

(School #1266)

CHARTER, STRATEGIC & ANNUAL PLAN

2015-2017



*Our Vision
A rising tide lifts all ships
Journey far, sail together
Be at the helm of your own learning*

Vision, Principles, Values and Key Competencies

We want our school to be aligned to the Vision, Principles, Values and Key Competencies of the New Zealand Curriculum.

Vision

A rising tide lifts all ships

Journey Far, Sail together

Be at the Helm of your own learning

Principles

Principles in Action at Edmonton School

Principles Ref P9 NZC	The application of each principle at Edmonton School.
High Expectations	<ul style="list-style-type: none"> • Students are encouraged and supported to strive for personal excellence in all aspects of their school life. • Students showcase their learning and set stretch yet achievable goals in conjunction with parents, whānau and teachers, based on achievement data and discussion. • Progress, achievement and effort are acknowledged. • Where necessary, unmet goals are reset and further support is provided. • Assessment results –feedback and feed forward are shared with students so they know their progress, achievement and next learning steps. • Teachers ensure the students’ focus is on learning not grades. • Behavioural expectations are reinforced frequently with a focus on positive reinforcement. • Staff members have high expectations of themselves as teachers and as learners.
Treaty of Waitangi	<ul style="list-style-type: none"> • School environments will reflect te reo and aspects of tikanga. • Māori culture protocols will be learned and embedded within the school’s protocols e.g. National Anthem in Māori, all staff and children learn mihi... • Community involvement in Kapa haka • Staff expertise used to enhance teaching and learning of Māori dimension • Te reo and tikanga dimensions included in all unit plans.
Cultural Diversity	<ul style="list-style-type: none"> • Teachers know each student in their personal lives and as learners. • Learning programmes make connections to students’ cultures, identities and experiences. • Each student’s culture is seen as strength and of value. • Cultural diversity influences the choice of topics and resources. • School environments reflect the cultural make-up of the student population. • The school website reflects the cultural diversity within the school. • Parents, families contribute to staff knowledge and student learning through contributing cultural knowledge to learning programmes. • Cultural groups and festivals celebrate and highlight the different cultures in the school.
Inclusion	<ul style="list-style-type: none"> • Classroom and school programmes ensure gender, ethnicity or disability do not impact on student participation e.g. provision of in class teacher aide support and support programmes where required and extension classes and opportunities for gifted students. • Students have opportunities to interact with and learn with and about students from Arohanui School through integration. • Differentiated learning groups cater for different levels of ability. • A wide range of learning activities is provided that respond to students’ interests, abilities, backgrounds and cultures are provided.
Learning to Learn	<ul style="list-style-type: none"> • The Inquiry model is utilised with the goal of giving control of their learning over to the students. • Teachers know each learner and differentiate planning so the needs of all learners are met. • Teacher’s support and scaffold student learning through LI’s and SC and by co-constructing the process to clarify the purpose and expectations for the learning. • Assessment data is used to inform specific planning. • Students are given opportunities to choose tumble tasks, reading materials and learning games.

	<ul style="list-style-type: none"> • E learning approaches are used to open new ways of learning and to supplement traditional teaching methods. . • Formative assessment strategies are used to inform teacher instruction, to provide students with regular feedback and next step learning.
Community Engagement	<ul style="list-style-type: none"> • Students' learning is shared and celebrated via blogs, assemblies, open days, student led conferences... • Opportunities are provided for the community to participate in school events through prize giving, graduation ceremony, cultural group tutoring, Speech contest, Krypton Factor, sporting events, ethnic day celebrations, cultural Performances, Powhiri, picnic evenings ... • Opportunities are provided for parental engagement in their children's learning through surveys, Reading Together, community evenings, student led conferences, exhibitions of learning, EOTC • Opportunities for student to capitalise on out of school opportunities are taken e.g. Ukulele festival, Corban's Festival • Home / School Partnership meetings are held to assist parents and families to understand the current teaching methodology for core subjects, ICTs... and to up skill them in ways to help and support their children's learning at home. • Parent and family consultation is undertaken to gain input for the school's vision, values, curriculum review, principal appointment...
Coherence	<ul style="list-style-type: none"> • Explicit opportunities to connect purpose, skills and knowledge across learning areas are provided through a cross curricular approach. • The curriculum handbook outlines planning expectations so these are consistent across the school. • Opportunities for collaborative planning assist in maintaining coherence across teams. • Data driven teaching and learning opportunities align with the needs identified through a range of assessment strategies. • Connection between contributing schools and college through transition programmes, shared performances, tutoring... Coverage of all curriculum areas over time within authentic contexts.
Future Focus	<ul style="list-style-type: none"> • Future focused issues of sustainability, citizenship, enterprise and globalisation are used as sources of teaching and learning. • Students are aware of their responsibilities to care for their school, their community, their country and the planet throughout their lives. • Students will be taught for their futures and about their futures.

Values

Edmonton School Values

Developed in consultation with students, staff, parents, families and Whānau
and aligned with the values of the NZC

Honesty ***Faitotonú***

Kindness ***Te atawhai***

Good Manners

Perseverance ***Manawanui***

***Te whakaute mō te whaiaro , ētahi
atu , me te taiao***

Respect for self, others and the
environment

Confidence ***Ko te whakawhirinaki***

***Whakapehapeha i roto kita , mahi
me te kura***

Pride in self, work and school

Risk taking

Enthusiasm ***Ngākau***

Resilience

Curiosity ***Pākiki***

Te mauritau me te ngahau

Positivity and fun

Initiative ***kaupapa***

Excellence ***Kairangi***

Innovation

Diversity

Equity

Community and participation

Toitūtanga hauropi

Ecological sustainability

Integrity ***Angatonú***

Effective Pedagogy

Effective Pedagogy at Edmonton School Teacher Actions Promoting Student Learning

Creating a Supportive Learning Environment

The effective teacher at Edmonton School:

- Respects students' individual needs and cultural backgrounds
- Establishes routines with students.
- Knows each student in his her **own** world and what he / she brings to school
- Knows each student in his / her **school** world – abilities, strengths, learning needs...
- Relates to and incorporates learners' identities, languages and cultures into classroom practice.
- Creates an environment where each student feels valued and safe – physically, socially, culturally and emotionally.
- Establishes and maintains effective professional relationships focused on the learning and wellbeing of students.
- Provides opportunity for students to build upon their interests and aspirations through deep learning tasks.
- Promotes opportunity for and values student voice and feedback
- Adapts new learning to suit
- Demonstrates flexibility and responsiveness
- Provides time for students to consolidate what they have learnt including wait time and think time. .
- Provides a varied range of learning activities and adapts new learning to suit students' different learning styles and needs
- Guides the learning, encourages and supports towards independence and builds students' confidence.
- Celebrates and acknowledges all the learning steps no matter how small.
- Maximises learning time by being ready with resources at hand, in class on time at the beginning of school and after breaks and having an organised classroom
- Establishes and maintains effective professional relationships with colleagues that benefits student learning
- Honours the Treaty of Waitangi through ensuring all students have the opportunity to acquire knowledge and experience of te reo Māori me ona tikanga
- Provides high quality feedback, feed forward and encouragement especially when students face challenges in their learning.
- Demonstrates a commitment to New Zealand's bicultural partnership
- Manages student behaviour positively and within school expectations, rules and consequences.
- Uses teaching as inquiry to identify priority students specific needs, own needs to ensure appropriate teaching, collegial support, progress review and next steps.
- Helps students develop capacity for reflection and perseverance in the face of challenges.

Enhancing the Relevance of New Learning

The effective teacher at Edmonton School:

- Uses assessment data to inform classroom programmes building on students' knowledge and experiences and their next learning steps
- Builds on the knowledge and experiences students bring to school
- Shares with students, what they are learning, why they are learning it and how they will be able to use their new learning.
- Challenges and provides opportunity for students to apply new learning in a range of contexts.
- Provides opportunities for students to be involved in decisions around their learning.
- Analyses assessment information to identify progress and ongoing learning needs.
- Engages students through inquiry learning
- Builds future focus into current topics
- Plans teaching and learning that has a meaningful context
- Develops with students challenging learning goals, scaffolds the learning that requires the creation and use of new knowledge.

Encouraging Reflective Thought and Action

The effective teacher at Edmonton School:

- Reflects on his/her own teaching – builds upon successes and takes ownership when faced with challenges – asks what can I do differently
- Analyses assessment data to ensure teaching is meeting the needs of students.
- Has a continuing inquiry into his/her own practice
- Shares assessment data with student and Whānau, shares next steps for learning and how each participant (student, Whānau and self) can help the student reach that level and beyond.
- Knows the “big picture” of what comes before and what comes after
- Seeks student feedback about the effectiveness of his/her teaching
- Involves students in self-reflection
- Develops students' capacity to critically evaluate the material they use.
- Has a commitment to his/ her own ongoing professional learning and development of personal professional practice
- Creates an expectation that students are active participants in their own learning.

Providing Sufficient Opportunities to Learn

The Effective Teacher at Edmonton School:

- Provides clarity for students around the purpose of the task through clear learning intentions and co – constructing success criteria.
- Gives students opportunities to encounter new learning a number of times with a range of learning activities and in a variety of contexts. .
- Selects and uses appropriate resources including resources from within the local and wider community.
- Gives students time and opportunity to engage with, practise and transfer new learning.
- When necessary covers less but in more depth to embed learning.
- Uses a range of appropriate digital technologies and resources

Making Connections to Prior Learning and Experiences

The effective teacher at Edmonton School:

- Plans new learning to integrate and build on what students know and what they have experienced
- Helps students make connections to this prior learning
- Provides opportunities for students to make connections across learning areas
- Gives specific feedback and feed forward to students about their learning, progress and achievement
- Encourages students to connect learning with their own experiences
- Acknowledges, respects and capitalises on students' language heritage and culture

Facilitating Shared Learning

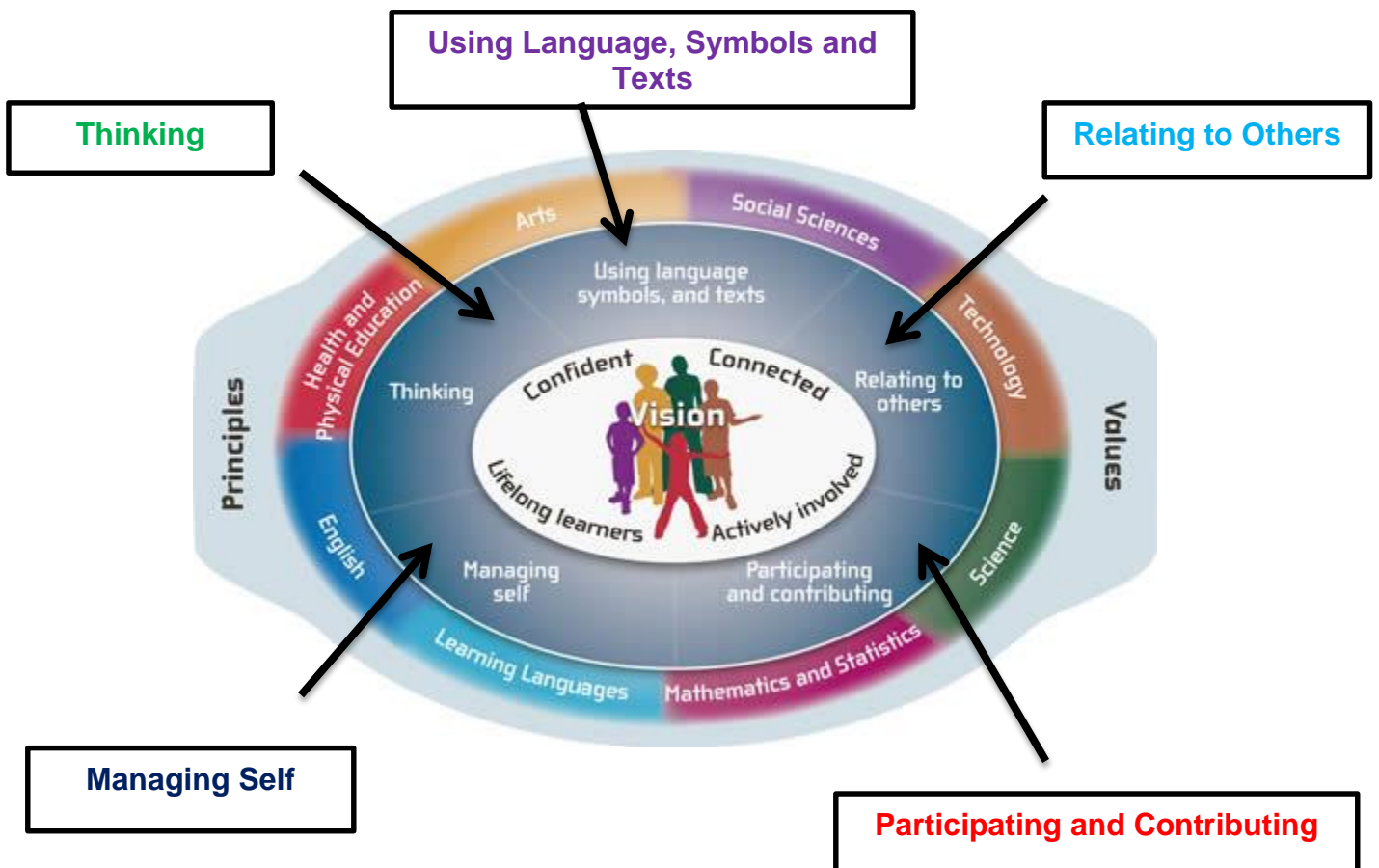
The effective teacher at Edmonton School:

- Takes time to build relationships with children in their class, syndicate colleagues and school community.
- Capitalises on the knowledge, experiences and expertise students bring and values their contributions
- Ensures there are many opportunities for a reciprocal partnership with parents, family and Whānau about each student's learning
- Provides opportunities for learners to share and / or construct their ideas in small groups, pairs...
- Provides opportunities for and encourages Ako and Tuakana Teina whereby teacher learns with and from the students, students teach each other, students learn with and from each other
- Co – constructs learning with the children
- Promotes and models learning, enquiring and improving in his/ her own practice

Key Competencies

Capabilities for living and lifelong learning

The New Zealand Curriculum identifies five key competencies:



Essence Statements

Draft Edmonton School Essence Statements

At Edmonton School teachers value and utilise the cultural capital each child brings, while extending their worlds beyond the known through dynamic teaching and learning programmes.

The school vision, developed with the school's community,

A rising tide lifts all ships,

Journey far, sail together,

Be at the helm of your own learning

Provides the compass for the teaching and learning in this school.

The curriculum at Edmonton School covers all strands in each learning area, in depth, over time and is integrated across all curriculum areas, ensuring coherence, through:

A focus on core curriculum areas of reading, writing and maths while also educating the “whole child”

Authentic learning experiences

An inclusive curriculum

Valuing (using and celebrating) the diversity of the school community's languages, cultures and beliefs

Developing critical, creative and effective thinkers.

Using relevant future focussed tools and digital technologies

Co-constructing in partnership with students, learning intentions, success criteria and goals.

Developing the principles, values, vision, key competencies, through effective pedagogy

Developing and encouraging home school partnerships

Sharing learning for a range of purposes and audiences.

English

In **English**, at Edmonton School, students will become effective communicators by understanding, using and creating oral, written and visual texts. Learning English encompasses learning the language, learning through the language and learning about the language.

Listening and viewing (making meaning), speaking, writing and presenting (creating meaning) are the contexts for this teaching and learning.

Maths and Statistics

In **mathematics and statistics**, at Edmonton School, students explore relationships in Number and Algebra, Geometry, Measurement and Statistics. They learn to express these relationships in ways that help them to make sense of the world around them. Students will develop the ability to think creatively, strategically and logically. Maths programmes will reflect mathematical contexts to which students can relate. The principle of learning to learn will be a particular focus on the teaching and learning of mathematics.

Science

In **science**, at Edmonton School children will develop their scientific knowledge, understanding and curiosity through observing, investigating, experimenting and explaining. The physical world, material world, living world and planet earth and beyond provide the contexts for this learning. Panama Road School will participate as critical, informed, and responsible citizens in a society in which science plays a significant role. Cultural contexts will be woven through the teaching of science where relevant. The principles of community engagement and future focus will influence the teaching and learning of science. Local resources – people and places are utilised to extend the scope of learning in Science.

Social Sciences

In the **social sciences**, at Edmonton School, students explore how societies work and how they themselves can understand, participate and contribute to society by taking action as critical, informed, and responsible citizens. The conceptual strands of identity, culture and organisation; place and environment; continuity and change and the economic world provide the contexts for this teaching and learning. Future focus, cultural diversity will guide some of the learning in this area. Local resources – people and places are utilised to extend the scope of learning in Social Sciences

Technology

In **technology**, at Edmonton School, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world. The three strands of technological practice (hands on) technological knowledge (how it works) and the nature of technology (applying in authentic contexts) provide the contexts for the teaching and learning in this area. Authentic contexts for learning are incorporated in teaching and learning in Technology.

Learning Languages

In **learning languages**, at Edmonton School students learn Te reo Māori as an integral part of the learning programme. While te reo Māori and Tikanga Māori define Māori identity in particular, they are integral to the identity of all New Zealanders. Te reo Māori gives students access to te ao Māori (the Māori world) and to Māori world views. The Treaty of Waitangi influences this area of the Edmonton School curriculum.

The Arts

In **the arts**, at Edmonton School, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others. The makeup of the Edmonton School community encourages students to transform their creative ideas through a bi-cultural and multicultural lens. Visual arts, dance, drama and music are the contexts for this teaching and learning.

Health and Physical Education

In **health and physical education**, at Edmonton School, students learn about their own well-being, the well-being of other people and of their communities (local, national and global) in health-related and movement contexts. Hauora, attitudes and values, socio ecological perspectives and health promotion and action are the contexts for this teaching and learning.

Strategic Goals

GOAL 1

Promoting learning

OUTCOME

For students to be confident, connected, actively involved, lifelong learners

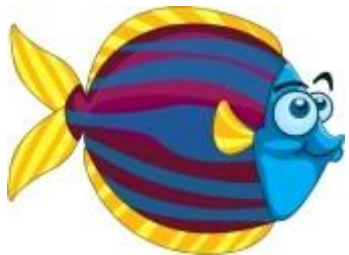


GOAL 2

For our staff to be a team of highly effective educators.

OUTCOME

Through effective pedagogy teachers actions will promote student learning



GOAL 3

Community partnership

OUTCOME

Create powerful and reciprocal partnerships between the school and parents, family and Whānau



GOAL 4

Improving facilities and resources

OUTCOME

Our school environment and resources inspires learning, encourages pride in the surroundings and compliments the schools educational philosophies.

GOAL 5

For the Board to provide effective governance of the school

OUTCOME

Build developing evaluative capabilities among the board and teachers.



1 PROMOTING A LEARNING COMMUNITY

For students to be confident, connected, actively involved, lifelong learners.

We will:

- 1.1 Implement the New Zealand Curriculum, both in content and principles in the teaching and learning programmes in the school.
- 1.2 To implement the National Standards and include targets for achievement in relation to them.
- 1.3 To develop and implement challenging educational programmes that make connections with students' cultural contexts and experiences, so that the curriculum is targeted to meet the learning requirements of the students.
- 1.4 Implement appropriate monitoring, assessment and recording procedures in all curriculum areas to inform classroom practice.
- 1.5 Improve the educational outcomes for students through a program of curriculum review.
- 1.6 Monitor and improve the performance of Māori students.
- 1.7 Monitor and improve the performance of Pasifika students.
- 1.8 Students to become skilled in using a variety of technologies to assess, process and communicate their learning.
- 1.9 Improve student achievement through improved attendance.
- 1.10 To encourage respectful relationships through a consistent and positive school wide approach that develops student social skills and desired behaviour.
- 1.11 To implement teaching and learning programmes to scaffold English language learners in order to maximise their learning and participation.
- 1.12 To develop and implement specific teaching and learning programmes for special needs students aimed at inclusion and raising achievement.
- 1.13 To develop and implement specific teaching and learning programmes for gifted and talented students in order to maximise their learning.

2 FOR OUR STAFF TO BE A TEAM OF HIGHLY EFFECTIVE EDUCATORS.

Through effective pedagogy teachers actions will promote student learning.

We will:

- 2.1 Employ professional, motivated and competent staff who will contribute to achieving the goals of our school.
- 2.2 Fund and implement a professional development plan that will equip staff to deliver quality teaching and learning programmes which are responsive to school and student needs.
- 2.3 Deepen our understanding of assessment and its role in supporting individual students and in planning teaching and learning programmes and meeting National Standards.
- 2.4 Refine our teaching methodologies to ensure we meet the differentiated needs of all students and promote the development of students taking charge of their learning.
- 2.5 Support a culture of celebrating excellence.
- 2.6 For teachers to enquire into the impact of their teaching on student learning

3 COMMUNITY PARTNERSHIP

Strong partnerships between home, early childhood centres, support services and schools are developed

We will:

- 3.1 Implement school policies and plans in ways that are sensitive to the cultural backgrounds, values and needs of individual children and their families.
- 3.2 Involve and engage parents/ Whānau and caregivers in the community to enhance learning and develop partnership.
- 3.3 Endeavour to develop awareness of Tikanga Māori and Te Reo Māori through integration and inclusion in classroom programmes.
- 3.4 Seek to involve Whānau to improve learning outcomes for Māori
- 3.5 Seek to involve family to improve learning outcomes for Pacifica students.
- 3.6 Make links with early childhood centres and work collaboratively with support services to enhance learning opportunities for students.

4 IMPROVING FACILITIES AND RESOURCES

Our school environment and resources inspires learning, encourages pride in the surroundings and compliments the schools educational philosophies

We will:

- 4.1 Provide resources to support classroom and school learning programmes.
- 4.2 Provide resources and an environment which addresses the appropriate physical and emotional well-being of students and which is conducive to learning.
- 4.3 Develop new and existing school facilities to meet the schools learning goals.
- 4.4 Develop a Property Management Plan (5ypp, 10YPP) that proactively addresses the needs of the school.

5 FOR THE BOARD TO PROVIDE EFFECTIVE GOVERNANCE OF THE SCHOOL

The Board will provide strategic leadership that enhances our schools learning community.

- 5.1 Provide strategic leadership to the school.
- 5.2 Comply with the laws and regulations of New Zealand and rule prescribed by the Ministry of Education.
- 5.3 Ensure the provision for improvement, maintenance and replacement of capital works, furniture and equipment is undertaken, and complies with the MoE standards.
- 5.4 Implement an annual budget which allocates funds to reflect and support the schools Charter, strategic goals and financial needs.
- 5.5 For the Board to be 'a good employer' and meet all of its employment responsibilities.

GOAL 1: Promoting Learning

For students to be confident, connected, actively involved, lifelong learners			
	2015	2016	2017
1.1 To implement the New Zealand Curriculum, both in content and principles in the teaching and learning programmes in the school	<p>To implement the new School Curriculum to reflect our school and community. To participate in the professional development design from the ministry.</p> <p>Implement the Key Competencies from the New Zealand Curriculum in the teaching and learning programmes.</p> <p>Implement teaching programmes that encourage students to reflect on their learning processes and to learn how to learn.</p> <p>Students using the Inquiry cycle to guide their learning process.</p>	<p>Revise the Technology, Health & PE Curriculum Implementation Plans.</p> <p>To continue to implement the Key Competencies from the New Zealand Curriculum in the teaching and learning programmes.</p> <p>Implement teaching programmes that encourage students to reflect on their learning processes and to learn how to learn.</p> <p>Students use the Inquiry cycle to guide their learning process.</p>	<p>Revise the Literacy and Numeracy Curriculum Implementation Plans</p> <p>Maintain implementation of the Key Competencies from the New Zealand Curriculum in the teaching and learning programmes.</p> <p>Implement teaching programmes that encourage students to reflect on their learning processes and to learn how to learn.</p> <p>Students use the Inquiry cycle to guide their learning process.</p>
1.2 To implement the National Standards and include targets for achievement in relation to them	<p>The School Charter reflects the requirements of the National Standards.</p> <p>Continue to report to parents in the form of reports, 3 way conferences, and one on one conferences for the Mutukaroa project. 5, 5 ½, 6, and 7 year olds).</p> <p>Work to meet targets for student achievement set out in the school Charter.</p> <p>Report to parents on student achievement against National Standards.</p> <p>School wide achievement reports show progress in relation to National Standards.</p>	<p>Review the School Charter to ensure it reflects the requirements of the National Standards.</p> <p>Continue to report to parents in the form of reports, 3 way conferences, and one on one conferences for the Mutukaroa project. 5, 5 ½, 6, and 7 year olds).</p> <p>Work to meet targets for student achievement set out in the school Charter.</p> <p>Continue to report to parents on student achievement against National Standards.</p> <p>School wide achievement reports to show progress in relation to National Standards.</p>	<p>Review the School Charter to ensure it reflects the requirements of the National Standards.</p> <p>Continue to report to parents in the form of reports, 3 way conferences, and one on one conferences for the Mutukaroa project. 5, 5 ½, 6, and 7 year olds).</p> <p>Work to meet targets for student achievement set out in the school Charter.</p> <p>Continue to report to parents on student achievement against National Standards.</p> <p>School wide achievement reports to show progress in relation to National Standards.</p>

	2015	2016	2017
<p>1.3 To develop and implement challenging educational programmes that help make connections with students' cultural contexts and experiences, so that the curriculum is targeted to meet the learning requirements of the students</p>	<p>Continue to develop learning programmes using the NZ Curriculum and National Standards. Include student voice in the development of learning programmes (locus of control).</p> <p>Identify priority learners and develop targeted programmes to meet their needs.</p> <p>Maintain the use of Inquiry processes.</p> <p>Create opportunities for students to make connections with their cultural contexts and experiences.</p> <p>Encourage students to take ownership of their choices in their learning – when things go ‘wrong’ encourage students to consider what they will do next time.</p> <p>Develop targeted programmes to meet the learning requirements of identified Special Needs students.</p>	<p>To continue to develop learning programmes using the NZ Curriculum and National Standards. Include student voice in the development of learning programmes (locus of control).</p> <p>Identify priority learners and develop targeted programmes to meet their needs.</p> <p>Maintain the use of Inquiry processes.</p> <p>Create opportunities for students to make connections with their cultural contexts and experiences.</p> <p>Encourage students to take ownership of their choices in their learning – if things go ‘wrong’ encourage students to consider what they will do next time.</p> <p>Continue to develop targeted programmes to meet the learning requirements of identified Special Needs students.</p>	<p>To continue to develop learning programmes using the NZ Curriculum and National Standards. Include student voice in the development of learning programmes (locus of control).</p> <p>Identify priority learners and develop targeted programmes to meet their needs.</p> <p>Maintain the use of Inquiry processes.</p> <p>Create opportunities for students to make connections with their cultural contexts and experiences.</p> <p>Encourage students to take ownership of their choices in their learning – if things go ‘wrong’ encourage students to consider what they will do next time.</p> <p>Continue to develop targeted programmes to meet the learning requirements of identified Special Needs students.</p>
<p>1.4 To implement appropriate monitoring, assessment and recording procedures in all curriculum areas to inform classroom teaching and practice</p>	<p>Review development of monitoring, assessment and reporting procedures to inform classroom teaching and practice.</p> <p>Continue to implement National Standards for all year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>Participate in I.E.S. / Community of Schools.</p>	<p>Ongoing development of monitoring, assessment and reporting procedures to inform classroom teaching and practice.</p> <p>To continue to implement National Standards for all year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>Participate in I.E.S. / Community of Schools.</p>	<p>Ongoing development of monitoring, assessment and reporting procedures to inform classroom teaching and practice.</p> <p>To continue to implement National Standards for all year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>Participate in I.E.S. / Community of Schools.</p>

	2015	2016	2017
1.5 To improve the educational outcomes for students through a program of curriculum review	Consultation with staff, community, board of trustees and students will guide the new curriculum design and continue to develop a student profile.	Revise the Science, Social Studies & Arts Curriculum Implementation Plans.	Revise the Technology, Health & PE Curriculum Implementation Plans.
1.6 To monitor and improve the progress and achievement of Māori learners	<p>To continue to implement National Standards for all Year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>To continue to deepen our understanding of the links between The NZ Curriculum, National Standards, Ka Hikitia.</p> <p>Participation in cultural activities.</p> <p>To strengthen home/school partnership.</p>	<p>To continue to implement National Standards for all Year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>To continue to deepen our understanding of the links between The NZ Curriculum, National Standards, Ka Hikitia.</p> <p>Participation in cultural activities.</p> <p>To strengthen home/school partnership.</p>	<p>To continue to implement National Standards for all Year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>To continue to deepen our understanding of the links between The NZ Curriculum, National Standards, Ka Hikitia.</p> <p>Participation in cultural activities.</p> <p>To strengthen home/school partnership.</p>
1.7 To monitor and improve the progress and achievement of Pasifika learners	<p>To continue to implement National Standards for all Year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>To continue to deepen our understanding of the links between The NZ Curriculum, National Standards, and Pasifika Education Plan.</p> <p>Participation in cultural activities.</p> <p>To strengthen home/school partnership.</p>	<p>To continue to implement National Standards for all Year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>To continue to deepen our understanding of the links between The NZ Curriculum, National Standards, and Pasifika Education Plan.</p> <p>Participation in cultural activities.</p> <p>To strengthen home/school partnership.</p>	<p>To continue to implement National Standards for all Year levels 1 to 6, and to report on the progress and achievement of students against these standards.</p> <p>To continue to deepen our understanding of the links between The NZ Curriculum, National Standards, and Pasifika Education Plan.</p> <p>Participation in cultural activities.</p> <p>To strengthen home/school partnership.</p>
1.8 For students to become skilled in using a variety of technologies to access, process and communicate their learning	To continue to develop the use of e-learning as an effective inquiry learning tool.	To continue to develop the use of e-learning as an effective inquiry learning tool.	To continue to develop the use of e-learning as an effective inquiry learning tool.

	2015	2016	2017
1.9 To improve student achievement through improved attendance	<p>To continue to monitor attendance and identify students at risk.</p> <p>To take action to improve attendance for at risk students.</p> <p>To continue to inform parents about the importance or the link between attendance and student achievement.</p>	<p>To continue to monitor attendance and identify students at risk.</p> <p>To take action to improve attendance for at risk students.</p> <p>To continue to inform parents about the importance or the link between attendance and student achievement.</p>	<p>To continue to monitor attendance and identify students at risk.</p> <p>To take action to improve attendance for at risk students.</p> <p>To continue to inform parents about the importance or the link between attendance and student achievement.</p>
1.10 To encourage respectful relationships through a consistent and positive school wide approach that develops student social skills and desired behaviour	<p>Students continue to be engaged in the learning process.</p> <p>Appropriate behaviours are clearly defined and taught by all staff.</p> <p>Focus on using positive strategies to reinforce desired behaviour.</p> <p>Create opportunities for students to take leadership roles within the school, eg school leaders, milk monitors, sports, travelwise, music & cultural groups.</p>	<p>Students continue to be engaged in the learning process.</p> <p>Appropriate behaviours are clearly defined and taught by all staff.</p> <p>To continue to focus on using positive strategies to reinforce desired behaviour.</p> <p>Create opportunities for students to take leadership roles within the school, eg school leaders, milk monitors, sports, travelwise, music & cultural groups.</p>	<p>Students continue to be engaged in the learning process.</p> <p>Appropriate behaviours are clearly defined and taught by all staff.</p> <p>To continue to focus on using positive strategies to reinforce desired behaviour.</p> <p>Create opportunities for students to take leadership roles within the school, eg school leaders, milk monitors, sports, travelwise, music & cultural groups.</p>
1.11 To implement teaching and learning programmes to scaffold English language learners in order to maximise their learning and participation	<p>Identify ESOL students and develop targeted programmes to meet their needs.</p> <p>Assist learners to access the language for learning at school and help them learn English for social interaction.</p>	<p>Identify ESOL students and develop targeted programmes to meet their needs.</p> <p>Assist learners to access the language for learning at school and help them learn English for social interaction.</p>	<p>Identify ESOL students and develop targeted programmes to meet their needs.</p> <p>Assist learners to access the language for learning at school and help them learn English for social interaction.</p>

	2015	2016	2017
<p>1.12 To implement teaching and learning programmes for special needs students aimed at inclusion and raising achievement</p>	<p>Increase the engagement of learners with special education needs in school programmes and activities.</p> <p>To continue to develop the cycle of assessment, intervention, monitoring and evaluation.</p> <p>Continue to develop the processes for transition of special needs students from class to class and school to school.</p> <p>Consult with parents and whānau about the needs and on-going progress of students.</p>	<p>Increase the engagement of learners with special education needs in school programmes and activities.</p> <p>To continue to develop the cycle of assessment, intervention, monitoring and evaluation.</p> <p>Continue to develop the processes for transition of special needs students from class to class and school to school.</p> <p>Consult with parents and whānau about the needs and on-going progress of students.</p>	<p>Increase the engagement of learners with special education needs in school programmes and activities.</p> <p>To continue to develop the cycle of assessment, intervention, monitoring and evaluation.</p> <p>Continue to develop the processes for transition of special needs students from class to class and school to school.</p> <p>Consult with parents and whānau about the needs and on-going progress of students.</p>
<p>1.13 To develop and Implement specific teaching and learning programmes for gifted and talented students in order to maximise their learning</p>	<p>Increase the engagement of learners with gifted and talented education needs in school programmes and activities.</p> <p>To continue to develop the cycle of assessment, monitoring and evaluation.</p>	<p>Increase the engagement of learners with gifted and talented education needs in school programmes and activities.</p> <p>To continue to develop the cycle of assessment, monitoring and evaluation.</p>	<p>Increase the engagement of learners with gifted and talented education needs in school programmes and activities.</p> <p>To continue to develop the cycle of assessment, monitoring and evaluation.</p>

GOAL 2: For Our Staff to be Highly Effective Educators

Through effective pedagogy teachers actions will promote student learning.			
	2015	2016	2017
2.1 Employ professional, motivated and competent staff who will contribute to achieving the goals of our school	Professional, motivated and competent staff is employed to contribute to achieving the goals of our school.	Professional, motivated and competent staff is employed to contribute to achieving the goals of our school.	Professional, motivated and competent staff is employed to contribute to achieving the goals of our school.
2.2 To fund and implement a professional development plan that will equip staff to deliver quality teaching and learning programmes which are responsive to school and students' needs	<p>Plan school wide professional development program in Curriculum design</p> <p>Plan time for staff to engage in reflective dialogue (PLCs)/observations (critical friends) and in-depth conversations about teaching and learning to sustain a dynamic professional learning community.</p> <p>Participation in I.E.S/ Community of Schools.</p>	<p>Plan school wide professional development program in Literacy and Numeracy.</p> <p>Plan time for staff to engage in reflective dialogue (PLCs)/observations (critical friends) and in-depth conversations about teaching and learning to sustain a dynamic professional learning community.</p> <p>Participation in I.E.S/ Community of Schools.</p>	<p>Plan school wide professional development program in Science, Social Studies & The Arts.</p> <p>Plan time for staff to engage in reflective dialogue (PLCs)/observations (critical friends) and in-depth conversations about teaching and learning to sustain a dynamic professional learning community.</p> <p>Participation in I.E.S/ Community of Schools.</p>
2.3 To deepen our understanding of assessment and its role in supporting individual students and in planning teaching and learning programmes and meeting National Standards	<p>Make links between National Standards and the NZ Curriculum.</p> <p>Use self review processes and tools at classroom, school and governance level.</p> <p>Prepare school wide targets for student achievement in relation to National Standards.</p>	<p>Make links between National Standards and the NZ Curriculum.</p> <p>Use self review processes and tools at classroom, school and governance level.</p> <p>Prepare school wide targets for student achievement in relation to National Standards.</p>	<p>Make links between National Standards and the NZ Curriculum.</p> <p>Use self review processes and tools at classroom, school and governance level.</p> <p>Prepare school wide targets for student achievement in relation to National Standards.</p>

	2015	2016	2017
2.4 To refine our teaching methodologies to ensure we meet the needs of all students and promote the development of students taking charge of their learning	<p>To utilize teaching approaches which have a consistently positive impact on student learning. For teachers to:</p> <ul style="list-style-type: none"> ■ create a supportive learning environment and encourage reflective thought and action. ■ enhance the relevance of new learning. ■ facilitate shared learning. ■ make connections to prior learning and experience. ■ provide sufficient opportunities to learn. ■ inquire into the teaching-learning relationship. 	<p>To continue to utilize teaching approaches which have a consistently positive impact on student learning. For teachers to:</p> <ul style="list-style-type: none"> ■ create a supportive learning environment and encourage reflective thought and action. ■ enhance the relevance of new learning. ■ facilitate shared learning. ■ make connections to prior learning and experience. ■ provide sufficient opportunities to learn. ■ inquire into the teaching-learning relationship. 	<p>To continue to utilize teaching approaches which have a consistently positive impact on student learning. For teachers to:</p> <ul style="list-style-type: none"> ■ create a supportive learning environment and encourage reflective thought and action. ■ enhance the relevance of new learning. ■ facilitate shared learning. ■ make connections to prior learning and experience. ■ provide sufficient opportunities to learn. ■ inquire into the teaching-learning relationship.
2.5 To support a culture of celebrating excellence	<p>Establish a strong emphasis on values.</p> <p>To support school wide expectations and the values they promote.</p> <p>Build leadership capacity within the staff.</p>	<p>Establish a strong emphasis on values.</p> <p>To support school wide expectations and the values they promote.</p> <p>Build leadership capacity within the staff.</p>	<p>Establish a strong emphasis on values.</p> <p>To support school wide expectations and the values they promote.</p> <p>Build leadership capacity within the staff.</p>
2.6 For teachers to enquire into the impact of their teaching on student learning	<p>For teachers to reflect on the effectiveness of their teaching practice and to include their thoughts in written evaluations.</p> <p>For teachers to modify and change classroom practice to improve teaching practice and achieve learning goals.</p>	<p>For teachers to reflect on the effectiveness of their teaching practice and to include their thoughts in written evaluations.</p> <p>For teachers to modify and change classroom practice to improve teaching practice and achieve learning goals.</p>	<p>For teachers to reflect on the effectiveness of their teaching practice and to include their thoughts in written evaluations.</p> <p>For teachers to modify and change classroom practice to improve teaching practice and achieve learning goals.</p>

GOAL 3: Community Partnership

Strong partnerships between home, early childhood centres, support services and schools are developed.			
	2015	2016	2017
3.1 Implement school policies and plans in ways that are sensitive to the cultural backgrounds, values and needs of individual children and their families	<p>For there to be an integration of students cultural identity in teaching content, environment, context and learning experiences.</p> <p>Give full and careful consideration to all requests for the school to provide instruction in Te Reo Māori providing appropriate personnel, financial resources and accommodation is available within the school.</p> <p>To include a component of spiritual education in the extra-curricular life of the school.</p> <p>Implement Pasifika Plan.</p>	<p>For there to be an integration of students cultural identity in teaching content, environment, context and learning experiences.</p> <p>Give full and careful consideration to all requests for the school to provide instruction in Te Reo Māori providing appropriate personnel, financial resources and accommodation is available within the school.</p> <p>To include a component of spiritual education in the extra-curricular life of the school.</p> <p>Continue with developing Pasifika Plan</p>	<p>For there to be an integration of students cultural identity in teaching content, environment, context and learning experiences.</p> <p>Give full and careful consideration to all requests for the school to provide instruction in Te Reo Māori providing appropriate personnel, financial resources and accommodation is available within the school.</p> <p>To include a component of spiritual education in the extra-curricular life of the school.</p> <p>Continue with developing Pasifika Plan</p>
3.2 Involve and engage parents/whānau and caregivers in the community to enhance learning and develop partnerships	<p>Actively build and maintain respectful relationships with parents and whānau which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with parents.</p> <p>Induction programmes for all new parents.</p>	<p>Continue to actively build and maintain respectful relationships with parents and whānau which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with parents.</p> <p>Induction programmes for all new parents.</p>	<p>Continue to actively build and maintain respectful relationships with parents and whānau which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with parents.</p> <p>Induction programmes for all new parents.</p>

	2015	2016	2017
3.3 Endeavour to develop awareness of Tikanga Māori and Te Reo Māori through integration and inclusion in classroom programmes	Teaching and learning programmes reflect/incorporate Te Reo and Māori culture in curriculum delivery and design process.	Teaching and learning programmes reflect/incorporate Te Reo and Māori culture in curriculum delivery and design process.	Teaching and learning programmes reflect/incorporate Te Reo and Māori culture in curriculum delivery and design process.
3.4 Seek to involve Whānau to improve learning outcomes for Māori learners	<p>Actively build and maintain respectful relationships with Māori parents and whānau which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with Māori parents and whānau on their aspirations for their children.</p>	<p>Continue to actively build and maintain respectful relationships with Māori parents and whānau which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with Māori parents and whānau on their aspirations for their children.</p>	<p>Continue to actively build and maintain respectful relationships with Māori parents and whānau which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with Māori parents and whānau on their aspirations for their children.</p>
3.5 Seek to involve families to improve learning outcomes for Pasifika learners	<p>Actively build and maintain respectful relationships with Pasifika parents which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with Pasifika parents on their aspirations for their children.</p>	<p>Actively build and maintain respectful relationships with Pasifika parents which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with Pacifica parents on their aspirations for their children.</p>	<p>Actively build and maintain respectful relationships with Pasifika parents which enables them to participate in important decisions about their children's learning.</p> <p>Provide opportunities for parents to meet with teaching staff throughout the year.</p> <p>Encourage parent involvement.</p> <p>Consult with Pasifika parents on their aspirations for their children.</p>

	2015	2016	2017
3.6 Make links to transitioning to school with early childhood centres and work collaboratively with support services to enhance learning opportunities for students	Relationships and networks are strengthened.	Relationships and networks are strengthened.	Relationships and networks are strengthened.

GOAL 4: Improving Facilities and Resources

Our school environment inspires learning, encourages pride in the surroundings and compliments the schools educational philosophies.			
	2015	2016	2017
4.1 To provide resources to support classroom and school learning programmes	Continue to identify resource requirements and budget for their purchase.	Continue to identify resource requirements and budget for their purchase.	Continue to identify resource requirements and budget for their purchase.
4.2 To an environment which addresses the appropriate physical and emotional well-being of students and which is conducive to learning	<p>For room environments to reflect the important messages the school is focussing on: goal setting, learning intentions, success criteria, values, respectful interactions, and a range of student quality work across the curriculum.</p> <p>For the school grounds to reflect the important messages the school is focussing on.</p>	<p>For room environments to continue to reflect the important messages the school is focussing on: goal setting, learning intentions, success criteria, values, respectful interactions, and a range of student quality work across the curriculum.</p> <p>For the school grounds to continue to reflect the important messages the school is focussing on.</p>	<p>For room environments to continue to reflect the important messages the school is focussing on: goal setting, learning intentions, success criteria, values, respectful interactions, and a range of student quality work across the curriculum.</p> <p>For the school grounds to continue to reflect the important messages the school is focussing on.</p>
4.3 To develop new and existing school facilities to meet the schools learning goals	<p>For the school facilities to meet the educational needs of students.</p> <p>To develop the outside environment of the school.</p>	<p>For the school facilities to meet the educational needs of students.</p> <p>To develop the outside environment of the school.</p>	<p>For the school facilities to meet the educational needs of students.</p> <p>To continue to develop the outside environment of the school.</p>
4.4 Develop a Property Management Plan (5ypp, 10YPP) that proactively addresses the needs of the school	<p>Update the 10 YPP and 5 YA.</p> <p>Implement the Property Plan.</p>	Implement the Property Plan.	Implement the Property Plan.

GOAL 5: For the Board to Provide Effective Governance

The Board will provide strategic leadership that enhances our schools learning community			
	2015	2016	2017
5.1 To provide strategic leadership to the school	Board develops and approves the School Strategic and Annual Plans. The Board operates in accordance with its Policy Framework.	Board develops and approves the School Strategic and Annual Plans. The Board operates in accordance with its Policy Framework.	Board develops and approves the School Strategic and Annual Plans. The Board operates in accordance with its Policy Framework.
5.2 To comply with the laws and regulations of New Zealand and rule prescribed by the Ministry of Education	The Board meets its obligations under New Zealand law.	The Board meets its obligations under New Zealand law.	The Board meets its obligations under New Zealand law.
5.3 To maintain and develop school buildings and property	Provision is made for improvement, maintenance, capital works and replacement of furniture and equipment that complies with MoE standards.	Provision is made for improvement, maintenance, capital works and replacement of furniture and equipment that complies with MoE standards.	Provision is made for improvement, maintenance, capital works and replacement of furniture and equipment that complies with MoE standards.
5.4 The Board acts in a financially responsible manner	The school operates in a financially appropriate manner.	The school operates in a financially appropriate manner.	The school operates in a financially appropriate manner.
5.5 For the Board to be 'a good employer' and meet all of its employment responsibilities	The Board complies with all 'good employer' legislation.	The Board complies with all 'good employer' legislation.	The Board complies with all 'good employer' legislation.

