

Chelsea School 2018 Strategic Goals and Annual Plan

Strategic Aims

<p>1. To grow a collaborative, future-focused and responsive model of teaching and learning.</p>	<p>2. To enable every learner to reach/work towards their full potential and become a fully inclusive school.</p>	<p>3. Create a culture that values diversity and multiculturalism.</p>	<p>4. Develop strong partnerships, based on a parent and community communication strategy, centered around parent and community needs.</p>
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Annual Goals

Goals	Goals	Goals	Goals
<ul style="list-style-type: none"> a. Chelsea school has a curriculum document that ensures full curriculum coverage and delivery that is relevant, authentic and culturally responsive to our school and community. b. The Chelsea Conceptual Planning Framework is a vehicle for delivering a responsive, authentic and culturally responsive curriculum that learners can be easily assessed against. c. Investigate and plan to implement a student inquiry model that complements our conceptual framework and that is accessible to all. 	<ul style="list-style-type: none"> a. Teachers and leaders at all levels of the school are actively involved in collaborative inquiries. b. There is a shared language and understanding of Chelsea Progressions in Reading, Writing and Maths. c. All Chelsea learners have a strong foundation of Literacy and Numeracy. d. Chelsea DNA is embedded into all aspects of school life. e. To cater for all SEN learners, (including GATE), measuring outcomes of interventions, and adapting support accordingly. f. To support ESOL learners to access relevant learning related to the NZC. 	<ul style="list-style-type: none"> a. Te reo is explicitly taught within classrooms, using the te reo teaching and learning progressions as a guiding resource. b. Cultural groups within our community are invited to lead and share significant events/celebrations/cultural understandings throughout the year. 	<ul style="list-style-type: none"> a. Engagement in a Kahui Ako, based on a common learning challenge within our cluster. b. Our community are well-informed and have had multiple and varied opportunities to communicate about the direction of the school. c. Parent and whanau information evenings provide support and improve clarity around key understandings that student support learning.

Target 1

Strategic Goal

To enable every learner to reach/work towards their full potential and become a fully inclusive school

Annual Goal

To inquire into boys achievement in Writing and to research and implement effective teaching strategies in order to reduce the disparity between girls and boys achievement.

Annual Target

By the end of 2018, the disparity between boys and girls achievement in Writing, will be less than 10%.

Baseline Data (End of 2017 NS)

	Well Below	Below	At	Above	At and Above
2017 (380)	3%	22%	63%	12%	75%
Male (199)	3%	29%	59%	9%	68%
Female (181)	4%	13%	68%	15%	83%

32% of boys are below or well below standard as opposed to 17% of girls, a disparity of 15%.

67% of Writers who are below or well below expectation are boys.

Actions to achieve target	Who	Indicators of Progress	When (Term)			
			1	2	3	4
Identify boys who are below or well below in Writing.	SLT Teachers	These learners will be identified as target learners.				
	SLT Teachers	Patterns or trends identified using easTTLe data from EOY, 2017.				
	Teachers	Gather background information about specific students e.g. ESOL needs, SEN.				
Literacy Team to inquire to gain clarity around why our boys are not performing as well as girls in Writing.	Lit Team	Literacy Team formed with representation from all syndicates.				
	Lit Team	Shared goals established.				
	Lit Team	Collect data including NS, student voice, easTTLe strands.				
	Lit Team	Inquiry Undertaken.				
	SM, HL, Leaders	Observations & PAC Feedback/coaching sessions.				
	Teachers	Formal collection of progress data (data stories).				

Monitoring

Progress against target will be reported on mid year and again at the end of the 2018.

Target 2		
Strategic Goal To enable every learner to reach/work towards their full potential and become a fully inclusive school	Annual Goal To use effective strategies in order to increase the number of learners who are achieving above expectation in Writing.	Annual Target By the end of 2018, 25% of learners will be exceeding expectations in Writing.
Baseline Data		
	At	Above
2017 (380)	63%	12%
Male (199)	59%	9%
Female (181)	68%	15%
Only 12% of learners are above expectation. Of this group 38% are boys and 62% are girls.		

Actions to achieve target	Who	Indicators of Progress	When (Term)			
			1	2	3	4
Undertake school wide PD with Sally Muir in raising writing achievement	SM All Teachers	There will be a consistent approach to teaching Writing at Chelsea.				
	Teachers Literacy Team	Teachers will make greater use of exemplars to illustrate and unpack examples of effective Writing with learners.				

	All Teachers	Teachers will be able to identify and prioritise next learning steps in Writing in order to meet needs and accelerate progress.				
	All Teachers	Teachers will have a thorough understanding of Writing expectations at each year level and be able to collect clear evidence that illustrates when a learner is operating above expectation.				
	All Teachers Literacy Team	Teachers will make explicit use of Writing Progressions in order to plan next teaching and learning steps.				
	Literacy Team	There will be significant improvement in student enjoyment of Writing. Last year's learner survey will be repeated and shift analysed.				
Form a Literacy Improvement Curriculum Team.	SLT	Appoint a Writing lead teacher to facilitate Writing PD in between Sally's visits.				
	All Teachers	Identify learners already achieving above expectation and monitor progress and achievement.				
	All Teachers	Identify learners who have potential to be achieving above expectation, monitoring progress and achievement.				
	JC	Gather specific information about GATE learners in writing, plan opportunities for extension.				
	HL	Create publishing/sharing opportunities within the school and wider community eg. library anthology.				
	HL	Gather examples of quality writing by children as a means of celebration.				
	All Teachers Literacy Team	Monitor progress and achievement throughout the year and particularly at mid and end of year data collection points.				

Monitoring

Termly monitoring by SLT. Progress against target will be reported on mid year and again at the end of the 2018.

Target 3				
Strategic Goal To enable every learner to reach/work towards their full potential and become a fully inclusive school	Annual Goal To inquire into learning challenges in order to identify and put steps in place for acceleration in Maths.	Annual Target By the end of 2018, the group of Yr 4 learners who are below expectation in Maths will have made more than one year's progress and be achieving at or above expectation.		
Baseline Data				
	Well Below	Below	At	Above
2017 (68)	3	23	31	11
Male (34)	2	9	17	6
Female (34)	1	14	14	5
38% of year 4 learners are either well below or below expectation in Maths.				

Actions to achieve target	Who	Indicators of Progress	When (Terms)			
			1	2	3	4
Inquire into transition from Y2-Y3 which is a curriculum level hinge point.	JC	Gain clarity around consistency of assessment and expectations within Y2 and Y3.				
	JC	Investigate assessment literacy and knowledge of assessment tools.				
Fully analyse PAT and other Maths data for this cohort. in order to highlight and	AD All Y3-6 Teachers	PAT analysis staff meeting session.				

prioritise gaps and next teaching steps.	Masters Team	Masters Team to prioritise next learning steps and choose a focus area to inquire into as a team.				
	Masters Team	Track and analyse data to ensure deliberate acts of teaching planned to respond to needs are having a positive impact.				
	Masters Team SLT	Share progress of inquiry and discuss next steps.				
Investigate and sign up for PD delivery for "Spring into Maths" programme.	JC	Book training sessions, involving a member of the SLT, as well as TAs who will be overseeing the day-to-day running of the programme.				
	JC	Share the programme with teachers so that they have clarity about the timeframes, aims and outcomes.				
	Teachers JC	Identify learners who are not making expected progress. Refer to Janine for consideration for joining this programme. Ongoing throughout the year.				
	Teachers JC	Progress carefully monitored and shared with all learners, teachers and parents.				

Monitoring

Termly monitoring by SLT. Progress against target will be reported on mid year and again at the end of the 2018. Learner shift will be shared with the BOT as part of the Special Needs Review at the end of the year.

Strategic Aim One: To grow a collaborative, future-focused and responsive model of teaching and learning.

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
<p>1A. Chelsea school has a curriculum document that ensures full curriculum coverage and delivery that is relevant, authentic and culturally responsive to our school and community.</p> <p>ERO feedback (2017) update school curriculum documents to better reflect the school's valued outcomes for children and current practices</p>	<p>There will be a comprehensive curriculum document in use that will clearly show desired outcomes for our learners. This document will also help teachers (new and existing), to recognise best practice in terms of teaching and learning at Chelsea. Concepts will be selected to allow a focus on culture and identity of our learners.</p>	Stocktake of where the current documentation is at. What has been completed (during 2017) and what is still to be added.	Leaders				
		Discussion with teachers and leaders about what type of information/detail would be helpful to include as a teaching and learning guide.	SLT				
		Ensure that chosen concepts are compelling, authentic, and that they encompass the full breadth of the NZC.	SLT All Staff				
		Community consultation about what themes/concepts are important.	SLT				
		Curriculum team leaders to facilitate the creation of key pages for each curriculum area. These are to include: vision, key elements for teaching and learning etc.	Curriculum Teams				
		Document in use and reviewed in terms of effectiveness during 2019.	SLT All Staff				

Monitoring

Twice termly monitoring by leadership team. Progress report to the board in December

Strategic Aim One : To grow a collaborative, future-focused and responsive model of teaching and learning.

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
1B. The Chelsea Conceptual Planning Framework is a vehicle for delivering a responsive, authentic and culturally responsive curriculum that learners can easily be assessed against.	Teachers will thoughtfully plan and deliver authentic learning experiences that provide multiple opportunities for learners to relate and inquire. Learners will be assessed against the NZC, which will be shared and unpacked with our community.	Use information gathered during Inquiry review (2017) to identify pros and cons of framework.	SLT				
		Plan further professional development sessions in response to feedback.	SLT				
		SLT to work alongside team leaders in order to clarify planning process.	Leaders SLT				
		Leaders to plan how best to assess the wider curriculum using this framework to assist.	Leaders				
		All staff to unpack selected chapters of 'Taking the Complexity Out Of Concepts' to fully understand the shift in thinking between conceptual planning and learning and unit-based planning and learning.	SLT All Staff				
		Whole staff planning meetings to unpack umbrella concepts and teaching and learning opportunities twice per year.	SLT All Staff				

Monitoring

Twice termly monitoring by leadership team. Progress report to the board in November.

Resourcing

Offsite Days for Leaders: \$6,000 (reliever costs)

Strategic Aim One: To grow a collaborative, future-focused and responsive model of teaching and learning.

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
1C. Investigate and plan to implement a student inquiry model that complements our conceptual framework and that is accessible to all.	We will investigate and adopt an existing inquiry model, that supports our learners to plan and direct their learning pathways within chosen concepts.	Inquiry curriculum team formed	SLT Inquiry Team				
		Team to investigate well-known and respected inquiry models, narrowing these down to those that complement our conceptual framework.	Inquiry Team				
		Members of the Inquiry Team to contact schools who are using these inquiry models successfully to visit and see the models in action.	Inquiry Team				
		Team to present findings to staff.	Inquiry Team				
		Staff to discuss options and make a decision about which model to pursue.	All Staff				
		Inquiry team to attend initial PD in order to deepen understanding.	Leaders Inquiry Team				
		Whole school PD focus for 2018. Facilitator booked.	SLT Inquiry Team				

Monitoring

Twice termly monitoring by leadership team. Progress report to the BOT in November.

Resourcing

PD Opportunities: Kath Murdoch Course, July holidays 'Getting Personal with Inquiry Learning'. Cost: \$350 x 4 = \$1,400

Release to visit schools: \$1,200.

Potentially significant investment for 2019 in terms of facilitation.

Strategic Aim Two: To enable every learner to reach/work towards their full potential and become a fully inclusive school

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
2A. Teachers and leaders at all levels of the school are actively involved in collaborative inquiries.	Collaborative team inquiries will be focused around specific learning challenges and will have a positive impact on student achievement.	Create a template for syndicate team inquiry that acts as a guide.	SLT				
		Teams to delve into school-wide and syndicate data to identify and prioritise an achievement challenge.	All Teachers				
		Teams collect and seek out different layers of evidence to support their hunches e.g. student voice.					
		Teams meet regularly to share process and deliberate acts of teaching they have chosen to use in order to shift learners.	All Teachers				
		Teams access professional development opportunities e.g. professional readings, observations within the the school or beyond to support their growth.	All Teachers				
		Teams meet regularly, (supported by senior leaders), to reflect on shift, tracking learner progress.	All Teachers SLT				
		Teams share progress with staff at mid year and end of year checkpoints.	All Teachers				
		Leaders to upskill in prompting and probing to ensure authentic inquiry. Weekly PD sessions based on the text 'The Transformative Power of Collaborative Inquiry'.	Team Leaders SLT				
		Senior leaders to plan and execute an inquiry into the disparity that is recurring in Maths whereby progress seems to falter at specific hinge points.	SLT				

Monitoring

Twice termly monitoring by leadership team. Progress to the BOT will be captured as part of mid year data reporting.

Strategic Aim Two: To enable every learner to reach/work towards their full potential and become a fully inclusive school

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
2B. There is a shared language and understanding of Chelsea Progressions in Reading, Writing and Maths.	Students are able to talk about their current learning and next steps using the progressions to guide them.	Trial new Chelsea Maths Curriculum document.	All Teachers JC, TN				
		Seek explicit feedback on the usability and effectiveness of this document. Respond to feedback. Make changes if necessary.	JC, TN				
		Literacy Team to review and refresh the use of the Chelsea Reading and Writing Progressions.	Literacy Team				
		Progressions are unpacked with learners and referred to daily.	All Teachers				
		Regular goal setting and review against progressions that are shared with whanau.	All Teachers				
		Learner self reflection is explicitly planned and taught: What am I learning and why? What have I achieved? What do I need to know? How am I going to get there?	All Teachers PD from SLT				

Monitoring

Twice yearly monitoring by leadership team. This will include a student voice walkthrough of classrooms and will be reported to the BOT as part of mid year and end of year target review and progress.

Strategic Aim Two: To enable every learner to reach/work towards their full potential and become a fully inclusive school

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
2C. All Chelsea Learners have a strong foundation of Literacy & Numeracy.	Our teaching and learning programmes are differentiated in order for our learners to experience success in Literacy & Numeracy . Targeted remedial programmes provide extra support to those who are not making expected progress.	Team and teachers interrogate data and identify target (below expectation), focus (just below, fringe learners) and stretch (learners who are above) learners.	All teachers				
		Teachers to use existing and emerging data to plan next targeted next steps in Reading, Writing and Maths.	All teachers				
		Teams run regular target, focus and stretch problem solving sessions in order to collaboratively inquire and share professional learning.	All teachers Team Leaders				
		Sally Muir to run targeted writing PD sessions, tailored to feedback and next steps identified through classroom observations.	SM, HL, Literacy Team				
		Learners who are not making expected progress are referred to SENCO for consideration for numeracy and literacy support programmes e.g. Quick60, COSMIDBRICS, reading mileage	Teachers JC				
		Literacy team to investigate successful spelling programmes and make recommendations in order to create consistency throughout the school	Literacy Team				
		Literacy team to plan and begin the construction of a school-wide oral language plan to ensure consistency and best practice throughout the school.	Literacy Team				
		Maths team to investigate how strand Maths is being assessed and then make recommendations to plan the way forward to ensure consistency and best practice throughout the school.	JC, TN				
		Teachers will create 'data stories' 2x per year as a narrative that shows shift, and teaching strategies that have been implemented. Team leaders will collate and create a team picture. Team leaders will then share with SLT.	All Teachers Leaders SLT				

Monitoring

Data stories will be shared with the BOT as part of mid year and end of year target review and progress.

Strategic Aim Two: To enable every learner to reach/work towards their full potential and become a fully inclusive school							
Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
2D. Chelsea DNA is embedded into all aspects of school life.	Students will be able to identify Chelsea DNA in the actions and words of themselves and others Teachers will use the language of DNA and weave DNA throughout conceptual planning and delivery.	Management Unit created for Community & Culture, with the embedding of DNA a key focus.	SLT				
		Community & Culture team formed.	Teachers reps from all syndicates				
		Team to create an action plan in order for DNA to be explicitly taught and practised.	C&C Team				
		Student voice collected on DNA goals in order to highlight and prioritise DNA focus within classes/teams.	All teachers				
		Continuation of student voice collection to gauge progress of DNA embedding. Teams to respond to findings.	AD, JC				
		Analysis of student voice to determine areas of development needed (school-wide).	SLT, C&C Team Team Leaders				
		Teacher DNA profile is created collaboratively and is used as a tool that sits within the appraisal process.	SLT, All Teachers				
		Design of school wide initiative to develop highlighted DNA needs.	SLT Team Leaders				

Monitoring

Student voice will be collected in term 3 in order to add to the longitudinal data study showing student understanding of DNA.

Strategic Aim Two: To enable every learner to reach/work towards their full potential and become a fully inclusive school

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
2E. To cater for all SEN learners (including GATE), measuring outcomes of interventions, and adapting support accordingly.	That identification of needs is investigated and that programmes available are matched to needs.	Use MOE resources (Inclusive Education Website) to develop staff capacity and knowledge through SENCO-based staff meetings	DP/SENCO-JC				
		Maintain the GATE & learning support registers	DP/SENCO-JC and all teachers				
		Attend SENCO PD	DP/SENCO-JC				
		Design a referral to SENCO and beyond procedure	DP/SENCO-JC				
		Design and implement a plan to ensure that guest teachers and other relevant staff are aware and equipped to work alongside SEN/GATE learners successfully.	DP/SENCO-JC				
		Networking with other SENCO's	DP/SENCO-JC				
		Encourage access to selected 'out of school' Programmes for CWSN/CWSA as appropriate. eg Speld Tutor	DP/SENCO-JC				
		Provide PD to teacher aides to build their capacity to assist and run specific programmes for targeted learners	DP/SENCO-JC				
		Provide Gross Motor programme for identified Juniors (PMP) run in conjunction with parent help	Undergrads/Bachelor teams				
		Include specific provision for students with special educational needs in Physical Activity/Health, in term planning	All Staff				
Seek Board approval to purchase and train staff in the use of 'Spring into Maths' targeting our low performing Y2-4 math learners.	DP/SENCO-JC						

		Investigate 'Transfominds' programme to teach a holistic leadership and personality enrichment programme to students	SLT				
		Incorporate GATE opportunities from outside and within our school. eg Vector EPro8 Challenge, Writers Festival, Show, The Arts	SLT & Interested teachers				

Monitoring

Progress report as part of mid and end of year reporting on strategic aims. Review presented to BOT in December.

Resourcing

Spring into Maths Programme (resource, PD and related costs) \$2000.00

Ongoing costs for programme support eg Steps Web, Lucid testing -Approx \$650.00

Strategic Aim Two: To enable every learner to reach/work towards their full potential and become a fully inclusive school

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
2F. To support ESOL learners to access relevant learning related to the NZC.	ESOL learners will be able to successfully access NZC, and will feel included and valued within our school.	To continue to promote and unpack the English Language Progressions to support the planning and monitoring of ESOL learners.	KF				
		To provide a flexible, responsive ESOL programme that is engaging and relevant, and that assists pupils to accelerate their language acquisition.	KF, KG, JN				
		To produce a foundation level booklet to support ESOL pupils within the classroom and to assist with the settling in period of adjusting to a new language and culture.	KF				
		To continue to evolve and evaluate the concept of ESOL friendly classrooms.	KF & SLT				
		To continue to develop ESOL leadership and skill base as ESOL numbers grow and the cultural mix continues to diversify.	KF				
		To continue to plan effective PD, delivered at team level in order to grow teacher capacity.	KF				
		To build teacher capability within the classroom to support teachers to grow their ESOL knowledge and skills.	KF				

Monitoring

Progress report as part of mid and end of year reporting on strategic aims.

Strategic Aim Three: Create an environment that values diversity and multiculturalism

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
3A. Te reo is explicitly taught within classrooms, using the te reo teaching and learning progressions as a guiding resource.	Increased use of te reo language by all teachers and students every day. Staff have clear pathways to identify next learning, using the te reo progressions to plot progress and next learning.	Teachers to plot themselves on the te reo progressions, regularly revisit and update throughout the year.	ST All staff				
		Conduct a teacher survey around teacher confidence, knowledge, resource access with regards to teaching te reo.	ST				
		Te reo content in Panui will be used in all classes daily.	All Teachers				
		Continued development of Chelsea te reo resource site.	ST				
		Plan and facilitate te reo staff meetings that support language acquisition based on next steps highlighted by te reo progressions.	ST				
		Investigate Language Nut http://www.languagenut.com/en-nz as a language learning tool for teachers alongside students.	ST				
		Explore creating 10 minute Māori lessons that could be attached to Panui for daily practice and building of skill and knowledge.	ST				
		Long term planning templates and programmes planned for team/classroom use in 2019.	ST				

Monitoring

Progress report as part of mid and end of year reporting on strategic aims.

Resourcing

Language nut subscription - \$550.00 yearly

Strategic Aim Three: Create an environment that values diversity and multiculturalism							
Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
3B. Cultural groups within our community are invited to lead and share significant events/celebrations/cultural understandings throughout the year.	A welcoming and inclusive learning environment for all cultural groups in our community.	Management Unit created for Community & Culture.	SLT				
		Curriculum team for Wellbeing - Community & Culture established with Unit above part of that team.	Team representatives				
		Cultural events calendar created that align with cultural groups at Chelsea.	C&C Team				
		A cycle of language weeks/days created to reflect our students backgrounds.	C&C Team				
		Clear communication with our community so there is plenty of time for contact, suggestions etc.	C&C Team				
		Encourage and promote parent involvement/direction in cultural activities and celebrations.	C&C Team All Staff				

Monitoring

Progress report as part of mid and end of year reporting on strategic aims.

Strategic Aim Four: Develop strong partnerships, based on a parent and community communication strategy, centered around parent and community needs.

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
4A. Engagement in a Kahui Ako, based on a common learning challenge within our cluster.	The board will be in a position to make a decision based.	Discussion with Chrissy Dennison (MoE Advisor) about the process so far and next steps.	AD/CD				
		Clarify the benefits of being part of a Kahui Ako in terms of resourcing and other opportunities.	AD				
		Chrissy to establish a clear picture of Chelsea Y6 leaver pathways.	CD				
		Discussion with local cluster of Principal's about which schools are onboard and who is not.	AD/Cluster Principals				
		Contact the Northcote Cluster to clarify what they have identified as their achievement challenge, and if the open invitation to join the existing Kahui Ako is still an option.	AD				
		BOT to make a decision about joining one of the cluster Kahui Ako.	BOT				

Monitoring

Progress report as part of mid and end of year reporting on strategic aims.

Strategic Aim Four: Develop strong partnerships, based on a parent and community communication strategy, centered around parent and community needs.

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
4B. Our community are well-informed, and have had multiple and varied opportunities to communicate about the direction of the school.	Our community feel valued, connected, well-informed and have multiple opportunities to communicate their views and beliefs.	BOT sub committee to create and implement a robust, comprehensive, consultation and communication strategy.	sub committee				
		Facilitation of focus groups based on key areas of interest- e.g. communication, reporting, conceptual learning etc.	sub committee SLT				
		Community survey is designed and actioned.	sub committee				
		Respond to needs, further develop our communication strategies and ways of operating to become more effective.	BOT, SLT				
		Termly syndicate newsletters to include learning overviews and areas of focus with a list of potential home learning experiences to support current foci.	Teams				
		Community information evenings planned and delivered for specific purposes. E.g. reporting, reading at home.	SLT Relevant teams				
		Update prospectus and parent information booklets to reflect the direction of the school.	SLT				
		Hui are held termly, with our Maori community, to capture goals, aspirations and feedback	SLT, ST				

Monitoring

Progress report as part of mid and end of year reporting on strategic aims.

Strategic Aim Four: Develop strong partnerships, based on a parent and community communication strategy, centered around parent and community needs.

Annual Aim:	Expected Outcome	Key Actions	Who	When (term)			
				1	2	3	4
4C. Parent and whanau information evenings provide support and improve clarity around key understandings that support learning.	Parents and whanau feel well-informed and confident in supporting their children's learning at home.	Information gathered to clarify information/community learning that is best delivered through discussion and information evenings	SLT All teachers				
		New parents information evenings held twice yearly	Undergrads Team				
		International parents meetings held termly in order to discuss and clarify upcoming events and happenings.	SLT, KF				
		Plan and implement a Reading information evening	Literacy Team				
		Plan and implement a junior reporting information evening	SLT + Y1-3 teachers				
		Gather voice about how effective/useful these information evenings are	SLT				
		Create and upload presentations (videos, digital displays) to our website that summarise key understandings from parent information evenings.	SLT + relevant staff				
		As a result, of community consultation throughout the year, plan further information evenings for implementation in 2019.	BOT sub committee + SLT				

Monitoring

Progress report as part of mid and end of year reporting on strategic aims.

Other Key Actions for 2018 to achieve our Strategic Vision

Personnel	Led by	Teaching and Learning	Led by
<ul style="list-style-type: none"> Design and create a comprehensive induction programme for all new staff Induction for mentor teachers and the creation of a mentor teacher handbook Roll growth teacher will need to be employed from term 3 onwards 	<p>SLT</p> <p>SLT</p> <p>SLT</p>	<ul style="list-style-type: none"> Teaching as inquiry is embedded in planning elearning opportunities are identified, unpacked and integrated in planning at all levels. Observations and Practice Analysis Conversations take place once per term (twice for PCTs) in order to challenge and stretch teacher capacity. eTap coach to run further PD to increase data analysis capabilities of teachers and leaders. Readings and PD around the new digital technologies curriculum Curriculum reviews carried out as per work plan, plan for recommendations/findings. 	<p>Leaders</p> <p>JLS & Teachers</p> <p>Leaders</p> <p>eTap Coach</p> <p>JLS</p> <p>SLT+ relevant staff</p>
Property, Health and Safety		Finance	
<p>Property</p> <ul style="list-style-type: none"> Complete men's toilet block redesign Complete children's toilet block redesign Engage 10YPP Consultant to update priorities and documentation Create a property plan for buildings that are not owned by the ministry <p>Health & Safety</p> <ul style="list-style-type: none"> Review H&S systems Set up H&S committee Create caretaker work plan schedule 	<p>SLT+MoE SLT+MoE</p> <p>AD, DW, DM + Maynard Marks</p> <p>AD AD, DM</p>	<ul style="list-style-type: none"> Finance sub-committee formed Update asset register Devise a capital expenditure plan Prepare a budget for 2019 that supports, and aligns with the strategic direction of the school 	<p>Led by AD, DW</p>
Community Partnerships		Self Review Programme	
<ul style="list-style-type: none"> Hui to be held each term in order to capture goals, aspirations and feedback of/from whanau. International Parents meetings to be held each term. Frequent use of seesaw in order to share learning, progress and in order to inform. 	<p>ST, SLT</p> <p>SLT, KF</p> <p>Teachers</p>	<ul style="list-style-type: none"> Student achievement reports in March & August Ongoing tracking and reporting on progress against targets and for priority learners. Mid year report to the BOT. Subscribe to School Docs and follow review schedule 	<p>All Teachers + SLT</p> <p>BOT</p>

		<ul style="list-style-type: none">• School generated reviews: Conceptual Planning & Inquiry update, Writing Review, Special Needs Review, Curriculum Delivery Document.	Curriculum Teams + SLT
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