






















National Education Learning Priorities: *Out Worked as KingsGate School Strategic Plan 2023-2025*

The National Education Learning Priorities help us fulfil our school's vision in our long-term endeavours.



















"That we may be drawn closer to God and inspired to excellence."

NELP 1: LEARNERS AT THE CENTRE		NELP 2: BARRIER-FREE ACCESS		NELP 3: QUALITY TEACHING AND LEADERSHIP		NELP 4: FUTURE OF LEARNING & WORK
<p>PRIORITY 1</p> <ul style="list-style-type: none"> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. 	<p>PRIORITY 2</p> <ul style="list-style-type: none"> Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages, & cultures. 	<p>PRIORITY 3</p> <ul style="list-style-type: none"> Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. 	<p>PRIORITY 4</p> <ul style="list-style-type: none"> Ensure every learner/ākonga gain sound foundation skills, including language*, literacy, and numeracy. 	<p>PRIORITY 5</p> <ul style="list-style-type: none"> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. 	<p>PRIORITY 6</p> <ul style="list-style-type: none"> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. 	<p>PRIORITY 7</p> <ul style="list-style-type: none"> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
<p>OUR STRATEGIC GOAL</p> <p>A. Students will safely learn in community with one another in an environment where well-being is considered paramount and shared understandings of Christ-like behaviour and relationships are promoted, valued, and lived.</p>	<p>OUR STRATEGIC GOAL</p> <p>A. Students will be inspired to passionately engage in their learning through the content of the curriculum, its delivery, and the ability to identify relevant connections to their lives as young Christians locally and globally.</p>	<p>OUR STRATEGIC GOAL</p> <p>A. Students will be provided with the educational opportunity to journey on a single pathway from preschool to high school on the Blake Road site.</p>	<p>OUR STRATEGIC GOAL</p> <p>A. Teachers will provide real-time progress and achievement data on ākonga to ensure that no learning is left to chance and that parents and whānau can identify their ākonga's journey to date and future pathways for learning.</p>	<p>OUR STRATEGIC GOAL</p> <p>A. The three principles of participation, protection and partnership will be present and influence school culture and associated systems and procedures.</p>	<p>OUR STRATEGIC GOAL</p> <p>A. Teachers will thoroughly understand their job description and professional standards and be continuously engaged in a professional growth cycle.</p>	<p>OUR STRATEGIC GOAL</p> <p>A. At KingsGate School, serving others will steadily become fundamental to our identity and common practice concerning how we teach, learn, disciple, and strengthen our knowledge of God and our relationship with Him.</p>
<p>OUR STRATEGIC INITIATIVES</p>  <p>A. PB4L will continue to embed Christian behaviour, standards and values in students. B. Students will be assigned to schoolhouses named after each of the school values. C. Potential Kaiarahi will be identified in Year 5, and leadership skills will be nurtured.</p>	<p>OUR STRATEGIC INITIATIVES</p>  <p>A. Teachers will be provided opportunities to develop expertise in local curriculum delivery. B. Teachers will design and use tools and strategies that identify student strengths. C. The school will develop servant leadership practices to develop student strengths.</p>	<p>OUR STRATEGIC INITIATIVES</p>  <p>A. Kingsway Trust will engage its plans to build Stages 2 and 3, respectively. B. The local curriculum will be adapted to engage consecutive secondary cohorts. C. Relationships with local pre-schools will either be established or started and nurtured. D. We will use affordable publicity campaigns.</p>	<p>OUR STRATEGIC INITIATIVES</p>  <p>A. The SLT will choose a digital application that provides real-time data to all stakeholders. B. Teachers will use the application to assist in planning and developing student agency. C. Parents and students will be introduced to the application so they understand its purpose.</p>	<p>OUR STRATEGIC INITIATIVES</p>  <p>A. The board will progressively use Hautū, the cultural responsiveness self-review tool. B. New school signage will be in Te Reo Māori and English. C. We will initiate and nurture relationships with at least one of our local iwi.</p>	<p>OUR STRATEGIC INITIATIVES</p>  <p>A. Teachers will use a real-time reporting app to remain accountable for learner progress. B. Job descriptions will become relevant documents through focused interpretation. C. Teachers will adopt a PGC schedule to meet the continuous improvement requirement.</p>	<p>OUR STRATEGIC INITIATIVES</p>  <p>A. Teachers will be progressively upskilled in the practice of Service Learning. B. Teachers will purposefully align service activities with acts of service in the Bible C. Students will nurture service-related relationships with community organisations.</p>
<p>OUR STRATEGIC OUTCOMES</p>  <p>A. PB4L will provide students with the resource to adopt Christ-like actions and relationships. B. House membership will promote the application and understanding of school values. C. Kaiarahi will become role models for behaviour and relationship standards at KingsGate.</p>	<p>OUR STRATEGIC OUTCOMES</p>  <p>A. Curriculum delivery will increasingly reflect our identity as a Christ-Cebtreed school. B. Students will know their strengths and be able to apply them to their learning practices. C. Acts of service will be commonplace as students serve and learn from one another.</p>	<p>OUR STRATEGIC OUTCOMES</p>  <p>A. Students and staff will have the buildings to accommodate the growing student role. B. Families will choose KingsGate as the preferred schooling pathway for their children. C. Puriri LIFespace will have fostered strong relationships with local pre-schools. D. KingsGate will get as close to meeting its MoE roll caps each consecutive year.</p>	<p>OUR STRATEGIC OUTCOMES</p>  <p>A. The application will provide LIFespace curriculum delivery with integrity and rigour. B. Students, parents, and teachers will share accountability for progress. C. Parents will develop a deeper engagement with their child's learning.</p>	<p>OUR STRATEGIC OUTCOMES</p>  <p>A. Board procedures will embrace Māori community perspectives of engagement. B. Te Reo Māori will be normalised in the school's lexicon. C. Guidance will be forthcoming from local iwi regarding honouring Tikanga at KingsGate.</p>	<p>OUR STRATEGIC OUTCOMES</p>  <p>A. Across the curriculum, no facet of our students' learning will be left to chance. B. Teachers will use their knowledge of each student to engage them in the curriculum. C. Teachers support students to the best of their ability through pedagogical improvement.</p>	<p>OUR STRATEGIC OUTCOMES</p>  <p>A. Service Learning will become a natural part of the curriculum planning and subject integration. B. Students will have a meaningful method of discipling for Christ. C. The school will have strong community service-centred relationships.</p>
<p>OUR STRATEGIC MEASURES</p>  <p>A. Recorded incidents of students making poor behavioural decisions decrease. B. Termly surveys will monitor the development of the student's sense of belonging to KGS. C. Relational conflicts are increasingly resolved by the Kaiarahi</p>	<p>OUR STRATEGIC MEASURES</p>  <p>A. Teachers will engage in regular discussions to inform local curriculum development. B. Students can articulate their strengths and how they assist in their learning. C. Teachers and students can articulate and identify servant leadership attributes.</p>	<p>OUR STRATEGIC MEASURES</p>  <p>A. We will be able to accept most, if not all, students who apply to KingsGate each year. B. KingsGate will experience a steady roll increase each year. C. The number of pre-schools our new entrants arrive from will steadily increase. D. We will meet our roll caps or reach within 10% of achieving them.</p>	<p>OUR STRATEGIC MEASURES</p>  <p>A. Student achievement and progress will be monitored to ensure it is at acceptable rates. B. Students will articulate if the app nurtures home and school learning support. C. Parents will review the app regarding its provision of quality progress information.</p>	<p>OUR STRATEGIC MEASURES</p>  <p>A. The Hautū document is embedded into board procedures. B. An increase in the school-wide use of Te Reo Māori is heard and seen throughout the school. C. The school has at least one Kaumatua from which we can seek advice and guidance.</p>	<p>OUR STRATEGIC MEASURES</p>  <p>A. Formal and informal data hauls will provide evidence of progress. B. Biannual teacher interviews will identify the impact of teacher/student relationships. C. Teachers complete termly PGCs with evidence of pedagogical improvement,</p>	<p>OUR STRATEGIC MEASURES</p>  <p>A. Through LIFespace planning, there will be consistent growth in the availability of service learning opportunities. B. Students can increasingly articulate the connection between service, faith and actions. C. The school can list organisations they can access in partnership for ākonga development.</p>

National Education Learning Priorities Outworked as our Annual Plan: *Objective 1 Learner at the Centre:*

The National Education Learning Priorities help us fulfil our school's vision in our daily endeavours.

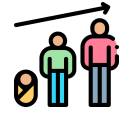

















We are a community of faith and learning that celebrates the whole child and equips them to: honour God, love learning, serve others and fulfil their potential in Christ.

<p>PRIORITY 1 <i>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</i></p>  <p>LONG-TERM GOAL Students will safely learn in community with one another in an environment where well-being is considered paramount and shared understandings of Christ-like behaviour and relationships are promoted, valued, and lived.</p>				<p>PRIORITY 2 <i>Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages, and cultures.</i></p>  <p>LONG-TERM GOAL Students will be inspired to passionately engage in their learning through the content of the curriculum, its delivery, and the ability to identify relevant connections to their lives as young Christians locally and globally.</p>			
<p>1A: PB4L</p>  <p>LONG-TERM INITIATIVE PB4L will continue to embed Christian behaviour, standards and values in students.</p> <p>ANNUAL OUTWORKING <i>Planned outcomes.</i></p>  <p>1A1. New to KingsGate: A newcomers club for students new to Kingsgate to set clear induction practices. 1A2. PB4L consolidation: Establish behaviour and cultural norms by reinforcing expectations already present in the PB4L behaviour matrix. 1A3. PB4L Team: Consistent PB4L team members. 1A4. Forgiveness and Restoration: Develop Forgiveness and restoration to emphasise the importance of giving students opportunities to learn from their mistakes and make amends.</p>	<p>1B SCHOOL HOUSES</p>  <p>LONG-TERM INITIATIVE Students will be assigned to a schoolhouse ensuring vertical connectedness among the students.</p> <p>ANNUAL OUTWORKING <i>Planned outcomes</i></p>  <p>1B1. Leadership Journey: The establishment of a student leadership framework. School pins will recognise student leaders. 1B2. Building school spirit: Establish an annual "School Values Day" to build a school and house spirit. 1B3. Competitions: Introduction of inter-house competitive events to nurture "community" and celebrate strengths. 1B4. Academic Support: House-based academic support will facilitate peer-to-peer learning and collaboration.</p>	<p>1C: AKONGA LEADERSHIP</p>  <p>LONG-TERM INITIATIVE Potential and current Kaiarahi will be identified, and leadership skills will be nurtured.</p> <p>ANNUAL OUTWORKING <i>Planned outcomes</i></p>  <p>1C1. Observational Assessment: Teachers will observe students in different settings. 1C2. Academic Performance: Identify motivated students who can manage their time effectively. 1C3. Interpersonal Skills: Identify students who can communicate effectively, listen to others, collaborate, and resolve conflicts in a positive manner. 1C4. Willingness to Learn and Grow: Identify students who want to learn, and take on challenges</p>	<p>1D: CURRICULUM REFRESH</p>  <p>LONG-TERM INITIATIVE Students will participate in establishing the refreshed curriculum as a community.</p> <p>ANNUAL OUTWORKING <i>Planned outcomes</i></p>  <p>1D1. Curriculum refresh: Students and teachers will be introduced to and become familiar with the "Understand, Know, Do" model of teaching and learning. 1D2. Teacher Only Days: Teachers will participate in the two MoE-allocated Curriculum Refresh Teacher Only Days. 1D3. Updated term planning: By the end of the year, planning in one curriculum area will reflect the requirements of the refresh.</p>	<p>2A: LOCAL CURRICULUM DELIVERY</p>  <p>LONG-TERM INITIATIVE Teachers will be provided opportunities to develop expertise in local curriculum delivery.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>2A1. Biblical Narrative: By the end of the year, unit planning across the LIFEspaces will incorporate the Creation, Fall, Redemption and Renewal framework. 2A2. Christian Formation PLD: Teachers will engage with Dr Jacqui Lloyd to develop strategies for presenting the Christian Formation section of the local curriculum 2A3. Local Curriculum PLD: Teachers will engage in and be guided through Local Curriculum PLD to broaden understanding.</p>	<p>2B: STUDENT STRENGTHS</p>  <p>LONG-TERM INITIATIVE Teachers will design tools and strategies to identify student strengths.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>2B1. Strength Finders: Year 9 will use a strengths finder application starting each year. 2B2. Key Competencies: Teachers will deliver lessons based on the Key competencies to allow students a deeper knowledge of the strengths the NZC draws upon 2B3. Strength in choice: Teachers will notably offer students "choice" in curriculum delivery to help students connect with their strengths and interests in a Christian context.</p>	<p>2C: SERVANT LEADERSHIP</p>  <p>LONG-TERM INITIATIVE The school will develop servant leadership practices to develop student strengths.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>2C1. Acknowledge Strengths: Time will be given to identify and recognise the strengths of staff and students. 2C2. Delegate with Trust: School tasks and responsibilities will be given to ākonga and staff based on their strengths. 2C3. Growth Opportunities Opportunities will be provided for staff and students to expand their skills and knowledge through training, workshops, assignments, and projects that align with their strengths.</p>	<p>2D: POWERFUL RELATIONSHIPS</p>  <p>LONG-TERM INITIATIVE The school will develop relationships with minority school community groups.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>2D1. Build Trust and Communication: Review how we communicate with minority groups. 2D2. Understand & Respect Diversity: Review our understanding of the diversity within their student population and issues of equity and disparities that may affect minority students, 2D3. Encourage Minority Representation: Strive to have minority representation in leadership positions, such as teachers, administrators, and school board members.</p>

National Education Learning Priorities Outworked as our Annual Plan: *Objective 2 Barrier-Free Access*

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<p>PRIORITY 3 Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>  <p>LONG-TERM GOAL Students will be provided with the educational opportunity to journey on a single pathway from preschool to high school on the Blake Road site.</p>				<p>PRIORITY 4 Ensure every learner/ākonga gain sound foundation skills, including language*, literacy and numeracy.</p>  <p>LONG-TERM GOAL Teachers will provide real-time progress and achievement data on ākonga to ensure that no learning is left to chance and that parents and whānau can identify their ākonga's journey and future pathways for learning.</p>			
<p>3A: STAGES 2 AND 3 BUILDINGS</p>  <p>LONG-TERM INITIATIVE Kingsway Trust will build stages 2 and 3 of the KingsGate School development project.</p>	<p>3B: LOCAL CURRICULUM DEVELOPMENT</p>  <p>LONG-TERM INITIATIVE The local curriculum will continue to be developed for consecutive secondary cohorts.</p>	<p>3C: PRESCHOOL RELATIONSHIPS</p>  <p>LONG-TERM INITIATIVE Relationships with local pre-schools will be established or nurtured.</p>	<p>3D: SCHOOL PUBLICITY</p>  <p>LONG-TERM INITIATIVE KingsGate will engage in annual and affordable, targeted regional publicity campaigns.</p>	<p>4A: REALTIME REPORTING</p>  <p>LONG-TERM INITIATIVE The school will use a platform that provides real-time progress data to all stakeholders.</p>	<p>4B: READING RECOVERY</p>  <p>LONG-TERM INITIATIVE The school will provide approved programmes that promote focused, accelerated learning.</p>	<p>4C: LITERACY DEVELOPMENT</p>  <p>LONG-TERM INITIATIVE The Junior School (Years 0-2) will have a responsive literacy programme.</p>	<p>4D: MINIMIZING ABSENTEEISM</p>  <p>LONG-TERM INITIATIVE The school will work alongside whānau of students who are regularly absent.</p>
<p>ANNUAL OUTWORKING OF INITIATIVE</p> 	<p>ANNUAL OUTWORKING OF INITIATIVE</p> 	<p>ANNUAL OUTWORKING OF INITIATIVE</p> 	<p>ANNUAL OUTWORKING OF INITIATIVE</p> 	<p>ANNUAL OUTWORKING OF INITIATIVE</p> 	<p>ANNUAL OUTWORKING OF INITIATIVE</p> 	<p>ANNUAL OUTWORKING OF INITIATIVE</p> 	<p>ANNUAL OUTWORKING OF INITIATIVE</p> 
<p>3A1. Shared Vision: Kingsway Trust will clearly outline its vision and plan for KingsGate School's expansion to the Board and the Community no later than Term 2, 2023. 3A2. 10-Year property plan: Based on the vision from the point above, the KingsGate Property Committee will develop a 10-Year Property Plan in conjunction with the KWT.</p>	<p>3B1. Christian formation development: Dr Llyod will develop a Year 9 & 10 Christian Formation section within the Local Curriculum. 3B2. High School development: Kauri Team Lead will engage teachers from schools with experience developing a high school curriculum. 3B3. Year 10 curriculum: Kauri Team Lead will present a Year 10 curriculum to the community no later than Term 3. 3B4. Senior Secondary appointment: The Board will work on hiring a teacher capable of developing an NCEA Level curriculum.</p>	<p>3C1. Data Analysis: Puriri Team Lead will work alongside our Office Manager to analyse which pre-schools are our main feeders. 3C2. Transition review: Under the guidance of the Pūriri Team Lead, Pūriri will critique our current transition process for new entrants and report to the Board their findings. 3C3. Change Implementation: From the above critique, Puriri, led by the Team Lead, will create a timetable to implement all recommended and adopted changes to strengthen the transition process.</p>	<p>3D1. Magazine Advert: KingsGate School will continue its advert in the "Settlin in Franklin" magazine. 3D2. School Signage The Office Administration team will find a suitable location for our school signs. 3D3. School Prospectus The Office Administration team will create a yearly, high-quality prospectus. 3D4. Fundraising Setup The school's Board of Trustees will establish a fundraising division. This team will explore potential public events that can help increase the school's brand awareness.</p>	<p>4A1. Realtime data: The principal and Etap will develop the real-time student data system called "Spotlight". 4A2. Spotlight PLD: The "Spotlight Team" will engage our teaching staff in Spotlight PLD throughout the year. 4A3. Progressive use: The teaching staff will progressively use the application to assist with planning. 4A4. Confident users: The goal is that teaching staff will be confident users of "Spotlight" by the end of the year.</p>	<p>4B1. RTLIT engagement: The principal will engage RTLIT services to assist in planning junior school literacy recovery programmes. 4B2. RR engagement: The principal will engage in MoE Reading Recovery (RR) Services. 4B3. RR Teacher: Upon acceptance to the Reading Recovery programme, the principal will employ a Reading Recovery Teacher. 4B4. Literacy Unit Holder Liaison: The Literacy Unit holder will liaise with the RTLIT to determine if the school can access other MOE Literacy initiatives.</p>	<p>4C1. Subject review: The Puriri Team Lead will lead a review focused on critiquing the delivery of reading and writing in Years 0-2. 4C2. Potential changes: The Puriri Team will identify the required changes from the review. 4C3. Implementation: Changes recommended by the review will be implemented at the earliest possible moment but by the start of 2024 at the latest.</p>	<p>4D1. Efficient use of eTap: The principal will work alongside Etap to find ways to highlight better ākonga who are consistently truant. 4D2. Updated procedures: Truant and consistent absenteeism procedures will be updated. 4D3. Attendance Services: Attendance Services services will be engaged by the school when a student has had three or more days of document truancy. 4D4. Family Liaison, The KGS Community Liaison will engage with families of consistently truant students.</p>

National Education Learning Priorities Outworked as our Annual Plan: *Objective 3 Quality Teaching and Leadership*

The National Education Learning Priorities help us fulfil our school's vision in our daily endeavours.















We are a community of faith and learning that celebrates the whole child and equips them to: honour God, love learning, serve others and fulfil their potential in Christ.

<p>PRIORITY 5 <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</i></p>  <p>LONG-TERM GOAL The three principles of participation, protection and partnership will be present and influence school culture and associated systems and procedures.</p>				<p>PRIORITY 6 <i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</i></p>  <p>LONG-TERM GOAL Teachers will thoroughly understand their job description and professional standards and be continuously engaged in a professional growth cycle.</p>			
<p>5A: HAUTU SELF-REVIEW TOOL</p>  <p>LONG-TERM INITIATIVE The Board will progressively integrate and normalise the Hautu Self-review tool.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>5A1. Set the expectation: A culture that encourages self-review and self-assessment will be established as a standard practice. The Board will be introduced to the tool. 5A2. Define self-review parameters: The Board will clearly outline the parameters and expectations for Hautu's self-review. 5A3. Allocate time for self-review: The Board will Incorporate dedicated time for Hautu self-review into their meeting agenda. 5A4. Foster open and constructive feedback: Create an environment where committee members feel comfortable sharing their ideas.</p>	<p>5B: PARTNERSHIP WITH LOCAL IWI</p>  <p>LONG-TERM INITIATIVE The school will work with local iwi to provide cultural guidance and student experiences.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>5B2. Build relationships Develop positive relationships with local Māori community leaders, organisations, and individuals. 5B3. Bicultural Education: Integrate Māori language, culture, and history into your school's curriculum and teaching practices. 5B3. Celebrate Māori Events and Festivals: Recognize and celebrate Māori events and festivals, such as Matariki and Waitangi Day and actively involve the Māori community. 5B4. Two-way communication: Foster open communication between the school and the Māori community.</p>	<p>5C: NORMALIZATION OF TE REO MĀORI</p>  <p>LONG-TERM INITIATIVE Opportunities to experience, learn and normalise Te Reo in school will be increased.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>5C1. Incorporating Te Reo Ensure that Te Reo is included in the school's curriculum. 5C2. Hire qualified Te Reo teachers: Onboard a qualified Te Reo teacher who is fluent in the language and has experience teaching it. 5C3. Provide Resources: Ensure that the school has sufficient resources to support the learning of Te Reo. 5C4. Offer cultural Experiences: Integrate Māori cultural experiences, such as waiata, haka and whakataukī, into school life. 5C5. Support Professional Development: Offer PD for teachers to enhance their Te Reo knowledge and skills.</p>	<p>5D: MĀORI CONSULTATION ROPU</p>  <p>LONG-TERM INITIATIVE The school and Board will work with the Māori community to create a consultation ropu.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>5D1. Identify Purpose and Scope: Clearly define the objectives, goals, and expected outcomes. Decide the areas or issues the group will address and its authority level. 5D2. Develop Terms of Reference: The ToR should outline the purpose, membership criteria, roles and responsibilities, and decision-making processes. 5D3. Recruit Members: Invite members for the consultation group based on the ToR and input from the Māori community. Aim for diversity in terms of representation.</p>	<p>6A: TEACHER ACCOUNTABILITY</p>  <p>LONG-TERM INITIATIVE Teachers will engage in practices that ensure their accountability for student progress.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>6A1. Assessments and Grading: Teachers will use assessments that are aligned with the curriculum and learning objectives. 6A2. Data and Documentation: Teachers will collect and analyse data on achievement, attendance, and participation in class 6A3. Individualised Education Plans: For students with special needs, teachers may be responsible for developing, implementing, and monitoring IEPs 6A4. Classroom Management: Teachers will create positive, inclusive environments that foster student engagement and learning.</p>	<p>6B: JOB DESCRIPTIONS</p>  <p>LONG-TERM INITIATIVE Job descriptions will be familiar documents to teachers, understood and professionally outworked.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>6B1. Classroom Observations: Administrators or peers will observe instructional strategies, classroom management, and ākonga engagement. 6B2. Feedback and Evaluation: Teachers will engage in regular feedback and evaluation processes with their administrators or peers. 6B3. Professional Standards: Teachers will adhere to professional standards. They will provide evidence of their compliance with these standards through self-assessment, reflection, and documentation.</p>	<p>6C: LITERACY DEVELOPMENT</p>  <p>LONG-TERM INITIATIVE Students will progressively be embraced in an evolving literacy culture.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>6C1. Phonics instruction: Explicit phonics instruction to help students decode words 6C2. Family involvement: Teachers will share reading strategies and suggest at-home reading activities. 6C3. Vocabulary development: New vocab will be taught explicitly, and students will be encouraged to use new words in their speaking and writing. 6C4. Independent reading: Teachers will create a classroom library with various books at different reading levels and genres,</p>	<p>6D: MINIMIZING ABSENTEEISM</p>  <p>LONG-TERM INITIATIVE Ākonga will not face any barriers that prevent them from regularly attending school.</p> <p>ANNUAL OUTWORKING OF INITIATIVE</p>  <p>6D1. Establish clear attendance policies: KGS will review its attendance policy and ensure it is clear and consistent. 6D2. Offer support for students facing barriers to attendance. The (SLT) will identify and address any obstacles hindering students from attending school regularly. Our approach is proactive and aims to promote academic success among students. 6D3. Implement early warning systems: The SLT will use an early warning system to identify students at risk of chronic absenteeism and intervene early to provide support.</p>

National Education Learning Priorities Outworked as our Annual Plan: *Objective 4 Future of Learning and Work*

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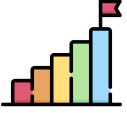



<p>PRIORITY 7</p> <p><i>Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.</i></p>  <p>LONG-TERM GOAL</p> <p>Serving others will steadily become fundamental to our identity and common practice concerning how we teach, learn, disciple, and strengthen our knowledge of God and our relationship with Him.</p>	<p>KAHUI AKO</p> <p><i>To enhance equity and excellence, nurture agentic lifelong learners through faith in action and collaborate for better outcomes for all</i></p>  <p>LONG TERM GOAL</p> <p><i>To be a Christ-centred learning community, working together to grow our ākonga to reach their full potential for God's glory.</i></p>					
<p>7. SERVICE LEARNING</p>  <p>LONG-TERM INITIATIVE</p> <p>Teachers will be progressively upskilled in Service Learning.</p>	<p>8A. BUILDING TEACHER CAPABILITY IN LITERACY</p>  <p>LONG-TERM INITIATIVE</p> <p>To improve achievement in Literacy by developing effective (research-based) pedagogical approaches that align with the New Zealand Curriculum Refresh, Common Practice Model and new NCEA corequisite.</p>	<p>8B. BUILDING TEACHER CAPABILITY IN NUMERACY</p>  <p>LONG-TERM INITIATIVE</p> <p>To improve achievement in mathematics and statistics by developing effective (research-based) pedagogical approaches that align with the New Zealand Curriculum Refresh, Common Practice Model and new NCEA corequisite.</p>	<p>8C. BUILDING RESILIENCE CAPABILITY</p>  <p>LONG-TERM INITIATIVE</p> <p>To foster increasing resilience in students with the goal of promoting overall well-being, student agency and academic achievement.</p>	<p>8D. BUILDING CULTURALLY EMBEDDED PRACTICES</p>  <p>LONG-TERM INITIATIVE</p> <p>To build teacher capability in using bi-culturally embedded practices to increase our students' / ākonga understanding and knowledge of Te Ao Māori in its unique place in Aotearoa, New Zealand.</p>		
<p>7A: ANNUAL OUTWORKING OF INITIATIVE</p>  <p>7A1. Definition and Principles of Service Learning: Teachers will understand the definition and principles of service learning. 7A2. Community Engagement: Teachers will emphasise the importance of authentic and meaningful community engagement in service learning. 7A3. Incorporate Service Learning into Curriculum: Teachers will ensure that service learning is integrated into the curriculum at various Year levels and subjects. 7A4. Cultural Competence and Ethical Considerations: Service learning projects should be designed to respect the cultural norms and values of the communities being served.</p>	<p>7B: ANNUAL OUTWORKING OF INITIATIVE</p>  <p>7A5. Reflection and Critical Thinking: Teachers will encourage students to reflect on their service experiences, analyse the social issues they are addressing, and critically think about the root causes and potential solutions. 7A6. Assessment and Evaluation: Teachers will develop appropriate methods for assessing and evaluating students learning in service learning projects. Assessment should align with the learning objectives and may include formative and summative assessments, such as rubrics, self-assessment, peer assessment, and feedback from community partners.</p>	<p>7C: ANNUAL OUTWORKING OF INITIATIVE</p>  <p>7A7. Professional Development and Collaboration: Teachers will engage in ongoing professional development opportunities related to service learning pedagogy. 7A8. Flexibility and Adaptability: Service learning projects will require flexibility and adaptability due to their dynamic nature. Teachers will be prepared to adjust their plans and activities based on the needs and feedback of students, community partners, and other stakeholders. Flexibility and adaptability are essential to ensure service learning projects remain relevant, meaningful, and effective.</p>	<p>8A: ANNUAL OUTWORKING OF INITIATIVE</p>  <p>8A1. CONNECTIONS Teachers will connect with local specialists in reading, such as RTLIT and Reading Recovery specialists. 8A2. CONFIDENCE Teachers will follow respected researchers in reading instruction to stay up-to-date with effective teaching practices. 8A3. CHARACTER Teachers collaborate with peers to improve reading instruction, share ideas and resources, and overcome obstacles. 8A4. CULTURE Teachers will begin collaboratively building a library of texts at all Year levels reflecting our Christian character.</p>	<p>8B: ANNUAL OUTWORKING OF INITIATIVE</p>  <p>8B1. CONNECTIONS Teachers will follow math education accounts on social media platforms like Twitter, Instagram, and Facebook. Many math teachers share ideas, resources, and insights through hashtags like #MTBoS (Math Twitter Blogosphere) or #iteachmath. 8B2. CONFIDENCE Teachers will join or create collaborative learning communities with fellow educators with similar goals of improving math instruction. 8B3. CHARACTER Teachers will improve their math fluency by reading various mathematical literature. 8B4. CULTURE Teachers will promote a culture of maths by showing a genuine enthusiasm for maths when they teach.</p>	<p>8C: ANNUAL OUTWORKING OF INITIATIVE</p>  <p>8C1. CONNECTIONS The SLT will communicate openly with teachers and provide a safe space for them to express their concerns and seek advice. 8C2. CONFIDENCE The SLT will acknowledge the hard work and dedication of teachers. They will publicly recognise their achievements and efforts individually and as a team. 8C3. CHARACTER Teachers will draw upon their faith to cultivate professional qualities such as resilience, self-care, and self-control. 8C4. CULTURE All staff will use the Fruit of the Spirit as the basis for developing agency and resilience.</p>	<p>8D: ANNUAL OUTWORKING OF INITIATIVE</p>  <p>8D1. CONNECTIONS Local iwi kaumatua or authorised representatives who can speak on behalf of the iwi will be available to teachers. 8D2. CONFIDENCE To ensure the accuracy of their implementation of Te Ao Maori, teachers will consult with local iwi kaumatua, who are knowledgeable about the customs and practices specific to the area. 8D3. CHARACTER Teachers will create PGCs that develop their professional character by advancing their BICEP knowledge and application. 8D4. CULTURE Our staff will cultivate an understanding and respect for BICEPs by fostering a robust partnership with our local iwi, Ngati Tamaoho.</p>

Goal 1 Writing

Priority 4: Ensure every learner/ ākonga gain sound foundation skills, including language*, literacy and numeracy.

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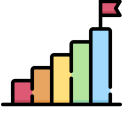



<p>ANNUAL GOALS.</p> 	<p>OUR INITIATIVES TO REACH THE GOAL</p> 	<p>OUR DESIRED OUTCOMES.</p> 	<p>OUR GOAL MEASURES.</p> 
<p>Writing Goal</p> <ul style="list-style-type: none"> 70% of all students will be working in the "meeting to exceeding" phase of their respective curriculum levels. <p>Baseline Data</p> <ul style="list-style-type: none"> At the end of 2022, 54% (75) of all students (139) were working in the "meeting to exceeding" phases of their respective curriculum levels. <p>Requirements:</p> <ul style="list-style-type: none"> Roll growth will make this goal challenging., Given a starting roll of 200 students (or thereabouts), this will require an extra 65 students to progress into the meeting or exceeding phase at the end of 2022. <p>Targeted Cohorts:</p> <ul style="list-style-type: none"> The 2022 end-of-year data highlighted three cohorts that require particular attention and support. In 2023 Years 3, 5 and 6 following Cohorts will be targeted. 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> Teachers will enter real-time achievement data on all students as they meet each writing progression. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> The principal and deputy principal will monitor Spotlight regularly. They will keep track of student progress in targeted cohorts. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> The principal will provide the board with as much helpful information as possible to ensure they are aware of student progress in targeted cohorts.. <p>d) Literacy Unit Functions and KPIs Responsibility: Johanne Farley</p> <ul style="list-style-type: none"> The unit description has been developed so that the unit holder has a more supportive role to teachers plus a more active role in developing a passion for literacy in students and teachers. <p>e) Literacy Unit Accountability Responsibility: Principal and Mrs Farley</p> <ul style="list-style-type: none"> The principal will meet with the Literacy Unit holder a minimum of 2 times each term to ensure they meet the unit description's requirements. <p>f) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> As a result of the 2022 data haul, the principal has already dictated that the Gateway subjects will be required to be taught in the morning blocks in Pūriri and Tōtara LIFespaces, respectively. <p>g) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> All students will be tested in the first six weeks of Term 1 2023 and then according to the specific assessment schedule published for each LIFespaces. 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> Student progress will be available in real-time, allowing all stakeholders to identify concerns. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> The SLT will be able to quickly identify individual students or groups of students that are not progressing as expected and assist in remediating. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> The board will have the information required to make governance-level decisions which positively impact student outcomes in writing. <p>d) Literacy Unit Functions and KPIs Responsibility: Johanne Farley</p> <ul style="list-style-type: none"> Lifespace teachers feel more supported by Mrs Farley and can use her to access ideas and strategies. Student engagement in writing occurring in LIFespaces and schoolwide writing initiatives increase. <p>e) Literacy Unit Accountability Responsibility: Principal and Mrs Farley</p> <ul style="list-style-type: none"> Mrs Farley will be kept accountable as per the unit requirements. The unit will reflect the developing needs of the school and be refocused if required. <p>f) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We expect focused timetabling in Pūriri and Tōtara LIFespaces to deliver uninterrupted periods of learning that allow for the sequential acquisition of requisite knowledge at each curriculum level. <p>g) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We expect the respective LIFespace assessment schedules to create more efficient and reliable data to inform planning and student progress more effectively. 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> We will measure this by comparing student progress at different stages throughout the year. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> Measured by the number of recorded interactions the SLT has with teachers regarding student progress as a result of scheduled monitoring. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> Measured by how many times the board has identified and actioned opportunities of governance level assistance. <p>d) Literacy Unit Functions and KPIs Responsibility: Johanne Farley</p> <ul style="list-style-type: none"> We will measure this by surveying teachers at the end of each term to identify if they believe they are receiving the support required in writing generally and the teaching of targeted cohorts specifically. <p>Literacy Unit Accountability Responsibility: Principal and Mrs Farley</p> <ul style="list-style-type: none"> This will be measured by successfully achieving the number of meetings set out in the goal. It will be measured by recording how the unit develops at each meeting. <p>f) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We will measure knowledge acquisition by consistently monitoring and recording student progress on Spotlight. Regular visits to Pūriri and Tōtara will be made to ensure timetables are being adhered to. <p>g) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> Using e-asTTle and a more rigorous assessment schedule will find its ultimate measure in comparing start-of-year and end-of-year student progress.

Goal 2 Reading

Priority 4: Ensure every learner/ ākonga gain sound foundation skills, including language*, literacy and numeracy.

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<p>Reading Goal</p> <ul style="list-style-type: none"> 75% of all students will be working in the "meeting" or "exceeding" phase of their respective curriculum levels. <p>Baseline Data</p> <ul style="list-style-type: none"> At the end of 2022, 64% (89) of all students (139) were working in the "meeting to exceeding" phases of their respective curriculum levels. <p>Requirements:</p> <ul style="list-style-type: none"> Roll growth will make this goal challenging. Given a starting roll of 200 students (or thereabouts), it will require approximately 61 more students to be in the "meeting" or "exceeding" phase of their respective curriculum levels at the end of 2023. <p>Targeted Cohorts:</p> <ul style="list-style-type: none"> The 2022 end-of-year data highlighted three cohorts that require particular attention and support. In 2023 Years 3, 5 and 6 will be targeted, and student progress will be monitored closely. 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> Teachers will enter real-time achievement data on all students as they meet each reading progression. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> The principal and deputy principal will monitor Spotlight regularly. They will keep track of student progress in targeted cohorts. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> The principal will provide the board with as much helpful information as possible to ensure they are aware of students' reading progress. <p>d) Oral Language Development Responsibility: All Teachers</p> <ul style="list-style-type: none"> Teachers will purposefully plan opportunities for oral language development in their LIFespaces. <p>e) Library Restoration Responsibility: To be confirmed</p> <ul style="list-style-type: none"> We will re-establish our school library in the shared educational common rooms between each LIFespace. <p>f) Reading Tutoring Responsibility: To be confirmed</p> <ul style="list-style-type: none"> We will appoint a Reading tutor for students in years 7-9 using the additional MoE funds allocated to lost learning. <p>g) LIFespace Reading Areas Responsibility: All Teachers</p> <ul style="list-style-type: none"> Teachers will create student-friendly and comfortable reading environments. <p>h) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> As a result of the 2022 data haul, the principal has already dictated that the Gateway subjects will be required to be taught in the morning blocks in Pūriri and Tōtara LIFespaces, respectively. <p>i) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> All students will be tested in the first six weeks of Term 1 2023 and then according to the specific assessment schedule for each LIFespaces. 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> Student progress will be available in real-time, giving all stakeholders the opportunity to identify any concerns. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> The SLT will be able to quickly identify individual students or groups of students that are not progressing as expected and assist in remediating. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> The board will have the information required to make governance-level decisions that positively impact student reading outcomes. <p>d) Oral Language Development Responsibility: All Teachers</p> <ul style="list-style-type: none"> Developing oral language skills will increase word reading and comprehension. <p>e) Library Restoration Responsibility: To be confirmed</p> <ul style="list-style-type: none"> We expect the re-establishment of the library to help reinstate a schoolwide reading culture. <p>f) Reading Tutoring Responsibility: To be confirmed</p> <ul style="list-style-type: none"> Targeted students in Years 7-9 will have access to one-to-one tutoring for the purposes of regaining lost ground due to Covid-19 <p>g) LIFespace Reading Areas Responsibility: All Teachers</p> <ul style="list-style-type: none"> Reading environments will engage and entice students into reading for pleasure to increase reading mileage. <p>f) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We expect focused timetabling in Pūriri and Tōtara LIFespaces to deliver uninterrupted periods of learning that allow for the sequential acquisition of requisite knowledge at each curriculum level. <p>g) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We expect the respective LIFespace assessment schedules to create more efficient and reliable data for planning and progress. 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> We will measure this by comparing student progress at different stages throughout the year. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> Measured by the number of recorded interactions the SLT has with teachers regarding student progress as a result of scheduled monitoring <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> Measured by how many times the board has identified and actioned opportunities of governance-level assistance. <p>d) Oral Language Development Responsibility: Johanne Farley</p> <ul style="list-style-type: none"> We will measure oral language development by comparing OL opportunities to reading results. <p>e) Library Restoration Responsibility: To be confirmed</p> <ul style="list-style-type: none"> The libraries will be set up by Term 3 at the latest, and a librarian will be appointed to oversee the establishment. <p>f) Reading Tutoring Responsibility: To be confirmed</p> <ul style="list-style-type: none"> The ultimate measure in this instance will be the monitoring and recording of the targeted student's progress using e-asTTle assessments. <p>g) LIFespace Reading Areas Responsibility: All Teachers</p> <ul style="list-style-type: none"> Students will be surveyed to determine if their LIFespaces provide them with environments to read. <p>f) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We will measure knowledge acquisition by consistently monitoring and recording student progress on Spotlight. Regular visits to Pūriri and Tōtara will be made to ensure timetables are being adhered to. <p>g) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> The use of e-asTTle and a more rigorous assessment schedule will be measured by start-of-year and end-of-year student progress.

Goal 3 Maths

Priority 4: Ensure every learner/ ākonga gain sound foundation skills, including language*, literacy and numeracy.

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<p>Maths Goal</p> <ul style="list-style-type: none"> 70% of all students will be working in the "meeting" or "exceeding" phase of their respective curriculum levels. <p>Baseline Data</p> <ul style="list-style-type: none"> At the end of 2022, 54% (75) of all students (139) were working in the "meeting to exceeding" phases of their respective curriculum levels. <p>Requirements:</p> <ul style="list-style-type: none"> Roll growth will make this goal challenging. Given a starting roll of 200 students (or thereabouts), it will require approximately 65 more students to be in the "meeting" or "exceeding" phase of their respective curriculum levels at the end of 2023. <p>Targeted Cohorts:</p> <ul style="list-style-type: none"> The 2022 end-of-year data highlighted three cohorts that require particular attention and support. In 2023 Years 3, 5 and 6 will be targeted, and student progress will be monitored closely. 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> Teachers will enter real-time achievement data on all students as they meet each math progression. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> The principal and deputy principal will monitor Spotlight regularly. They will keep track of student progress in targeted cohorts. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> The principal will provide the board with as much helpful information as possible to ensure they know student progress in targeted cohorts. <p>d) Maths Unit Functions and KPIs Responsibility: To be confirmed</p> <ul style="list-style-type: none"> The unit description has been developed so that the unit holder has a more supportive role to teachers plus a more active role in developing a passion for maths in students and teachers. <p>e) Maths Unit Accountability Responsibility: Principal and TBC</p> <ul style="list-style-type: none"> The principal will meet with the Math Unit holder a minimum of 2 times each term to ensure they meet the unit description's requirements. <p>f) Teacher PLD Responsibility: Unit Holder and Teachers</p> <ul style="list-style-type: none"> Teachers will have appropriate PLD opportunities within the Kahui Ako and the Kingsway Network for Maths. <p>g) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> Due to the 2022 data haul, the principal has already dictated that the maths will be required to be taught in the morning blocks in Pūriri and Tōtara LIFespaces, respectively. <p>g) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> All students will be tested in the first six weeks of Term 1 2023 and then according to the specific assessment schedule that has been published. 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> Student progress will be available in real-time, allowing all stakeholders to identify concerns. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> The SLT will be able to quickly identify individual students or groups of students that are not progressing as expected and assist in remediating. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> The board will have the information required to make governance-level decisions that positively impact maths student outcomes. <p>d) Maths Unit Functions and KPIs Responsibility: To be confirmed</p> <ul style="list-style-type: none"> Lifespace teachers feel more supported by the unit holder and can use them to access ideas and strategies. Student engagement in Maths occurring in LIFespaces and schoolwide Math initiatives increase. <p>e) Maths Unit Accountability Responsibility: Principal and TBC</p> <ul style="list-style-type: none"> The unit holder will be kept accountable through unit KPIs The unit will evolve to reflect the developing needs of the school <p>f) Teacher PLD Responsibility: Unit Holder and Teachers</p> <ul style="list-style-type: none"> We expect teachers to become more confident in delivering math at their respective curriculum levels. <p>g) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We expect focused timetabling to deliver uninterrupted periods of learning that allow for the sequential acquisition of requisite knowledge at each curriculum level. <p>h) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We expect the respective LIFespace assessment schedules to create more efficient and reliable data, data that can inform planning and progress 	<p>a) Spotlight Responsibility: All Teachers</p> <ul style="list-style-type: none"> We will measure this by comparing student progress at different stages throughout the year. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> Measured by the number of recorded interactions the SLT has with teachers regarding student progress as a result of scheduled monitoring <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> Measured by how often the board has identified and actioned opportunities of governance level assistance. <p>d) Maths Unit Functions and KPIs Responsibility: To be confirmed</p> <ul style="list-style-type: none"> We will measure this by surveying teachers at the end of each term to identify if they believe they generally receive the support required in maths and the teaching of targetted cohorts. <p>Literacy Unit Accountability Responsibility: Principal and TBC</p> <ul style="list-style-type: none"> This will be measured by successfully achieving the number of meetings set out in the goal and recording how the unit is developing at each meeting. <p>f) Teacher PLD Responsibility: Unit Holder and Teachers</p> <ul style="list-style-type: none"> Surveys will measure teacher confidence in delivering math and SLT LIFespace observations. <p>g) Timetabling Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> We will measure knowledge acquisition by consistently monitoring and recording student progress on Spotlight. Regular visits to Pūriri and Tōtara will be made to ensure timetables are being adhered to. <p>g) Assessment e-asTTle Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> The use of e-asTTle will find its ultimate measure in comparing start-of-year and end-of-year student progress.