

Strategic Goal 1: Focus on CORE Curriculum Areas - Reading, Writing & Math

Regulation 9(1)(a)

Annual Target/Goal: EQUITY between Gender & Demographic cohorts.
Regulation 9(1)(a)**What do we expect to see by the end of the year?**
Regulation 9(1)(d)

Improved student achievement in Reading, writing & math

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	How will you measure success? Regulation 9(1)(d)	Monthly Update
Explore a Structured approach to Literacy - BSLA in Jnr School	Curriculum Lead, DP	Rt Lit / Facilitator	Monitoring achievement through assessment Feedback from facilitator of implementation	
Focus on Handwriting Great NZ Handwriting Challenge	All staff	PLD	Completion of PLD Student workbooks as evidence Classroom observation	
Use writing moderation processes	All staff	Learning Progressions	Evidence of moderation processes Samples of students work collated	
Invest in Dibels Assessment (Snr Sch)	DP	Rt Lit / Facilitator	Monitoring achievement through assessment Feedback from facilitator of implementation	
Use The Code (Spelling Prog)	All staff	The Code	Observe in class implementation program Monitoring achievement through assessment Feedback from facilitator of implementation	
Spelling Bee - promote & celebrate	Curriculum Lead	Competition materials	Number of students that participate Student voice	
Use Prime across the entire school	All Staff Facilitator	Prime material for teachers & students	Monitoring progress through assessment Student Voice Teacher feedback	
Use Otago Problem Challenge	Curriculum Lead Principal	Materials	Student achievement data Student voice	
Learning Through Play (LTP)	All staff Facilitator DP	Resources as requested by staff	Monitoring of Learning Stories produced Observation by Facilitator, DP, principal Student voice Teacher feedback	

Strategic Goal 2: Create an innovative curriculum through effective teaching

Regulation 9(1)(a)

**Annual Target/Goal: Innovative curriculum practices
Effective Teaching**

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Regulation 9(1)(d)

Learning Through Play utilised across the school

Learning stories used as assessment

House of Science being incorporated into the curriculum either as a stand-alone or thorough LTP

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	How will you measure success? Regulation 9(1)(d)	Monthly Update
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Innovative Curriculum

LTP PLD with Longworth Education	DP, Curriculum Lead	PLD Webinars Face-to-face Facilitator	Monitoring of Learning Stories produced Observation by Facilitator, DP, principal Student voice Teacher feedback	
Mentoring support for teachers to implement LTP	Facilitator	Release Time	Feedback from facilitator Teacher feedback	
Set up provocations to initiate LTP	All staff	As requested by staff	Observation of LTP in action Feedback from facilitator Teacher feedback & student voice Creation of Environment playscape	

Use Learning Stories to capture learning	DP, Curriculum Lead	Templates Time PLD	Samples of Learning Stories Student voice Teacher feedback	
Use House of Science to initiate inquiry	Curriculum Lead, Principal	HOS Kits	Observation of the kits in use Teacher feedback Student voice	
STEAM / EPro8	Curriculum Lead, All Staff	EPRO8 kits	Observation of kits in use Participation in EPRO8 challenges in school & out Participation in EWCS Tech Challenge Teacher feedback Student voice	
Effective Teaching				
Engagement in PGC	All staff	Time	Minutes of meeting minutes Discussions Feedback from teachers	
Attending PLD & utilising recommendations	All staff	Time & release	Evidence of implementation in planning & practice through observation Discussion & feedback	
Reflect on practice	All staff	Time	Copies of reflective journals Discussions & feedback	
Planning & Preparation	All staff	Time	Evidence of planning Teacher discussion & feedback Student voice	
Video clip of practice	All staff	Swivl	Viewing of video clips Teacher feedback	
Analyse video	All staff	Time	Discussion Teacher feedback Observation of implementation in lessons	

Strategic Goal 3: Establishing Collaborative Learning Partnerships

Regulation 9(1)(a)

Annual Target/Goal:

Regulation 9(1)(a)

- Partnering with ministry & property consultants to improve Learning Environments
- Partnering with whanau & parent community to improve Attendance
- Partnering with local industry, community & support agencies to re-establish Rural Character of school

What do we expect to see by the end of the year?

Regulation 9(1)(d)

- Refurbishing of toilet block
- Replacement of roof on main block
- Refurbishment of foyer with creation of LSC office
- Engagement of whanau & parent community in several different ways
- Increase of Attendance to 70% of students attending 90% of the time
- Return of animals to school paddocks & incorporate with playscape

Actions

Regulation 9(1)(b)

Who is Responsible
Regulation 9(1)(c)

Resources Required
Regulation 9(1)(c)

How will you measure success?
Regulation 9(1)(d)

Monthly Update

Property Manager to oversee projects

-Toilets

Principal, Board,
Property consultant

As per project

Completion of project

-Roof over Block A

Principal, Board,
Property consultant

As per project

Completion of project

-Learning Support Coordinator Office	Principal, Board, Property consultant	As per project	Completion of project	
New 10YPP creation	Principal, Board, Property consultant	As per project	Liaise with property team Review draft documents & plans Provide feedback on plan Approve final document	
- Cyclic Maintenance Plan	Principal, Board, Property consultant	As per project	Get painting quote Use to create plan Add to 10YPP	
Find opportunities to invite whanau & parent community to school	Cultural Lead, All staff	As per event	Video & photographic evidence of attendance Opportunities to complete surveys at events	
Attendance				
- Fortnightly recognition of excellence, termly draws for rewards, Annual acknowledgement of excellence	All staff	Tokens, Rewards, certificates	Comparative attendance data from SMS MOE analysis of termly data Fortnightly monitoring of attendance for certificates & rewards	
Rural Character				
- Trees for Survival	Green Team	Time, Parent support for transport	Photographic evidence of care of seedlings, nurturing of plants, irrigation & finally planting on farms	
- Gardens	Green Team Whole School Blair Ferntastic	Maintenance contractor Time	Lawns regularly cut & maintained Gardens regularly trimmed & maintained Monitoring of trees for pruning as needed - H & S	
- Animals	Whole School	Animals	Reintroduction of: - Alpacas - Chickens Adding more animals	

