



Chertsey School Annual Plan 2024

Together we grow, learn, and celebrate as Chertsey CHAMPS

Strategic Goal (9a):

Innovative education that fosters growth, meaningful connections, and uplifts the learning journey for every student

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

Annual Targets (9a):
Informed by the strategic actions

Annual Target One 1.1**Success (9d): What we expect to see at the end of the year**

All kaiako are competent and confident engaging with assessment for learning practices

All kaiako will be using assessment for learning practices within the classroom. Assessment will be strengths based, accurate, illustrating where ākonga are working, progress made, and inform their next steps in learning. Kaiako will feel confident and be competent with assessment for learning.

Annual Target Two 1.2

Accelerate the learning of those students whose needs have not yet been met in reading, writing, and maths (*kaiako to specify)

Kaiako will have identified those learners whose needs have not yet been met, including those who are working above their expected level. Programmes for learning will be well planned, responsive, to accelerate learning. Kaiako, teacher aides, and whānau will have a shared understanding of the learner and the programme in place to support them.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Strong partnerships with school community and Māori whānau.
The use of Te Reo Māori.
Practices that acknowledge a holistic view of ākonga and maintain mana.
Culturally responsive teaching practice

Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):

Planned, targeted learning support.
Close monitoring of teaching and learning.
Regular reflection on progress, strengths based.
Adapted classroom programmes - high differentiation in reading, writing, and maths.

Strategic goal: Innovative education that fosters growth, meaningful connections, and uplifts the learning journey for every student

Annual Target: 1.1 All kaiako are competent and confident engaging with assessment for learning practices

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Engage in PLD for assessment for learning practices	Learning Rich 50 Hours PLD	PLD Plan Review of PLD Principal Board Reports Kaiako observations Kaiako feedback	Ongoing	Claire	
Survey kaiako on learning progression framework (maths)	Survey	Survey results before and after PLD	Term 1 & Term 4	Claire	
Use HERO as a reporting tool	HERO Time HERO facilitator	HERO is being used across the kura	By end of year	Claire	
Review the assessment tools currently being used for reading and writing	Kaiako Staff hui Time	Review of current assessment tools Recommendations made	By end of Term 1	Kaiako Claire	
Develop an assessment framework for reading/writing/math	Kaiako Time	Assessment framework developed Assessment framework being used by all kaiako	By end of Term 2	Kaiako Claire	
One staff meeting per term around moderation of assessment	Staff hui Kaiako	Moderation completed each term Staff hui scheduled Consistency in assessment observed and evidencable	Ongoing	Claire Kaiako	

Strategic goal: Innovative education that fosters growth, meaningful connections, and uplifts the learning journey for every student

Annual Target: 1.2 Accelerate the learning of those students who needs have not yet been met in reading, writing, and maths (*see achievement targets)

School wide achievement targets

Reading	Writing	Maths
75% of students are at or above their expected level of achievement	80% of students are at or above their expected level of achievement.	80% of students are at or above their expected level of achievement.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Kaiako to identify those students needs have not yet been met through a class profile	Time Class profile template	Class profiles completed Those with needs who have not yet been met have been identified throughout the year	By week 3	Kaiako	
Kaiako to develop individual action plans for their target learners to be completed by the end of week 8	Action planning template	Action plans complete Reflections on action plans evident Progress made by learners	By week 8	Kaiako	
Add a place for targeted learner review in staff hui to reflect on the programme of work and progress being made.	Time in staff hui Action plans	Staff hui minutes Action plans regularly discussed Kaiako feedback	Ongoing	Claire Kaiako	
Allow time for kaiako to meet with TAs every second week to review action plans	Principal to release kaiako Action plans TAs	Kaiako/TA anecdotal notes TA working with target learners Kaiako/TA feedback Learner progress	Ongoing	Claire Kaiako TAs	
PLD on Gifted and Talented learners	TBC - PLD provider - Mind Plus?	PLD undertaken Evidence of identification and planning for gifted learners Increased engagement of gifted learners	Term 2-3	Claire	

Target Mapping 2024

Annual Targets	Term One										Term Two										Term Three										Term Four																													
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10																				
	<p>TARGET 1.1</p> <p>All kaiako are competent and confident engaging with assessment for learning practices</p>	Engage in PLD for assessment for learning practices										Survey kaiako										Use HERO as a reporting tool										Review the assessment tools										Develop an assessment framework										One staff meeting per term around moderation of assessment								
<p>TARGET 1.2:</p> <p>Accelerate the learning of those students who needs have not yet been met in reading, writing, and maths (*teams to specify)</p>	Identification										Action plans										targeted learner review in staff hui										Allow time for kaiako to meet with TAs every second week to review action plans										PLD on Gifted and Talented learners																			

Strategic Goal: Innovative education that fosters growth, meaningful connections, and uplifts the learning journey for every student

Strategic Goal (9a):

An inclusive environment that celebrates diversity and nurtures every student

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

Annual Targets (9a):
Informed by the strategic actions

Annual Target One 2.1

Success (9d): What we expect to see at the end of the year

Strengthen the transition process through whānau and community

Clear processes in place for transition to, within, and beyond school.
Transition processes that support ākonga and whānau.
Whānau who are clear and confident to engage with the enrollment process.
Community who understand what Whītau School is about.

Annual Target Two 2.2

Create a graduate profile that encompasses the school values

Ākonga who are supported to achieve and build on their strengths.
A graduate profile that is reflective of that aspirations of the school community.
A graduate profile that supports key competencies, our school values, and foundational learning.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Strong partnerships with school community and Māori whānau.
The use of Te Reo Māori.
Māori world values integrated within practices and documentation.
Practices that acknowledge a holistic view of ākonga and maintain mana.
Culturally responsive teaching practice

Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):

Ensuring clear pathways to support ākonga as they progress through the kura.
Ensuring ākonga wellbeing with well supported transitions.
Ensuring whānau are well informed and clear around next steps.
A strengths based graduate profile informed by the school values

Strategic goal: An inclusive environment that celebrates diversity and nurtures every student

Annual Target: 2.1 Strengthen the transition process through whānau and community

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Seek feedback from whānau about the current transition processes	Time Mode to seek feedback Whānau	Whānau voice collated Recommendations/changes identified	Term one	Administration	
Develop a set of questions for whānau on ākonga entry	Time Research	Questions developed Whānau feedback on process/questions	Term Two	Claire	
Develop a set of questions for ākonga	Time Research	Questions developed Kaiako feedback Ākonga feedback	Term Two	Claire	
Review the current enrollment information	Time Examples of enrollment information collected Ministry advice	Review of enrollment information completed. Recommendations identified. Changes implemented.	Term Three	Claire Administration	
Establish a clear process for transitions in and out	Time Research on transition Examples	Transition process developed	Term Four	Claire LSC	
Organise a big day out for year 6 students with other year 6 students from neighbouring schools	Time Budget Principals from other kura	Big day out planned Board report inc. numbers of students who participated Ākonga voice	Term Four	Claire Senior teacher	
Coffee morning in weeks 3 and 7 at school 8:00-9:00am	Time Budget for coffee/biscuits	Numbers of attendance tracked Community voice/feedback	Ongoing	Claire	

Strategic goal: An inclusive environment that celebrates diversity and nurtures every student

Annual Target: 2.2 Create a graduate profile that encompasses the school values

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Contact Ashburton intermediate to review how our ākonga have transitioned (strengths/weaknesses)	Set of questions for feedback Time Ashburton Intermediate	Collated feedback Key actions identified Recommendations planned for	By week 6	Claire	
Student leaders to work with SLT to map our school values <ul style="list-style-type: none"> Student leaders will continue to support the mahi 	Time Budget for student leaders hui	Student leader/SLT hui School values mapped Student leader voice	Term one/two	Claire Student leaders	
Student leaders to share values with ākonga and seek feedback	Time	Collation of ākonga feedback Recommendations noted Changes made	Term one/two	Kaiako Student leaders Students	
Value progressions reviewed by staff	Staff hui allocation	Collaton of staff feedback Recommendations noted Changes made	Term two	Claire Kaiako	
Draft progressions shared with community	Time Key review questions	Collaton of community feedback Recommendations noted Changes made	Term two	Claire	
Final progressions and graduate profile published	Time Budget to publish (large printing/posters)	Final progressions and graduate profile published and shared with the community Ākonga, staff, and community voice	By end of year	Claire	

Target Mapping 2024

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	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10																														
TARGET: 2.1 Strengthen the transition process through whānau and community	Seek feedback from whānau about the current transition processes										Develop a set of questions for whānau										Develop a set of questions for ākonga										Review the current enrollment information										Establish a clear process for transitions in and out										big day out										Coffee morning in weeks 3 and 7 at school 8:00-9:00am									
	Intermediate review										Student leaders with SLT										Ākonga Feedback										Staff/community Feedback										Final progressions and graduate profile developed and published																													

Strategic Goal: An inclusive environment that celebrates diversity and nurtures every student