

“Judge a man by his questions rather than by his answers.” Voltaire



**Historical Position**

Our most recent strategic focus has been on lifting achievement in maths and agency (Innovation Fund). We have had impact on maths learners but there remains a tail, which we now turn our attention to further. The school charter including strategic plan is being redeveloped. There are emerging opportunities and ideas that are being explore in programmes, assessment and organisation. Much of our approach in 2017 is meeting the needs of targeted students or groups of students, further personalizing learning to accelerate the achievement of these students.

**Strategic goal 1 states:**

To provide a high-quality, student centred education where:

- Each student achieves high standards and makes significant personal progress in all areas, especially reading, writing and maths;
- There is a focus on accelerating progress for priority learners;
- Giftedness is identified and positively nurtured;
- Elearning is embedded;
- Students are keen to learn and have the capacity to do so (agency);
- Physical skills and fitness, leads to effective participation in a range of sports;
- Assessment, evaluation and review is used to inform better learning;
- Original ideas and thoughts are encouraged, valued and explicitly planned for;
- Student voice is actively sought, valued and acted upon;
- Te Reo Maori is explicitly planned for.

**Targets or Intended Outcomes:**

Refer to document ‘Achievement Targets 2017’

Action	When	Cost/resource	Responsibility
Charter Review completed and consultation with community carried out. Cross-group workshop responding to challenges and identifying future priorities. Develop draft charter and strategic plan. Further edit and publish.	Aug 2016 –April 2017	\$250	D, BOT
Second year of formal review of PLD (in maths) against best evidence principles. Use this to guide more personalized approach to PLD in 2017.	Dec 2016	In PLD budget	D
Board of Trustees workshop on achievement data from 2016. Begin framing achievement targets. Leadership team develop further. Board approve and submit to MOE	Dec-Feb		D
Call Back Day –review/dig into the maths data (PAT information) for end of last year. How does this inform our planning?	Jan 2017		J
Set up Performance Appraisal/Inquiry for Principal and for teaching staff. Focus on personalizing this. (What are the needs of your class? What are the opportunities that exist that you think (hunch) would have impact on your students progress and achievement?	Feb-Mar	PLD budget	D
Community of Learning appointments made. Joy/Troy across school and Kerri/Nic within school. Community of Learning key personnel work together to develop programme and approach. This work is developing.	Nov 2016 – Dec 2017	COL Staffing	D, Joy, Troy, Nic, Kerri
Meet the Parent (Re-register for School Interviews, online booking system)	Feb	175	D

Initiate CLICK for 2017 (Parent-student learning project from 8.30 daily). Review later. See additional resources from Supporters' Club (play kitchen?)	Feb -	1000	D, Ebony, Kelly
Initiate partner school responsibility as part of the Masters of Tchg/Ln programme.	Feb -	(Income pays for release and DP role)	J
Carry out full school Cool Schools Mediation training. Deploy playground mediators.	Feb-Mar	350	James, staff
Identify curriculum reports and reviews that will be tabled at board meetings. Develop schedule.	Feb		D
Employ an additional 0.1 for Suzanne to inquire into the place of P4C (Philosophy for Children) with a possible view to rolling it out across the full school in the future. Suzanne work with two classes on this.	Feb -Dec	staffing	D
Two classes/teachers identified to work on a model for strengthening/developing Student Led Conferences further –Fiona and Rosie. Work with David for full day on developing this. Release day for assessments.	Feb-Mar	\$600	D, R, F
Complete Analysis of Variance and National Standards report for forwarding to MOE. Provide interim update of charter to MOE.	Feb		D
Maths Support Teacher role created. Attend daylong workshop.	Feb	Separate costing available	D, Mel
Maths PLD for staff initiated for year –focus on in-school leaders leading the work, providing additional focus on those students that are not achieving, and new teachers.	Feb -Dec	PLD budget	D
Jugyou kenkyuu (collaborative inquiry) carried out terms two and three. Diverse contexts –could be coding and robotics, could be accelerating learning in maths...each team to agree to focus. Important part? The HOW of teaching, making evidence based decision.	May -Sept	PLD Budget & some staffing	D
Teaching staff confirm focus group for their inquiry and later confirm their initial plan of attack.	March -		D
Make arrangements for various individual courses –autistic spectrum disorder; needs based teaching for visually impaired; Early Literacy Project; Infinity Learning Maps; and a whole lot more to support individual teachers with these needs in their class.	Feb -	\$2000	D
Treaty of Waitangi course –full staff, board and community invited.	June	\$1500	D
Full staff training/workshop in playbased learning. Precede this with someone from Massey working staff through developmental theory (piagets stages or similar)	May-July	\$2000	D, Ebony
Collate and analyse national standards mid year data and look for trends. Complete report for tabling at BOT	July		D, Leadership

meeting			
Use modified version of report as developed last year and seek reaction.	July	1000	D
Begin developing Innovation Fund Plan possibly with Whakarongo, most likely in the development of STEM?	July		D
Two teachers report their inquiries to Board. All others reflect on their own and present findings to Team Leader and also team/staff.	Nov		All
Collate and analyse end of year data for national standards.	Nov		D, Leadership