

CARTERTON SCHOOL

Annual Plan 2016

Strategic Goals	Core strategies for achieving our goals	2016 Actions
<p>To further enhance our positive learning environment where students' languages, identities and cultures are supported and celebrated.</p> <p>NAG 1 Curriculum NAG 2 Self Review NAG 5 Health & Safety</p>	<p>Te reo & tikanga Māori focus across school</p> <p>Continue to develop and support akonga māori classes across school. Monitor community desire to continue. Dependant on staff availability. Support staff in implementation.</p> <p>Akongā māori teachers take on leadership roles to support other classes.</p> <p>School professional learning and development focus on te reo and tikanga māori continues for staff and students. Revisit Ka Hikitia, Ta taiako and their impact on school documentation and actions.</p> <p>Ta taiako competencies integral to teacher job descriptions and appraisal process. Also key aspect of teacher evidence of meeting Practising Teacher Criteria.</p>	<p>2 akonga māori classes this year: Year 1- 2, Year 3-5. Teachers take on leadership roles to support other classes. MOE Maori Language Funding for these 2 classes.</p> <p>Keep year 6-8 akonga class students from 2015 (R12) together. Support the new teacher in R12 to provide culturally responsive environment and learning. R12 to take on tuakana teina role with Akonga māori students. R12 maintain and develop tuakana teina role with other children in our school and with McKenzie House.</p> <p>PLD opportunities taken up to support culturally responsive classrooms, especially staff new to school. Regular te reo and tikanga learning as part of staff meetings.</p> <p>Teachers use JD as basis for building evidence meeting Practising Teacher Criteria.</p>

	<p>Utilise staff knowledge and expertise. MU allocated for leadership in te reo and tikanga māori across the school.</p> <p>Continue links with Ngāti Kahungunu (supporting development of the 'Ngāti Kahungunu ki Wairarapa Education Strategy 2014-2020'). Investigate and utilise resourcing available from iwi.</p> <p>Learning teams include planning for integrating te ao & te reo learning as part of their programmes.</p> <p>School whanau hui inform school direction.</p> <p>Enhance collaborative links with whānau through our work with South Wairarapa Learning and Change Network.</p> <p>Pasifika focus across school Identify pasifika students at start of school year. Monitor progress and achievement over the year.</p> <p>Plan for a student Inquiries which will involve an element of Pasifika focus.</p> <p>Teacher PLD about Pasifika language, culture & identity.</p> <p>Pasifika language, culture and identity in evidence in all aspects of school.</p> <p>Acknowledge and celebrate all cultures represented at school</p>	<p>Appoint leader of akonga māori (MU). Lesley Sta. Leadership release time provided.</p> <p>Staff & whanau participate in South Wairarapa Whanau Advisory Group hui. School is represented at each hui.</p> <p>Wairarapatanga learning focus for each learning team. Visits to places in our school pepeha.</p> <p>Discuss at Leadership Team meetings. Support from MU holder and Kahungunu curriculum which is being published in 2016.</p> <p>Revitalise school whanau hui. Review how this might work in 2016.</p> <p>Look at possibility of extending LCN collaborative sessions from teachers to BOT / community.</p> <p>Identify pasifika students Term 1. Relate this to start of year identification of priority students. Monitor progress and achievement over the year.</p> <p>To be considered at planning stage for each inquiry.</p> <p>Expert information sessions. PLD as available shared with staff.</p> <p>Identify cultures across school in Term 1. Share with teams. Vocab seen & heard around school.</p>
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	<p>Identify all cultures – each class to have an area to acknowledge and celebrate all cultures. Teacher PLD about cultures represented at Carterton School.</p> <p>Positive Behaviour for Learning (PB4L) Tiers I and II training and teams active through school. Ensure expectations communicated to our school community.</p> <p>Co-teaching and Modern Learning Environment theory & pedagogy shared across school as basis for responding to student needs. Teaching space design and teacher organisation support MLE.</p> <p>Engage with students and whānau to clarify the meaning of ‘success’.</p>	<p>Opportunities for PLD shared & supported.</p> <p>Team meetings at least once each term (Tier I and Tier II). Key aspect to discuss sharing PB4L with wider community. 3R postcards printed. Coach & team leader attend local facilitator sessions. Representatives from school attend local & regional training & national conference. Tier II procedures established school wide over this year. Whole school Restorative Practice focus. 27/4 Marg Thorburn day for all teachers. 28 & 29/4 4 x leadership team members attend facilitator training.</p> <p>Co teaching pairs in four learning teams in 2016. (Rms 2&3, Rms 9&10, Studio, Rms 13&14) Enable teachers to visit other learning environments. Update current pedagogy related to MLE and collaborative teaching. Regularly review and share at Leadership Team meetings pluses, minuses and interesting /improvements of collaborative teaching.</p> <p>At individual, learning team, school and BOT levels find ways to engage around the concept and indicators of ‘success at our school.’</p>
<p>To develop students who are enthusiastic, contributing members of society who have a connection with their environment and the global community. NAG 1 Curriculum</p>	<p>Build collaborative relationships with families & whanau to enhance learning Teachers focus on developing and maintaining open and supportive</p>	<p>Termly contact with whanau by each learning team, especially Term 1 to build relationships. Eg camps, sleepovers, gala. Regular contact with whanau. All teachers make contact with each whanau during first part of Term 1.</p>

	<p>relationships with families, especially those of priority students.</p> <p>Active participation in South Wairarapa Learning and Change Network.</p> <p>Investigate school participation in 'Community of Learning' in South Wairarapa.</p> <p>'Teaching as Inquiry' focus for all teachers has an aspect around the development of collaborative relationships for learning.</p> <p>'Year 8 Graduate Profile' concept revisited in 2016.</p> <p>Parent Teacher Association links strengthened and continue focus on community activities.</p> <p>The use of 'Learning Maps' explored with students, whanau and teachers.</p> <p>Build collaborative relationships with the local community to enhance learning</p> <p>Students have opportunity to participate in wider community.</p> <p>Enviro School status continued.</p>	<p>Teachers attend Year group Network meetings and cross network Toolbox sessions each term.</p> <p>BOT decision to belong to Community of Learning.</p> <p>Link school T as I model with teacher evidence of meeting Practicing Teacher Criteria. Support in teams and across school to do this.</p> <p>Year 6-8 students review Graduate Profile.</p> <p>'GRIP Leadership Day' for Year 7s.</p> <p>'National Young Leaders Day' and local 'Moving On' conference for year 8s.</p> <p>Principal to develop leadership activities (one each term.) Term 1 Bio Blitz at Pukaha.</p> <p>Explicit teaching of concepts (T2-4)</p> <p>PTA continues to have active representation of staff and parents. Focus on community building (not just fundraising).</p> <p>2 members of staff to attend the three days Learning Map PL over the year. Bring their practice back to the rest of the teachers.</p> <p>BOT active in school. Elections in 2016 attract a range of prospective BOT members. Positive induction programme for new BOT members.</p> <p>EOTC schedule, marae visits, Field of remembrance.</p> <p>Enviro Action Plan Term 1. Focus on māori Kaitiakitanga.</p> <p>Very positive feedback from 2015 – continue cross school network and toolbox sessions.</p>
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	<p>Teachers participate in Learning and Change Network (LCN) collaborative meetings with local teachers.</p> <p>LCN group of lead teachers participate in local and regional hui and engage other staff.</p> <p>School is promoted in local and national media.</p> <p>Local groups and businesses encouraged to link to school</p> <p>School digital learning environment is developed and established through the school.</p> <p>Lead teacher (MU) appointed and guides development for the school and teachers practice.</p>	<p>LCN teachers will attend each local LCN hui.</p> <p>Local Carterton Crier regular articles, contact with local radio stations, regular contact with local papers. School Facebook page regularly updates what is happening at school.</p> <p>Eg New World, Wild Oats café, Lions, RSA, Public Health, Balloon Festival. Local rest homes. Real Estate agents.</p> <p>1 to 1 chromebook classes for Team Kahikatea (Yr 6-8) 4 classes, and enhanced ratios for other classes.</p> <p>Raewyn H appointed to this role. Some leadership release time provided.</p>
<p>To focus on ensuring that all students achieve to the best of their academic ability, as evidenced by progress and achievement in relation to National Standards and school focus areas.</p> <p>NAG 1 Curriculum NAG 2 Self Review NAG 2A National Standards NAG 4 Resources</p>	<p>Assessment practices are appropriate and data is used to accelerate learning. High quality assessment data of student progress and achievement is collated and used for planning and teaching. Particular focus on priority students (Maori, pasifika, special needs low socio-economic groups).</p> <p>Review current assessment practices. Develop frequent and regular, manageable, monitoring systems for achievement and progress of all students, but especially target / priority</p>	<p>Collation of assessment data through the year (See assessment schedule). Targeted Education Plans (class teacher). Individual Education Plans (Teacher, whānau, SENCO)</p> <p>Include on line assessments. Rationalise school wide assessments to be completed through the year.</p> <p>Learning Teams discuss target students every 2 weeks at team meeting. Record strategies and progress. Leadership team monitor.</p>

	<p>students. (Writing and Maths MOE targets in 2016)</p> <p>National Standards, national norms and school achievement expectations used to monitor student progress and achievement in English and maths. School achievement expectations document is used when reporting to students, parents, school management and BOT.</p> <p>Students with Special Educational Needs are identified and supported through targeted teaching and learning programmes.</p> <p>Provision of opportunities for extension programmes and experiences for identified students.</p> <p>Carterton School curriculum review In relation to recent PLD, NZC and changing school contexts.</p>	<p>Achievement reports to be presented to BOT in relation to norm referenced assessments at end of year. Summary of student achievement against National Standards is reported to the Board at mid and end of year. Progress and achievement against National Standards are reported to parents in writing twice a year. Teachers are able to make appropriate Overall Teacher Judgements (OTJs) regarding student achievement of the standards. Cross school moderation.</p> <p>SENCom meet every month. SENCO procedures provide guidance and templates for teachers & teams. (Put all on drive Term 1) TAs employed (SM, SS) to teach targeted groups special programmes. Rainbow Reading, Spring into Maths, Talk to Learn, Reading Recovery, Toxic, Steps into literacy, Reading together (DP).</p> <p>Principal to investigate impact of working memory issues for students below / well below NS. Include LUCID assessment tools and Cog Med Brain Training programme.</p> <p>Enrichment opportunities - Akonga Maori focus on te ao māori. Digital learning enhanced across school. Review provision for G/T Education (Principal & DP) Review team established Term 1 (From Inquiry team, PB4L Tier II, students & parent voice). Document 'Carterton School Curriculum' by Term 4.</p>
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	<p>Curriculum teams review teaching in their curriculum area.</p> <p>Students are engaged in learning</p> <p>Reporting to parents processes reviewed and revised. Use new School Management System. Focus on ongoing dialogue as priority.</p> <p>Year 7&8 students retained Focus on informing school community of Year 7&8 programmes and special features.</p> <p>Digital learning environment established & extended.</p> <p>Inform whanau & community of plans, successes and progress.</p>	<p>School Inquiry Model implemented & consolidated across the school.</p> <p>Teacher use of school 'Responsive Planner' template.</p> <p>Teaching and learning are focused on student interests and connections.</p> <p>Review and further integration of school 'Engagement Project' documentation and findings by leadership team.</p> <p>Use info gathered 2015 from whanau to review processes. Focus on face to face contact Term 1. Term 2 mid year written review. Term 3 face to face. Term 4 written.</p> <p>Early open day for all families. Use Facebook to publicise Yr 7&8 events and special programmes. Leadership focus for Yr 7&8 advertised.</p> <p>Four 1:1 Chromebook classes in 2016. Aim to increase ratios over coming years.</p> <p>iPads for juniors increased.</p> <p>Ensure teacher development to support learning. PLD for support staff.</p> <p>Pedagogy focus published and shared with community</p> <p>Lead teacher, principal & BOT. Publicise achievements. Individual and group results shared with whanau / community.</p>
<p>School finance & property NAG 4 Resources</p>		

	<p>All internal finance management will be according to the Internal Control Policy.</p> <p>The school will operate within annual grants.</p> <p>The BOT will continue to work with project manager to support the development of all 5 and 10 year property matters during 2016.</p> <p>Continue to focus on maintaining a well ordered physical environment.</p>	<p>The annual audit will be completed before the due date according to the Ministry of Education Guidelines.</p> <p>Surplus funds are to be built up if possible. Small surplus predicted for 2016.</p> <p>Modernise Rooms 13 & 14 as per 5YPP.</p> <p>Rectify drainage issues.</p> <p>Carry out projects identified in 5 Year Property Plan.</p> <p>Plans are followed, with regular reviews by Principal, BOT property committee & project manager.</p> <p>Constant monitoring and maintenance of property.</p> <p>Regular property inspections carried out by caretaker.</p>
<p>Health & Safety NAG 5 Health & Safety</p>	<p>Regularly review and minimise risks to staff and students. Identify and remedy hazards and potential hazards.</p> <p>Ensure school takes account of student wellbeing, physical and emotional safety.</p>	<p>BOT, staff and students involved in the identification of hazards. Use of Hazard Identification forms.</p> <p>Hazards minimised or eliminated.</p> <p>Hazard survey is completed.</p> <p>Major focus for 2016.</p> <p>SENCom & PB4L Tier II teams are same team - to provide links between learning & behaviour.</p> <p>Term 1 plan students survey on wellbeing.</p> <p>Build team skills and strategies to manage extreme challenging behaviours.</p> <p>Monthly school PB4L team meetings. Lots of Tier I rewards / positives planned.</p> <p>Staff and community communication of developments.</p> <p>Tier I and II teams attend PB4L meetings, training and conference as appropriate.</p>

		<p>Consistency of management of behaviour is evidenced in SET and BES.</p> <p>Programmes for students requiring more indepth support are developed.</p> <p>Behaviour Management booklet is reviewed in Term 1 and circulated to a families.</p>
<p>Personnel NAG 3 Employer responsibility</p>	<p>Induction of new staff.</p> <p>Support and mentoring of Beginning teacher and 'Subject to Confirmation' teachers.</p> <p>Review of office job descriptions.</p> <p>All teachers participate in 'Carterton School Teaching as Inquiry' model v3 as part of evidence of meeting the Teacher Practicing Criteria.</p> <p>Implementation of performance management procedures. Include teacher evidence of performance against Registered Teacher Criteria.</p>	<p>New staff have mentor. School documentation available. Induction meetings about PB4L. Team leader key link.</p> <p>Ensure mentor and teacher have access to Practicing Teacher Criteria. Teacher Job Descriptions include PTC and Tātaiako competencies.</p> <p>Regular meetings with principal.</p> <p>All meetings etc documented.</p> <p>Office job descriptions reviewed end of term 1</p> <p>As part of evidence of meeting PTC teachers use school teaching as Inquiry model.</p> <p>Writing or maths curriculum focus with priority students.</p> <p>Model used as a basis for teachers work in learning teams.</p> <p>Documentation kept at all stages of each inquiry cycle.</p> <p>Professional Learning & team meeting minutes reflect actions and learning.</p> <p>Appraisal All staff job descriptions signed by teacher and principal in term 1.</p>

	<p>Ensure school takes account of adult wellbeing, physical and emotional safety.</p>	<p>Teaching as Inquiry cycle and PTC documentation / evidence to form basis of ongoing discussion and goal setting.</p> <p>Summary evidence of learning reviewed in final appraisal discussion with principal at end of year.</p> <p>Principal appraisal</p> <p>Principal's professional development plan, job description and Performance Agreement agreed with the BOT chair. (Term 1-2)</p> <p>Term 3 2015-Term 2 2016 cycle with BOT chair as appraiser.</p> <p>Term 3 2016-Term 2 2017 cycle with external appraiser.</p> <p>Attestation</p> <p>At least twice through the year Principal or Deputy Principal will formally observe teachers in classrooms against the appropriate PTC. Notes will be written against performance standards / job description which will be used for increment purposes. These will be completed by the end of term 4.</p>
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