

2014 Annual Plan



STRATEGIC GOAL (NAG 1): Student Achievement

Our student achievement meets the high expectations of the school community through personalised learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.

ANNUAL GOAL	ACTIONS	LED BY AND TIMEFRAME	RESOURCES	EXPECTED OUTCOMES	NOTES/UPDATES
<p>READING:</p> <p>1.1 To increase the number of students achieving at or above the national standard in reading, with particular interest to the overall achievement of the following cohorts:</p> <ul style="list-style-type: none"> ○ To have 84% achieving at or above the standard in reading. ○ After 40 weeks 60% will be at or above standard. ○ 75% of Maori students will be achieving at or above standard. ○ 80% of Boys will be achieving at or above standard. 	<ol style="list-style-type: none"> 1. Utilize assessment information, OTJs and other data to gather evidence identify target children and develop strategies designed to accelerate progress. 2. Staff to participate in a collaborative process, identifying key strategies for teaching and learning that will assist with meeting targets (see targets in appendixes attached). 3. Staff to participate in regular professional learning conversations about the raising of achievement in reading for target students. 4. Termly reports to the Principal providing updates on progress against the achievement of the targets. 5. The board is reported to twice about the achievement of students in reading (school wide analysis of progress and achievement). 	<p>SLT and Principal</p> <p>All staff</p> <p>All Staff</p> <p>SLT</p> <p>Principal</p> <p>[Term 1-4]</p>	<p>Assessment Schedule</p> <p>Assessment tools</p> <p>EDGE (SMS)</p>	<p>Assessment data (both formative and summative) is collected and recorded in accordance to the guidelines of the assessment schedule.</p> <p>Regular opportunities are provided at team meetings for staff to share progress, problems, or strategies being used. Discussions are documented in team minutes.</p> <p>The principal receives a written summary update on student progress for each target (from the respective syndicate leader).</p> <p>The schools annual goals and appraisal process has supported a culture of self-review. As a result teacher inquiry remains an integral part of teaching practice at Tawhai School.</p> <p>There is an increase in the shared understanding for how to improve outcomes for those students targeted for intervention.</p>	

<p>WRITING:</p> <p>1.2 To increase the number of students achieving at or above the national standard in writing, with particular interest to the overall achievement of the following cohorts:</p> <ul style="list-style-type: none"> ○ To have 72% achieving at or above the national standard in writing. ○ After 40 weeks 62% will be at or above standard. ○ 62% of Maori students will be achieving at or above standard. ○ 60% of Pacifica students will be achieving at or above standard. ○ 60% of Boys will be achieving at or above standard. 	<ol style="list-style-type: none"> 1. Clearly identify target children and develop strategies designed to raise achievement levels specific to each identified cohort 2. Staff to participate in a collaborative process, identifying key strategies for teaching and learning that will assist with meeting targets (see targets in appendixes attached). 3. Staff to participate in regular professional learning conversations about the raising of achievement in writing for target students. 4. Termly reports to the Principal providing updates on progress against the achievement of the targets. 5. The board is reported to twice about the achievement of students in writing (school wide analysis of progress and achievement). 	<p>SLT and Principal</p> <p>All staff</p> <p>All Staff</p> <p>SLT</p> <p>Principal</p> <p>[Term 1-4]</p>	<p>Assessment Schedule</p> <p>Assessment tools</p> <p>EDGE (SMS)</p>	<p>Assessment data (both formative and summative) is collected and recorded in accordance to the guidelines of the assessment schedule.</p> <p>Regular opportunities are provided at team meetings for staff to share progress, problems, or strategies being used. Discussions are documented in team minutes.</p> <p>The principal receives a written summary update on student progress for each target (from the respective syndicate leader).</p> <p>The schools annual goals and appraisal process has supported a culture of self-review. As a result teacher inquiry remains an integral part of teaching practice at Tawhai School.</p> <p>There is an increase in the shared understanding for how to improve outcomes for those students targeted for intervention.</p>	
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<p>MATHS:</p> <p>1.3 To increase the number of students achieving at or above the national standard in maths, with particular interest to the overall achievement of the following cohorts:</p> <ul style="list-style-type: none"> ○ To have 80% achieving at or above the standard in maths. ○ After 120 weeks 75% will be at or above standard. ○ 62% of Maori will be achieving at or above standard. ○ 60% of Pacifica will be achieving at or above standard. ○ 76% of Boys will be achieving at or above standard. 	<ol style="list-style-type: none"> 1. Clearly identify target children and develop strategies designed to raise achievement levels specific to each identified cohort. 2. Staff to participate in a collaborative process, identifying key strategies for teaching and learning that will assist with meeting targets (see targets in appendixes attached). 3. Staff to participate in regular professional learning conversations about the raising of achievement in maths for target students. 4. Termly reports to the Principal providing updates on progress against the achievement of the targets. 5. The board is reported to twice about the achievement of students in maths (school wide analysis of progress and achievement). 	<p>SLT and Principal</p> <p>All staff</p> <p>All Staff</p> <p>SLT</p> <p>Principal</p> <p>[Term 1-4]</p>	<p>Assessment Schedule</p> <p>Assessment tools</p> <p>EDGE (SMS)</p>	<p>Assessment data (both formative and summative) is collected and recorded in accordance to the guidelines of the assessment schedule.</p> <p>Regular opportunities are provided at team meetings for staff to share progress, problems, or strategies being used. Discussions are documented in team minutes.</p> <p>The principal receives a written summary update on student progress for each target (from the respective syndicate leader).</p> <p>The schools annual goals and appraisal process has supported a culture of self-review. As a result teacher inquiry remains an integral part of teaching practice at Tawhai School.</p> <p>There is an increase in the shared understanding for how to improve outcomes for those students targeted for intervention.</p>	
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<p>1.4 Develop further our consistency with collection of student achievement information including moderation processes in writing.</p>	<ol style="list-style-type: none"> 1. All staff is made aware of any changes or updates to the assessment and reporting schedules. 2. Staff is made aware of the expectations and guidelines for the delivery of each assessment task. 3. All assessment data is entered on to EDGE in a timely fashion. Any issues related to EDGE are dealt with immediately. 4. Review of the EasTTle writing process for each writing sample. 5. Staff to work with teachers from other schools (who teach the same level) to compare writing samples and OTJs. 6. Staff meetings are planned to support the moderation of writing across all levels. 	<p>Senior staff</p> <p>Karen Pool - Literacy leader</p> <p>All Staff</p> <p>Karen Poole</p> <p>Principal</p> <p>Karen Poole</p>	<p>EDGE (SMS)</p> <p>eAsTTle</p>	<p>Consistent data is collected and analysed across the school.</p> <p>Staff is confident in their moderation of writing across all levels.</p> <p>There is improved consistency in the moderation of writing with year levels.</p> <p>Improved teacher confidence in making OTJs, in comparison to other schools, and in relation to the key characteristics outlined in the national standards document.</p>	
<p>1.5 Develop and implement the Tawhai School 'Curriculum for Learning' with the view to empower all our learners by:</p> <ul style="list-style-type: none"> - Fostering literate and numerate competencies - Knowledge and awareness - Attitudes and values - Skills and strategies for life. 	<ol style="list-style-type: none"> 1. Lead a collaborative process of self-review and consultation to identify learning practices, principles and expected learning outcomes (across all levels) that have a direct link to the direction set out in the NZC and the school's charter. 2. Develop a curriculum 'tracking sheet' that monitors exposure of all curriculum areas. 	<p>Principal and SL Team (Terms 1 & 2)</p> <p>Senior Staff (Term 3)</p>		<p>Tawhai learners are exposed to a wide range of curriculum that is deliberately designed to allow for depth of understanding rather than purely for coverage.</p> <p>The TC4L will have a rationale and clearly identify:</p> <ul style="list-style-type: none"> - Who we are (as a learning community). - What we do (our learning journey). - Who we teach (what we know about our learners) - How we learn (What our learning will be; What our learning practices will involve; What our learning will value). - How we know (assessment for teachers, student understanding). 	

<p>1.6 (a) Continue to develop our pedagogy around the use of technology and mobile devices to support teaching and learning opportunities for the students.</p> <p>1.6 (b) Develop staff professional knowledge and practice in the use of ICT to improve student engagement and outcomes in reading and writing.</p>	<ol style="list-style-type: none"> 1. Refer to the ICT Strategy Plan. 2. Review of the current practices being implemented across syndicates. 3. Provide timely and relevant professional development opportunities (through both internal and external PD). 4. Deliberate staff meetings are planned to provide opportunities to share, celebrate and address issues (problem solve). 5. Teacher only day to visit ICT in action at other schools (whole staff field trip). 6. Teachers to participate in a personal inquiry as part of their teacher appraisal. Looking at ways to use ICT to engage and improve outcomes for 'target students' in reading and writing. 7. Update the schools ICT strategy at termly ICT committee meetings. 	<p>ICT Lead Teacher/Principal Principal (T1)</p> <p>ICT Committee and Principal</p> <p>ICT lead Teacher/Principal Principal (T3)</p> <p>Principal (Term 1-4)</p> <p>ICT Committee (Term 1-4)</p>	<p>Refer to the ICT Strategy</p> <p>Two mobile pods of 30 Netbooks and 30 pads.</p> <p>Classroom TVs, laptops and iPods.</p> <p>Network support</p>	<p>Teachers will see improved levels of engagement from their students.</p> <p>There will be an overall increase in achievement in writing from our target children.</p> <p>Staff confidences and abilities to use technologies to enhance learning will have improved.</p> <p>The ICT strategy is updated to reflect the progress made against aims/goals, and to ensure the strategy continues to support the strategic aims outlined in the school's charter.</p>	
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<p>1.7 Promote Tikanga Maori and Te Reo Maori actively as part of daily routines, school wide events and visually throughout the school.</p>	<ol style="list-style-type: none"> 1. 2 Staff meetings to discuss current expectations in Te Reo Maori, share resources and to co-construct a set of Tawhai School progressions, to guide teacher planning and assessment. 2. Stock take conducted and development of classroom resources carried out. 3. Integrate Te Reo and Tikanga Maori in to everyday learning programmes. 4. Maintain Jo's Kapa Haka programme throughout terms 2 and 3 (specialist teacher). 5. Participate in the Pacifica 2014 festival. 6. Enhance the environment to better reflect Maori culture and heritage. 	<p>Deb</p> <p>Deb</p> <p>SLT</p> <p>Jo</p> <p>Deb Matt and Enviro Lead Teacher</p>		<p>Professional development opportunities have improved the confidences for staff to integrate Te Reo and Tikanga Maori in to everyday programmes.</p> <p>Maori culture is better reflected in the environment (i.e.) posters, murals, planting natives</p> <p>Resources are up to date, well used, and are relevant to the Tawhai progressions for learning</p> <p>The integrated teaching of Te Reo and Tikanga Maori is evident in both long term and weekly planning.</p> <p>Tawhai students participate in a whole school powhiri and hangi.</p> <p>Tawhai participates in the annual 'cultural festival' held Walter Nash stadium.</p>	
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STRATEGIC GOAL (NAG 2): GOVERNANCE

Our Board of Trustees will provide effective governance by ensuring policies and procedures guide quality decision-making, are inclusive and consultative and are based on robust self-review of the key issues of student achievement and school practice and policy delivery.

ANNUAL GOAL	ACTIONS	LED BY AND TIMEFRAME	RESOURCES	EXPECTED OUTCOMES	
2.1 Tawhai School will operate an on-going and comprehensive self-review programme of policies and procedures to ensure effective governance and compliance with all legislative requirements.	<ol style="list-style-type: none"> The board will work through the third year of the '3 year' self-review policies and procedures schedule. Policies will be emailed to board members a week before monthly meetings. Any changes or updates will be discussed at meetings. All relevant updated policies will be shared on the school website and dropbox. 	<p>Board (T1-4)</p> <p>Principal (T1-4)</p> <p>Board (T1-4)</p>	<p>Board of Trustees Self-review Calendar.</p> <p>Tawhai Policy and Procedure review calendar.</p> <p>NZSTA supports</p>	<p>The board will have reviewed the last 17 policies and procedures to complete the '3 year' self-review cycle.</p> <p>Reviewed policies and procedures in 'dropbox' or on the website will be current.</p>	
2.2 Through a process of community consultation the Board will review the strategic direction outlined in the current school charter	<ol style="list-style-type: none"> The bi-annual community survey will be implemented. The board will host a parent consultation evening to discuss findings from the survey and to provide parent voice in the future direction of the school. Board will contact Birte from NZSTA to facilitate a strategic planning workshop – to provide individual support to the school. The board will update and submit a newly revised charter by March 2015. 	<p>Board (T2)</p> <p>Board/ Principal (T3)</p> <p>Board (T4)</p> <p>Board</p>	<p>NZSTA</p> <p>Survey Monkey</p>	<p>The bi-annual community survey will have been implemented by the end of term 2.</p> <p>Survey results will highlight areas of strength, weakness and ideas for improvement. This information will be used to guide discussions at a parent consultation evening.</p> <p>Board will have a newly revised charter.</p>	

STRATEGIC GOAL (NAG 3): Personnel

Our commitment to high quality, innovative teaching and 21st century learning is guided through a professional development programme, an appraisal process and appropriate support that ensures an emphasis on staff consistently delivering best practice.

ANNUAL GOAL	ACTIONS	LED BY AND TIMEFRAME	RESOURCES	EXPECTED OUTCOMES	
<p>3.1 To develop the best practice teaching and learning through embedding literacy strategies and assessment tools, inquiry based investigation, professional development and a peer coaching programme that provides continued growth and an understanding of quality teaching.</p>	<ol style="list-style-type: none"> 1. Staff to be attested by SLT 2. Foster 'teacher inquiry' through the provision of regular professional learning conversations, with particular interest in engaging reluctant learners (i.e.) staff meetings, syndicate targets, Tawhai Learning Pathway investigations (our teacher appraisal process). 3. Provide professional development opportunities with specific focus on teaching of: <ul style="list-style-type: none"> - Thinking Skills (with Mike Scadden). - Writing - engaging learners and moderating writing samples. - Incredible Years Programme - ICT – using technologies to enrich learning experiences for all students (Cluster, Ulearn, IPL). 	<p>SLT and Principal (T2 and 3)</p>	<p>Registered Teachers Criteria</p>	<p>All teachers will be able to share their own experiences of teaching and learning, and openly celebrate personal growth.</p> <p>Through student achievement analysis staff will understand their effectiveness and evaluate the experience through future development goals.</p> <p>Teachers will demonstrate improved confidences and ability to use technologies in everyday classroom programmes.</p> <p>There will be clear links (with all staff) between personalised teacher inquiry and targets set from our student achievement analysis.</p>	

STRATEGIC GOAL (NAG 4a): FINANCE

Our financial management prioritizes funding towards improving student outcomes and achieving our strategic goals and identified needs of the school.

ANNUAL GOAL	ACTIONS	LED BY AND TIMEFRAME	RESOURCES	EXPECTED OUTCOMES	
To review our income and expenditure to ensure that our operational budget is balanced and our ability to manage finance annually proves we are able to live within our means.	<ol style="list-style-type: none"> 1. Prepare and submit annual documentation including the end of year accounts for audit by 31st March. 2. Review the current levels invested in term investments, or money reserves. Explore options for further investment or possible expenditure. 3. Fund targeted professional development and resourcing required to raise student achievement in identified targets. 4. Manage banking staffing within guidelines and keep BoT informed. 5. Review current level of donation fees and percentage paid. 	Board and Principal	Education Service Monthly Reports Novopay website MOE – financial advisor	<p>The BoT will have received monthly statements of the financial position of the school.</p> <p>The BoT will have received student achievement variance reports and used this information to help inform priorities for targeted expenditure.</p> <p>The board will have developed plans for a financially stable future, where expenditure and targeted development matches income.</p> <p>The school has increased revenue streams through parent donations, After School Care, PTSG, Grants, and improved access to educational funding.</p>	

STRATEGIC GOAL (NAG 4b): PROPERTY

Our financial management prioritizes funding towards improving student outcomes and achieves our strategic goals, and identified needs of the school.

ANNUAL GOAL	ACTIONS	LED BY AND TIMEFRAME	RESOURCES	EXPECTED OUTCOMES	
4.1 To implement our strategic property plan to upgrade buildings and school grounds, and to develop modern learning areas and spaces that provide the best learning environments for students, staff and community.	<ol style="list-style-type: none"> 1. Implement the 2014 goals outlined in the 5YPP. This includes refurbishing blocks 1 and 2 and three toilet blocks. 2. Employ Dan Mills to work with students to paint 2 large outside murals. 3. Develop garden areas outside the Admin block. 4. Support enviro-school actions. 	Principal and Board (T1-4)	5YPP funding	<p>Rooms 1, 2, 14, 15 are modern learning environments with improved use of space; break out rooms and teacher offices.</p> <p>Toilet blocks are modernized and easier to keep clean.</p> <p>The grounds will be further enhanced through colourful murals that reflect our environment and the school community.</p> <p>Students will have actively participated in mural and gardening developments.</p>	

STRATEGIC GOAL (NAG 5): HEALTH AND SAFETY

Our financial management prioritizes funding towards improving student outcomes and achieving our strategic goals, and identified needs of the school.

ANNUAL GOAL	ACTIONS	LED BY AND TIMEFRAME	RESOURCES	EXPECTED OUTCOMES	
5.1 Maintain a safe physical and emotional environment for all students.	<ol style="list-style-type: none">1. Continue the ongoing development of the school's behaviour management strategy.2. Improve sun safety by planting new trees, replacing the shade cover on the junior playground, and updating the policy for all students to wear brimmed sunhats.3. Carry out 3 practice emergency evacuation drills.4. Review all concrete pathways and create a plan for replacing concrete identified as a possible hazard (i.e.) lifting.	All Staff (T1-4) Principal and Board (T4)		The behaviour management plan is a live document showing updates and/or amendments as a result of community or staff feedback and discussion.	

STRATEGIC GOAL (NAG 7): COMMUNITY

Our financial management prioritizes funding towards improving student outcomes and achieving our strategic goals, and identified needs of the school.

ANNUAL GOAL	ACTIONS	LED BY AND TIMEFRAME	RESOURCES	EXPECTED OUTCOMES	
<p>6.1 Continue to provide opportunities for parents to be actively involved in their children's education.</p>	<ol style="list-style-type: none"> 1. The school will actively seek ways to encourage and support parent involvement through: <ul style="list-style-type: none"> - Celebration assemblies - Parent information evening - Parent consultation - EOTC trips. - Cultural group events - Sports events/coaching - Parent-teacher meetings - Parent-tutor reading - Enviro-school projects - Open days - School fundraising events 2. Communication with the parent community through school newsletter, website, classroom blogs and Facebook. 3. Parents encouraged to share their talents and interests during the everyday teaching and learning programme. 	<p>All Staff (T1-4)</p>	<p>Varied</p>	<p>Parents feel a part of their children's education.</p> <p>Parents have a clear understanding of the learning opportunities offered at Tawhai School.</p> <p>Parents have the opportunity to be actively involved in the wider aspects of learning at Tawhai School.</p>	
<p>6.2 Connect and engage with the members of the Tawhai School community who identify as being Maori using culturally sensitive approaches.</p>	<ol style="list-style-type: none"> 1. Re-establish a whanau group and hold regular hui. Share the results of the evening with those parents who identify as being Maori but who were not able to attend. 2. Involve this group of the community in the school when possible. 3. Share Maori student achievement information. 	<p>Principal and Lead Teacher Te Reo/Tikanga Maori (T1-4)</p>		<p>Parents who identify as being Maori have the opportunity to share their thoughts on how (as a school) we can best cater for our Maori learners.</p>	