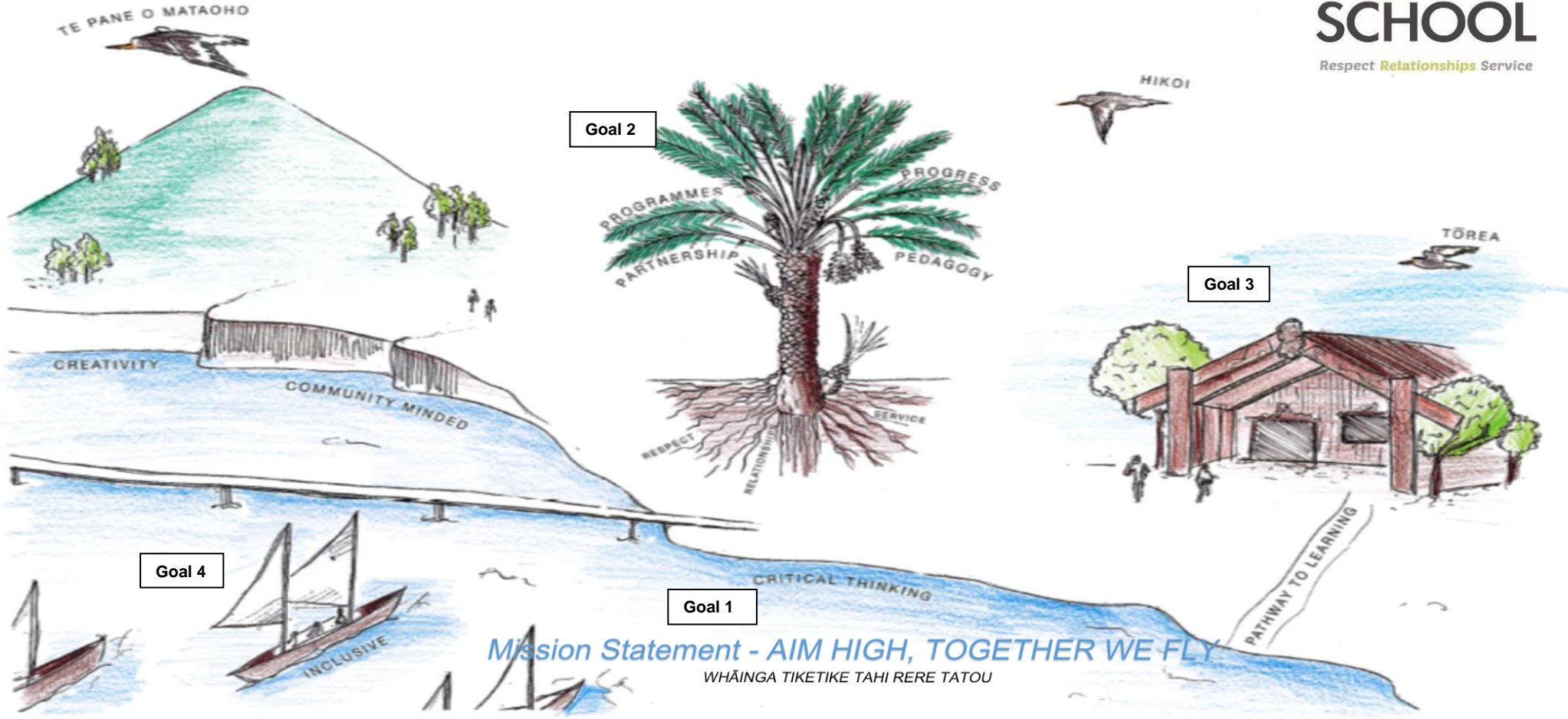


# Robertson Road School Charter & Strategic Plan 2019

**ROBERTSON  
ROAD  
SCHOOL**  
Respect Relationships Service

AIM HIGH, TOGETHER WE FLY  
WHĀINGA TIKETIKE TAHI RERE TATOOU



Goal 4

Goal 2

Goal 3

Goal 1

Mission Statement - AIM HIGH, TOGETHER WE FLY  
WHĀINGA TIKETIKE TAHI RERE TATOOU

## The Key Message of our New Curriculum

The birds represent a significant part of our Robertson Road School journey, which is to Aim High, Together we fly.

TITLE	MEANING
HIKOI	Because kura is one of the most important stages of a child's journey in life, this mural entitled HIKOI explains the importance of staying focused, digging deep, knowing who you are, and being yourself on your journey.
TOREA Pied Oyster Catcher	A Mangere local and inhabitant of Manukau Moana. We expect to see the key traits of the Torea in our students on their HIKOI. 3 Key Strengths: <ol style="list-style-type: none"> <li>1. Focused when flying to</li> <li>2. Digs deep for Kai</li> <li>3. Very protective</li> </ol>
TE PANE O MATAOHO Mangere Mountain	A land mark which all people of Mangere call home and a sacred Maunga to the tangata whenua Te Akitai Waiohau.
Learning Priorities	<p>Creativity- students and teachers are being creative in their thinking and are able to think outside the square.</p> <p>Critical thinking –students and teachers making reasoned judgements that are logical and well-thought out. It is a way of thinking in which you don't simply accept all arguments and conclusion, but rather have an attitude involving questioning such as arguments and conclusions.</p> <p>Community minded – being culturally responsive in terms of planning and delivering our learning programmes to students, and encouraging families, whanau and the community to engage with the school and with the curriculum.</p> <p>Inclusiveness – Providing a welcoming and inclusive environment for all learners and their families that is emotionally, socially and physically safe for all We ensure that curriculum recognises and affirms the identities, languages, abilities and talents of all students.</p>
Four strands of learning	Pedagogy Partnership Progress Programmes
Values	The values are the roots of our learning which are respect, relationship, service. These provide the foundation for our learning.

## **Robertson Road Targets for 2019**

- By the end of 2019 75% of all students will be at or above expected curriculum level for Writing.
- By the end of 2019 75% of all students will be at or above expected curriculum level for Maths.
- By the end of 2019 80% of all students will be at or above expected curriculum level for Reading.



## Strategic Goal 1 Accelerated Learning

<p><b>Aim:</b> To accelerate the achievement levels for all students across the curriculum through effective practice using inquiry, culturally responsive practice and digital tools as the keys to transformation.</p>			
<u>Goals</u>	<u>Indicators of Success 2019</u>	<u>Indicators of Success 2020</u>	<u>Indicators of Success 2021</u>
<p><b>Accelerate learning in Mathematics through culturally responsive pedagogy.</b></p>	<p>Teachers have a coherent model of DMIC program to follow. Student voice is used regularly to gather evidence of next steps.</p>	<p>Teachers take increased ownership of DMIC programs within their classrooms and across the school. Student understand their strengths and actively contribute to their own learning goals.</p>	<p>Lead teachers are able to coach/ mentor teachers across the school to build robust teacher practice. Learners are actively involved in their Mathematical learning.</p>
<p><b>Accelerate Learning in Writing</b></p>	<p>Collaborative development of an agreed writing process for all RRS teachers.</p>	<p>Teachers are confident and competent teachers of writing for acceleration. Students are developing their ability to self and peer assess for improvement.</p>	<p>Robust evidence based strategies are embedded in the teaching of writing.</p>
<p><b>Accelerate learning in Reading</b></p>	<p>To implement a phonetic program across the Junior School Y0-3.</p>	<p>Use the phonetic process to develop a systematic approach to Spelling Y1-8.</p>	<p>Embed spelling program across Y1-8.</p>
<p><b>Implement Local Curriculum to build agentic learners.</b></p>	<p>To increase student, parent, family, whanau contribution to learning through the 'I Am' Curriculum. Authentic writing within the 'I Am' program. Integrate Te Ao Maori.</p> <p>To begin the development of student created 'e-portfolio' with the Year 7-8 students.</p>	<p>Students increasingly drive the learning through the 'I Am' curriculum. Integration of writing program within 'I Am'. Increased use of local context. Strengthen the integration of Te Ao Maori.</p> <p>Students can take increasing responsibility for their own learning by recording and reflecting on their learning in an e-portfolio. Years 4-8</p>	<p>Student centred 'I Am' program embedded within the school. Students are actively involved. Te Ao Maori is fully integrated.</p> <p>Student and teachers are actively work together to co-construct the development of e-portfolios to track process of learning. Years 1-8.</p>



## Strategic Goal 2.

### BUILDING EVALUATIVE PRACTICE

**Aim:** To accelerate progress and achievement levels for all students across the curriculum by building teachers' capacity to implement sustained effective practice using inquiry culturally responsive practice and digital tools as the keys to transformation.

<u>Goals</u>	<u>Indicators of Success 2019</u>	<u>Indicators of Success 2020</u>	<u>Indicators of Success 2021</u>
<b>Develop and implement a whole school approach to Teaching as Inquiry. Focus on Writing</b>	Using the Inquiry Model Teachers are increasingly reflective and making changes to their practice in Writing.	Teaching as Inquiry leads to responsive and adaptive teaching practices in Writing.	Teaching of Writing to accelerate is evidence throughout the school.
<b>Consistent collection and analysis of evidence to generate robust OTJs.</b>	Develop and implement systems and processes to support teachers in the collection of valid evidence. Valid evidence is used to assess the effectiveness of programs and make timely interventions.	Teachers confidently and consistently analyse assessments to ensure they are responding effectively to identified student needs. Data is used effectively to improve practice across the school.	Evidence drives practice across the school.
<b>Develop a whole school 'Critical Thinking' assessment pathway as part of the '3C's and I'.</b>	Collaboratively develop a 'Critical Thinking' pathway from Y1-8. Begin to implement.	Implement a 'Critical Thinking' pathway from Y1-8	Review and Refine 'Critical Thinking' pathway.



## Strategic Goal 3. Well Being and Engagement

<p><b>Aim:</b> To have a school climate, which promotes, facilitates, and safeguards the physical and emotional well-being of students. Students are able to promote and practice RRS school values – (Respect, Relationship and Service) within and outside school.</p>			
<u>Goal</u>	<u>Indicators of Success 2019</u>	<u>Indicators of Success 2020</u>	<u>Indicators of Success 2021</u>
<p><b>The NZCER well-being survey shows significant improvement in school culture each year.</b></p>	<p>The inclusion section of the 'I Am' program is strengthened using Growth Mindset approaches.</p>	<p>Students increasingly use appropriate language. Few reported incidences of mocking and bullying in the Well-being survey.</p>	<p>Hauora survey shows significant improvement.</p>
<p><b>Develop and extend Tuakana Teina relationships with students.</b></p>	<p>Stronger relationships across year level students through increased Tuakana Teina opportunities, particularly for boys.</p>	<p>Embed Tuakana Teina opportunities. Increased boys' involvement in leadership opportunities.</p>	<p>Boys actively participate in Tuakana Teina opportunities.</p>
<p><b>Improve punctuality and attendance of students.</b></p>	<p>Attendance data is used effectively to identify and support families to improve punctuality and attendance. VisTab data is used effectively to develop interventions that address identified causes.</p>	<p>Increased attendance of students from identified families.</p>	<p>Improved punctuality and attendance result in accelerated progress and achievement.</p>
<p><b>Teachers value and integrate students' cultures, language and identities into learning programs.</b></p>	<p>Students' cultures, languages and identities are more visible and valued in classrooms. Teachers 'I Am' programs build on the cultural capital of their students.</p>	<p>Culturally responsible and relational practice is demonstrated across the school.</p> <p>Students' languages, cultures and identities are an integral part of the 'I Am' program.</p>	<p>Students' languages, cultures and identities are visible and valued in all aspects of the school.</p>



## Strategic Goal 4. Maori Engagement

<b>Aim:</b> As Robertson Road School we will Ensure Māori students enjoy and achieve education success as Māori.			
<u>Goal</u>	<u>Indicators of Success 2019</u>	<u>Indicators of Success 2020</u>	<u>Indicators of Success 2021</u>
<b>Continue to strengthen understanding and application of Te reo Māori me ngā tikanga in classrooms and school wide practices.</b>	Teachers are upskilled in Te Reo Maori and Tikanga Maori.	Teachers apply the learning of Te Reo Maori and Tikanga Maori into their practice.	Te reo Māori me ngā tikanga are visible and valued in classrooms and across the school.
<b>Leaders and teachers actively engage Māori learners in their learning (ako)</b>	Teachers incorporate Ako into their pedagogy.	Maori students are active partners in their learning.	Ako practices are embedded consistently within classrooms. Maori students are connected and engaged and succeeding with their learning.
<b>Leaders and teachers' partnerships with parents and whānau enable success for Māori learners.</b>	Leaders and teachers establish productive relationships with parents and whānau to understand their aspirations for tamariki.	Leaders and teachers continue to strengthen learning partnerships with parents and whānau.	Leaders and teachers work collaboratively with parents and whānau to support tamariki to achieve.

## Our Baseline Data

### *End of year Reading OTJ 2018*

#### *Year 0-8*

	Not meeting expected curriculum	On Track to meeting Curriculum Level	Meeting expected curriculum level	Exceeding expected curriculum level	Total Pupils
<b>Y0</b>	0%	0%	<b>93%</b> (14)	7% (1)	3% (15)
<b>Y1</b>	0%	0%	<b>36%</b> (22)	64% (39)	11% (61)
<b>Y2</b>	0%	11% (8)	<b>77%</b> (56)	12% (9)	13% (73)
<b>Y3</b>	1% (1)	32% (22)	<b>37%</b> (25)	29% (20)	12% (68)
<b>Y4</b>	1% (1)	21% (16)	<b>57%</b> (43)	20% (15)	13% (75)
<b>Y5</b>	4% (3)	32% (23)	<b>21%</b> (15)	42% (30)	13% (71)
<b>Y6</b>	1% (1)	33% (27)	<b>55%</b> (45)	11% (9)	15% (82)
<b>Y7</b>	5% (3)	39% (25)	<b>31%</b> (20)	25% (16)	11% (64)
<b>Y8</b>	4% (2)	36% (20)	<b>45%</b> (25)	16% (9)	10% (56)
<b>Total pupils</b>	2% (11)	25% (141)	47% (265)	26% (148)	(565)
<b>Reading All students Years 1 - 8</b>	Not meeting expected curriculum	On Track to meeting Curriculum Level	Meeting expected curriculum level	Exceeding expected curriculum level	Total



		No	%	No	%	No	%	No	%	No
All	Male	7	2.3%	92	29.9%	138	44.8%	71	23.1%	<u>308</u>
	Female	5	1.9%	51	19.8%	133	51.8%	68	26.5%	<u>257</u>
	Total	12	2.1%	143	25.3%	271	48.0%	139	24.6%	<u>565</u>
Maori	Male	2	4.4%	15	33.3%	23	51.1%	5	11.1%	<u>45</u>
	Female	3	6.5%	11	23.9%	20	43.5%	12	26.1%	<u>46</u>
	Total	5	5.5%	26	28.6%	43	47.3%	17	18.7%	<u>91</u>
Pasifika	Male	5	2.0%	75	29.9%	112	44.6%	59	23.5%	<u>251</u>
	Female	2	1.0%	37	18.4%	111	55.2%	51	25.4%	<u>201</u>
	Total	7	1.5%	112	24.8%	223	49.3%	110	24.3%	<u>452</u>
Asian	Male	0	0%	2	18.2%	2	18.2%	7	63.6%	<u>11</u>
	Female	0	0%	2	22.2%	2	22.2%	5	55.6%	<u>9</u>
	Total	0	0%	4	20.0%	4	20.0%	12	60.0%	<u>20</u>
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>

**End of year Writing OTJ 2018**  
**Year 0-8**

	Not meeting expected curriculum	On Track to meeting Curriculum Level	Meeting expected curriculum level	Exceeding expected curriculum level	Total Pupils
<b>Y0</b>	0%	0%	<b>93%</b> (14)	7% (1)	3% (15)
<b>Y1</b>	0%	0%	<b>38%</b> (23)	62% (38)	11% (61)
<b>Y2</b>	0%	15% (11)	<b>84%</b> (61)	1% (1)	13% (73)
<b>Y3</b>	1% (1)	43% (29)	<b>31%</b> (21)	25% (17)	12% (68)
<b>Y4</b>	3% (2)	36% (27)	<b>48%</b> (36)	13% (10)	13% (75)
<b>Y5</b>	4% (3)	34% (24)	<b>25%</b> (18)	37% (26)	13% (71)
<b>Y6</b>	1% (1)	40% (33)	<b>54%</b> (44)	5% (4)	15% (82)
<b>Y7</b>	5% (3)	44% (28)	<b>28%</b> (18)	23% (15)	11% (64)
<b>Y8</b>	2% (1)	50% (28)	<b>34%</b> (19)	14% (8)	10% (56)
<b>Total pupils</b>	2% (11)	32% (180)	45% (254)	21% (120)	(565)

Writing All students Years 1 - 8		Not meeting expected curriculum		On Track to meeting Curriculum Level		Meeting expected curriculum level		Exceeding expected curriculum level		Total
		No	%	No	%	No	%	No	%	No
All	Male	7	2.3%	114	37.0%	131	42.5%	56	18.2%	<u>308</u>
	Female	4	1.6%	66	25.7%	123	47.9%	64	24.9%	<u>257</u>
	Total	11	1.9%	180	31.9%	254	45.0%	120	21.2%	<u>565</u>
Maori	Male	2	4.4%	23	51.1%	15	33.3%	5	11.1%	<u>45</u>
	Female	1	2.2%	16	34.8%	19	41.3%	10	21.7%	<u>46</u>
	Total	3	3.3%	39	42.9%	34	37.4%	15	16.5%	<u>91</u>
Pasifika	Male	5	2.0%	89	35.5%	111	44.2%	46	18.3%	<u>251</u>
	Female	3	1.5%	47	23.4%	102	50.7%	49	24.4%	<u>201</u>
	Total	8	1.8%	136	30.1%	213	47.1%	95	21.0%	<u>452</u>
Asian	Male	0	0%	2	18.2%	4	36.4%	5	45.5%	<u>11</u>
	Female	0	0%	2	22.2%	2	22.2%	5	55.6%	<u>9</u>
	Total	0	0%	4	20.0%	6	30.0%	10	50.0%	<u>20</u>
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>

**End of year Mathematics OTJ 2018**

**Year 0-8**

	<b>Not meeting expected curriculum</b>	<b>On Track to meeting Curriculum Level</b>	<b>Meeting expected curriculum level</b>	<b>Exceeding expected curriculum level</b>	<b>Total Pupils</b>
<b>Y0</b>	0%	0%	<b>93%</b> (14)	7% (1)	3% (15)
<b>Y1</b>	0%	0%	<b>38%</b> (23)	62% (38)	11% (61)
<b>Y2</b>	0%	11% (8)	<b>85%</b> (62)	4% (3)	13% (73)
<b>Y3</b>	0%	37% (25)	<b>38%</b> (26)	25% (17)	12% (68)
<b>Y4</b>	3% (2)	37% (28)	<b>44%</b> (33)	16% (12)	13% (75)
<b>Y5</b>	3% (2)	38% (27)	<b>27%</b> (19)	32% (23)	13% (71)
<b>Y6</b>	0%	35% (29)	<b>48%</b> (39)	17% (14)	15% (82)
<b>Y7</b>	3% (2)	42% (27)	<b>25%</b> (16)	30% (19)	11% (64)
<b>Y8</b>	11% (6)	34% (19)	<b>32%</b> (18)	23% (13)	10% (56)
<b>Total pupils</b>	2% (12)	29% (163)	44% (250)	25% (140)	(565)

Mathematics All students Years 1 - 8		Not meeting expected curriculum		On Track to meeting Curriculum Level		Meeting expected curriculum level		Exceeding expected curriculum level		Total
		No	%	No	%	No	%	No	%	No
All	Male	6	1.9%	97	31.5%	131	42.5%	74	24.0%	<u>308</u>
	Female	6	2.3%	66	25.7%	119	46.3%	66	25.7%	<u>257</u>
	Total	12	2.1%	163	28.8%	250	44.2%	140	24.8%	<u>565</u>
Maori	Male	3	6.7%	18	40.0%	18	40.0%	6	13.3%	<u>45</u>
	Female	2	4.3%	16	34.8%	15	32.6%	13	28.3%	<u>46</u>
	Total	5	5.5%	34	37.4%	33	36.3%	19	20.9%	<u>91</u>
Pasifika	Male	3	1.2%	77	30.7%	110	43.8%	61	24.3%	<u>251</u>
	Female	2	1.0%	49	24.4%	102	50.7%	48	23.9%	<u>201</u>
	Total	5	1.1%	126	27.9%	212	46.9%	109	24.1%	<u>452</u>
Asian	Male	0	0%	2	18.2%	2	18.2%	7	63.6%	<u>11</u>
	Female	2	22.2%	1	11.1%	1	11.1%	5	55.6%	<u>9</u>
	Total	2	10.0%	3	15.0%	3	15.0%	12	60.0%	<u>20</u>
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Tota	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>

Mid-year review using traffic light system:

Action well on way to completing

Action developing

Action work needs to begin

## Our Annual Targets for 2019: Target 1

<b>Aim:</b> To accelerate the achievement levels for all students across the curriculum through effective practice using inquiry, culturally responsive practice and digital tools as the keys to transformation.				
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Ongoing Evidence &amp; Evaluation</b>
<p style="text-align: center;"><b>Maths</b></p> <p>Development of coaching and mentoring model for new teachers to DMIC in particular. Teachers are able to identify their own next steps and seek support through DMIC lead teacher. Strengthen student agency on clarity in mathematical learning. Provide PLD on student agency for new staff. 5 weekly monitoring for our target students. Interventions are developed for children who are not accelerating.</p>	<p>Teachers, Team Leaders, DMIC Mentoring Team, In School CoL Leaders</p> <p>Team leaders and teachers</p> <p>In School CoL Leaders</p> <p>Team leaders and teachers</p>	<p>Throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Release for Curriculum (once a term), PLD Hours Release for COL leaders</p> <p>Release for COL leaders</p> <p>PLD Budget</p> <p>PLD Budget</p> <p>Nil</p> <p>Nil</p>	<p>Feedback from DMIC mentors after every visit to D.P. and class teacher where possible at least 3 times a term.</p> <p>Student agency Pre and post data shared with staff.</p> <p>5 weekly data and midyear data.</p> <p>Observation by A.P/D.P/ Team leaders.</p> <p>Observation by A.P/D.P/ Team leaders. Evidence on appraisal connector and sharing in team meetings and during across COL inquiry sharing sessions.</p> <p>Student work record and sharing by them. Students will communicate effectively in writing and share their writing and learning with their parents and whanau.</p>
<p style="text-align: center;"><b>Writing</b></p> <p>Development of RRS writing process based on Alison Davies PLD.</p> <p>Teachers gather evidence in which to accelerate learning through teaching as inquiry process.</p> <p>Teachers with their teams collaboratively develop a toolbox of strategies to identify needs and accelerate learning.</p> <p>Teachers commence quality feedback and feedforward through their writing process.</p>	<p>Teachers, Team Leaders, SLT, In school COL leaders</p> <p>Teachers, Team Leaders, SLT, In school COL leaders</p> <p>Teachers, Team leaders</p> <p>Teachers, Team Leaders, SLT</p>	<p>Term 1</p> <p>Term 2</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>PLD Budget</p> <p>PLD Budget</p> <p>Nil</p> <p>Nil</p>	<p>Observation by A.P/D.P/ Team leaders.</p> <p>Observation by A.P/D.P/ Team leaders. Evidence on appraisal connector and sharing in team meetings and during across COL inquiry sharing sessions.</p> <p>Student work record and sharing by them. Students will communicate effectively in writing and share their writing and learning with their parents and whanau.</p>

<p>Targeted boys writing withdrawal program set up across the school to accelerate learning targeted students.</p> <p style="text-align: center;"><b>Reading</b></p> <p>Explicit teaching of Phonological Awareness and systematic teaching of the Alphabetic Code (Phonics) alongside decodable texts.</p> <p style="text-align: center;"><b>Local Curriculum</b></p> <p>Strengthen collaborative student inquiry planning through the curriculum team oversight and moderation.</p> <p>Strengthen community partnership for each "I AM".</p>	<p>Literacy Support leader and SENCO</p> <p>Teachers, SLT, Liz Kane</p> <p>Curriculum team</p> <p>Curriculum team</p>	<p>Ongoing throughout the year</p> <p>Term 2</p> <p>Termly</p> <p>Termly</p>	<p>PLD Budget</p> <p>PLD Budget</p>	<p>Termly reports on the target groups shared with SLT and teachers.</p> <p>Term 2 and Term reading level tested. Target groups every 5 week tested.</p> <p>Student engagement in their learning and discussion. Student leader group gather feedback on the terms learning PMI on terms learning.</p> <p>Involvement of parent group in the planning and school wide events related to our learning.</p>
--	---	--	-------------------------------------	---

## Our Annual Targets for 2019: Target 2

<b>Aim:</b> To accelerate progress and achievement levels for all students across the curriculum by building teachers' capacity to implement sustained effective practice using inquiry culturally responsive practice and digital tools as the keys to transformation.				
<b>Action</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Ongoing Evidence and Evaluation</b>
<p><b>Teaching as Inquiry</b> Team leaders and teachers to monitor and track progress of all students and Maori and Pacific student groups in writing using school template.</p> <p>Use of AFL capability matrix to gauge teacher understanding of Locus of Control and Clarity in learning.</p> <p>Provide PLD in providing target feedback and feedforward for student acceleration.</p> <p>RRS Writing process is followed within the classrooms.</p> <p><b>Consistent collection and analysis of evidence to generate robust OTJs</b></p> <p>Develop and model the use of exemplars with teachers to develop common and robust assessment practices.</p> <p>Utilise Writing Rubric to identify next steps.</p> <p>Develop assessment practices in year 1-2 that capture what students can do and their next steps for learning in Reading, Writing and Maths.</p>	Team Leaders and Teachers	Termly		<b>Termly reporting to SLT on reading , writing and maths data</b>
	Teachers, In school CoL Leaders, Students, SLT	Term 1, Term 2 and Term 3		Collection of a range of data through observation, walk through and discussion.
	Teachers, Students, In School CoL Leaders	Term 1, Term 2 and Term 3		Feedback and feedforward in books and student conference.
		Ongoing throughout the year		Planning and teaching
	Teachers, Students, In School CoL Leaders	Term 1		Exemplars widely used by teachers.
		Term 2, Term 3 and Term 4		
	Team Leaders, Teachers	Term 2 and Term 3		Teachers are able to identify strengths and build on prior knowledge



<p>Set up consistent systems in the tracking of data within classrooms and syndicates.</p> <p>Team leaders initiate open to Learning conversations around the data analysis.</p> <p>Establish a Literacy handbook that is usable by all teachers to create a consistent expectation of literacy practices.</p> <p>Introduce e-portfolio in all student to reflect the students' learning process and progress.</p>	<p>Literacy Leader, SLT, In School CoL Leaders</p> <p>Teachers</p> <p>Teachers</p> <p>Digital team</p>	<p>Term 1</p> <p>Ongoing throughout the year</p> <p>Term 1</p> <p>Term 1</p>		<p>Team data analysis and discussion.</p> <p>Minutes of team meeting</p> <p>Planning and Teaching</p> <p>Use of seesaw in class.</p>
<p><b>Develop a whole school 'Critical Thinking' assessment pathway as part of the '3C's and I'</b></p> <p>Curriculum group to use current research and collaborative develop critical thinking progressions across the school.</p>	<p>Curriculum team</p>	<p>On going through out the year</p>	<p>Release time</p>	<p>Integrated inquiry plan</p>

## Our Annual Targets for 2019: Target 3

<b>Aim:</b> To have a school climate, which promotes, facilitates, and safeguards the physical and emotional well-being of students. Students are able to promote and practice RRS school values – (Respect, Relationship and Service) within and outside school.				
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Ongoing Evidence &amp; Evaluation</b>
<b>Well-being</b>			Nil	
Develop growth mindset process across year 4-8 and implemented.	Teachers	Ongoing throughout the year		The NZCER well-being survey shows significant improvement in school culture each year.
SPR-OUT well-being programme introduced in year 0-3.	Teachers	Term 2		
1 ROCK programme introduced in year 5-6 classes.	Teachers	Term 2		Improved punctuality and attendance.
Implementation of duty book to track the hot spot areas and behavior of concern.	Teachers	Term 1		
Unpack the Tapasa-document and collaboratively identify strategies that work best for all our children.	Teachers, SLT	Term 2		
Develop and extend Tuakana Teina relationships with students through the buddy system.	Teachers	Term 1		
<b>Value and integrate students' cultures, language and identities into learning programs</b>				
Tongan students Talanoa at lunch time with the Tongan teachers.	Tongan staff	Term 1		
Include cultural component in the "I AM" curriculum.	Curriculum team	Ongoing throughout the year		



## Our Annual Targets for 2019: Target 4

<b>Aim:</b> As Robertson Road School we will Ensure Māori students enjoy and achieve education success as Māori.				
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Ongoing Evidence &amp; Evaluation</b>
<p><b>Teachers are upskilled in Te Reo Maori and Tikanga Maori</b></p> <p>Offer teachers to participate in level 3 Tikanga Maori course.</p> <p>Teachers to integrate Te Reo Maori and Tikanga in their programme.</p> <p><b>Teachers incorporate Ako into their pedagogy.</b></p> <p>Include approaches Ako into the I AM programme</p> <p>Gather Maori student Pre ad post voice on the I AM programme.</p> <p><b>Establish productive relationships with parents and whānau to understand their aspirations for tamariki.</b></p> <p>Encourage all Maori children and whanau to participate in the kapa haka group.</p> <p>Build relationship with the whanau through the kappa haka.</p>	<p>Teachers, SLT</p> <p>Teachers</p> <p>Maori Teachers, Students</p> <p>Teachers</p> <p>Kona and Terangi, SLT</p>	<p>TBC</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Nil</p>	<p>.</p>

