

 **KINGSGATE SCHOOL**
SCHOOL CHARTER



2020-2022

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SCHOOL INFORMATION



NAME:

KingsGate School

SCHOOL TYPE

State-integrated

SCHOOL ADDRESS:

53 Victoria Street, Pukekohe 2120

PRINCIPAL SCHOOL

Jared Stein

BOARD CHAIRPERSON

Chris Hills

PROPRIETOR

NZCPT (New Zealand Christian Proprietors)

SCHOOL MOE NUMBER

0603

NUMBER OF STUDENTS

108 as of 28th January 2020

SCHOOL TEACHERS

Rachel Tetley-Jones, Johanne Farly, Eloise Labuschange, Peter Clark, Gina Yelchich, Anna-Sofia Filer

SCHOOL SUPPORT STAFF:

Vicki Woodham, Mia French, Kathryn Hart, Jasmine Gillon, Alison Twist, Eliza Herewini, Ilse Braytenbach

SCHOOL BOARD MEMBERS:

Chris Hills, Aaron Snook, Sara Jensen, William Haverland, Michelle Peilua, Grant Lemin, Philippa Isom, Jared Stein, Warren Peat, Anna-Sofia.

SCHOOL VISION:

To be a Christian community of learning that nurtures young people towards their full potential as servant leaders in the kingdom of God.

SCHOOL GOAL:

A student leaving KingsGate School at the end of Year 8, having been at the school for at least three years, will be achieving at or above the national norms in the core areas of literacy and numeracy and will have a firm understanding of a Christian worldview".

SCHOOL VALUES

Strength - Empathy - Respect - Vision - Endurance

SCHOOL MOTTO

To Know, To Love, To Serve - Kia Mohio, Ki Te Aroha, Ki Te Mahi

KINGSGATE SCHOOL: THREE YEAR STRATEGIC PLAN 2020-2022



SPECIAL CHARACTER

2020-2022 Staff Teaching Christianly Development

2020: Effective Teaching and Learning Series 2
2021: Effective Teaching and Learning Series 3
2022: Effective Teaching and Learning Series 4

KWT Special Character Guideline Integration

2020: Framework development in conjunction with Dr Jacqui Lloyd (facilitator)
2021: As per developed framework
2022: As per developed framework

Consultations

Dec 2020: Special Character Community Survey and Consultation
Dec 2022: Special Character Community Survey and Consultation

Staff Reviews

May 2020: Special Character Review
May 2022: Special Character Review

2020-2022 Principal Servant Leadership Development

The principal will enroll with the [Servant Leadership Centre of Canada](#) (an online provider) to ensure the servant leadership philosophy is maintained and further developed at KingsGate School as per our proprietors' vision.

2020: Through the Servant Leadership Centre of Canada Organization enrollment in Servant Leadership Certification Level 1

2021: Through the Servant Leadership Centre of Canada Organization enrollment in Servant Leadership Certification Level 2

2022: Through the Servant Leadership Centre of Canada Organization enrollment in Servant Leadership Certification Level



THE BOARD OF TRUSTEES

2020-22 Cultural Responsiveness , and Reviews and Self Evaluations

Our 2019 ERO report recommended that the KGS Board continues to develop evaluation practices to guide and monitor strategic planning and school development.

2020: The Board will complete the NZSTA "[Review of effective governance - board self assessment checklist](#)" and use this as a tool for Board accountability and strategic planning

2021-2022: Upon a recommendation from ERO the Board will use the [Board Self Audit Checklist](#) over the course of 2 years to ensure the School and Board is meeting all legal requirements

2020-2022: The Board will use NZSTA [Hautu document](#) to aide them in meeting the needs of Maori at KGS.

2020-2022 New School Preparations and Readiness

The Board of Trustees will continue to plan for the realisation of the new school at [53 Blake Road](#). This will require close collaboration with the principal and Warren Peat (KWT CEO). Strategic planning will need to occur for the following areas but will ultimately be determined by timelines as they are created in the transition journey. However the board will need to be cognizant of the following issues.

2020-2022: Upkeep of the current property. This will ensure

- adequate teaching and learning environments are provided for the presently at KGS
- The property is handed back over to the rightful owners in an adequate condition.

2020-2022: Employment of new teachers in a short time-frame upon the start of construction at the Blake Road site.



EFFECTIVE LEARNING AND TEACHING

2020-2022 PB4L Programme

Engaging in PB4L has its foundations in 2 unique but related causes fundamental to KGS.

1. Our 2019 ESCR highlighted that few students were able to indicate how their own faith was being scaffolded or supported at KGS. PB4L is a proven framework that will provide our students greater vision in this regard.
2. KGS has and continues to embrace students with additional needs therefore it is vital that every student shares a common language and set of actions band actions

PB4L is an evidence-based framework that looks at behavior and learning from a whole-school as well as an individual student perspective. PB4L will take KingsGate through a three-tiered process. Implementation of all three tiers is likely to take at least five years. At each tier, we will use data to make meaningful and informed decisions and to put in place systems and practices that match the needs of our students.

2020-2021 Tier One School-Wide Implementation.

2022: Tier Two School-Wide Implementations

2020-2022 Assessment for Learning (A4L) Implementation

Our [2019 ERO report](#) recommended that teachers should strengthen teaching and learning by increasing opportunities and guidance for students to take greater control of their learning and suggested we should revisit previous professional development that focused on the use of formative assessment practices to identify relevant teaching strategies.

We will acknowledge ERO's point my embarking on A4L PLD . A4L is a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning. It is a culturally responsive practice.

2020: Centrally funded PLD sourced. Teachers working alongside Infinity Education (A4L facilitators) Focus subject – Maths

2021: Re-application for centrally funded PLD. Teachers working alongside Infinity Education. Focus subject – Writing and Maths

2022: Re-application for centrally funded PLD. Teachers working alongside Infinity Education. Focus subject – Literacy and Maths

2020-2022 Local Curriculum Development

Our [2019 ERO report](#) recommended that it was time for staff to review our local curriculum to ensure that it was more culturally responsive, and provided clear guidelines for teachers about teaching approaches used at KingsGate, curriculum content or what is taught at KingsGate and assessment strategies or how we evaluate learning at KingsGate. To acknowledge this significant point within the report we will be undertaking a review of our KingsGate School Curriculum Booklet

2020: Curriculum areas for review Writing & Reading. Review led by the principal and the Literacy Unit holder.

2021: Math & Health and Physical Education. Review led by the principal and respective Curriculum leaders.

2022: Science and the Arts. Review led by the principal and respective Curriculum leaders.

Consultations

Parent consultation will occur after each curriculum area has been reviewed by staff and a draft curriculum statement crafted.

2020-2022 Kahui Ako Community of Learning

KingsGate School will continue to be an active member of the [South East Christian Kahui Ako](#) for the foreseeable future. Collaboration with other member school will therefore continue as we work together to form a synergy in regard to student progress, achievement and transition across the organization. The [achievement challenges](#) of the Kahui Ako are broad but also succinct enough to allow each school to focus on the challenge that is most applicable to their learning environment. Therefore our strategic direction will develop as follows.

2020: Schoolwide focus and development (led by WSL) of Pacific Nations student agency and growth mindset in Maths.

2021-2022

- Main Focus: School-wide focus and development (led by the WSL) student agency and growth mindset across all ethnic backgrounds. This will be closely linked to PB4L
- Secondary Focus : School -wide focus (led by WSL) and development on understanding developing strategies for student wellbeing

ANNUAL PLAN

THE ROLE OF THE STRATEGIC PLANNING COMMITTEE

The KingsGate School annual plan is created by the Board of Trustees Strategic Planning Committee. The members of the committee combine the skills and knowledge of the principal, the staff representative, a parent elected board member as well as the deputy principal who sits on the committee in a succeded capacity. The role they play is challenging, as it their interpretation of the events, results, discussions, and consultations that occur throughout the school year amongst all its stakeholders that provide bricks and mortar for the construction of the annual plan and thus the step-by-step development of the school once adopted by the Board

The committee...

- looks at student achievement and dissects trends and emerging themes. This eliminates the occurrence of the annual plan becoming the ambulance at the bottom of the cliff whereby the plan is used to try and rectify an unwanted academic situation that has gone unnoticed. Rather this allows the committee to take a preventative approach and then offer the Board informed instruction on how best to best direct resources and turn the school focus onto areas that are starting to show decline in student achievement rates.
- understands that the school is not just about numbers but that it is about community and culture and that these intangibles can and often do have much more effect on student achievement and the growth of the school than anything else. This is why the Strategic Planning Committee ensures the Board is continually reviewing its own functionality through audit and self-review systems and why it also reflects on and fleshes out themes that emerge from staff and community consultations. The committee must understand the “tone” of the school to be able to appropriately provide a “plan” for the school.

The committee acknowledge that when a school has effective self-review systems in place that many facets of school improvement will appear and that it is their task to prioritize these recognised needs. In their wisdom this year the committee has prioritised these needs into 6 separate yet interconnected facets of school life and consequently prioritised the needs within the 6 facets into “Tiers” which recognises the urgency or priority of the need within each facet. Tier 1 needs represent the greatest need and the facet the school should work toward first, followed by Tier 2, and Tier 3.

TIER 1 OBJECTIVES

LOCAL CURRICULUM	SPECIAL CHARACTER	EFFECTIVE TEACHING AND LEARNING	ADDITIONAL NEEDS	CULTURALLY RESPONSIVE GOVERNANCE
<p>Digital Tech Curriculum</p> <p>WHAT: The continued integration of the DTC across learning at KGS</p> <p>WHY: It is a MoE requirement that the DTC is established and working within every schools NZC delivery.</p> <p>WHEN: This would occur over the next 12 to 24 months.</p> <p>WHO: The Kahui Ako will lead integration of the DTC through staff PLD. Jared, as Digital Lead at KGS will also oversee the integration.</p> <p>COST: There should be no cost for this as it is led by the Kahui Ako, however further PLD can potentially be accessed through the MoE at no cost to the school.</p>	<p>Teaching Christianly</p> <p>WHAT: Continued teacher PLD within the special character area of “Teaching Christianly”.</p> <p>WHY: As a continued response to ensuring our teachers drive classroom development from a Christian perspective</p> <p>WHEN: This would occur over two terms as per the current PLD plan.</p> <p>WHO: This would be led by Rachel Wilding and another colleague from Kingsway School as per the programem delivery</p> <p>COST: This could potentially be free, but has a potential small costs attached to it such as purchases of books etc.</p>	<p>Assessment for Learning</p> <p>WHAT: The development of assessment strategies that align to our teachers (and consequently our schools) pedagogical development</p> <p>WHY: As part of our school’s development pathways as recommended by ERO.</p> <p>WHEN: This will be a three year focus with support from facilitators for the first and possible second year as a professional development focus.</p> <p>WHO: This would be led by PLD facilitators, with staff driving their own personal development.</p> <p>COST: Potentially free through MoE centrally funded PLD.</p>	<p>SENCo Development</p> <p>WHAT: The increase of our SENCo hours and continued development of the role.</p> <p>WHY: To assist in our ability to confidently cater for students with additional needs.</p> <p>WHEN: Ideally this would be a long-term goal i.e. more than one year but will be determined by cost and student numbers.</p> <p>WHO: The role will continue to be developed by Miss Tetley-Jones</p> <p>COST: This will be determined by student numbers at KingsGate but with a goal to extend her office days by one day per week.</p>	<p>Community Engagement</p> <p>WHAT: To begin/create constructive relationship within the School’s Pasifika and Maori communities</p> <p>WHY: These communities have, to an extent, had little voice within our school community and need to be engaged more to enhance learning opportunities for students of both communities.</p> <p>WHEN: This engagement process would cover 12-24 months</p> <p>WHO: This would be led by the all staff as pedagogical and cultural change is required. We would continue to use educational connections in the Pasifika and Maori communities to help direct development</p> <p>COST: This has potentially no cost to the school. Potentially free through MoE centrally funded PLD.</p>

TIER 2 OBJECTIVES

LOCAL CURRICULUM	SPECIAL CHARACTER	EFFECTIVE TEACHING AND LEARNING		ADDITIONAL NEEDS	CULTURALLY RESPONSIVE GOVERNANCE
<p>Learning Through Play</p> <p>WHAT: The development of "Learning through Play" pedagogy.</p> <p>WHY: To continue aligning our teacher practice with ILE 's</p> <p>WHEN: This would be a 12 month process, possibly a 24 month time frame depending on potential location transitions.</p> <p>WHO: Johanne Farley, Years 1 and new entrant teacher would lead this development.</p> <p>COST: Currently the Kahui Ako is funding this across the organisations network of schools.</p>	<p>KWT Learning Framework</p> <p>WHAT: The implementation of the 20/20 project special character framework.</p> <p>WHY: To align our SC practices with other schools in the Kingsway network.</p> <p>WHEN: For the framework to be implemented with clarity and precision this will be a long term goal and will take 3 years.</p> <p>WHO: Led by Jacqui Clark but engaged with by teachers for full classroom coverage.</p> <p>COST: No costs as all costs are absorbed by Kingsway Trust.</p>	<p>Pact Tool</p> <p>WHAT: Learning how to use the PaCT tool for assessment purposes.</p> <p>WHY: To continue aligning our teacher practice with ILE 's</p> <p>WHEN: This should fit within a 12-month timeframe</p> <p>WHO: All teachers share responsibility for this as it is a development of their practice but would be led by the principal.</p> <p>COST: The Kahui Ako may have PLD in this area which again would mean the costs would be minimal.</p>	<p>Teaching as Inquiry</p> <p>WHAT: Staff continue to develop their teaching as inquiry for appraisals.</p> <p>WHY: For teacher accountability and to ensure teaching practices continue to align with those required of an ILE.</p> <p>WHEN: This is continuous and cyclical.</p> <p>WHO: All teachers share responsibility in this as it is a development of their practice. It would be led by the principal.</p> <p>COST: There is no known cost involved in this as it is staff driven.</p>	<p>Pasifika Academic Achievement</p> <p>WHAT: To increase Pasifika achievement levels across the school.</p> <p>WHY: 2019 data clearly indicates that Pasifika students lacked equity across the entire curriculum</p> <p>WHEN: This takes the form of a specific 12-month charter goal</p> <p>WHO: All teachers share responsibility for this as it is a development of their practice.</p> <p>COST: PLD courses and Koha from potential expert educators could equate to \$2,000.</p>	<p>Culturally Responsive Practices</p> <p>WHAT: The continuation of developing a relational pedagogy.</p> <p>WHY: To help develop equity in achievement for Pasifika & Maori students) and to engage with both communities.</p> <p>WHEN: This could be a 12 to 24-month timeframe.</p> <p>WHO: All teachers share responsibility for this as it is a development of their practice.</p> <p>COST: Currently the Kahui Ako is funding this across the schools however if this ceased next year Joanne would require PLD.</p>

TIER 3 OBJECTIVES

LOCAL CURRICULUM	SPECIAL CHARACTER	EFFECTIVE TEACHING AND LEARNING	ADDITIONAL NEEDS	CULTURALLY RESPONSIVE GOVERNANCE	
<p>WHAT: The development of a viable PE program around our present school environment.</p> <p>WHY: As a response to parent parent-body voice about the importance of PE plays (or currently does not play) in our curriculum.</p> <p>WHEN: Ideally a framework will be created and in use by the end of 2020.</p> <p>WHO: The "Sport in Education Project" will be led by the principal or PE unit holder and driven by the staff.</p> <p>COST: There is no cost for this facet of curriculum development. Resources are provided free online by Sport NZ.</p>	<p>WHAT: The development of integrated science program across the curriculum</p> <p>WHY: Science is a MoE focus area that schools need to be developing.</p> <p>WHEN: This should be a continuation of practices started in 2019. It is cyclical and on-going.</p> <p>WHO: Led by Mrs Filer and adopted and driven by the teachers.</p> <p>COST: Science will require a budget of \$500 for it to be run properly.</p>	<p>WHAT: Keeping our values relevant and embraced within our Special Character</p> <p>WHY: As ERO recommended it is important for our values to be woven through our school context and acknowledged as part of our school identity.</p> <p>WHEN: This should be continuous and cyclical by nature.</p> <p>WHO: This initiative will be developed and led by the teachers.</p> <p>COST: There are two options available for this.</p>	<p>WHAT: The continued alignment of teaching practices that advocate student participation in their own learning.</p> <p>WHY: To ensure that as a school we are up to date with modern methods of teaching.</p> <p>WHEN: This should be continuous and cyclical by its very nature.</p> <p>WHO: Peter Clark, our Kahui Ako within school lead teacher will lead this but it will ultimately be teacher driven as it needs to be seen to be developed and used with teacher practice.</p> <p>COST: There is no foreseeable cost to this strand as our Kahui Ako is covering costs for its development at schools via the WSL position and their consequent staff PLD.</p>	<p>WHAT: Continue ESOL development across the school.</p> <p>WHY: To develop equity in achievement.</p> <p>WHEN: 12-36 Months</p> <p>WHO: This would be co-led by our SENCO and Literacy Unit Holder, with both these teachers leading PLD for the rest of the staff.</p> <p>COST: A focus such as this would require PLD. A potential cost of \$2100 (2 courses each at \$350 plus 2 relief teachers each at \$350 p/d)</p>	<p>WHAT: The KGS Board of Trustees will introduce culturally responsive practices in relation to school administration</p> <p>WHY: To work towards equity in for Pasifika and Maori students in school governance.</p> <p>WHEN: This should be a continuation of practices started in 2019. It is cyclical and on-going</p> <p>WHO: Principal and Chair lead with the Board members adopting it and driving its continued development.</p> <p>COST: No cost but it would be beneficial if all Board members were able to have their own copy of "To Lead Like Jesus". Potential cost \$250.</p>

BASELINE DATA

WHOLE SCHOOL DATA

	Below Curriculum Stage	At Curriculum Stage	Above Curriculum Stage
Math	22%	39%	41%
Reading	18%	25%	57%
Writing	22%	45%	33%

MATH ACHIEVEMENT BY ETHNICITY

	Below Curriculum Stage	At Curriculum Stage	Above Curriculum Stage
Pacific Nations	39%	42%	19%
Maori	23%	46%	31%
NzZ European	15%	33%	52%
MEELA	00%	100%	00%
Asian	00%	25%	75%
Other	00%	00%	100%

MATH ACHIEVEMENT BY GENDER

	Below Curriculum Stage	At Curriculum Stage	Above Curriculum Stage
Boys	24%	36%	40%
Girls	20%	40%	40%

READING ACHIEVEMENT BY ETHNICITY

	Below Curriculum Stage	At Curriculum Stage	Above Curriculum Stage
Pacific Nations	28%	36%	36%
Maori	23%	54%	23%
NzZ European	11%	18%	75%
MEELA	00%	00%	100%
Asian	00%	25%	75%
Other	100%	00%	00%

READING ACHIEVEMENT BY GENDER

	Below Curriculum Stage	At Curriculum Stage	Above Curriculum Stage
Boys	23%	23%	54%
Girls	13%	27%	60%

WRITING ACHIEVEMENT BY ETHNICITY

	Below Curriculum Stage	At Curriculum Stage	Above Curriculum Stage
Pacific Nations	43%	46%	11%
Maori	23%	54%	23%
NzZ European	13%	42%	45%
MEELA	00%	100%	00%
Asian	00%	25%	75%
Other	100%	00%	00%

WRITING ACHIEVEMENT BY GENDER

	Below Curriculum Stage	At Curriculum Stage	Above Curriculum Stage
Boys	26%	53%	21%
Girls	18%	38%	44%

IDENTIFYING TARGETED COHORTS FOR 2020

RATIONALE BEHIND DETERMINING TARGETED COHORTS

KingsGate School is required to continue the development of student achievement across the curriculum. The interpretation of the preceding data allows us to identify groups of children that may not be performing as well as expected. We firmly believe that it is vital to reap the results of a few specific and targeted actions implemented well, rather than reap lesser rewards of many actions implemented poorly. Therefore, based on our interpretation of the 2019 end of year data we have identified two cohorts that teachers will specifically target within their planning and curriculum delivery in 2020. Teachers will monitor and track student achievement throughout the year within these cohorts paying careful and pay particular attention to those students who are not achieving at their appropriate curriculum stage.

COHORT 1: PACIFIC NATIONS STUDENTS IN MATHS

The data indicates that 11 Pacific Nations students or 39% of this cohort ended the year below their curriculum stage. However, with known student departures this figure is reduced to 8 students. This has been identified as a cohort to target in 2020 for accelerated learning because there are three clearly defined classrooms which these students will be in. This therefore allows us to focus both our resources and support for these teachers and students in these classrooms.

COHORT 2: GIRLS MATHS

The end of year 2019 data indicates that 13 female students or 24% of girls ended the year below the appropriate curriculum stage. There is one known departure from this cohort in 2020 which reduces this figure to 11 students. Although every class has at least one girl who is achieving below their appropriate standard there are 2 classrooms that have the majority of these girls within them. This therefore allows us to focus our resources within these two classrooms yet ensures that every teacher is actively involved in ensuring the mathematical requirements of all girls are being met.

WHY DID WE NOT FOCUS ON ANY COHORT IN WRITING?

Over the last two years we have had writing goals (either whole school or cohort targeted) and improvement has been tracked. However, there comes a time when the focus needs to go on other core curriculum subjects. Developments in teacher pedagogy needs time to take root in classroom practice. Constant tinkering over numerous years, if it is a constant school target, does not allow this to occur. Our overall achievement standards allow us the grace for this to occur.

WHY DID WE NOT FOCUS ON A BOYS READING TARGET?

The end of year 2019 data indicates that 11 male students or 23% of boys ended the year below their appropriate curriculum stage. However, with student departures this figure is reduced to 8 boys that we have complete data on. This cohort of 8 boys is not located in any particular year level or classroom but rather spread across the school. Based on our achievement rates it would be in our best interests to let each teacher focus on their Tiered students rather than focusing our resources on such a small and widely dispersed cohort.

WHY DID WE NOT FOCUS ON A PACIFIC NATIONS STUDENTS READING TARGET?

The end of year 2019 indicates that 8 Pacific Nation students or 28% of this cohort ended the year below their appropriate curriculum stage. However, with known student departures this figure is reduced to 5 students for a 2020 start. Based on our achievement rate it would be in our best interests to let each teacher focus on their Tiered students rather than focusing our resources on such a small and widely dispersed cohort.

CHARTER GOAL 1: ACADEMIC

By the end of 2020 75% of Pacific Nations students will be achieving at or above their appropriate curriculum level in Maths.

Notes: To achieve this result we would...

- require those already achieving at or above their appropriate curriculum level to continue to do so
- need to transition 5 students from those achieving below their curriculum stage to achieving at or above their appropriate stage.

Distribution of Tiered Pacific Nations students in Maths as of 2019 EOY data:

- Tier 1 - 1 student,
- Tier 2 – 4 students,
- Tier 3 – 3 students

TABLE OF RESPONSIBILITIES AND ACTIONS REQUIRED

Person Responsible	Actions	Timeline	Resources	Reporting Timeline
Principal	Create an up to date TIER list. Revised versions issued upon new enrolments or student departures.	Completed by Week 3, Term 1 & revised with each new enrolment or student departure.	Access to snapshot data of all newly enrolled students	Updated TIER list of priority students received by BoT and Teachers by 14th Feb.
	Progress summaries on TIER students to the Board	Throughout the year.	Access to teacher data and summaries	Progress reports submitted with each Board Report.
	Teacher Interviews focussing on TIERED students' progress and interventions.	Throughout the year.	Teacher notes and summary reports	Summary document distributed to both Board and Teachers at the end of each term.
	Allocate resources and purchase resources required as requested by WSL and Teachers	Prior to the start of each term	As determined by subject focus, budget and Gateway requirements.	Budget expenditure in pursuit of the goal will be documented in the Principal's Report to the Board
WSL (Within School Lead)	Continuation of inquiry into Pacific Nations student's growth mindset in Maths.	Developed over the course of the year.	As required and requested by WSL but within budgetary constraints.	Once a term to teachers and Board.
	To independently and in collaboration with the ASL lead staff in PLD with a focus on skill and knowledge development.	Once every 4 weeks (or twice term) at staff meeting	As required and requested by WSL but within Budgetary constraints.	Teachers will critically peer review WSL PLD sessions Week 10 each term.
	To work in collaboration with the Pacific Nations Unit Holder in regard to PNS family engagement in Maths.	Throughout the year	As required and requested by WSL but within Budgetary constraints.	Collaboration and progress will be discussed within the "Critical Peer Review Sessions" Week 10 every term.
Teachers	Will keep written/digital records of strategies and approaches used to engage their PNS in Maths.	Consistently throughout the year	Planning Book or Anecdotal Notes document.	Verified record keeping once a term by principal at Teacher Interviews.
	Summary report of student progress and teacher actions	Completed 3 days before each BOT meeting.	Access to summary sheet.	Class report per board meeting

CHARTER GOAL 2: ACADEMIC

By the end 2020 85% of girls will be achieving at or above their appropriate curriculum level in Maths.

Notes: Based on the 2019 end of year data, to achieve this result we would...

- require those already achieving at or above their appropriate curriculum level to continue to do so
- need to transition 5 students from those achieving below their curriculum stage to achieving at or above their appropriate stage.

Distribution of Tiered female students in Maths as of 2019 EOY data:

- Tier 1 - 4 students,
- Tier 2 – 2 students
- Tier 3 – 5 students

TABLE OF RESPONSIBILITIES AND ACTIONS REQUIRED

Person Responsible	Action	Timeline	Resources	Reporting Timeline
Principal	Create an up to date TIERED list. Revised versions issued upon new enrolments or student departures	Completed by Week 3, Term 1 & revised with each new enrolment or student departure	Access to snapshot data of all newly enrolled students and Etap.	Updated TIER list of priority students received by BoT and Teachers by 14th Feb.
	Progress summaries on female TIERED students to the Board	Throughout the year	Access to teacher data and summaries.	Progress reports submitted with each Board Report
	Teacher Interviews focussing on female TIER students' progress and interventions	Throughout the year	Teacher notes and summary reports	Summary document distributed to both Board and Teachers at the end of each term
	Allocate resources and purchase resources required as requested by WSL and Teachers.	Prior to the start of each term,	As determined by subject focus, budget and Gateway requirements.	Budget expenditure in pursuit of the goal will be documented in the Principal's Report to the Board
WSL (Within School LEad)	Continuation of inquiry into Pacific Nations student's growth mindset in Maths (5 TIERED students are PNS girls)	Over the course of the year	As required and requested,	Week 10 each term to teachers and Board
	To independently and in collaboration with the ASL lead staff in PLD with a focus on skill and knowledge development	Once every 4 weeks (or at least twice a term) at teacher meetings	As required and requested	Collaboration and progress will be discussed within the "Critical Peer Review Sessions" Week 10 every term
	Interviews with TIERED students			
Teachers	Keep a written record of strategies and approaches used to engage their Female TIERED students in Maths.	Each term with a term summary.	Planning Book or Anecdotal Notes document.	Verified record keeping once a term with principal or DP and end of term interviews.
	Summary report of student progress and teacher actions and interventions.	Completed 3 days before each BOT meeting.	Access to teacher summary documents and anecdotal notes from teacher interviews	Class report per board meeting

CHARTER GOAL 3: SPECIAL CHARACTER

By the end of 2020 the school will have

- a. provided appropriate opportunities for teachers to have gained level two certification in Effective Teaching and Learning and
- b. provided appropriate opportunities school leadership to have acquired certifications in Servant Leadership.

TABLE OF RESPONSIBILITIES AND ACTIONS REQUIRED

Person Responsible	Action	Timeline	Resources	Reporting Timeline
Principal	Apply for the KWS Special Character Fund to assist with Servant Leadership course payments.	By the 27th of February	KWS Special Character Fund Application Form	The principal will report to the Board of the success or lack at the last BoT meeting in Term 1.
	Principal to work through the Servant Leadership Primer Course	To be completed by the end of Term 1	Access to the online Servant Leadership Primer Course	The principal will provide a summary of the course to the board at the first meeting of term 2.
	Principal to work through the online Servant Leadership Level 1 Certification Process	To be completed by the end of the year	Access to certification courses provided by "The Servant Leadership Centre of Canada"	The principal will update the Board in his progress through the course within each board report.
Teachers	To attend and participate in all Teaching Christianly PLD session. Throughout the year.	Sessions will be spread over term 2 and either Term 3 or 4.	Book: Effective Teaching and Learning	The staff rep will make present a summary of PLD development at applicable Board meetings