

ANNUAL PLAN 2017

Board responsibility 1:

PLANS AND POLICIES

Strategic Goal 2017	2017 Priorities	Key Performance Indicators	Time	Who?	Review Notes
<p>To review and approve the Strategic Plan and ensure there is an Annual Plan.</p> <p>To ensure that every BOT member knows the collective responsibilities of the Board and understands their role as a Board member.</p>	<p>Board training re the roles of governance and management.</p> <ul style="list-style-type: none"> - Explore possibility of sending representatives to NZSTA conference - Undergo local training options with possible COL combined Board training. 	<p>The roles of governance and management will be understood by all concerned.</p> <p>Board responsibilities completed on time</p>	<p>Ongoing as need identified</p>	<p>Board</p> <p>Principal</p> <p>Leadership team</p>	
<p>To review policies taking into consideration current and future legislation.</p>	<p>Identify gaps in policies and develop accordingly.</p> <p>Develop policies around new legislation and relevant current events.</p> <p>Sub-committee to ensure timeline is followed and to review policies prior to Board meetings</p>	<p>Policies will be up-to-date</p>	<p>Ongoing</p>	<p>Board</p> <p>Principal</p> <p>Leadership team</p>	
<p>To implement an annual cycle of self-review.</p>	<ul style="list-style-type: none"> • Principal's reports to the BOT • Align reporting to Annual Plan • Self reflection at end of each BOT meeting based on framework of governance • BOT Self Review for Chairperson • Use the cognition model for Board Review. 	<p>Achieving annual goals and expected outcomes</p> <p>A Board which is actively seeking improvement through a process of self reflection.</p>	<p>Ongoing</p>	<p>Board</p> <p>Principal</p>	

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Strategic Goal 2017	2017 Priorities	Key Performance Indicators	Time	Who?	Review Notes
<p><u>Evaluative Capability:</u></p> <p>To use evidence effectively to make decisions that accelerate progress for all students, particularly those in priority groups.</p>	<p>Continue to make regular use of the data wall at team and whole school level. To continue the effective use of data analysis in teaching teams and schoolwide, to plan next steps.</p> <p>Continue to embed student ownership of learning to include:</p> <ul style="list-style-type: none"> • Establishing a common learning language • Next steps for learning understood by students and shared with whanau • Years 0-3 continue to utilise the Learning Progressions in 'kidspeak' for Reading, Writing, Mathematics displayed in classrooms • Years 4-6 Develop the use of rubrics. • Sharing assessment data and next learning steps with students. <p>Through internal and external professional development, teachers will continue to develop an understanding of assessment data and how to use it to improve student outcomes.</p> <p>Develop procedural guidelines for use of assessment tools to ensure consistency.</p> <p>Develop and trial a cumulative assessment framework in the bilingual classes with a view to creating an individual profile for Te Reo Maori. Develop an ETAP markbook to track Te Reo Maori achievement.</p>	<p>Data is accessible to all staff at any time</p> <p>Data is discussed at all levels of the school</p> <p>Students are able to identify and articulate what they are learning and their next steps in learning</p> <p>Teachers are confident in using assessment data to plan effective programmes to raise student achievement</p> <p>Teachers are confident in the use of assessment tools</p> <p>Teachers in Whare Manaaki will have access to professional development to support the trial.</p>	Ongoing	<p>Students</p> <p>Teachers</p> <p>Leaders</p>	

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Board responsibility 3:		STUDENT ENGAGEMENT			
Strategic Goal 2017	2017 Priorities	Key Performance Indicators	Time	Who?	Review Notes
<p><u>Educationally Powerful connections and relationships</u></p> <p>To create a sense of belonging for all learners to help them connect with who they are, what they learn, how they learn and who they learn with.</p>	<p>Ensure classroom environments and programmes reflect the cultures within the room.</p> <p>Encourage and collect student voice to enable them to share information about themselves, their interests, their strengths and their backgrounds.</p> <p>Have high expectations of our students and share those expectations with them.</p> <p>Include parents in as many stages of the teaching and learning process as possible</p> <p>Students share their learning every term with parents/whanau</p>	<p>Students can see themselves in the classroom</p> <p>Students are involved in a learning partnership Information from and about students is used in planning programmes</p> <p>All stakeholders will strive for excellence</p> <p>A partnership is formed between parents, students and staff</p>	Ongoing	<p>Parents</p> <p>Students</p> <p>Staff</p>	

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Board responsibility 4: LEARNING PROGRAMMES

Strategic Goal 2017	2017 Priorities	Key Performance Indicators	Time	Who?	Review Notes
<p><u>Instructional Capability:</u></p> <p>To ensure teachers are genuinely connecting with and effectively teaching all learners, with particular attention to priority groups.</p>	<p>Develop teacher capability and pedagogy around raising student achievement of priority and target groups particularly in Mathematics.</p> <p>Build teachers' capability to integrate Te Reo Maori throughout class programmes.</p> <p>Create motivating, authentic and challenging curriculum programmes which encourage student curiosity, participation and a desire for further learning through... a focus on Past, Present, Future using the TUAKAU student inquiry model.</p> <p>Utilize the expertise in the school to continue to develop future focussed pedagogies.</p> <p>Provide programmes to support children with special needs: ESOL programme Rainbow Reading 4 square writing Target group</p>	<p>Student achievement in Mathematics will be raised.</p> <p>There is evidence of Te Reo Maori being used in programmes in the classroom.</p> <p>There is evidence of the TUAKAU inquiry model being used.</p> <p>Teacher knowledge of future focussed practice will be strengthened</p> <p>Children with special needs will feel supported by the programmes.</p> <p>Raised student achievement.</p>	Ongoing	<p>Leaders</p> <p>Facilitator</p> <p>Staff</p>	

ANNUAL PLAN Board responsibility 5: EMPLOYMENT					
Strategic Goal 2017	2017 Priorities	Key Performance Indicators	Time	Who?	Review Notes
<p>To set high expectations and have clear professional performance goals.</p> <p>To promote high levels of staff performance by establishing an ongoing system of review of personnel, performance and related professional development.</p>	Review and redefine job descriptions	Clarity of expected performance is achieved.	Term 3	Principal	
	Ensure teacher understanding of Practicing Teacher Criteria and include in Performance Management System for appraising staff	Improved planning, teaching and learning for students' and staff.	Term 4	Principal	
	Focus on professional development relating to improvement in student achievement, particularly in Mathematics	Shared focus/expectations.	Ongoing		
	Continue with external Principal appraiser	Principal will be supported in the achieving of goals set and in managing the school		Board / Board Chair	
	Continue use of Blogs for collecting evidence		Ongoing		
Explore a variety of ways of collecting evidence toward PTC'.					
Ensure appraisal is focussed on developing teacher capability and raising student achievement					

<p>To employ staff who demonstrate a high level of knowledge and skill relating to the New Zealand Curriculum and the Tuakau School vision.</p>	<p>Ensure new staff have access to the information Handbook.</p> <p>Link professional development to Literacy, Numeracy, children's specific needs and teachers goals set through appraisal.</p>	<p>New staff will have an understanding of school policies and procedures. BOT attend focussed professional development.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Board</p> <p>Principal</p> <p>Leadership team</p>	
<p>To develop a schoolwide professional development plan for staff and BOT based on identified needs.</p>	<p>Take part in Mathematics professional development</p> <p>Explore professional development to strengthen the use of te reo Maaori across the school</p>	<p>Improved staff knowledge and pedagogy resulting in raised student achievement in Mathematics.</p> <p>Teachers will be more confident in the use of te reo Maaori in the classroom</p>	<p>Ongoing</p> <p>Ongoing</p>		
<p>Build leadership capability within present school staff</p>	<p>Provide opportunities for Tina Taylor and Vanessa Hira to lead the school in IT and E-learning.</p>	<p>Leaders will be confident leading staff in the use of Google apps/sites to enhance teaching and learning</p>			
<p>To ensure the Board of Trustees demonstrates good employer practices.</p>	<p>Acknowledge and support all staff during the year.</p> <p>Provide a budget that ensures strategic goals can be met</p>	<p>Positive staff and BOT relationships maintained.</p>			

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Board responsibility 6:

SCHOOL CLIMATE AND ENVIRONMENT

Strategic Goal 2017	2017 Priorities	Key Performance Indicators	Time	Who?	Review Notes
<p><u>Organisational Capability</u></p> <p>To lead and develop a strong, shared vision of accelerated learner progress and achievement and facilitate change to realise the vision.</p>	<p>Grow leadership within the school</p> <p>Identify expertise within the staff and support them to utilise their skills for the benefit of the school as a whole.</p> <p>Continue to refine the use of blogs for appraisal.</p> <p>Continue to ensure support staff also have the chance to upskill in the use of digital technology</p> <p>Ensure regular physical activity is part of daily programmes in all classrooms</p> <p>All staff collaborate to decide our priorities and targets for accelerating learner progress, particularly of priority groups.</p>	<p>Staff will be given a chance to show responsibility and leadership in their areas of strength</p> <p>·</p> <p>Appraisal system is connected to professional development and identified goals</p> <p>All staff will be confident using the "G Suite"</p> <p>Children will participate in daily physical activity</p> <p>All staff will be a part of the decision-making process</p>	Ongoing	<p>Principal</p> <p>Team Leaders</p> <p>Teachers</p> <p>Support staff</p> <p>Google facilitator</p>	

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Board responsibility 7:

ASSET MANAGEMENT

Strategic Goal 2017	2017 Priorities	Key Performance Indicators	Time	Who?	Review Notes
<p>To target funding to support programmes to lift student achievement.</p> <p>To allocate funds to support the Strategic and Annual Plans.</p>	<p>Make available funding for identified needs in Mathematics.</p> <p>Target major resource spending to Mathematics</p>	<p>Quality resources for teaching and learning will be available.</p> <p>Improved staff knowledge in targeted areas.</p>	Ongoing	Board Principal Leadership team	
<p>To monitor internal procedures relating to financial management.</p>	<p>Ensure curriculum spending stays within budget limits.</p> <p>All purchases to be signed off by the Principal.</p> <p>Review and update fixed asset register</p>	<p>Monitor income and expenditure Purchasing is in line with budget guidelines.</p> <p>Future budgeting based on reliable data</p> <p>A cycle of replacement and maintenance will be evident.</p>	<p>Monthly</p> <p>Once a Term</p> <p>Ongoing</p>	<p>BOT</p> <p>ED Tech accountant</p> <p>Board Principal</p>	

<p>To monitor priorities set out in the 10 year Property maintenance programme</p>	<p>Work with Watershed group to carry out 5YA programme</p> <p>BOT and leadership team attend meetings with architects and builders as required.</p> <p>Refurbish the junior block toilets.</p> <p>Remodel the middle block.</p>	<p>5YA programme is carried out</p> <p>Board and community will be kept up to date with the building programme.</p>	<p>Ongoing</p>	<p>Board Principal Property manager Staff community</p>	
<p>Ensure compliance of buildings and grounds safety</p>	<p>Audit for playground safety.</p> <p>Ensure funding is available to carry out necessary maintenance</p> <p>Utilise notice board provided by Tuakau business.</p> <p>Ensure pests and weeds are controlled.</p> <p>Repairs and vandalism are dealt with quickly.</p>	<p>Maintenance kept up-to-date. School's maintenance needs are met in a systematic way.</p> <p>Prompt identification and repair of hazards.</p> <p>Report on Compliance to BOT</p>	<p>Ongoing</p>	<p>Board Principal Caretaker</p>	

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Board responsibility 8: COMMUNITY CONSULTATION AND REPORTING

Strategic Goal 2017	2017 Priorities	Key Performance Indicators	Time	Who?	Review Notes
<p><u>Educationally powerful connections with parents, families and whanau.</u></p> <p>To create a welcoming and inclusive environment for parents, families and whanau to engage in their children's learning</p>	<p>Create opportunities for school, whanau and wider community to work together to raise student achievement. This will include:</p> <ul style="list-style-type: none"> • Open the classrooms 1 x a term for parents/whanau to share their child's learning. • Collection of targeted learners whanau voice • Support programmes made available for whanau. <ul style="list-style-type: none"> • Computers in Homes • Whare Manaaki whānau hui • Waka ama meetings at kura • Weekly waiata classes • Establish a student and whanau group to ensure the school environment reflects who we are • Continue with the early intervention iMoko health plan <p>Ensure weekly newsletters are informative and welcoming for parents/whānau</p> <p>Change Team working with TeIwi Ngaro (SAF) to review educationally powerful connections with parents, family and whānau.</p>	<p>Parents/whānau are able to share in their child's goals, next learning steps and how their child is learning</p> <p>Parents/whānau feel included in the learning process and are able to help their children at home</p> <p>Staff and community interaction will be evident</p> <p>Parents will experience connections with the school environment</p> <p>Children/whānau have ease of access to the health plan Information is shared with whanau</p> <p>Improved connections for parents/family/</p>	<p>Term1, 2 and 4</p> <p>Ongoing</p> <p>Ongoing review</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parents Students Teachers</p> <p>Leaders and Parents Involved in all aspects</p>	

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