

**Strategic Goal 1: 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.**

Implementation, Responsibility, Timeframe, Resources	Outcomes
<p><i>See also school Annual Targets in Reading, Writing and Maths for specific groups of students.</i></p> <ul style="list-style-type: none"> <li>• Term 1 team formed. Term 2-3 review monitoring and assessment practices in each class and learning team. Deputy Principal &amp; sub committee.</li> <li>• Special Educational Needs Committee processes reviewed and revisited Term 1. (SEN co ordinator)</li> <li>• Identification of Gifted &amp; Talented (G/T) students Term 1. Term 2-4 programmes and opportunities in place. SENCO</li> <li>• School curriculum documentation collated and reviewed Term 1. Term 2 sub-committee of leadership team amend and publish 'Carterton School Curriculum.'</li> <li>• Learning Teams plan termly connection with whānau to discuss student learning. School data published in newsletter, web site etc. Focus for the year shared with whānau.</li> </ul>	<ul style="list-style-type: none"> <li>• As appropriate, each student will make at least 1 yr progress in reading, writing and maths over the year.</li> <li>• School assessment processes are used by teachers when planning teaching and learning experiences.</li> <li>• Leadership team and BOT able to monitor progress and achievement of cohorts and sub groups.</li> <li>• All teachers have comprehensive understanding of the systems for accessing supplementary support for students. Deadlines are met. Targeted Education Plans are completed.</li> <li>• G/T activities and programmes documented and reviewed. At least 1 supplementary G/T opportunity occurs each term.</li> <li>• Cohesive and aligned documentation outlines the approach taken at Carterton School in each Learning Area. NZC in practice is obvious.</li> <li>• Record of each team's learning discussions / reports to whānau. Newsletter / web site show evidence of data shared and discussed with whānau.</li> </ul>

**Strategic Goal 2: To further enhance our positive learning environment where students' languages, identities and cultures are supported and celebrated.**

Implementation, Responsibility, Timeframe, Resources	Outcomes
<ul style="list-style-type: none"> <li>• Akonga Maori classes staffed and resourced to allow te reo &amp; tikanga māori learning to be a strong feature of the classes contexts for learning.</li> <li>• All school students' languages, identities and cultures are reflected in school environment. ie displays, classrooms, assemblies etc. Team leaders review with their teams regularly. Use Pasifika Education Plan as reference.</li> <li>• Achievement and progress of māori and pasifika students across the school are monitored as a cohort by team leaders, school leadership and BOT.</li> <li>• Behaviour management strategies are reviewed and communicated clearly to students and parents. (End of term 1)</li> <li>• A focus on becoming bully free will be a priority.</li> <li>• The 'Carterton School approach to collaborative teaching and learning in a modern learning environment' is published during term 3. Sub group of leadership team to lead the preparation and publication of the document.</li> <li>• School charter review (terms 2-4) engages the school community in discussion about the meaning of 'Success' at Carterton School. BOT led.</li> <li>• 'Wellbeing @ school' &amp; BOT surveys completed T4.</li> </ul>	<ul style="list-style-type: none"> <li>• Akonga māori classes continue into 2018. Staff available to teach these classes and whanau support continues for them into 2018.</li> <li>• Our students' languages, cultures and identities are clearly seen and heard around the school.</li> <li>• Achievement and progress of priority students, and feedback from students &amp; whānau show positive trends.</li> <li>• Māori students are achieving at the same levels as non-māori students.</li> <li>• Easy to understand document circulated to parents by end of Term 1 explaining PB4L and Restorative Practice</li> <li>• Identification of and responses to bullying are clearly outlined for students, staff and parents.</li> <li>• Published document is available online and hard copy.</li> <li>• Reviewed charter in place for start of 2018.</li> <li>• Surveys repeated and analysed, comparing results to end of 2017. Target 50% response rate to parent survey. Action plans for 2018 devised as a result.</li> </ul>

**Strategic Goal 3: To develop students who are enthusiastic, contributing members of society who have a connection with their environment and the global community.**

Implementation, Responsibility, Timeframe, Resources	Outcomes
<ul style="list-style-type: none"> <li>• Learning teams and teachers plan collaborative events with whānau each term. BOT plan &amp; organise one event.</li> <li>• Principal more visible and accessible at school events.</li> <li>• Transition to College programme designed for year 7 &amp; 8 students. (Principal, BoT &amp; Team Kahikatea)</li> <li>• All school personnel &amp; students aware of special programmes for Intermediate age students through the year. (Leadership team &amp; BO)</li> <li>• Collaborative teaching &amp; learning are taking place in modern learning environments. PLD as available. (Learning teams, leadership team &amp; support from BOT)</li> <li>• Learning and Change Network / Community of Learning transitions are part of school development throughout 2017. (BOT / Leadership team)</li> <li>• Key staff review the 'Engagement Project' findings and actions. Re-visit key findings. Term 2-3.</li> <li>• School approach to digital learning technologies documented and action plan for 2017-19 written. (Management Unit holder &amp; key staff)</li> <li>• Each student inquiry has an Enviro focus in 2018. (Inquiry &amp; Enviro team &amp; leadership team, Enviro facilitators)</li> </ul>	<ul style="list-style-type: none"> <li>• Each term every team can report on a collaborative community event for their team's families.</li> <li>• Community report principal visible and approachable.</li> <li>• Transition to College programme v1 documented in Term 1. Begin connections with Kuranui College T1. Science, art, drama &amp; leadership connections made with the college during 2017.</li> <li>• Yr 7&amp;8 special programmes widely publicised.</li> <li>• Roll grows to 300, especially through retention of Yr 6s into Yr 7.</li> <li>• Most teachers teach as part of a pair or three in 2017. Teachers share knowledge and experiences to enhance in 2018.</li> <li>• Principal and reps from leadership team attend all LCN / CoL sessions and feedback to staff and BOT.</li> <li>• Summary of Engagement Project findings presented to all teachers early in Term 2. Planning to include aspects in 2017.</li> <li>• School approach to digital learning technologies documented completed. End of T3.</li> <li>• All inquiry plans have a basis in Enviro Ed. Students are able to articulate this.</li> </ul>

#### **Strategic Goal 4: *Appropriate school financial & property management.***

<b>Implementation, Responsibility, Timeframe, Resources</b>	<b>Outcomes</b>
<ul style="list-style-type: none"><li>• Financial and property policies and procedures are followed. (BOT, leadership team, admin staff, property manager)</li><li>• Budget is set and monitored throughout the year. (BOT, principal, office administrator)</li><li>• The BOT will continue to work with project manager to support the development of all 5 and 10 year property matters during 2017.</li><li>• Caretaker and staff monitor and maintain the school environment throughout the year.</li></ul>	<ul style="list-style-type: none"><li>• All internal finance management will be according to the Internal Control Policy. The annual audit will be completed before the due date according to the Ministry of Education Guidelines.</li><li>• The school will operate within annual grants. Surplus funds are to be built up if possible.</li><li>• Hall floor sanded. Exterior re paint. Drainage. Ongoing maintenance. All completed in time frame and budget.</li><li>• School is a well ordered physical environment.</li></ul>

#### **Strategic Goal 5: *Health & Safety.***

<b>Implementation, Responsibility, Timeframe, Resources</b>	<b>Outcomes</b>
<ul style="list-style-type: none"><li>• Review school Health &amp; Safety documentation Term 1</li><li>• Regularly review and minimise risks to staff and students. Ongoing</li></ul>	<ul style="list-style-type: none"><li>• School documentation is up to date and meets legislative and practical requirements.</li><li>• Hazards and potential hazards are identified and remedied.</li></ul>

<ul style="list-style-type: none"> <li>• School Health &amp; Safety documentation read and agreed to by all staff. Term 1</li> <li>• School takes account of student wellbeing, physical and emotional safety with regular discussion and review, including survey.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are familiar with school H &amp; S documentation and are kept safe at school.</li> <li>• All students are cared for, safe, and feel they belong to the school community.</li> </ul>
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### **Strategic Goal 6: *Personnel***

<b>Implementation, Responsibility, Timeframe, Resources</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>• New staff are allocated a 'buddy' when they are employed. Regular 'check ins' with leadership team. Support and training available as required. (Principal)</li> <li>• Team leader appointed as mentor teacher. Documented meetings and professional learning. (Ongoing)</li> <li>• All teachers participate in 'Carterton School Teaching as Inquiry' model v3 (ongoing)</li> <li>• Implementation of performance management procedures. (Ongoing)</li> <li>• Leadership team provide opportunity for all staff to discuss wellbeing and support open discussion. (Team leaders &amp; all staff)</li> </ul>	<ul style="list-style-type: none"> <li>• Structured induction plan for new staff is in place Term 1.</li> <li>• Support and mentoring of 'Beginning teacher' takes place.</li> <li>• Teachers reflect on their practice and record their work toward evidence of meeting the Practicing Teacher Criteria. Linked to Job Descriptions.</li> <li>• All staff supported in their role and have opportunity to reflect on their development. Appraisal observations and documentation is completed by end of year.</li> <li>• School takes account of adult wellbeing, physical and emotional safety</li> </ul>

