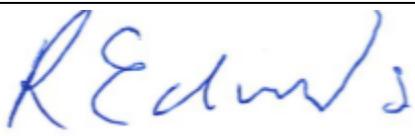




# Wakefield School Charter

**2020 -22**

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	28/02/2020

**Wakefield School 2020 - 22**  
**Introductory Section - Strategic Intentions**

<b>Vision</b>	To develop confident lifelong learners										
<b>Values</b>	<p>Our motto is <b>E Tu Kahikatea</b>, which we interpret as <b>Stand Tall and Stand Together</b>. The motto is inspired by the kahikatea growing in Faulkner Bush next to our school. Our values reflect our motto:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Show Respect</b></td> <td style="width: 50%;">Manaakitanga</td> </tr> <tr> <td><b>Take Responsibility</b></td> <td>Rangatiratanga</td> </tr> <tr> <td><b>Aim High</b></td> <td>Whāia te iti Kahurangi</td> </tr> <tr> <td><b>Never Give Up</b></td> <td>Kia Kaha Tonu</td> </tr> <tr> <td><b>Do the Right Thing</b></td> <td>Tikanga</td> </tr> </table>	<b>Show Respect</b>	Manaakitanga	<b>Take Responsibility</b>	Rangatiratanga	<b>Aim High</b>	Whāia te iti Kahurangi	<b>Never Give Up</b>	Kia Kaha Tonu	<b>Do the Right Thing</b>	Tikanga
<b>Show Respect</b>	Manaakitanga										
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<b>Never Give Up</b>	Kia Kaha Tonu										
<b>Do the Right Thing</b>	Tikanga										
<b>Principles</b>	<ul style="list-style-type: none"> <li>• Every child is a unique learner with unique abilities and needs</li> <li>• Every child possesses knowledge, opinions and a view of the world. These are foundations for the next steps in a child’s learning</li> <li>• We value children’s points of view, we nurture their interests and we challenge their understanding of themselves and the world</li> <li>• We value mistakes as opportunities to learn and build resilience</li> </ul>										
<b>Māori Dimensions and Cultural Diversity</b>	<ul style="list-style-type: none"> <li>• We foster a culture of kaitiakitanga – guardianship – towards our environment, resources and heritage</li> <li>• We are committed to bi-culturalism and create opportunities for all students to experience te ao Maori – the Maori world – through te reo and tikanga</li> <li>• As the ‘village school’ we welcome and accommodate all families and students, we celebrate all cultures and respect diversity.</li> </ul>										

<b>Special Character / Māori Medium status</b>	<ul style="list-style-type: none"><li>• Policies and practices reflect New Zealand’s bi-cultural diversity and the unique position of Maori culture.</li><li>• Maori students are engaged in learning and are achieving educational success as Maori, with pride in their unique identity, language and culture. The school applies policies and practices that integrate te reo Maori and tikanga into the operation of the school.</li><li>• All reasonable steps are taken to provide instruction in tikanga Maori and te reo Maori for students whose parents ask for it.</li></ul>
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**Baseline Data or School Context**

**Student Learning**

Student Achievement trends, National Standards results 2014-2017 (% at or above), priority areas and cohorts. 2018-19 data uses NZC curriculum levels as basis for evaluating student progress and achievement. Numbers represent the % of children achieving at or above the expected curriculum level at the end of the year.

	2014	2015	2016	2017	2018	2019
<b>Reading - all</b>	86	84	82	86	79	77
<b>Reading - Māori</b>	88	81	80	81	92	69
<b>Writing - all</b>	86	86	81	81	82	82
<b>Writing - Maori</b>	87	92	77	89	78	78
<b>Maths - all</b>	84	87	83	80	83	76
<b>Maths - Maori</b>	87	81	93	82	71	76

Shaded cells denote curriculum areas of focus for review and development. In 2018-19 science curriculum was the major area for review and development. Maths will be major review area in 2020

**Student Engagement**

Student engagement rates are generally high. Most students across all cohorts feel positive about school, their relationships with their teachers and friends, and their engagement with learning. Continuing development of co-constructed learning methods that prioritise student agency encourages high engagement rates among all students. In 2019 we faced challenges to engage a group of boys at Years 5-6, and a cohort in years 2-3, which we responded to with a range of strategies, drawing strongly on our collaborative teaching model, employing additional learning support staff and working hard with external agencies. Our efforts were moderately successful.

Strategies that support engagement include:

- A school-wide focus on well-being. This work has included adopting practices such as mindfulness, Zones of Regulation and strengths-based learning. As a result of early successes will extend this work in 2020 through a school-wide PLD programme facilitated by CORE Education and funded through the Waimea kāhui

	<p>ako.</p> <ul style="list-style-type: none"> <li>• Tairongo Time, an electives programme of high-interest activities. Students choose an activity to do for one learning period each week. Tairongo Time is supported by parents and other community members</li> <li>• Genius hour. Similar to Tairongo Time but students choose and pursue projects individually</li> <li>• Boys' Club. A weekly programme for selected boys that focuses on self-management, participation and fitness.</li> <li>• Wa ako; a student-led learning time in years 2-4.</li> </ul>
<p><b>School Organisation and Structures</b></p>	<p>In 2020 Wakefield School is organised into two syndicates; Matai (Years 1-3) and Totara (Years 4-6). Within each syndicate are 2-3 teaching teams, usually with two classes per team. Teachers work collaboratively in their teams, either in flexible learning environments or adjacent single-cell classrooms. High levels of collaboration exist within and across teams and we continue to strengthen collaboration throughout the school.</p> <p>Management structure is:</p> <p><b>Staffing:</b></p> <pre> Principal → Leadership Team (2DPs plus 3) ├── Matai (Years 0-3) │   ├── Matai Piwakawaka │   ├── Matai Tui │   └── Matai Kereru └── Totara (Years 4-6)     ├── Totara Toroa     └── Totara Karearea </pre> <p><b>Governance:</b></p> <pre> Board of Trustees → Finance Committee (Treasurer, Chairman, Principal, Exec Offcr) ├── Property Committee (Property Rep, Health &amp; Safety Rep, Principal) ├── Health &amp; Safety (Caretaker and Staff) └── Personnel Rep </pre>
<p><b>Review of Charter and Consultation</b></p>	<p>Charter review and consultation is continuous and includes all the annual actions below plus other consultation activities related to special initiatives:</p>

	<p>February: Updated charter sent to staff, board of trustees and community for comment and feedback  Updated charter approved by board of trustees and sent to MOE</p> <p>March: Charter goals and annual plans contribute to teacher inquiry and professional learning programmes, focusing on priority students.</p> <p>July: Mid-year review of goals and action plans and adjusted as necessary. Report to BOT.</p> <p>Sept-Oct: Strategic planning activities (The Big Picture) involving staff, BOT, parents, community and students.</p> <p>Nov: Outcomes of strategic planning activities published to staff, BOT and community for comment and feedback.  Student achievement data presented and analysed. Budget and resourcing drafted.</p> <p>Dec: AoV completed, student achievement targets drafted. Charter updates (goals and annual plans) drafted.</p>
<p><b>Waimea Kāhui Ako</b></p>	<p>Since 2017 Wakefield School has been part of the Waimea Kāhui Ako (<a href="http://www.waimeacol.org">www.waimeacol.org</a>). The kāhui ako strategic plan has been adopted by all 12 schools and forms part of this charter. The kāhui ako achievement challenges are:</p> <ol style="list-style-type: none"> <li>1. To improve achievement in writing for boys in years 1-10</li> <li>2. To reduce the gap in achievement between males and females at all NCEA levels.</li> <li>3. To improve the educational outcomes for Māori students in Years 1-13.</li> </ol> <p>The kahui ako will deliver the achievement challenges through improvements in four major areas:</p> <ol style="list-style-type: none"> <li>1. Hauora</li> <li>2. Culturally responsive practice</li> <li>3. Transitions</li> <li>4. Ako</li> </ol> <p>The kāhui ako strategic plan for 2020 can be viewed at <a href="http://www.waimeacol.org">www.waimeacol.org</a>. <b>Note: the kāhui ako strategic plan forms part of this charter and annual plan. We are committed to achieving the goals of the kāhui ako.</b></p>

## Strategic Section

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals 2020 - 2022</b>	<b>Commentary Mid-year 2020</b>
<b>Student Well-Being, Engagement and Learning</b>	<p>To raise achievement for all students through an engaging and effective curriculum, practices that improve well-being and hauora, and strong performance management</p> <p>To accelerate progress and achievement for priority students, including students with special education needs.</p> <p>To ensure Maori students are engaged in learning and are achieving educational success as Maori, with pride in te reo and tikanga Maori. To provide instruction in tikanga and te reo Maori at levels that accommodate all students' needs and abilities.</p>	<ul style="list-style-type: none"> <li>• Embed co-constructed learning practices that enable students to initiate and lead their learning appropriately</li> <li>• Develop teaching and learning practices that promote well-being and foster hauora</li> <li>• Strengthen the home-school partnership in ways that specifically promote student engagement and learning</li> <li>• Identify priority learners, including Maori and Pasifika learners, and provide timely and appropriate support that ensures their learning is accelerated</li> <li>• Maintain high levels of specialised support, from within and beyond school, for students with special education needs</li> <li>• Use Individual Learning Plans (ILPs) for all high-priority Maori students that incorporate both learning and cultural goals.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Build an effective partnership with local iwi, especially Ngati Kuia.</li> <li>• Make te reo and tikanga Maori highly visible throughout the school.</li> </ul>	
<b>School Vision, Values and Culture</b>	<p>To sustain and enrich a culture that promotes human dignity and continuous improvement based upon mutual respect and genuine partnerships among students, staff and the community.</p> <p>To honour the Treaty of Waitangi by reflecting New Zealand’s bi-cultural diversity and the unique character of Maori culture.</p>	<ul style="list-style-type: none"> <li>• Develop a truly collaborative working and learning environment</li> <li>• Embed restorative practices throughout the school and promote these in the community</li> <li>• Foster student leadership and agency</li> <li>• Make the school vision and values alive, integral and personal for all</li> <li>• Develop cultural relationships to enable responsive pedagogy that promotes identity, tikanga and achievement for all</li> <li>• Build an effective partnership with local iwi, especially Ngati Kuia.</li> </ul>	
<b>School Organisation and Structures</b>	<p>To become a truly collaborative organisation where the whole is greater than the sum of its parts.</p> <p>To create and sustain a self-review</p>	<ul style="list-style-type: none"> <li>• Embed and grow collaborative teaching teams throughout the school</li> <li>• Foster rich collaboration among all staff, students and whanau</li> </ul>	

	programme that enables improvement.	<ul style="list-style-type: none"> <li>• Make self-review the responsibility of all</li> <li>• Embed inquiry practices that promote self- and mutual reflection</li> </ul>	
<b>Personnel</b>	To create and sustain a team that is highly professional, dedicated, well cared for and happy.	<ul style="list-style-type: none"> <li>• Implement best practice performance management strategies that enable all staff to be their best</li> </ul>	
<b>Property</b>	To maintain an environment that is safe and healthy, promotes student engagement and learning, and supports our vision and values.	<ul style="list-style-type: none"> <li>• Maintain a well-functioning, clean and innovative physical environment</li> <li>• Continually seek opportunities to enhance the physical environment</li> <li>• Grow partnerships that support us to improve our environment and learning programmes</li> </ul>	
<b>Finance</b>	To ensure that our financial practices always serve to improve student engagement and learning.	<ul style="list-style-type: none"> <li>• Board, leadership team, accountant and auditors work together to improve financial practices in support of the strategic goal</li> </ul>	

## Annual School Improvement Plan 2020

*Note: The Annual Plan comprises the outcomes from the 2019 Big Picture strategic planning process that included a wide range of stakeholders: staff, students, BOT, families, community, agencies and specialist educators. The Big Picture process focussed on our first two strategic goals:*

*-Student Well-Being, Engagement and Learning*

*-School Vision, Values and Culture.*

*The Annual Plan reflects this focus. Workstreams relating to other strategic goals are added.*

### Theme: Inclusion

#### **Strategic Goal: Student Well-Being, Engagement and Learning**

To raise achievement for all students through an engaging and effective curriculum, practices that improve well-being and hauora, and strong performance management.

To accelerate progress and achievement for priority students, including students with special education needs.

To ensure Maori students are engaged in learning and are achieving educational success as Maori, with pride in te reo and tikanga Maori. To provide instruction in tikanga and te reo Maori at levels that accommodate all students' needs and abilities.

#### **Strategic Goal: School Vision, Values and Culture**

To sustain and enrich a culture that promotes human dignity and continuous improvement based upon mutual respect and genuine partnerships among students, staff and the community.

To honour the Treaty of Waitangi by reflecting New Zealand's bi-cultural diversity and the unique character of Maori culture.

<b>Big Idea:</b> Our curriculum allows children to achieve success by accessing a wide variety of experiences				
<b>Associated ideas:</b> Strong connection with environment and nature Strong connection with community We encourage and enable self-directed learning				
<b>What</b>	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Mid-Year Comment</b>
Create constant opportunities for students to take ownership of their learning.	Leadership team. Teachers and support staff.  Creatives in Schools partners  Key staff, community, iwi and others	Audit our current practice around co-constructed learning. Review all elements of co-constructed learning (tairongo time, genius hour, play-based). How much of the programme should be delivered this way? Can we honour our commitment to all the curriculum in this method?  Timetable to provide a balance of structure and choice  Focus on activities that connect to environment and community  Create and perform a student-led original drama work funded through the MOE Creatives in Schools programme. Perform at the Nelson Fringe Festival and scale up to Totara syndicate production.  Kapa haka, sporting, arts, cultural, social, academic opportunities valued and offered to all students and recognised.	Audit activity at the start of the year. Review and update through the year.  Review after audit activity, then ongoing and constant  Throughout the year  Term One  May Term three  Ongoing and as opportunities are created	
Review and develop maths programmes	DMIC facilitators - Massey University Kathy Jessop Staff - including staff from other	Developing Mathematical Inquiry Communities (DMIC) - with other kahui ako schools	Throughout 2020	

	schools			
Develop programmes, curriculum and knowledge that supports the well-being of all	Principal, well-being team, all staff.  Facilitator: Ara Simmons, CORE Education.  Hope School as partners. Other kāhui ako schools as interested.	Conduct PLD programme with following outcomes: <ul style="list-style-type: none"> <li>-Build staff wellbeing knowledge</li> <li>-Choose a wellbeing framework</li> <li>-Identify wellbeing team</li> <li>-Consider how we are going to measure wellbeing progress</li> <li>-Consider surveying students – possibly use NZCER survey</li> <li>-Strengthening the culture/wellbeing connection</li> <li>-Establish a plan for the year</li> <li>-Building our wellbeing language</li> <li>-Conduct wellbeing inquiries an explore practices (mindfulness etc)</li> <li>-Build understanding in our community</li> </ul>	Term one and ongoing Term one By end of 2019  Term one  Ongoing  By end of term one Ongoing  Establish term one and then throughout the year Ongoing	
Review and develop our inquiry curriculum	Peter, Leadership team and staff	Integrate science and other curriculum areas into a revised programme	By end of 2020	
More consistently and clearly share curriculum outcomes and learner pathways	Principal, leadership team and learning teams	Define our expectations.  Develop and operate effective methods within each learning team and syndicate.  Incorporate into annual appraisal goals and process	By end of term one  In place by end of term one  Set goals by mid term one. Report to staff in term three.	
Maori students are engaged in learning and are achieving	All staff, whānau, iwi and students	Teach tikanga and te reo Maori at levels that meet all students' needs and abilities.	Ongoing	

educational success as Maori		Encourage opportunities for staff to learn and to use te reo Māori: e.g. speaking at school powhiri.  Identify Māori learners at-risk of not achieving and focus on their needs through Individual Learning Plans (ILPs)	As opportunities arise  In term one and ongoing	
Incorporate a strengths-based approach to teaching and learning programmes	Karearea team  Principal and well-being team	Karearea team report to all staff from ULearn Conference.  Establish priorities and strategies.  Report on progress, monitor and adapt.	October 2019  Term one 2020  Term three, as part of appraisal process.	

<b>Big Idea:</b> We experience diversity in positive and beneficial ways				
<b>Associated ideas:</b> We form and maintain positive relationships among all our people. We grow with the times (differences in gender and relationships, breaking down stereotypes) Our physical environment is welcoming and expresses a wide range of differences Playspaces are inclusive and accessible for all We appreciate and celebrate individuality				
<b>What</b>	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Mid-Year Comment</b>
We grow our shared understanding of our tikanga: how we do things around here.	Parents, teachers, children. Peter, Scott and Leanne lead this.	February learning conferences. Shift focus to parents and children talking about the child's strengths.  Engage families at the start of the year to provide	Plan for this at our PLD days at the start of the year. Provide families with scaffold or template to support the conversation.	

Share our stories, pūrakau; get to know each other and ourselves better.	Students and teachers  Staff, students and community. Leanne lead this. Olivia for website support.	information about who's in their family etc. Staff do the same in return.  School educational short video series e.g. nude food, STAND, the school garden, a welcome video for a new student	Tie this into Feb learning conferences  Add one video per term.	
Play, Eat, Learn	Well-being team to lead this project.  All staff  BOT, parents.	<a href="#">Timetable</a>  Gain approval of BOT prior to end of 2019. Share this with families before the end of 2019, including rationale. Provide guidance on lunches.	Establish at the start of 2020.  Review mid-year and ongoing.	
Having same teachers for two years	Selected staff, students, parents.	Trial it with kereru and tui teams as much as possible.  Create option of this being an inquiry focus for teachers in Tui team (and Kereru?)	2020-2021  Checkpoints and feedback process through teacher inquiry?	
Use pōwhiri as a normal way to welcome people	Kapahaka groups, teachers.	Identify opportunities to begin using pōwhiri; e.g. welcoming guests, awards assembly, new staff. Practise these with visitors.	From beginning of 2020  Matariki community celebration	
Strengthen our connections with local iwi	Staff Ngati Kuia via Dave Johnstone Other iwi Parents and community Students	<ul style="list-style-type: none"> <li>• Whole school hangi with community and iwi support</li> <li>• Learn about local karakia, stories, waiata, cultural practices</li> <li>• Marae visits: Te Awhina, Whakatu, Te Hora (Ngati Kuia)</li> <li>• Kāhui ako culture festival</li> <li>• Other contacts with local schools</li> </ul>	?? establish timeline for some of these through 2020-2021	

Flags project	Culture Committee	Purchase flags and introduce them in a celebratory way.	Term one 2020	
World map mural	Loren and art group	Make flags ourselves? Possible Tairongo Time or Genius Hour project for senior students. Create mural on exterior or interior wall. Find a way to identify where children come from.	Multicultural March - School-wide focus? Flags and food? Explore options in 2020 Create by end of 2021	
Strengths-based approach to celebrate what everybody brings	Karearea team	As above	Develop throughout 2020	
Allow diversity of gender, family, relationships to be more visible and acceptable	Well-being team with specialist support. Librarian and literacy leader BOT Teachers and other staff All staff	Work with key families and individuals to identify appropriate responses Library books and other resources that reflect alternatives. Signage that is gender sensitive: e.g. consider designation of toilets. Seek MOE guidance and other advice. Be considerate of images we use in school communications. Check the language we use: e.g. always referring to 'mum and dad'. Seek specialist support/facilitation for staff training and information.	During 2020 Review resources early in 2020 and seek alternatives. During 2020.	

<p>Everybody is accepted for who they are.</p> <p>Everybody is able to express themselves: their culture, identity and view of the world, in ways that are considerate of all and inclusive.</p>	<p>All</p>	<p>Constantly promote and model inclusive practice:</p> <ul style="list-style-type: none"> <li>• STAND Values</li> <li>• Valuing alternative ideas</li> <li>• Celebrating cultures</li> <li>• Communicate our expectations clearly to families</li> <li>• Engage with families to promote inclusive values throughout the community</li> <li>• Zero tolerance for negative and discriminatory language and behaviour</li> </ul>	<p>Constant and ongoing. Use existing channels for promotion, including:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Daily interactions during class programme</li> <li>• Staff meetings</li> <li>• school/community events</li> <li>• Newsletter and other communications with families.</li> </ul> <p>Develop further channels for promotion:</p> <ul style="list-style-type: none"> <li>• See other ideas throughout this plan.</li> </ul>	
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<p><b>Big Idea:</b> We are bullying-free</p>				
<p><b>Associated ideas:</b> Positive behaviour is consistent and universal</p>				
<p><b>What</b></p>	<p><b>Who</b></p>	<p><b>How</b></p>	<p><b>When</b></p>	<p><b>Mid-Year Comment</b></p>
<p>Consider adopting new programmes that support positive behaviour; e.g. KiVa, PB4L, Strength-based</p>	<p>Well-being team</p>	<p>Contact providers of these programmes. Keep it in front of our leadership meetings.</p>	<p>Initial contacts by end of 2019. Follow up in 2020: KiVa by June, PB4L by August funding application round.</p>	

focus.				
Continue developing our restorative practice, reinforcing our existing strategies and values.	Well-being team with all staff, students.	Engage more with Marg Thorsborne  Restorative Practice training for support staff.  Make existing messages more visible in the school with new billboards.  Engage better with families around this: through community partnership meetings. Consider other ways of reaching families	Inquire about options in term one. Follow through as desirable. Term One.  By January 2020  Ongoing	

## Theme: Well-being

### **Strategic Goal: Student Well-Being, Engagement and Learning**

To raise achievement for all students through an engaging and effective curriculum, practices that improve well-being and hauora, and strong performance management.

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<b>Strategic Goal: School Vision, Values and Culture</b>				
To sustain and enrich a culture that promotes human dignity and continuous improvement based upon mutual respect and genuine partnerships among students, staff and the community.				
To honour the Treaty of Waitangi by reflecting New Zealand's bi-cultural diversity and the unique character of Maori culture.				
<b>Big Idea:</b> Our school is a place that nurtures the whole person				
<b>Associated ideas:</b> Mindfulness is practised throughout the school Kindness prevails in relationships with peers We are resilient We self-regulate our behaviour, using common language understood by all				
<b>What</b>	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Mid-Year Comment</b>
Establish a Well-being leadership team	Peter, Julie, Bek, Mary and Paula	Set up by end of 2019. This group manages all well-being initiatives through 2020 and possibly longer. Drawing in existing practice; e.g. Restorative Practice, Play, Eat, Learn.	Ongoing throughout 2020	
Mindfulness is practised throughout the school	All teachers and other key staff Well-being leadership team: Julie and Bek lead External support as required	Revisit training and resources Timetabled daily in all classes/teams Activities/programmes modified to suit all ages/levels Support provided as/when needed	Staff PLD days January 2020 Established in all classes/teams from beginning of 2020 Reviewed end of 2020	
School wide programme - zones of regulation - common language across the school	Well-being leadership team Dr Lea Galvin	Investigate Zones of Regulation as a possible programme to run through the school, or in selected classes/teams Staff encouraged to be familiar with the resource and adopt ideas from it as needed or desired	Report on the programme to all staff by mid-2020.  Pilot student group run by Dr Lea Galvin first half of 2020  Decide further actions and implement by end of 2020	

			Report on activities by mid-2020	
Break down the barriers - Equality vs equity posters	Teachers and key staff	Staff use equity posters as they wish	Ongoing	
Look at a sensory space for children to deregulate	Well-being leadership team and property rep BOT and caretaker	Consider the value of this: how big is the need? Do we have a suitable space? Cost?	Report back to staff and BOT by term four	
Improve support networks for staff, parents and community	All staff, parents, BOT and wider community as appropriate.	<p>A range of opportunities:</p> <ul style="list-style-type: none"> <li>• EEO survey and followup</li> <li>• Appraisal process</li> <li>• Staff social activities</li> <li>• Strengthen community liaison role - consider creating a 'community champion' as a staff role</li> <li>• Leadership team know staff well and are supportive and supported</li> <li>• Kāhui ako networks are fostered. Peter continue as support principal</li> </ul>	<p>Term two Ongoing Ongoing Decide role by end of 2019. Develop through 2020.</p> <p>Ongoing</p> <p>TOD 7 Feb, then throughout 2020.</p>	

## Other Strategic Goals

<b>Strategic Goal: School Organisation and Structures</b>				
To become a truly collaborative organisation where the whole is greater than the sum of its parts.				
To create and sustain a self-review programme that enables improvement.				
<b>What</b>	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Mid-Year Comment</b>
Embed and grow collaborative teaching teams throughout the school	All staff	Share information among teams regularly at syndicate meetings  Karearea teams work more closely as a single team	Ongoing  Throughout 2020	
Foster rich collaboration among all staff, students and whanau	All stakeholders. Led by principal, well-being team and leadership team.	Continue to build opportunities for community, parents, BOT and others to be involved in strategic and other development activities and initiatives. E.g. Dr Lea Galvin leading some well-being work.  Engage in property projects that enable closer collaborative teaching: - Room 7-8 refurbishment - Project using additional property funding announced 2019	Ongoing. Identify and hold at least one opportunity per term.  Completed January 2020 Project identified, developed and approved by end of 2020	
Make self-review the responsibility of all	All staff	Embed inquiry practices that promote self- and mutual reflection  Promote engagement of support staff in self-review, via appraisal system, PLD opportunities and regular meetings.	Establish inquiries in term one. Report inquiries to staff in term three	

**Strategic Goal: Property**

To maintain an environment that is safe and healthy, promotes student engagement and learning, and supports our vision and values.

What	Who	How	When	Mid-Year Comment
Maintain a well-functioning, clean and innovative physical environment	All stakeholders. Key staff and contractors (inc caretaker, cleaners, principal, BOT property committee)	Renew long-term painting contract  Install signs promoting STAND values	February 2020  January 2020	
Continually seek opportunities to enhance the physical environment	Key staff, property managers, contractors, MOE.	Engage in property projects that enable closer collaborative teaching: - Room 7-8 refurbishment - Project using additional property funding announced 2019	January 2020 Project identified, developed and approved by end of 2020	
Grow partnerships that support us to improve our environment and learning programmes	Principal, key staff and partners	Maintain cornerstone partnerships: - Nelson Forests Ltd - Goldpine Ltd - Swimming Pool Committee  Grow new and emerging partnerships: - Ngati Kuia	Ongoing. Plan at least two interactions with key partners during the year.	

**Strategic Goal: Finance**

Ensure that our financial practices always serve to improve student engagement and learning.

<b>What</b>	<b>Who</b>	<b>How</b>	<b>When</b>	<b>Mid-Year Comment</b>
Seek ways to improve the balance of spending to reflect the strategic goal	Board, leadership team, accountant and auditors	Use accountant's 2019 analysis as baseline for spending. Try to align spending patterns to better reflect trends across other schools as represented in the analysis.	By end of 2020	
Incorporate the strategic goal into finance committee meetings and documents	Finance committee	Print the goal in headings for meeting papers. Refer to it in reports to the full BOT	Start of year and ongoing	

## Analyses of Variance Student Achievement Targets 2019

<b>Teaching and Learning Improvement Plan - Mathematics</b>					
<b>Strategic Goal</b> To accelerate the progress of all students below the expected curriculum level in mathematics.					
<b>Annual Goal</b> To accelerate progress and achievement in mathematics for all students that were below the expected curriculum level for their time at school or year group at their last anniversary or progress report.				<b>Annual Target</b> To increase the percentage of students at the expected curriculum level by the end of 2019.	
Of the 55 students (still at WS) below the expected curriculum level in 2018, 31 students (56%) remain below, 23 students (42%) are now within and 1 student (2%) is above the expected curriculum range.				In 2018, there were 68 students (27%) below the expected curriculum level. In 2019, there are 64 students (23%) below the expected curriculum level.	
<b>Key Improvement Strategies</b>					
<b>When</b>	<b>What (examples)</b>	<b>Who?</b>	<b>How?</b>	<b>Indicators of Progress</b>	<b>EOY Comments</b>

Term 1-4	Ensure maths is a priority subject and that it doesn't get pushed out of the way when other events pop up.	Leadership Team	Insist on maths being the first thing taught at the beginning of the day throughout the school. Insist on maths not being missed at all.	Maths at WS is identified as a key learning time of the day for classes and is taught every day. Increased progress of student achievement.	
Term 1	Continue to purchase Symphony Maths licence for the whole school.	Kathy/Maths budget?	Symphony maths will cost around \$2700. The alternative is to purchase 30 licences (like we do for Core-5) and use these intensely maybe with the support of a teacher aide. Survey of staff has strong support for it to continue from Kereru 11 up the school (Julie & Mary pending)	Symphony maths license is current.	Symphony maths has been used across the school this year.
Term 1-4	Continue to use the balance of the maths budget to stock equipment in classrooms and support the funding of Symphony Maths for 2019.	Kathy	Put a portion of the maths budget towards Symphony Maths. Survey teachers to see what they need.	Classrooms are well stocked with appropriate materials.	Classrooms have been update with materials for maths. Some of the budget has been used to purchase a 3D printer for 2020.

Term 1-4	Utilise maths support teacher to increase teaching capabilities in maths across the school.	Kathy to coordinate	Annabelle is working with each team per term. Each team has a timetabled slot with Annabelle.	Maths support teacher works with teachers to improve their programme.	Annabelle worked with almost all staff. Wakefield School is signed up to participate in the DMIC PLD from 2020.
Term 1	Investigate how teacher aides could support students in mathematics (similar to programmes like Multi-Lit).	Kathy	Kathy to research and will inform SENCO what some options might be for future teacher aide support groups.		
Term 1 & ongoing each term	Class teachers list all priority students in their class description & the strategies they plan to use to accelerate progress.	Class teachers	Teachers have identified all their priority students & noted the strategies they intend to use to support these students.		Done
Term 1 & ongoing	Track 'at risk' students on student achievement tracking spreadsheet, entering interventions and progress notes.  <a href="https://docs.google.com/spreadsheets/d/1Nomo_rvuJm4_tAAqwsxl_aP1e1JhgHgF7jI9Gs-FVW-/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1Nomo_rvuJm4_tAAqwsxl_aP1e1JhgHgF7jI9Gs-FVW-/edit?usp=sharing</a>	Kathy & class teachers			Done

<p><b>Monitoring</b></p> <p>Teachers will assess priority students and monitor their progress over the course of the year.</p> <p>Teachers record their data/observations on etap &amp; in class description which is monitored by the mathematics curriculum leader &amp; leadership team.</p>	
<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• Some of the surplus staffing budget will be used to employ a maths specialist teacher to work closely with teachers and students - 2 days per term.</li> <li>• Symphony Maths whole school licence \$1500 approx.</li> <li>• Maths asset budget.</li> </ul>	

## Teaching and Learning Improvement Plan - Reading

### Strategic Goal

To accelerate the progress of all students below the expected curriculum level in reading.

### Annual Goal

To accelerate progress and achievement in reading for all students that were below the expected curriculum level for their time at school or year group at their last anniversary or progress report.

### Annual Target

To increase the percentage of students at the expected curriculum level by the end of 2019.

Of the 47 students (still at WS) below the expected curriculum level in 2018, 20 students (43%) remain below, 24 students (51%) are now within and 3 students (6%) are above the expected curriculum range

In 2018, there were 52 students (21%) below the expected curriculum level.  
In 2019, there are 63 students (24%) below the expected curriculum level.

### Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress	EOY Comments
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<p>Term 1 - 4</p>	<p>Priority students will be supported by the class teacher using a range of strategies and resources.</p> <p>Priority students will receive additional support either within class or through withdrawal for individualised programme.</p> <p>See list below of range of programmes accessed by different priority students across the school.</p>		<p>Teacher Aide time allocated according to need.</p> <p>Additional reading support programmes running smoothly.</p>	<ul style="list-style-type: none"> <li>• Reading recovery continued to be delivered by Loren Richards, with places available for 4 students at a time. 11 students accessed Reading Recovery during the year: 2 referred to RTLit, 4 discontinued successfully, 4 carrying over to 2020, 1 left the school.</li> <li>• Phonics support - provided good benefit for 21 students.</li> <li>• Forbes Robinson Reading programme - focus on reading comprehension for 40 students - student results showed that all students had made progress whilst on the programme, most had made accelerated progress.</li> <li>• Multi-lit</li> <li>• Holiday reading challenges (each holiday) - again very good take up at Y 1- 3 level.</li> <li>• Summer reading programme - 25 students signed up for 2019-20 summer break..</li> <li>• Core 5 - less used for priority students this year due to limited general TA time. Spare licences used by Kathy J across the whole class with positive results.</li> <li>• Epic - online levelled books used by Kathy J for enjoyment &amp; engagement in reading.</li> </ul> <p>Most TA time was allocated to named children this year &amp; some to specific programmes. There was very little TA time available to class teachers to use to support their priority learners more widely.</p>
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Term 1 & ongoing each term	Class teachers list all priority students in their class description & the strategies they plan to use to accelerate progress.	Class teachers	Teachers have identified all their priority students & noted the strategies they intend to use to support these students.	Identified in class description.
Term 1-4	Ensure reading is a priority subject and that it doesn't get pushed out of the way when other events come up.	Leadership Team	Instructional reading is part of the team programme at least 4 times a week for all priority students, and there are opportunities for reading practice every day.	This has remained a priority for all teachers.
Term 1-4	Our focus on science is used to increase the motivation of priority students.	Class teachers	Integration of science & literacy.	Science was integrated both with reading & writing in most teams.
Term 1-4	Ensure staff and students are aware of the high interest / lower reading level resources that we have available in our school - both information texts & fiction texts.	Library / learning centre manager & literacy leader	Promotion of these resources both to staff & students. (Library displays, staff meeting promotion, relevant book boxes made available to students).	Lower reading level high interest books promoted.
<b>Monitoring</b> Teachers will assess priority students and monitor their progress over the course of the year. Teachers record their data/observations on etap & in class description which is monitored by the literacy curriculum leader & leadership team.				Discussions with teachers throughout the year about strategies to support some priority students.  Class descriptions are useful for identifying priority students & giving an overview of strategies teachers plan to use, but less useful

	<p>for monitoring students across the school.</p> <p>Register of 'at risk' students was started this year. This included all students regarded as 'below' or 'working towards' also students who teachers felt were at risk of moving into these categories.</p>
<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• literacy budget</li> </ul>	<p>The literacy budget (\$2,500 including \$500 from Forbes Robinson Trust) was largely spent on additional group reading books (mainly PM), books at different levels to add to the topic sets and novel sets, especially those at an appropriate level for Y4 readers.</p>
<p><b>Range of Programmes</b></p> <ul style="list-style-type: none"> <li>• high frequency word cards with TA</li> <li>• reading pack with TA (phonics for reading)</li> <li>• Additional phonics support</li> <li>• Reading Recovery</li> <li>• Core 5</li> <li>• Multi-Lit</li> <li>• Forbes Robinson (comprehension strategies)</li> <li>• RTLB</li> </ul>	<p>The instructional reading sets were also reorganised this year.</p>

## Teaching and Learning Improvement Plan - Writing

<b>Strategic Goal</b>				
To accelerate the progress of all students below the expected curriculum level in writing.				
<b>Annual Goal</b>		<b>Annual Target</b>		
To accelerate progress and achievement in writing for all students that were below the expected curriculum level for their time at school or year group at their last anniversary or progress report.		To increase the percentage of students at the expected curriculum level by the end of 2019.		
Of the 66 students (still at WS) below the expected curriculum level in 2018, 26 students (38%) remain below, 34 students (52%) are now within and 7 students (11%) are above the expected curriculum range.		In 2018, there were 78 students (31%) below the expected curriculum level. In 2019, there are 50 students (19%) below the expected curriculum level.		
<b>Key Improvement Strategies</b>				
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>	<b>EOY Comments</b>

Term 1 - 4	<p>Priority students will be supported by the class teacher using a range of strategies and resources.</p> <p>Priority students will receive additional support within class. A very small number of junior students will receive additional support through withdrawal for an individualised phonics programme.</p>	<p>SENCo</p> <p>Class teachers</p> <p>TA</p>	<p>Teacher Aide time allocated according to need.</p> <p>Individualised phonics programme running &amp; accessed by students most needing support with this aspect of their writing.</p>	<p>21 children accessed the individualised phonics programme with a TA this year. (Generally 6 places per term &amp; each child continues for 2 terms).</p> <p>Most TA time was allocated to named children this year. There was very little TA time available to class teachers to use to support their priority learners more widely.</p>
Term 1 & ongoing each term	Class teachers list all priority students in their class description & the strategies they plan to use to accelerate progress.	Class teachers	Teachers have identified all their priority students & noted the strategies they intend to use to support these students.	Identified in class description.
Term 1-4	Ensure writing is a priority subject and that it doesn't get pushed out of the way when other events come up.	Leadership Team	Students write every day for a sustained period (appropriate to age & development).	Writing remained a priority within the daily timetable for all teams.
Term 1-4	Our focus on science is used to increase the motivation of priority students.	Class teachers	Integration of science & literacy.	Most teams integrated literacy & science.

Term 1-4	Use writing contexts that support / interest priority learners.	Literacy leader with input from all staff.	Writing is integrated across the curriculum.	This has become standard across all teams.
<b>Monitoring</b> Teachers monitor priority students and monitor their progress over the course of the year. Teachers record their data/observations on etap & in class description which is monitored by the literacy curriculum leader & leadership team.				Register of 'at risk' students was started this year. This included all students regarded as 'below' or 'working towards' also students who teachers felt were at risk of moving into these categories.
<b>Resourcing</b> <ul style="list-style-type: none"> <li>literacy budget</li> </ul>				Reading resources were the priority this year in response to consultation with teachers.
<b>Range of Programmes</b> <ul style="list-style-type: none"> <li>1:1 phonics support</li> <li>Core 5?</li> <li>RTL B</li> </ul>				

## Other 2019 Key Improvement Strategies to Achieve Strategic Vision

Property	Short Report (November)	Finance	Short Report (November)
<p>Install solar heating option to swimming pool.</p> <p>Minor improvements to maintain property to a high standard</p>	<p>Stage one, installation of heat pumps, is complete. Stage two, installation of solar panels, is due to be done by end of November.</p> <p>Repairs to water pipes as a result of leakage problems. Fitted roller blinds to rooms 1-2. Replaced most shackles and other fittings on senior adventure playground. Cleared trees from top of bank by room 3 and replanted with native shrubs. Maintenance on large trees along the bank.</p>	<p>Work successfully with new auditor to ensure annual accounts and audit are completed on time and to high quality</p>	<p>Audit of 2018 accounts was a much improved process from the previous auditors, meeting targets of both time and quality.</p>
Personnel	Short Report	Community Engagement	Short Report
<p>Strengthen appraisal practice through distributed leadership to DPs</p> <p>Strengthen professional</p>	<p>DPs have worked successfully to manage staff appraisal, with support from principal. Appraisal under further review in 2020 due to new recommendations from MOE and Teachers Council.</p> <p>Learning support staff have regularly attended PLD activities (Big Picture Day, First Aid training, autism, kāhui ako Connect Week workshops). Two staff are being supported as</p>	<p>Engage greater community support of student learning through a range of initiatives including:</p> <ul style="list-style-type: none"> <li>• Science and other inquiry projects</li> <li>• Community helpers in classrooms</li> </ul>	<p>Celebrate Science day in March was well supported by parents and community.</p> <p>Inquiry projects include community support as appropriate; for example, Tairongo Time and Genius Hour in Totara syndicate, Discovery Time and production in Matai syndicate.</p>

capacity of learning support staff	they undertake teacher training. Principal and others are active in support of pay equity claim and collective agreement bargaining.		Some community helpers are regularly involved for cooking/baking activities, gardening, sports coaching. There is room for more activity in this area.
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## Student Achievement Targets 2020

<b>Teaching and Learning Improvement Plan - Mathematics</b>					
<b>Strategic Goal</b> To accelerate the progress of all students below the expected curriculum levels.					
<b>Annual Goal</b> To accelerate progress and achievement in mathematics for all students that were below the expected curriculum level for their time at school or year group at the end of 2020.				<b>Annual Target</b> To increase the percentage of students at the expected curriculum level by the end of 2020.	
<b>Key Improvement Strategies</b>					
When	What (examples)	Who?	How?	Indicators of Progress	EOY Comments

Term 1-4	Ensure maths is a priority subject and that it doesn't get pushed out of the way when other events pop up.	Leadership Team	Insist on maths being the first thing taught every day. Insist on maths not being missed at all.	Maths at WS is identified as a key learning time of the day for classes and is taught every day. Increased progress of student achievement.	
Term 1-4	All staff engage in the DMIC programme.	All staff	Expectation to attend PLD days and be a part of the mentor visits.	Staff are actively engaged in this programme.	
Term 1-4	Liaise and work with DMIC mentor to support all staff.	Maths leader	Communicate with DMIC mentor regularly, pass on information to staff.	Staff are well informed and feeling positive about the DMIC PLD.	
Term 1	Continue to purchase Symphony Maths licence for the whole school.	Kathy/Maths budget.	Symphony maths will cost around \$2700. The alternative is to purchase 30 licences (like we do for Core-5) and use these intensely maybe with the support of a teacher aide. Survey of staff has strong support for it to continue from Kereru 11 up the school (Julie	Symphony maths license is current.	

			& Mary pending)		
Term 1-4	Continue to use the balance of the maths budget to stock equipment in classrooms.	Kathy	Survey teachers to see what they need.	Classrooms are well stocked with appropriate materials.	
Term 1-4	Utilise maths support teacher to increase teaching capabilities in maths across the school, making links with DMIC.	Kathy to coordinate	Annabelle is working with each team per term. Each team has a timetabled slot with Annabelle.	Maths support teacher works with teachers to improve their programme.	
Term 1 & ongoing each term	Class teachers list all priority students in their class description & the strategies they plan to use to accelerate progress.	Class teachers	Teachers have identified all their priority students & noted the strategies they intend to use to support these students.		
Term 1 & ongoing	Track 'at risk' students on student achievement tracking spreadsheet, entering interventions and progress notes.  <a href="https://docs.google.com/spreadsheets/d/1Nomo_rvuJm4_tAAgws_xlaP1e1JhgHgF7jI9Gs-FVW-/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1Nomo_rvuJm4_tAAgws_xlaP1e1JhgHgF7jI9Gs-FVW-/edit?usp=sharing</a>	Kathy & class teachers			

<p><b>Monitoring</b></p> <p>Teachers will assess priority students and monitor their progress over the course of the year.</p> <p>Teachers record their data/observations on etap &amp; in class description which is monitored by the mathematics curriculum leader &amp; leadership team.</p>	
<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• Some of the surplus staffing budget will be used to employ a maths specialist teacher to work closely with teachers and students - 2 days per term.</li> <li>• CoL funding DMIC professional development.</li> <li>• Symphony Maths whole school licence \$1500 approx.</li> <li>• Maths asset budget.</li> </ul>	

<p><b>Teaching and Learning Improvement Plan - Reading</b></p>	
<p><b>Strategic Goal</b></p> <p>To accelerate the progress of all students below the expected curriculum levels.</p>	
<p><b>Annual Goal</b></p> <p>To accelerate progress and achievement in reading for all students that were below the expected curriculum level for their time at school or year group at their last anniversary or progress report.</p>	<p><b>Annual Target</b></p> <p>To increase the percentage of students at the expected curriculum level by the end of 2020.</p>

<b>Key Improvement Strategies</b>				
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>	<b>EOY Comments</b>
Term 1 - 4	<p>Priority students will be supported by the class teacher using a range of strategies and resources.</p> <p>Priority students will receive additional support either within class or through withdrawal for individualised programme.</p> <p>See list below of range of programmes accessed by different priority students across the school.</p>	Class teachers	<p>Teacher Aide time allocated according to need.</p> <p>Additional reading support programmes running smoothly.</p>	
Term 1 & ongoing each term	Class teachers list all priority students in their class description & the strategies they plan to use to accelerate progress.	Class teachers	Teachers have identified all their priority students & noted the strategies they intend to use to support these students.	

Term 1-4	Ensure reading is a priority subject and that it doesn't get pushed out of the way when other events come up.	Leadership Team	Instructional reading is part of the team programme at least 4 times a week for all priority students, and there are opportunities for reading practice every day.	
Term 1-4	Motivation to read is encouraged through offering variety in instructional reading texts & material available in the library.	Class teachers, library manager, literacy leader	Texts that cater for the interests of all students.	
Term 1-4	Ensure staff and students are aware of the high interest / lower reading level resources that we have available in our school - both information texts & fiction texts.	Library / learning centre manager & literacy leader	Promotion of these resources both to staff & students. (Library displays, staff meeting promotion, relevant book boxes made available to students).	
<b>Monitoring</b> Teachers will assess priority students and monitor their progress over the course of the year. Teachers record their data/observations on etap & in class description which is monitored by the literacy curriculum leader & leadership team.				
<b>Resourcing</b> <ul style="list-style-type: none"> <li>literacy budget</li> </ul>				

<p><b>Range of Programmes</b></p> <ul style="list-style-type: none"> <li>• high frequency word cards with TA</li> <li>• reading pack with TA (phonics for reading)</li> <li>• Additional phonics support</li> <li>• Reading Recovery</li> <li>• Core 5</li> <li>• Multi-Lit</li> <li>• Forbes Robinson (comprehension strategies)</li> <li>• RTLB</li> </ul>	
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<p><b>Teaching and Learning Improvement Plan - Writing</b></p>		
<p><b>Strategic Goal</b> To accelerate the progress of all students below the expected curriculum levels.</p>		
<p><b>Annual Goal</b> To accelerate progress and achievement in writing for all students that were below the expected curriculum level for their time at school or year group at their last anniversary or progress report.</p>	<p><b>Annual Target</b> To increase the percentage of students at the expected curriculum level by the end of 2020.</p>	
<p><b>Key Improvement Strategies</b></p>		

When	What (examples)	Who	Indicators of Progress	EOY Comments
Term 1 - 4	<p>Priority students will be supported by the class teacher using a range of strategies and resources.</p> <p>Priority students will receive additional support within class. A very small number of junior students will receive additional support through withdrawal for an individualised phonics programme.</p>	SENCo Class teachers TA	<p>Teacher Aide time allocated according to need.</p> <p>Individualised phonics programme running &amp; accessed by students most needing support with this aspect of their writing.</p>	
Term 1 & ongoing each term	Class teachers list all priority students in their class description & the strategies they plan to use to accelerate progress.	Class teachers	Teachers have identified all their priority students & noted the strategies they intend to use to support these students.	
Term 1-4	Ensure writing is a priority subject and that it doesn't get pushed out of the way when other events come up.	Leadership Team	Students write every day for a sustained period (appropriate to age & development).	

Term 1-4	Our focus on science is used to increase the motivation of priority students.	Class teachers	Integration of science & literacy.	
Term 1-4	Use writing contexts that support / interest priority learners.	Literacy leader with input from all staff.	Writing is integrated across the curriculum.	
<b>Monitoring</b> Teachers monitor priority students and monitor their progress over the course of the year. Teachers record their data/observations on etap & in class description which is monitored by the literacy curriculum leader & leadership team.				
<b>Resourcing</b> <ul style="list-style-type: none"> <li>• literacy budget</li> </ul>				
<b>Range of Programmes</b> <ul style="list-style-type: none"> <li>• 1:1 phonics support</li> <li>• Core 5</li> <li>• RTLB</li> </ul>				

## Wakefield School Self Review Programme

### Strategic Review 2020 - 2022

	<b>2020</b>	<b>2021</b>	<b>2022</b>
Curriculum Programmes	Mathematics	Reading	Reading
	The Arts/PE	Social Science	Technology
Curriculum Teaching & Learning	Well-being and Inclusion	Well-being and Inclusion	
	Waimea Kahui Ako - Hauora, Ako, CRP, Transitions	Waimea Kahui Ako - Hauora, Ako, CRP, Transitions	Waimea Kahui Ako - Hauora, Ako, CRP, Transitions
Personnel	EEO staff survey	EEO staff survey	EEO staff survey
	Leadership Development	Support Staff Development	
Consultation	Big Picture Strategic Planning	Big Picture Major Event	Big Picture Strategic Planning
	Iwi focus	Community Survey	

	Health Programmes - sexuality	Health Programmes - KOS	Health Programmes - sexuality
	Maori whanau & priority learners	Maori whanau & priority learners	Maori whanau & priority learners

<b>Annual Review 2020</b>				
	<b>Jan - Mar</b>	<b>Apr - Jun</b>	<b>Jul - Sep</b>	<b>Oct - Dec</b>
<u>Curriculum</u> Student Progress and Achievement	Class Descriptions Priority Learners Student Achievement Targets	Teacher inquiries	Teacher inquiries Mid-year review of SATs	End-year review and analysis of variance
<u>Curriculum</u> Mathematics	Review existing programmes, knowledge and concepts. Introduce DMIC PLD	Plan targeted programmes. Teacher inquiries and mentoring.	Teacher inquiries and mentoring continue.	Review progress, establish goals and initiatives for 2021. Evaluate teacher inquiries.
<u>Curriculum</u> Well-being and inclusion	Review existing practice. Introduce initiatives. Establish facilitator presence and partnership with Hope School. Well-being leadership team attend Well-being conference.	Coaching and other PLD activities Focus on well-being leadership team.	Coaching and other PLD activities	Evaluate progress and plan future actions

<u>Curriculum</u> Review inquiry curriculum	Establish review team and framework. Consider inquiry within wider curriculum document.	Review curriculum document statements, national and local. Seek examples of best practice and professional support.  Consult with others: staff, community, students.	Write new inquiry curriculum, trial with teachers and students.	Complete and incorporate into existing document.
<u>Curriculum</u> Waimea Kāhui Ako	All teachers participate in TOD day 7 Feb.  Establish priorities from the kāhui ako strategic plan. <a href="https://docs.wixstatic.com/ugd/608076_2cd81f40c6074447a330e7fafc9a5d5e.pdf">https://docs.wixstatic.com/ugd/608076_2cd81f40c6074447a330e7fafc9a5d5e.pdf</a>  Link these to internal review and development.  Review the roles of the within school lead teachers and establish priorities.  Participate in kāhui ako Connect Week and other activities.	Incorporate strategic plan priorities into teacher inquiries and whole staff PLD  Within school lead teachers manage and support initiatives  Participate in kāhui ako Matariki festival and other activities.	Monitor and support teacher inquiries        Participate in kāhui ako Connect Week and other activities.	Review and report areas of good practice. Review and redirect funded PLD interventions. Consider within school appointments for 2021
<u>Personnel</u>		Administer EEO survey	Implement actions from EEO survey	
	Induction of new staff Review handbook and other key documents and practices.  Teacher inquiries and appraisal goals  Leadership appraisal goals and inquiries	Mid-year appraisal reviews	Teams share inquiry progress with whole staff.	Appraisal cycle completed.
	SENCO and Principal plan support staff development programme - consult with staff.	Activities	Activities	Review and plan further steps.

<u>Consultation</u>		Whanau Hui or other event to consult with Maori families	Strategic Planning activities	Charter and Annual Plan consultation
<u>Property, H&amp;S and Finance</u>	Conduct all assurances to BOT. Annual accounts to auditor	Annual accounts and annual report to MOE	Mid-year budget review	Priorities for 2020 and set budget
<u>Governance</u>	Confirm BOT roles Induct new board member Reappoint chairperson Review roles and responsibilities	Training	Training	Review roles and responsibilities
<u>Policies</u>	Ongoing policy reviews via <b>SchoolDocs</b>			