



## Special character Integrated School

The spiritual connection is what makes our school unique. Our founder, Srila Prabhupada explains that the ultimate aim of education should be self-realisation of the spiritual values of the soul.

In the spirit of the Vedic teachings, we hold a holistic approach to education and acknowledge that successful education needs to provide a set of foundation skills which are transferable and adaptable for whatever the future holds.

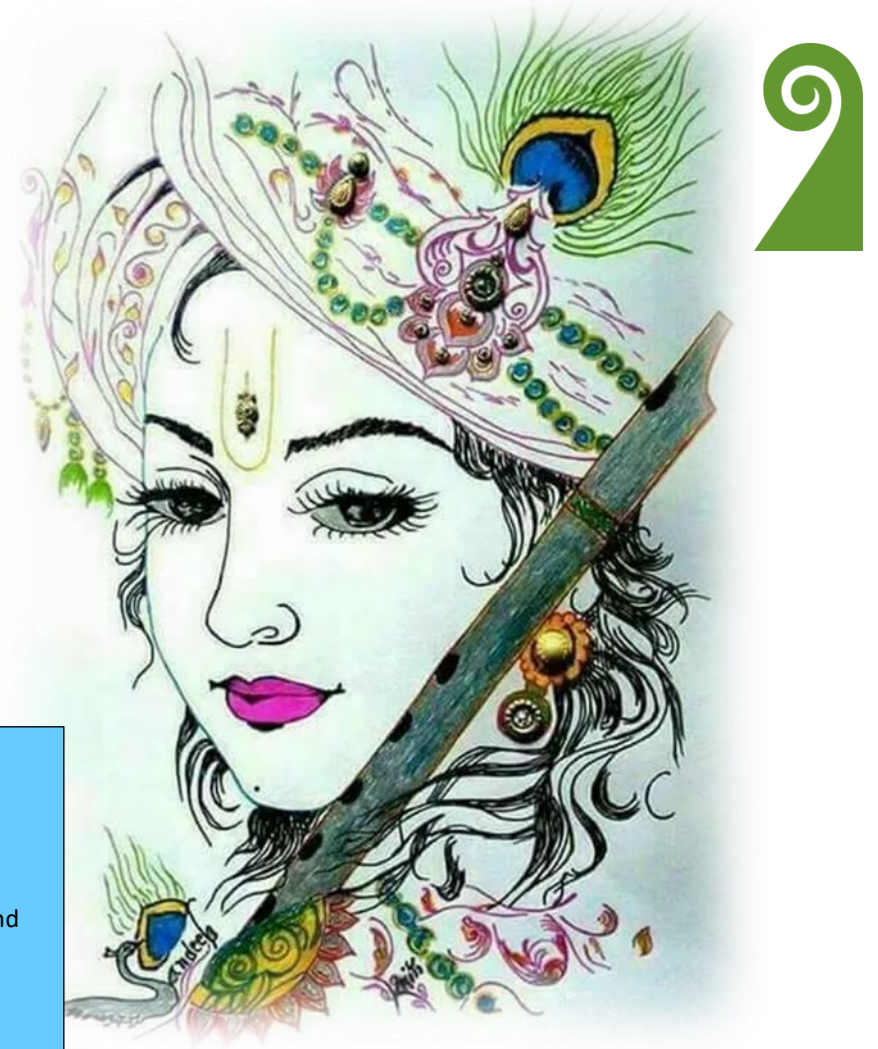
Our Krishna conscious teachings develop the child's wisdom through critical and creative thinking. The application of this knowledge fosters respectful and meaningful relationships and supports the development of the child's social and emotional wellbeing. The joy of devotion and the celebration of learning successes ensure that a life-long learning journey is established for each child.

### ***Our mission:***

***In faithful accord with the teachings, mood and mission of His Divine Grace A. C. Bhaktivedanta Swami Prabhupada:***

We empower every child to discover their unique and extraordinary potential, their connection with Krishna and to experience the joy of learning and devotional service.

Within a culture of genuine respect we offer a dynamic, holistic education to prepare our students for lifelong success in an ever-changing world



# Hare Krishna School Charter 2019



# Joy

**Ananda:** In Sanskrit is a state of pure spiritual happiness and bliss.

**Whakamana:** Empowerment to reach our highest potential



# Wisdom

**Cit:** In Sanskrit is pure knowledge of the absolute truth

**Wairuatanga** Spirituality & Wisdom



Spiritual well being

Mental & emotional well being

Physical well being

# Respect

**Sat** In Sanskrit Sat means eternity. Real respect for oneself and others is based on the eternal reality of the soul

## Whanaungatanga

Creating positive and collaborative relationships



# Applying our Core Values and Achieving our Mission

<i>Wisdom</i>	<i>Respect</i>	<i>Joy</i>
<p><u>How is Wisdom applied practically to students' learning?</u></p> <ul style="list-style-type: none"> <li>• Learning and applying the Philosophy of Krishna consciousness by:               <ul style="list-style-type: none"> <li>◇ Learning Sanskrit slokas</li> <li>◇ Hearing and telling &amp; acting out scriptural stories</li> <li>◇ Discussing spiritual &amp; philosophical concepts and how they relate to our lives</li> <li>◇ Developing faith in the Supreme Lord</li> <li>◇ Developing moral literacy and character values</li> <li>◇ Sharing our philosophy &amp; values with others</li> </ul> </li> <li>• Engaging in Inquiry/project based learning</li> <li>• Developing effective mathematics, literacy and communication skills</li> <li>• Encouraging self management and leadership skills</li> </ul>	<p><u>How do we create this culture of respect?</u></p> <ul style="list-style-type: none"> <li>• Personalised &amp; authentic Learning that takes into account the relevant natures and interests of each child.</li> <li>• Empowering intrinsic motivation &amp; ownership of the learning</li> <li>• Applying developmentally appropriate practices (supporting students to learn at their own stage and pace).</li> <li>• Empowering Student Voice and Student Leadership</li> <li>• Creating a school-wide Culture of Respectful Communication</li> <li>• Engaging learners in collaborative Learning and relating with all ages</li> <li>• Maintaining a Village Mood and Culture</li> <li>• Learning in &amp; with Nature</li> <li>• Encouraging responsible citizenship and democratic decision making</li> </ul>	<p><u>How do we invoke the souls joyous nature?</u></p> <p><b>Learning which is dynamic &amp; holistic</b></p> <ul style="list-style-type: none"> <li>• Authentic, Experiential, Discovery Learning</li> <li>• Investigative Play Based Learning</li> <li>• Engaging the head, heart, hands, mind, body and spirit</li> <li>• Enabling Achievement of Mastery</li> <li>• Celebrating Achievement</li> <li>• Engaging in The Arts &amp; traditional crafts</li> </ul> <p><b>Joy of Devotional Service:</b></p> <ul style="list-style-type: none"> <li>• Festivals and Community Celebrations.</li> <li>• Engaging in a Multitude of Ways of Connecting with Krishna (God)- according to individual inclinations.</li> <li>• Temple Worship - singing, dancing, Deity worship</li> <li>• Sharing our Culture with Others</li> </ul>
<p><u>Bicultural connection:</u></p> <p><b>Wairuatanga:</b> Spiritual connection and well being</p>	<p><u>Bicultural connection:</u></p> <p><b>Whanaungatanga.</b> Positive and meaningful relationships - a relationship through shared experiences and working together which provides people with a sense of belonging.</p>	<p><u>Bicultural connection</u></p> <p>Whakamana: Empowerment to reach our highest potential</p>
<p><u>Associated Values</u></p> <p>Inquiry / curiosity</p> <p>Purity of character</p> <p>Peace (inner satisfaction)</p>	<p><u>Associated Values:</u></p> <p>Courage/resilience</p> <p>Compassion</p> <p>Gratitude</p>	<p><u>Associated Values:</u></p> <p>Creativity</p> <p>Harmony / balance</p> <p>Faith &amp; devotion</p> <p>Mastery</p>

## GUIDING PRINCIPLES

### **1. In accord with Srila Prabhupada's Teachings, Mood and Mission:**

All have a thorough understanding of these through hearing/ philosophical debate and discussing threadbare and application to real world scenarios.

### **2. Discovering our Connection with Krsna:**

Seeing Krsna everywhere and specifically in self, others and in nature.

#### **We value and form connections with:**

**Self,** (Everyone is on a journey of self discovery) Mindful.

#### **Others**

##### **The natural world**

##### **The Supreme Lord Krishna**

Understanding how learning takes place: 'I am seated in everyone's heart, and from Me come remembrance, knowledge and forgetfulness'.

### **3. Empowering:**

Educators empower students by:

Personalised learning (child led and enables curiosity, discovery and experiential learning).

Students have strong voice - democratic.

Educators support children in life skills/ personal growth.

Having a positive relationship with time.

### **4. Unique and Extraordinary Potential:**

Educators see the students as spirit souls as capable, powerful and brilliant (not deficit model). With unique interests and abilities. Far more capable than we generally give them credit for. Their behaviour is not giving us a hard time but because they are having a hard time and it is a way of communicating to us. Etc

Educators enable students to Achieve mastery according to their psychophysical nature

### **5.. Holistic:**

Expanding the curriculum to incorporate all aspects of child not so much focus on academic to exclusion of all else. See Krsna's curriculum in gurukula and Pancha K

Outdoor learning/ crafting/ building/ arts etc. Not just classroom based

Developmentally appropriate

1. Annamaykosh (Physical development)
2. Pranamaykosh (Skill development)
3. Manomaykosh (Mental development)
4. Vidnyanamaykosh (Intellectual development)
5. Anandamaya Kosh (Spiritual development)

### **6. Dynamic:**

Learning is Authentic and aspires to develop intrinsic motivation and love for learning.

Coming from a genuine connection with Krsna so that it is alive and relevant not rigid/ stereotyped. The gauge is joy and absorption. Teacher then understands how to apply the principles of Bhagavad Gita so that children experience the joy of Krsna consciousness and learning which is their service and is unique for each individual (not confined to a set curriculum)

## Our Graduate Vision



### Wisdom

**Our learners will:**

be empowered to discover their connection with Krishna (God)

And be prepared for life long success

### RESPECT

**Our learners will**

Be genuinely respectful

### Joy

**Our learners will:**

Discover their unique and extraordinary potential.

Experience the joy of learning and devotional service.

### We envision our students to:

- ◆ Solidly understand the philosophy of Krishna consciousness as presented by Srila Prabhupada in his books:
- ◆ Be Independently thoughtful (critical, creative thinkers)
- ◆ Communicate effectively with others for a variety of purposes
- ◆ Have leadership qualities
- ◆ Have strong faith in God.

- ◆ Have meaningful relationships with others
- ◆ Have a positive sense of self identity
- ◆ Be guardians of the natural environment
- ◆ Contribute and participate positively with a desire to bring about real peace and unity in their communities and the world

- ◆ Be Devotional
- ◆ Be successful, lifelong learners
- ◆ Be Creative
- ◆ Be healthy and balanced



## Cultural Diversity and our Māori Dimension:

### **Hare Krishna School will reflect New Zealand's cultural diversity by:**

- Recognising and valuing the cultures within the school and wider community.
- Understanding local and national cultural traditions and histories.
- Acknowledging and celebrating New Zealand's cultural diversity.

### **Hare Krishna School will reflect the unique position of the Māori culture by:**

- Following and honouring the principles of The Treaty of Waitangi.
- Recognising the unique position of Māori within New Zealand society.
- Understanding the nature of biculturalism and the partnership between Maori and Pakeha.
- Exploring bicultural heritage and how it contributes to a sense of identity for New Zealanders.

### **The school will undertake to incorporate Māori culture and protocol (tikanga Māori) into the school's curriculum and practices through:**

- Integrating Maori values & and spirituality with our Krishna conscious spirituality and values.
- Teaching of basic Te Reo
- Teaching of Tikanga Māori.
- Inviting Maori members of the community to assist with staff and student education

### **Special occasions.**

- Hare Krishna school will recognise, honour and celebrate special occasions such as Matariki
- Hare Krishna school will incorporate Maori into our own special occasions such as the end of year celebration

### **Te Reo**

Hare Krishna School will implement basic Te Reo programmes in classes for all students and all reasonable steps will be taken if parents request Te Reo Māori.

### **Steps taken to establish the views and concerns of the school's Māori communities may include:**

- Direct contact via face to face meetings, phone, email.
- Indirect contact via surveys.
- Community forums/hui.



# Our Strategic Goals 2019

## *Special Character*

- 1.1 Inspire a love for Krishna
- 1.2 To provide instruction on KC principles & culture
- 1.3 To ensure KC is integrated and experienced through the curriculum

## *Student Achievement*

- 2.1 All learners achieving their unique & extraordinary potential and striving for excellence
- 2.2 All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data



## *Personalised Learning Journeys*

- 3.1 Provide students with holistic, personalised & authentic learning experiences

## **Community**

- 4.1 Further build and grow a collaborative, community spirit amongst students, staff and parents
- 4.2 Further develop our culture of genuine respect

## **BOT Effectiveness**

- 5.1 To ensure BOT is informed & equipped to effectively guide school decision making

### Goal 1: Krishna Consciousness

Objectives	Actions	Resp.	2019	2020	2021	2022
1.1 To inspire a love for Krishna	Ensure developmentally appropriate and positive Krishna conscious experiences	Principal				
	Provide connection with nature & promote a simpler, more natural way of life	Principal				
	Encourage & support teachers own KC & for delivering to students	Principal				
	Create school physical environment to foster KC - murals etc	Principal				
1.2 To provide instruction on KC principles & culture	Review how our practices and strategies are in line with Srila Prabhupada's teachings & instructions	Principal				
	Induction program for new staff, parents & students in KC philosophy & practice	Principal				
	Introduce a programme of personal devotional practice (i.e Daily 5 or 3)	Principal				
1.3 To ensure KC is integrated and experienced through the curriculum	Develop a Krishna conscious curriculum that shows knowledge, skills and values for each year level	Principal				
	Curriculum Focus areas: Slokas, Literacy, Sanskrit, Maori	Principal				

### Goal 2: Student Achievement

Objectives	Actions	Resp.	2019	2020	2021	2022
2.1 All learners achieving their unique & extraordinary potential and striving for excellence	Effectively support and inspire the progress of targeted learners in reading, writing, maths	Principal				
	Ensure able learners continue to be challenged and make progress	Principal				
	Encourage 'growth mindset' development at all year levels	Principal				
2.2 All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data	Develop middle school curriculum (yr 7-10) - including KC philosophy, health education, career guidance & financial literacy	Principal				
	Ensure standardised assessment tools, diagnostic tools & formative assessment processes in line with MoE changes, our school values & best practice	Principal				
	Ensure reporting of all student achievement info to parents & board is succinct and relevant	Principal				

### Goal 3: Personalised Learning Journeys

Objectives	Actions	Resp.	2019	2020	2021	2022
3.1 Provide students with holistic, personalised & authentic learning experiences	Continue to build shared understanding of pedagogical & curriculum direction & show how it aligns with Srila Prabhupada's teachings	Principal				
	Continue to develop investigative play at junior levels & personal project based learning in yr 4-10	Principal				
	Develop craft and technology curriculum & corresponding resources	Principal				
	Develop dynamic modern learning spaces	Principal				



#### Goal 4: Cultivate Community spirit

Objectives	Actions	Resp.	2019	2020	2021	2022
4.1 Further build and grow a collaborative, community spirit amongst students, staff and parents	Celebrate students' learning with all members of community	Principal				
	Encourage increased parental involvement at the school & in their child's learning	Principal				
	Develop community preaching programmes	Principal				
4.2 Further develop our culture of genuine respect	Implement respectful communication skills for students, staff & parents	Principal				
	Ensure a robust behaviour management system is well established & supports positive growth of students & positive relationships for learning	Principal				

#### Goal 5: BOT effectiveness

Objectives	Actions	Resp.	2019	2020	2021	2022
5.1 To ensure BOT is informed & equipped to effectively guide school decision making	Continue to develop the shared vision amongst all trustees	BOT				
	Ensure appropriate induction for new trustees - including understanding of our shared vision	Chair				
	Ensure process for regular policy reviews	BOT				
	Provide training opportunities for all trustees to better understand stewardship role	BOT				
	Ensure financial & achievement reports are succinct, relevant & regularly presented to board	Principal				
	Ensure principals performance management is initiated & managed according to MoE expectations	BOT				

# Annual Plans 2019

# Goal 1 Special Character

## 1.1 Inspire A Love for Krishna

Actions	2019 Actions	Who / When	Budget	Progress Report
Ensure developmentally appropriate and positive Krishna conscious experiences	<ul style="list-style-type: none"> <li>Research developmental profiles</li> <li>In collaboration with teachers create clear key philosophical messages, songs, prayers, stories and K.C activities for each age level.</li> </ul>	Kn Teachers  By end term 2		
Provide connection with nature & promote a simpler, more natural way of life	<ul style="list-style-type: none"> <li>Continue to develop writing in nature curriculum.</li> <li>Implement William Pike challenge for years 7-10</li> <li>Continue to develop and implement forest and nature play and learning activities for all levels.</li> <li>Develop the concept of Kaitiaki (guardians of mother nature) in our curriculum and align with Srila Prabhupada's teachings; Cow protection &amp; science and technologies for sustainable living.</li> </ul>	Kn & teachers  From term 1		
Encourage & support teachers own KC & for delivering to students	<ul style="list-style-type: none"> <li>Time dedicated in all staff meetings to developing philosophical discussion and understanding.</li> <li>Teachers individual goals and support as part of appraisal and professional growth</li> </ul>	Kn and teachers		

## 1.2 To provide instruction on KC principles & culture

Induction program for new staff, parents & students in KC philosophy & practice	<ul style="list-style-type: none"> <li>Develop an induction programme for parents and new students</li> <li>Begin implementation.</li> </ul>	KN		
Introduce a programme of personal devotional practice (i.e Daily 5 or 3)	In collaboration with teachers; develop the daily devotion concept i.e read, memorise, offer something, pray, write, share, chant. ( <a href="https://www.youtube.com/watch?v=Ow8E9uCDGUc&amp;disable_polymer=true">https://www.youtube.com/watch?v=Ow8E9uCDGUc&amp;disable_polymer=true</a> )	KN teachers  Term 2		

## 1.3 To ensure KC is integrated and experienced through the curriculum

Develop a Krishna conscious curriculum that shows knowledge, skills and values for each year level	Continue to develop the curriculum that we have started and ensure that it is in line with developmentally appropriate practice as above.	KN		
Curriculum Focus areas: Slokas, Literacy,	<ul style="list-style-type: none"> <li>Continue to implement sloka curriculum</li> <li>Review how K.C is integrated as part of literacy</li> </ul>			

# Whole school writing Data 2018

	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a
Y0	5														
Y1	11	4	1												
Y2	1	1	3	6	2										
Y3		1	1	4	2										
Y4		1		2	2	2						1			
Y5				2		1	3	5		1	1				
Y6					2	1	2						1		
Y7				1		1	1		3		1			1	
Y8									1	1	3			1	1

## 2019 focus and target group writing:

Support 8 students in years 6 and 7 to make significant progress

Year	Maths Stage							
	1	2	3	4	5	6	7	8
1	1	12	4	1				
2	2		3	10				
3	1		1	1	4			
4				2	1	4		
5					5	7		
6						4	2	
7						2	4	1
8							4	1

## 2019 focus and target group Maths:

Support 7 students in year 2 – 3 to make significant progress

# Whole school Reading Data from 2018

Expected level for each		Year 1 No stu- dents	Year 2 No stu- dents	Year 3 No Stu- dents
	L25 9.5yrs			2
	L23 9yrs			1
End of year 3	L23 8.5yrs			
	L22 8.5yrs			
	L21 8yrs		1	
	L20 8yrs			
	L19 7.5yrs			2
End of year 2	L18 7.5yrs			
	L17 7yrs	1	2	
	L16 7yrs		1	
	L15 6.5yrs	1	3	
End of Year 1	L14			
	L13		1	
	L12	1		
	L11			
	L10		1	
	L9	2		
	L8		1	1
	L7			
	L6		1	1
	L5			
	L4	1		
	L3	3	2	
	L2	1		
	L1	6	2	
	L0	7		

## Junior years 1-3 Data from PM reading benchmarks

Green = Achieving above age level expectation

Blue = achieving at expectation for age

Yellow = achieving below age level

Red = possible concern

## Years 4-8 Data from Probe reading tests

Year	PAT Stanine								
	1	2	3	4	5	6	7	8	9
4	1			1	1		1		4
5				2	3	3	3		1
6		3	2						1
7					1	3		2	
8				3	1		1	1	

### 2019 focus and target groups Reading:

Support 8 students from year 2 to make significant progress

Support 5 students from 6 to make significant progress

## 2.1 All learners achieving their unique & extraordinary potential and striving for excellence

<b>Writing:</b> Effectively support progress of targeted learners in writing & Ensure all learners continue to progress and be inspired in their writing			
<b>Planned Actions</b>	<b>Who/when</b>	<b>Budget</b>	<b>Progress report</b>
<b>Year 1-3</b> <ul style="list-style-type: none"> <li>Focus on teaching : sentences, Foundational phonics, Hand writing &amp; Fine motor skill development</li> <li>Introduce journal writing</li> <li>Support students in developing ideas for writing</li> </ul>	Pia Vimala		
<b>Years 4-6</b> <ul style="list-style-type: none"> <li>Focus on teaching : sentence, Punctuation &amp; Grammar</li> <li>Inspire boys writing</li> <li>New vocabulary focus (word wall, introducing word of the week). Follow up for Daily 5.</li> <li>Teaching the writing process explicitly to all students.</li> </ul>	Sub- hatra, Bhak- timarga		
<b>Years 7-9</b> <ul style="list-style-type: none"> <li>Focus on teaching: Punctuation &amp; Grammar</li> <li>Students Self review practice integration -</li> <li>Bhurijana Language Arts Resources for Structured Writing Lessons -</li> </ul>	Dharma, Manada		
<b>Whole school focus</b> <ul style="list-style-type: none"> <li>Celebrate students writing i.e authors chair, displays, host a writing feast, have an annual writing fair (see <a href="https://www.scholastic.com/teachers/blog-posts/scholasticcom-editors/2018-2019/Best-Teacher-Tested-Writing-Strategies-From-the-Trenches/">https://www.scholastic.com/teachers/blog-posts/scholasticcom-editors/2018-2019/Best-Teacher-Tested-Writing-Strategies-From-the-Trenches/</a>)</li> <li>Make writing a visible part of the classroom</li> <li>Build educationally powerful relationships with families of targeted students</li> <li>Use Regular conferencing and workshops with all students and more regularly with targeted students</li> <li>Utilise Student goal setting and growth mind-sets</li> <li>Develop strategies for inspiring reluctant writers: <a href="https://www.scholastic.com/teachers/blog-posts/scholasticcom-editors/best-blogs-writing-strategies/">https://www.scholastic.com/teachers/blog-posts/scholasticcom-editors/best-blogs-writing-strategies/</a> and the writing hub.</li> </ul>	KN  Teach- ers		



## 2.1 All learners achieving their unique & extraordinary potential and striving for excellence

<b>Mathematics:</b> Effectively support progress of targeted learners in Maths & Ensure all learners continue to progress and be inspired in their maths			
<b>Planned Actions</b>	<b>Who/when</b>	<b>Budget</b>	<b>Progress report</b>
<p><b>Year 1-3</b></p> <p>Implement system of buddy maths with older students (Tuakana-teina )</p> <p>Integrating Strand maths and hands on problem solving with investigations. (requires re-sourcing)</p> <p>Implement PRIME maths programme</p>	Pia Vimala	\$1000	
<p><b>Years 4-6</b></p> <ul style="list-style-type: none"> <li>• Develop problem solving skills</li> <li>• Implement PRIME maths programme</li> <li>• Develop hands on mathematics (requires resourcing)</li> </ul>	Subhatra, Bhak-timarga	\$1000	
<p><b>Years 7-9</b></p> <ul style="list-style-type: none"> <li>• Develop a curriculum for years 7-9 and ensure its in line with preparing for NCEA</li> <li>• Offer ICAS assessments for years 7-9</li> </ul>	Dharma, Manada		
<p><b>Whole school focus</b></p> <ul style="list-style-type: none"> <li>• Provide regular workshops for all students to target specific skills</li> <li>• Develop educationally powerful relationships with parents of targeted students</li> <li>• Inform all parents about the requirements in maths at each level and how they can assist their children to progress</li> </ul>	KN/ Manada/ class teachers		

**Reading:** Effectively support progress of targeted learners in Reading & Ensure all learners continue to progress and be inspired in their Reading

Planned Actions	Who/when	Budget	Progress report
<p>●Year 1-3</p> <ul style="list-style-type: none"> <li>• Build solid phonics foundation</li> <li>• Implement Urmila’s reading program</li> <li>• Building connections with families early</li> <li>• Buddy reading (Tuakana–teina)</li> <li>• Continue to source good fit books</li> <li>• Resource listening to read in junior class (chromebooks)</li> <li>• Resource supporting students at critical stage (Year 2)</li> </ul>	Pia Vimala	\$1000 chrome books	
<p><b>Years 4-6</b></p> <ul style="list-style-type: none"> <li>●Regular read-to-self time allocated each day/week</li> </ul>	Subhatra, Bhak- timarga		
<p><b>Years 7-9</b></p> <ul style="list-style-type: none"> <li>●Implementing the Mahabharata study resource</li> <li>●Regular reading aloud to class &amp; modelling of reading comprehension strategies.</li> <li>●Reading sastra based texts for novel study groups with study guides which incorporate practice and application of fundamental reading comprehension strategies</li> </ul>	Dharma, Manada		
<p><b>Whole school focus</b></p> <ul style="list-style-type: none"> <li>• Continue with implementing the daily 5 and independent reading</li> <li>• Build educationally powerful connections with parents of target students</li> <li>• Use Regular conferencing and workshops with all students and more regularly with targeted students</li> <li>• Utilise Student goal setting and growth mind-sets</li> <li>• Develop our own reading menu for each level and be clear about which strategies to focus on</li> </ul>	KN/ Mana- da/ class teach- ers		

## Goal 2 Student Achievement

Other strategies for supporting goal 2.1 All learners achieving their unique & extraordinary potential and striving for excellence				
	2019 specific Actions	Who / When	Budget	Progress Report
Ensure exceptionally able learners continue to be challenged and make progress	<ul style="list-style-type: none"> <li>Develop student projects to increase challenge, creativity and innovation</li> <li>Encourage growth mindsets as below</li> </ul>	KN & class-teachers		
Encourage 'growth mindset' development at all year levels	<ul style="list-style-type: none"> <li>Research best practice in growth mind sets and consider how we align this with our special character i.e holistic growth.</li> <li>Provide Professional development for teachers in growth mind sets during staff meetings and consider possible outside providers of PD.</li> <li>Growth mind sets visible in classroom practice and student goals.</li> </ul>	KN and teachers  Start from term 1 ongoing	\$1,000	
2.2 All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data				
Develop middle school curriculum (yr 7-10) - including KC philosophy, health education, career guidance & financial literacy		Kn & Manada & Dharma		
Ensure standardised assessment tools, diagnostic tools & formative assessment processes in line with MoE changes, our school values & best practice	<ul style="list-style-type: none"> <li>Research assessment tools available and in consultation with class teachers implement assessment schedule</li> <li>Develop students "assessment capabilities</li> <li>Develop our graduate profile so that it becomes a living document within the classrooms and at all levels. <a href="http://assessment.tki.org.nz/Assessment-and-reporting-guide/School-stories-a-variety-of-approaches-to-assessment/Cobden-School-Developing-a-Graduate-Profile-to-underpin-teaching-learning-and-assessment">http://assessment.tki.org.nz/Assessment-and-reporting-guide/School-stories-a-variety-of-approaches-to-assessment/Cobden-School-Developing-a-Graduate-Profile-to-underpin-teaching-learning-and-assessment</a></li> </ul>	From beginning of term 1		
Ensure reporting of all student achievement info to parents & board is succinct and relevant	<ul style="list-style-type: none"> <li>Transition to new Linc Ed system of reporting. As in 2018 reports will be ongoing and timely rather than twice per annum.</li> <li>Ensure that written reports to the board include evaluative comments about the impact of initiatives on children's learning to support the board's decision making.</li> </ul>			

## Goal 3: Personalised Learning Journeys

<b>3.1 Provide students with holistic, personalised &amp; authentic learning experiences</b>				
<b>Strategies</b>	<b>2019 specific Actions</b>	<b>Who / When</b>	<b>Budget</b>	<b>Progress Report</b>
Continue to build shared understanding of pedagogical & curriculum direction & show how it aligns with Srila Prabhupada's teachings	<ul style="list-style-type: none"> <li>• BOT discussions and presentations</li> <li>• Linc Ed sharing learning with parents</li> <li>• Provide Opportunities for students to share their learning with parents</li> </ul>			
Continue to develop investigative play at junior levels & personal project based learning in yr 4-10	<p>Continue with developing walker approach in the junior classrooms and provide appropriate support and PD for classroom teachers.</p> <p>Further Develop resources and learning spaces in junior classrooms.</p> <p>Review approach ERPs in year 4 onwards. Seek professional support and research. Make adjustments to our current approach accordingly. Aim to make the process more creative and innovative</p>	KN class teachers	\$1000 PD  \$1000 re-sources	
Develop craft and technology curriculum & corresponding resources	<p>Engage in annual PD course with Artisan Pathways</p> <p>PD for teachers available through west Auckland comed</p> <p>Develop whole school crafts &amp; tech curriculum</p>	KN & Dharma		
Develop dynamic modern learning spaces	<p>Develop a 5th classroom into a dynamic learning space</p> <p>Develop a technology and crafts space to support the above curriculum</p> <p>Continue to source appropriate resources for classrooms; Large screens, furniture, chromebooks.</p>	Principal and property team.	BOT funding (capital expenditure budget required)	

## Goal 4: Building Community

4.1 Further build and grow a collaborative, community spirit amongst students, staff and parents				
	2019 specific Actions	Who / When	Budget	Progress Report
<b>Celebrate students' learning with all members of community</b>	<p>Change over to Linc Ed will be utilised to have ongoing sharing of students learning.</p> <p>Create opportunities to have parents visit the school and for students to share their learning. i.e have a Learning celebration fair in term 3 to show case art, writing and projects</p>	<p>Kn</p> <p>Teachers</p>		
<b>Encourage increased parental involvement at the school &amp; in their child's learning</b>	<p>Termly working Bee</p> <p>Create opportunities for parents to be involved with learning: Wednesday free choice, library, reading to students. Need to set up a communication system for this.</p>	<p>KN Manada, property team</p> <p>from term 1</p>		
<b>Develop parent community preaching programmes</b>	<p>Form a team and investigate then action possibilities.</p>	<p>Amrta Pani, KN</p>		
4.2 Further develop our culture of genuine respect				
<b>Implement respectful communication skills for students, staff &amp; parents</b>	<p>Continued PD for teachers and support staff on empathic communication and student council processes</p> <p>Implement curriculum for students on respectful communication.</p>	<p>KN, Teachers, Teacher Aides</p>		
<b>Ensure a robust behaviour management system is well established &amp; supports positive growth of students &amp; positive relationships for learning</b>	<p>Continue to develop PB4L into our practice.</p> <p>Create a clearly understood behaviour management policy and procedure that fully supports our schools values and ethos.</p>	<p>KN, Manada, teachers</p>		

## Other key improvement strategies for further achieving our vision in 2019

Area / focus / goal	Planned action / tasks to be achieved	Who's responsible	When.. To be achieved	Progress report
<b>Policies</b>				
School docs.	Continue to review policies and make necessary adjustments and changes	KN/ Manada		
Home work policy	Review and implement changes	KN		
<b>Curriculum</b>				
Ensure that Careers education happens in years 7-10 class on an annual basis	Careers education Plan in place for next 3 years – How, Resourcing required	Dharma, Manada, KN		
Carry out Health Education review	Plan for a review and create survey Conduct survey Analyse results and plan accordingly	Term 1-2 Manada		
<b>Maori Te Tiriti o Waitangi</b>				
Our commitment to a bicultural curriculum is clearly demonstrated meaningful and aligned with our special character	Have our core values clearly visible in our school- Communicate those values in Te Reo with students Continue to develop connections with Te Reo and Maori values in our curriculum.	Kn Teachers		



## Other key improvement strategies for further achieving our vision in 2019

Area / focus / goal	Planned action / tasks to be achieved	Who's responsible	When.. To be achieved	Progress report
<b>Finance &amp; Property</b>				
Create a plan for buildings and fee structures	<ul style="list-style-type: none"> <li>Consult and plan in liasson with proprietors future of school buildings in line with 10 year property plan</li> </ul>	Krsnananda, property team, proprietor	Start term 1 ongoing	
Improve school resourcing, equipment and learning environment	<ul style="list-style-type: none"> <li>Create a proposed capital expenditure budget for BOT</li> </ul>	KN	By beginning term 2	
<b>Health and safety</b>				
Ensure procedures and documentation are followed for all eotc events	<ul style="list-style-type: none"> <li>Continue to ensure all staff members follow through on responsibilities</li> </ul>	Krsnananda	ongoing	
Ensure lockdown procedures are well established and practiced	Create /install a system for alerting school of a lock down. Procudures in place and shared with staff Practice drill	Operations manager KN	By mid term 2	
<b>Personnel</b>				
Continue to revise and develop our annual appraisal process for teachers	Review current process in consultation with staff.	Kn teachers	By start of term 1	
Teacher aides appraisal in place	Create appraisal process Consult with teacher aides on agreed goals	Kn	Mid term 1	
<b>Buses</b>				
Ensure all MOE requirements for contract are met and ensure that buses are meeting health and safety standards.	Krsnananda consult every two weeks with Rohita ongoing monitoring and recording.	Krsnananda Rohita	ongoing	