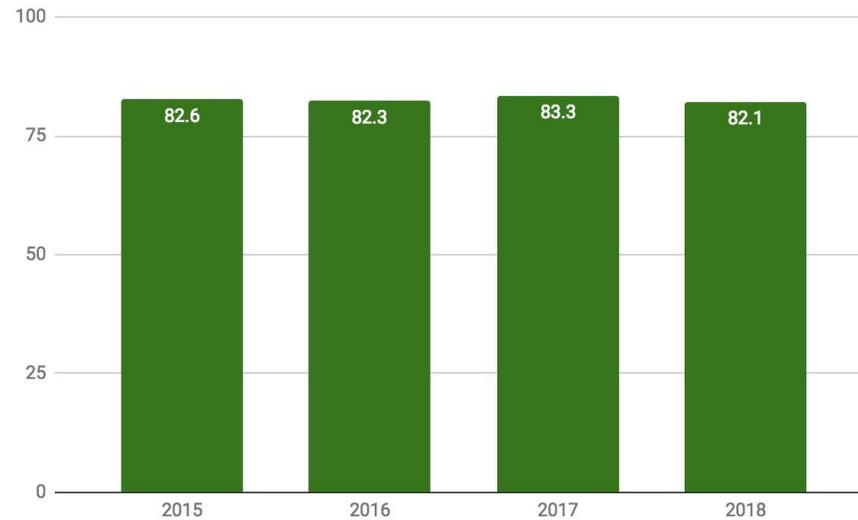
2017 Achievement Levels - 87.1%, 53 Māori (7 below NS, 13.2%) 3 Pasifika (1 below NS, 33.3%)

2018 Achievement Levels - 88.3%, 48 Māori (6 working towards, 12.5%), 14 Pasifika (4 working towards, 28.6%)



2015 - 2018 Writing Curriculum Area

Percentage of children working within or above the expected NZ Curriculum Level



Writing Data collated based on a roll of 728 students, 11 December 2018.

2015 Achievement Levels - 82.6%, 46 Māori (7 below NS, 15.2%) 7 Pasifika (2 below NS, 28.6%)

2016 Achievement Levels - 82.3%, 53 Māori (11 below NS, 20.7%) 5 Pasifika (2 below NS, 40%)

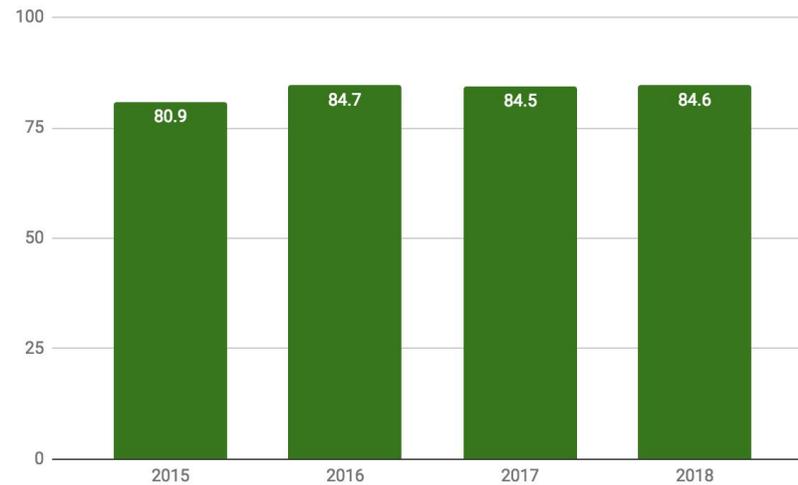
2017 Achievement Levels - 83.3%, 53 Māori (11 below NS, 20.8%) 3 Pasifika (1 below NS, 33.3%)

2018 Achievement Levels - 82.1%, 48 Māori (8 working towards, 16.7%), 14 Pasifika (2 working towards, 14.3%)



2018 Mathematics Data

Mathematics Curriculum Area - working within or above the expected NZ Curriculum Level



Mathematics Data collated based on a roll of 728 students, 11 December 2018.

2015 Achievement Levels - 80.9% , 46 Māori (7 below NS, 15.2%) 7 Pasifika (2 below NS, 26%)

2016 Achievement Levels - 84.7%, 53 Māori (10 below NS, 18.8%) 5 Pasifika (2 below NS, 40%)

2017 Achievement Levels - 84.5%, 53 Māori (9 below NS, 17%) 3 Pasifika (2 below NS, 66.7%)

2018 Achievement Levels - 84.6%, 48 Māori (9 working towards, 18.8%), 14 Pasifika (3 working towards, 21.4%)

Student Engagement

- Our community is under constant change in terms of cultural diversity, and many of our children come from diverse cultural and socio-economic backgrounds. This requires our practice to adapt to meet the different preferences and expectations of our families.
- School population is composed of 51% NZ European, 16% Chinese, 8% Māori, 5% African, and 20% from other ethnicities.



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	<ul style="list-style-type: none">● Play based learning is well established in the Year 0/1 team and is highly valued by whānau, children and staff. Teachers acknowledge the positive impact it has had on engagement and behaviour.● The year 2 team is developing a play based learning programme.● Degree of parental engagement varies across the school.
Review of Charter and Consultation	<ul style="list-style-type: none">● We have consulted all stakeholders in our community as part of our school charter development and have identified strategic areas for development accordingly.● We have taken our latest ERO review recommendations on board and are working to develop our school in these areas.
2018 ERO Recommendations	<ul style="list-style-type: none">● To further enhance school performance, it would be worthwhile for the board and leaders to review strategic planning processes to refine goals and targets. This review could include formalising opportunities for the board to revisit and evaluate progress towards goals and targets.● The school charter could better reflect the strong bicultural commitment that is evident in the culture and practices of the school. This could be a separate statement from that relating to the other diverse ethnicities that comprise the changing school community.● School review practices are useful, and there is scope to define a more planned approach with key steps in the school's strategic 'Why' model. This could guide more robust, formal evaluation of various innovations and recent initiatives in curriculum, teaching and learning, and their impact on student outcomes.



Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Team Goal	Short Report
<p>Students' Learning</p>	<p>To continue to accelerate learning in Numeracy and Literacy across the school.</p>	<p>Team Te Ōhanga By the end of 2019 we have embedded formative assessment into our classroom programme in order to raise the achievement levels in writing, maths and reading, with a deliberate focus on our priority, target and focus students so that at least 90% of the Year 1 and Year 0 students are confidently working within curriculum level 1. Writing - most of Level 1ii at least 90% Reading most of blue / beginning green Maths - most of level 1ii (early) at least 90%</p>	
<p>Students' Learning</p>	<p>To continue to accelerate learning in Numeracy and Literacy across the school.</p>	<p>Team Kiwi By the end of 2019 we have implemented a comprehensive writing programme using SchoolTalk and other</p>	



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		formative assessment, identifying target and focus children, and having robust team discussions in order to raise the achievement level across the team so that we move 5 out of 23 children from working towards to working within Level 1 in writing and to move all of the remaining 18 children from pre Level 1 to Level 1ii (Early Level 1).	
Students' Learning	To continue to accelerate learning in Numeracy and Literacy across the school.	Team Pūkeko By the end of 2019 we will have embedded formative assessment in our writing programme to raise the achievement of Year 3 and 4 writers so that of the 61 students on the 2018 Learner support Register, at least 29 students will be working in their expected curriculum level.	
Students' Learning	To continue to accelerate learning in Numeracy and Literacy across the school.	Team Tūi By December 2019, we have used formative assessment in writing to raise the achievement of the target children in each class in Yr 5/6	



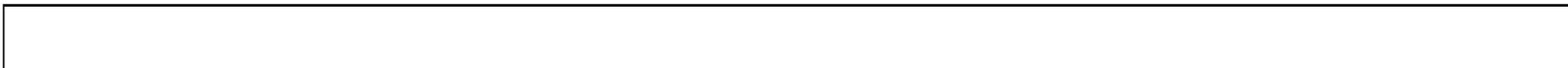
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		<p>writing by using best practice formative assessment strategies, moderating across team/s, using best practice in writing, and using SchoolTalk learning progressions for children to see where they are at and where they are going next in order to develop student agency. So that we have taken the number of 'working towards' curriculum expectation writers from 44 students to 29 students.</p>	
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<p>Strategic Goal To continue to accelerate learning in Numeracy and Literacy across the school.</p>	<p>Annual Goal Team Te Ōhanga By the end of 2019 we have embedded formative assessment into our classroom programme in order to raise the achievement levels in writing, maths and reading, with a deliberate focus on our priority, target and focus students so that at least 90% of the Year 1 and Year 0 students are confidently working within curriculum level 1. Writing - most of Level 1ii at least 80% Reading most of blue / beginning green Maths - most of level 1ii (early) at least 80%</p>
<p>What is currently happening?</p> <ul style="list-style-type: none"> ● To date there are 21 /125 priority students for reading. 84% ● To date there are 20 /125 priority students for writing. 84% ● To date there are 14 /125 priority students for maths. 89% 	
<p>What can we do?</p> <ul style="list-style-type: none"> ● Share LI / SC when working with students during whole class and instructional groups. ● Kids reflecting back to us through gestures - thumbs up or down, sideways so we can see your needs help/extension What we are learning to do is... ● Use language such as ‘ have you been successful’, ‘ we are learning...’ ● Use learning buddies (Deb’s reading wheel) ● Use photos to enable students to self reflect 	
<p>What will we do first?</p> <ul style="list-style-type: none"> ● Learning explicit and reflect with verbal or gestured response. ● We are learning to, by the end you’ll know if you’ve been successful by... also to use reflective gestures ● Make the learning explicit and get them to reflect upon it post lesson ● Use student’s input to co-construct SC ● Be explicit teaching and practise of SC - checking understanding. Using ‘have you / how have you been successful’ ● Teaching the children to practise self-assessment and being reflective, looking carefully at their own work and getting their feedback/ thoughts. Writing down child-voice. ● Make learning explicit (we are learning to, you’ll know if your successful by and using reflective gestures) 	
<p>Outcomes</p>	



<p>Strategic Goal To continue to accelerate learning in Numeracy and Literacy across the school.</p>	<p>Annual Goal Team Kiwi</p> <p>By the end of 2019 we have implemented a comprehensive writing programme using SchoolTalk and other formative assessment, identifying target and focus children, and having robust team discussions in order to raise the achievement level across the team so that we move 5 out of 23 children from working towards to working within Level 1 in writing and to move all of the remaining 18 children from pre Level 1 to Level 1ii (Early Level 1).</p>
<p>What is currently happening?</p> <ul style="list-style-type: none"> ● The data from 2018 showed that 90.7% of children were at or above the expected curriculum level for the end of Year 1. There were 10 children identified as working towards from the end of last year. ● This year we have had 18 new children enter Team Kiwi and 13 of these children are working towards. 7 of these children are ESOL, 1 is Samoan and 1 is Maori. 84% of these new children are still working towards Level 1. ● Therefore we have 23 out of 118 children working towards Level 1. 18 of these children are still at pre Level 1 stage. ● This changes the data for the start of the year from 90.7 to 80.5% working towards. ● We have 6 girls and 16 boys working towards Level 1. ● We have identified another 20 children that we feel are at risk of not working comfortably within level 1 unless they have intensive monitoring and a comprehensive writing programme. This means that 43 of the current 118 children are working towards or are borderline (63.5% are working comfortably at or above). ● We are all trialing Estee’s Moment in Time, Quick Write, and interest based writing and around our KERI values. ● Teacher modelling 	
<p>What can we do?</p> <ul style="list-style-type: none"> ● Look at the new Learning progressions framework ● Look at the books at the end of the year and see what they were achieving then. Show children and encourage them to see if they can do the same. 	



- Look at the progressions on SchoolTalk.

What will we do first?

- Look at the new [Learning progressions framework](#)
- Look at the books at the end of the year and see what they were achieving then. Show children and encourage them to see if they can do the same.
- Look at the progressions on SchoolTalk.

Outcomes

Strategic Goal To continue to accelerate learning in Numeracy and Literacy across the school.

Annual Goal Team Pūkeko

By the end of 2019 we will have embedded formative assessment in our writing programme to raise the achievement of Year 3 and 4 writers so that of the 61 students on the 2018 Learner support Register, at least 29 students will be working in their expected curriculum level.

What is currently happening?

* Writing process is being introduced, visual on board that is interactive. Sheena Cameron editing process has been introduced but children are yet to grasp the process effectively. Two stars and a wish has been introduced-early stages.

* Mostly whole class introductions. However working with lower ability students to create focus groups. Sheena Cameron editing process has been introduced but children are yet to grasp the process, Process is displayed on board. Covered so far Recounts, blog poems, presentation descriptive writing. Two stars and a wish has been introduced.

* Mostly whole class introductions. However working with lower ability students to create focus groups. Conferencing with each student throughout the day to reflect on goals and next learning steps. Celebrating good writing by reading, lots of sharing opportunities. Using a range of writing styles - moment in time, sentence starters, descriptive writing, recount, presentations, poetry and quick writes.



* Mainly whole class - modelling and teaching with small groups/individuals being withdrawn. 2 stars and a wish being introduced. Editing being introduced - early stages. Focus on some language features - similes, parts of language e.g. nouns, verbs etc

Recounts, Narratives, Reports, Biographies.

* Whole class teaching, modeling, working with students who are not independent writers yet. Working through the writing process--planning, drafting, editing/proofreading, buddy check, conferencing and co-construct the next learning step, sharing and working towards recrafting.

Using 6 traits:

Ideas—the main message.

Organization—the internal structure of the piece.

Voice—the personal tone and flavor of the author's message.

Word Choice—the vocabulary a writer chooses to convey meaning.

Sentence Fluency—the rhythm and flow of the language.

Conventions—the mechanical correctness.

* We are working through a writing process co-constructed and shared in class (displayed). We will do small lessons before our weekly writing piece talking about spelling rules, deeper language features, surface features, punctuation etc and focus on these that day in our writing. Super sentences, self checks taught in depth using Sheena Cameron editing pencil, conferencing and feedback using two stars and a wish. Start of peer assessment, link writing to examples in reading.

What can we do?

- PD sessions for teachers to upskill, Curriculum overview eg boys Literacy Conference with Marshall Diggs, Sheena Cameron editing course.
- Define as a team what good looks like - develop consistency in programme across team as we have many new teachers.
- Curriculum Overview of good practice, teachers to work on this as part of Kahui Ako.
- Identify areas of expertise within school and across Kahui Ako so that teachers can observe best practice.
- PLG to share best practice on formative assessment (focus on formative assessment in writing).
- PLG to share new learning eg readings, videos etc.
- Develop our use of SchoolTalk so that we are targeting specific areas. Work on keeping SchoolTalk updated and using



resources to help.

- Use of exemplars to moderate as a team - upskilling teachers to identify progressions achieved and next steps.
- Develop student agency with students using SchoolTalk so that they know their next steps and can celebrate their achievements.
- Inform parents and students that they are in a focus group, celebrate the successes.
- Use teacher aides for phonics lessons to support students who need help in this area.
- Sharing back in teams of any PD

What will we do first?

- PD sessions for teachers to upskill, Curriculum overview eg boys Literacy Conference with Marshall Diggs, Sheena Cameron editing course.
 - Boys literacy
 - Sheena Cameron editing course
- Define as a team what good looks like
- Identify areas of expertise within school and across Kahui Ako so that teachers can observe best practice. PLG to share best practice on formative assessment (focus on formative assessment in writing)
- PLG to share new learning eg readings, videos etc
- Develop our use of SchoolTalk so that we are targeting specific areas. Work on keeping SchoolTalk updated and using resources to help.
- Inform parents and students that they are in a focus group, celebrate the successes!
- Sharing back in teams of any PD

Outcomes



<p>Strategic Goal To continue to accelerate learning in Numeracy and Literacy across the school.</p>	<p>Annual Goal Team Tūi By December 2019, we have used formative assessment in writing to raise the achievement of the target children in each class in Yr 5/6 writing by using best practice formative assessment strategies, 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 'working towards' curriculum expectation writers from 44 students to 29 students.</p>
<p>What is currently happening?</p> <ul style="list-style-type: none"> * Modelling, shared planning, word banks, super sentence, 5 min vocab, mixed ability groups, buddy writing - fold the line, conferencing * Identified focus children, using exemplars from actual authors, explicit teaching, structured planning, structured feedback and feedforward. SchoolTalk formative assessment and forward goal setting each 2 weeks. * Shared planning, teacher modelling, word banks * Cooperative Groups to increase vocabulary, Teacher modelling - good example, bad example. Personal goal setting. * Teacher modelling, shared, success criteria, exemplars, feedback/forward * Goals/learning intentions from ST, feedback, sharing circles, variation, choice, explicit structures to help language development * 1 -1 conferencing, Multiple approaches, Good examples, co op activities 	
<p>What can we do?</p> <ul style="list-style-type: none"> ● Use formative assessment strategies to increase student understanding and to inform teaching practice ● SchoolTalk to monitor progress through learning goals. ● Students use SchoolTalk to identify their next learning steps. ● Workshops based on areas of need identified in SchoolTalk. ● Regular moderating in team meetings - specific levels covered. (More with Pod buddies than team) ● 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/best practices that engage boys and Maori in writing.
- Provide exemplars for students both high and low end.

https://drive.google.com/drive/u/0/folders/1YWZ_mGdYpA0LhytZNkkoGOQSZKPWnkuQ (LC)

What will we do first?

Become familiar with SchoolTalk progressions and begin using them in weekly writing planning
Consistently use Learning intentions and Success criteria
Conferencing that provides students with constructive feedback that improves learning

Outcomes



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Annual Plan 2019 - **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.

	Expected Outcome	Specific Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> Continue to develop the use of play based learning in Team Te Ōhanga and start to implement play based learning into Team Kiwi. 	Enhanced collaboration between Team Te Ōhanga and Team Kiwi teachers to develop the use of play based learning.	Rebecca and Eleanor to work with Team Kiwi teachers to develop their understanding of play based learning. Continue to refine play based learning.	Team Te Ōhanga and Team Kiwi	On-going
<ul style="list-style-type: none"> Develop and implement the use of Understanding by Design curriculum planning across the school. 	All teams are using Understanding by Design curriculum planning process.	UbD team lead the use of Understanding by Design curriculum planning within the school. Regular meetings to develop understanding of Understanding by Design curriculum planning	UbD Team	On-going
<ul style="list-style-type: none"> Develop and implement the use of SchoolTalk throughout the school. 	All teachers are using SchoolTalk in their teaching and learning programmes.	SchoolTalk team will work with teams to support their use of SchoolTalk. Professional development in the use of SchoolTalk.	SchoolTalk Team.	On-going
<ul style="list-style-type: none"> Develop use of digital tools such as SchoolTalk to enhance links between home 	Enhanced use of digital technologies to	Regular staff workshops led by SchoolTalk Team	SchoolTalk Team	On-going



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and school.	enable links between home and school. Increased motivation and capabilities in staff and students.	and any teachers with skills that can benefit others at Team and Staff PD meetings.		
• All staff continue to develop skills to utilise the new digital technologies curriculum.	Increased motivation and capabilities in staff to utilise the new digital technologies curriculum.	Regular staff workshops led by Jackie and any teachers with skills that can benefit others at Team and Staff PD meetings. Apply for PLD funding for an outside facilitator to work in-class with teachers.	Jackie, all staff	On-going
• All staff to continue exploring ways to work collaboratively.	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 collaborative teaching and learning style.	All staff	On-going
• 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	All staff	On-going



		and planning together.		
<ul style="list-style-type: none"> Review coaching and teaching as inquiry. 	<p>All teachers will complete teaching as inquiry and their goals will be developed from their team goal. Teaching as inquiry will improve outcomes for all students. Provide a framework that teachers can use to help them learn from their practice and build greater knowledge.</p>	<p>Senior leadership team will review teaching as inquiry and coaching and make changes if needed.</p>	<p>Senior leadership team, all staff</p>	<p>On-going</p>
<ul style="list-style-type: none"> Mandarin Language Learning Programme in Years 5 and 6. 	<p>All children in years 5 and 6 will complete one 45 minute lesson per week in Mandarin.</p>	<p>Develop timetable with Orewa College so that all children in Years 5 and 6 will have Mandarin Language Learning Programme throughout the year.</p>	<p>Team Tūī</p>	<p>On-going</p>
<ul style="list-style-type: none"> Continue to monitor learning progressions identifying target students and providing appropriate programmes to accelerate learning, including Māori, Pasifika and Asian students. 	<p>All teams will identify target students who are at risk of not achieving and develop appropriate programmes to accelerate learning.</p>	<p>Teams to develop tracking documents to monitor target students. Target students are regularly discussed during team and SLT</p>	<p>All staff</p>	<p>On-going</p>



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	Target students are discussed at team and SLT meetings.	meetings. Learning programmes are reviewed regularly to make sure they are appropriate.		
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Annual Plan 2019 - **Strategic Goal 2** : To continue to accelerate learning in numeracy and literacy across the school.

	Expected Outcome	Specific Actions	Responsibility	Timeframe
• Analyse 2018 student achievement 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 2019
• Priority Learners groups identified from 2018 student achievement 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	All Staff	Term 1 2019



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		interventions. Plan teaching interventions/ support that we can put in place to accelerate achievement of these learners.		
• UbD team to lead curriculum development across the school.	Continual focus on numeracy and literacy teaching through staff development and team meetings.	Within teams, UbD team and Team Leaders identify literacy and numeracy focus areas to develop with our staff.	UbD team and Team Leaders	On-going
• Teacher as inquiry to be based around numeracy or literacy development with a formative assessment emphasis.	Improved practice achieved around identified focus areas for each teacher. Teachers have a better understanding of formative assessment.	Teachers select goals relevant to their team goal, so to enhance their teaching practice.	All Staff	Reviewed termly
• Relevant outside professional learning explored to meet identified needs of teaching staff - explore Kāhui Ako PLD opportunities to collaborate with other schools.	Improved practice achieved for all teachers	Team and whole staff development meeting discussions and development. Explore Kāhui Ako PLD opportunities which may be collaborative with other local schools.	Principal, DPs, and Team Leaders	
• Achievement data reviewed termly to monitor	Reflection on the	Review progress on	Principal, All	Termly



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progress.	efficacy of intervention programmes for our priority learners.	targeted priority learners each term to monitor progress. Share progress data with BOT.	Staff	
<ul style="list-style-type: none"> Develop and implement the use of SchoolTalk throughout the school. 	All teachers are using SchoolTalk in their teaching and learning programmes.	SchoolTalk team will work with teams to support their use of SchoolTalk. Professional development in the use of SchoolTalk.	SchoolTalk Team.	On-going

Annual Plan 2019 - **Strategic Goal 3:** To provide an authentic learning programme using a student centered inquiry learning approach.

	Expected Outcome	Specific Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> Develop a strong School Environment team from local community members to help guide school gardens and environment projects. 	A group of motivated, enthusiastic environmentalists will work together to plan and implement various school environment projects.	<p>Call a meeting of interested people in Term 1 to gather people together and share the vision.</p> <p>Work with the Home and School towards fundraising / completing tasks on the plan throughout the year and beyond.</p>	All Staff	On-going



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<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>	<p>All Staff</p>	<p>On-going</p>
<ul style="list-style-type: none"> • Actively explore learning opportunities outside the classroom. 	<p>EOTC 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 expertise for assistance with risk management on trips that have challenging environment</p>	<p>All Staff</p>	<p>On-going</p>
<ul style="list-style-type: none"> • Continue with the Trees for Survival programme for Years 5 and 6. 	<p>Increased awareness of our impact on the environment and action to improve this. Increased pride and ownership of our school environment</p>	<p>Continue working with Trees for Survival to develop our programme.</p>	<p>Principal, interested staff.</p>	<p>Term 1, 2 On-going</p>
<ul style="list-style-type: none"> • Continue with the Garden to Table programme to Years 3 and 4. 	<p>Increased awareness of our impact on the environment and action to improve this. Increased pride and</p>	<p>Continue working with Garden to Table to develop our programme. Develop sustainable gardens.</p>	<p>Principal, interested staff.</p>	<p>Term 1, 2 On-going</p>



	ownership of our school environment			
<ul style="list-style-type: none"> Develop and implement the use of Understanding by Design curriculum planning across the school. 	All teachers teaching are using Understanding by Design curriculum planning when they are planning their teaching and learning programmes.	<p>Time given to teachers to plan together through the year.</p> <p>Teachers develop their use of using Understanding by Design curriculum planning when planning their programmes.</p> <p>Team meetings review and monitor the progress of using Understanding by Design curriculum planning.</p>	UbD Team	On-going

Annual Plan 2019 - **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.

	Expected Outcome	Specific Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> Staff, student and whānau develop the use of Growth Mindset with a focus on our school values, Kindness/Atawhai, Excellence/Hiranga, Respect/Whakaute and Integrity/Ngākau pono. 	Consistency in the use of Growth Mindset and school values practices throughout the school. Everyone in our school	Through staff PD meetings, staff to be provided with Growth Mindset, school values training and tools.	All staff	On-going



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	community has a clear understanding of Growth Mindset and our school values.	Revisit the efficacy of these strategies, along with sharing successes at staff PD meetings.		
• Development of the use of Restorative Practices/Conversations across the school.	Consistency in the use of Restorative Practices/Conversation practices and behaviour management language throughout the school.	Through staff PD meetings, staff to be provided with Restorative Practices/Conversations training and tools. Revisit the efficacy of these strategies, along with sharing successes at staff PD meetings.	All staff	On-going
• Using practices that foster and promote student wellbeing. E.g, PB4L, growth mindset focus, school values teaching and learning programmes, Student Wellbeing Survey (NZCER), Kia Kaha Bullying Programme, Life Education.	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
• 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



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<ul style="list-style-type: none"> • Continue to develop the use of Play Based Learning in Team Te Ōhanga. 	Team Te Ōhanga 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 DP Team Te Ōhanga	On-going
<ul style="list-style-type: none"> • Develop the use of Play Based Learning in Team Kiwi. 	Team Kiwi will develop a play based learning curriculum.	Work closely with Team Te Ōhanga. Visit schools who are using play based learning in the junior school (Year 0-3)	Principal DP Team Te Ōhanga Team Kiwi	On-going

Annual Plan 2019 - **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.

	Expected Outcome	Specific Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> • Consultation - strong focus on cultural responsiveness and future focused learning programmes. 	Strong community involvement and input into the life of the school and the strategic direction of the school.	Regular opportunities for community to have input in school. Māori Consultation Hui Meet the Parent evening, Term 1 Grandparents morning visit, Term 1 Mothers morning visit, Term 2 Fathers morning visit,	All Staff	On-going



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		Term 3 Country Show Day, Term 4 School Sports days, Swimming Sports, Cross Country, Athletics,		
<ul style="list-style-type: none"> Community Consultation re: School gardens, PB4L, Trees for Survival programme, Garden to Table programme and bush walkway. 	Strong community involvement and input into the life of the school and the strategic direction of the school.	Communicate regularly with the school community about projects we require help with. Seek help and advice from our community with our projects.	Principal	On-going
<ul style="list-style-type: none"> Continue to develop and strengthen relationships with ECE's, and Kāhui Ako schools. 	Smooth, low stress transitions to school for all new entrants and their whānau as well as a smooth transition to College for our Year 6's. Maintain and develop relationships with Kāhui Ako schools.	Te Ōhanga Team leader and DP to continue to develop the new entrant transition process as well as parent/whānau education sessions that provide best coverage of all our new entrant families and best outcomes for these children. Continue to meet with Kāhui Ako schools.	Te Ōhanga Team leader and DP	On-going
<ul style="list-style-type: none"> New Entrant parents/whānau and new 	Strong New Entrant	Make new	Principal	On-going



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parents/whānau events, preschool visits, transition focus and further develop communication pathways for all new and existing parents/whānau.	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.	parents/whānau feel welcome at school. Develop the new entrant transition process as well as parent/whānau education sessions that provide best coverage of all our new entrant families and best outcomes for these children.	Te Ōhanga Team leader and DP	
<ul style="list-style-type: none"> • Make connections with our PTA parent group that link to our strategic plan. 	Communicate with the PTA our strategic plan.	Regular updates from principal at PTA meetings on the strategic direction of the school	Principal	On-going
<ul style="list-style-type: none"> • Seek parent/whānau input for future direction of strategic goals 1-4. 	Plan for and seek student, parent, whānau 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"> • Continue to use School Docs to review policy and procedures. 	School community will use School Docs to keep updated with policies and procedures	Principal will update policies and procedures of the school into School Docs.	Principal	On-going



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	of the school.	Share School Docs with school community.		
<ul style="list-style-type: none"> • Develop and implement the use of SchoolTalk with our parent/whānau. 	School community will use SchoolTalk to keep up to date with their child's learning progression.	Staff to explore the use of SchoolTalk to enhance connections with parents and whānau at home. Develop a parent focus group to trial the parent portal of SchoolTalk and get feedback.	All staff	On-going.