



SILVERDALE SCHOOL

School Charter Strategic Annual Plan for 2017-2019



Learn to Journey - Journey to Learn
Ako Ki te Haerenga - Haerenga Ki te Ako

Our Vision

Learn to Journey - Journey to Learn

Our Mission

To actively prepare each child to take responsibility for their own life-long learning, values and behaviour, in partnership with the home and community.

Our Values

As a BLP (Building Learning Power) School

- **Resilience** - perseverance, managing distractions, noticing, absorption
- **Resourcefulness** - questioning, capitalising, making links, reasoning, imagining
- **Reflectiveness** - planning meta-learning, distilling, revising
- **Reciprocity** - imitation, interdependence, empathy and listening, collaboration

Children will:

- Respect a value system that includes honesty, integrity, compassion and trustworthiness.
- A belief in themselves as learners and as valuable people.
- A thirst for knowledge and a curiosity about life.
- Acknowledging, appreciating and valuing other cultures, beliefs and prior knowledge.
- The passion and skill to continue learning, perseverance.
- Confidence to set and achieve personal goals.
- Positive attributes for being valuable members of society.
- Comfortable with risk, yet supportive of challenges, confident to ask questions.
- An open, enquiring attitude.
- Confidence in their own ability.
- Responsibility to self and community and a willingness to co-operate.
- Respect for people and property.

School Description

Silverdale School is a decile 10 school with a current roll as of February 2017 of 600. Silverdale School is a full primary with a 140+ year history. We moved to the current site at the end of 2006. The school was completely new and the design incorporated the extensive consultation with staff, community and student and modern learning considerations. Consequently, we have a state of the art school with high tech capabilities, elements of sustainability within our environment and a school designed to incorporate the collaborative, interactive nature of our mission statement.

Students of our school come from varied backgrounds but largely comprise of semi-rural and urban mix. A percentage of our students come to school by bus (around 12%). The parents generally enjoy settled employment and are fully supportive of the school.

We are sited in a burgeoning urban subdivision which is now impacting on our roll. We have grown from 136 (2006) to 660 (December 2016). This means dramatic changes in our roll, our staffing and the size of the community from which we draw. Essentially the composition of the ethnic mix has remained stable but we are beginning to see greater increase in the number of Asian students in particular Chinese students.

We also enjoy the diversity that our small number of International Students provide.

As a school in a thriving community, we have actively sought and promoted opportunities for our students to engage in sporting, cultural and academic exchanges with local school and within specific clusters and our local environment.

Students are intensely interested and actively engaged in the many varied learning occasions and these provide a range of opportunities for ongoing student learning and achievement.

Maori Dimensions and Cultural Diversity

In the spirit of the Treaty of Waitangi, Silverdale School makes provision for the choice of Maori language as part of our curriculum.

- An annual hui **or** individual contact (verbal and/or written) will be made with parents about their aspirations for their children and how the school can best meet their particular needs.
- **Incorporating tikanga Maori (Maori culture and protocol) and instruction in te reo Maori (Maori language) for full time students whose parents ask for it (2001 Education Standards Act Section 61,(3),(a),(ii)) will follow the process outlined below:**
 1. Acknowledge and value parent's perspectives.

2. Advise parent/s that the request for te reo instruction for their child will be taken to the Board of Trustees for consideration.
3. The Board will consider –
 - resourcing – personnel, costs, equipment.
 - catering for children with differing entry levels of fluency.
 - teaching approaches within the school.
 - organization and management of the programme.
 - assessment and evaluation of the programme.
 - support and shared partnership.
 - whether we can effectively offer a sufficiently robust and sustainable programme.
4. Advise the parent/s whether the child’s specific needs can be met effectively

Silverdale School has a wide range of ethnicities. As of February 2017, the makeup of our children were: African/African Origins 2.5%, British/Irish 3.2%, Chinese 12.5%, Indian 2.5%, Korean 1.8%, NZ European 58.4%, NZ Maori 8.3%. The children come to school wanting and expecting to learn.

	Number	Percentage
African	15	2.5%
Australian	9	1.5%
British/Irish	19	3.2%
Chinese	75	12.5%
Fijian	1	
Filipino	8	1.3%
Indian	15	2.5%
Japanese	2	
Khmer	5	
Korean	11	1.8%
Hispanic	1	
Middle East	5	
Not Stated	1	
NZ	350	58.4%
Maori	50	8.3%
Other Asian	8	1.3%

Other European	19	3.2%
Vietnamese	5	
Total	599	

Principles underpinning school practice

Our school:

- Value learners and learning by recognising individual strengths and providing opportunities and resources to enhance each child's academic, social and Hauora (emotional, physical and spiritual) development;
- Creates a love of learning through a rich and varied programme that recognises the partnership between school, community and family and whanau;
- Develops caring, sharing, life-long learners who are independent thinkers able to set goals, process and solve problems.
- Encourages our learners to embrace change and be forward thinkers, to be innovative
- Maintains high expectations for student achievement and aim to raise student achievement in literacy and numeracy (Using Language, symbols and texts)
- Prepares our students for tomorrow's world with the academic, social and life skills they will need to succeed.
- Recognises and celebrates the mix of cultural identities that provide the richness and diversity within our school. This includes Maori, Pakeha, Pasifika, European, African and Asian students.

Baseline Data from 2016

Analysis of the school wide data at the end of 2016 showed the following:

Reading

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	13	2.3%	68	11.8%	336	58.2%	160	27.7%	577
Maori	2	3.8%	8	15.1%	30	56.6%	13	24.5%	53
Pasifika			2	40.0%	2	40.0%	1	20.0%	5
Male	10	3.4%	45	15.4%	168	57.3%	70	23.9%	293
Female	3	1.1%	23	8.1%	168	59.2%	90	31.7%	284

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			23	24.2%	65	68.4%	7	7.4%	<u>95</u>
After 2 years at school			12	14.0%	63	73.3%	11	12.8%	<u>86</u>
After 3 years at school	2	3.1%	7	10.8%	29	44.6%	27	41.5%	<u>65</u>
End of Year 4	4	4.9%	6	7.3%	51	62.2%	21	25.6%	<u>82</u>
End of Year 5	2	2.2%	9	9.9%	47	51.6%	33	36.3%	<u>91</u>
End of Year 6	4	6.2%	5	7.7%	37	56.9%	19	29.2%	<u>65</u>
End of Year 7	1	2.1%	4	8.5%	28	59.6%	14	29.8%	<u>47</u>
End of Year 8			2	4.3%	16	34.8%	28	60.9%	<u>46</u>
Totals	13		68		336		160		577

Writing

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	10	1.7%	92	15.9%	407	70.5%	68	11.8%	577
Maori	4	7.5%	7	13.2%	35	66.0%	7	13.2%	53
Pasifika			2	40.0%	2	40.0%	1	20.0%	5
Male	7	2.4%	74	25.3%	184	62.8%	28	9.6%	293
Female	3	1.1%	18	6.3%	223	78.5%	40	14.1%	284

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			17	17.9%	77	81.1%	1	1.1%	<u>95</u>
After 2 years at school	1	1.2%	18	20.9%	64	74.4%	3	3.5%	<u>86</u>
After 3 years at school	1	1.5%	10	15.4%	52	80.0%	2	3.1%	<u>65</u>
End of Year 4	2	2.4%	15	18.3%	62	75.6%	3	3.7%	<u>82</u>
End of Year 5	1	1.1%	11	12.1%	65	71.4%	14	15.4%	<u>91</u>
End of Year 6	3	4.6%	7	10.8%	41	63.1%	14	21.5%	<u>65</u>
End of Year 7	1	2.1%	8	17.0%	29	61.7%	9	19.1%	<u>47</u>
End of Year 8	1	2.2%	6	13.0%	17	37.0%	22	47.8%	<u>46</u>
Totals	10		92		407		68		577

Maths

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	9	1.6%	79	13.7%	356	61.7%	133	23.1%	577
Maori	4	7.5%	6	11.3%	39	73.6%	4	7.5%	53
Pasifika			2	40.0%	2	40.0%	1	20.0%	5
Male	7	2.4%	46	15.7%	153	52.2%	87	29.7%	293
Female	2	0.7%	33	11.6%	203	71.5%	46	16.2%	284

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			12	12.6%	82	86.3%	1	1.1%	<u>95</u>
After 2 years at school	1	1.2%	17	19.8%	66	76.7%	2	2.3%	<u>86</u>
After 3 years at school	1	1.5%	15	23.1%	37	56.9%	12	18.5%	<u>65</u>
End of Year 4	2	2.4%	8	9.8%	48	58.5%	24	29.3%	<u>82</u>
End of Year 5	2	2.2%	9	9.9%	48	52.7%	32	35.2%	<u>91</u>
End of Year 6	2	3.1%	8	12.3%	31	47.7%	24	36.9%	<u>65</u>
End of Year 7			5	10.6%	27	57.4%	15	31.9%	<u>47</u>
End of Year 8	1	2.2%	5	10.9%	17	37.0%	23	50.0%	<u>46</u>
Totals	9		79		356		133		577

2017 Annual Targets

Annual Targets for Reading

Team Te Ohanga

By the end of 2017 we will implement a comprehensive reading programme so that at least 80% of children have developed early reading strategies in order to become independent readers at the expected National Standard (green level).

Team Kiwi

By December 2017, we will raise the achievement level in Year 1 and 2 reading by identifying focus children in each class, talking to parents to encourage home reading and practising high frequency words, hearing these children read aloud daily, having buddy readers, using high frequency word games, developing comprehension and story sequencing during big book shared reading and guided reading sessions, and we will have teacher goals focussed on raising the achievement of our target children. So that we have taken the number of below standard and borderline students from 90 students to 38 or less (moving 52 students to standard).

Team Pukeko

By the end of 2017, we will identify our focus children's specific needs and met these needs through a quality reading programme. Our reading programme will include opportunities for scaffolded learning in shared book, explicit teaching of strategies during guided reading and the implementation of the Yolanda Sorrell phonics programme. We will listen to our focus children read daily and books will be sent home every night. So that we can accelerate learning, taking the number of our borderline and below standard students from 30 to 9 or less.

Team Tui

By December 2017, we will raise the achievement level in Year 5/6 reading by identifying focus children in each class, sending home readers daily, hearing these children read aloud daily and developing comprehension skills through literacy circles and fluid reading groups. So that we have taken the number of borderline and below standard readers from 42 students to 27 or less.

Team Karearea

By December 2017, we will raise the achievement level in Team Karearea reading, so that we have taken the number of borderline and below standard readers from 20 students to 5 students.

We will achieved this by identifying focus children in each class, setting each one of them up on reading eggs, hearing these children read aloud regularly and developing comprehension skills through literacy circles and guided reading groups.

Annual Targets for Writing

Team Te Ohanga

By the end of 2017 we will implement a comprehensive writing programme so that at least 80% of children are confidently working on the 40 week writing rubric in order to become independent writers at the expected National Standard.

Team Kiwi

By December 2017, we will have raised the achievement standard in Year 1 and 2 writing by identifying focus children in each class, moderating across Team Kiwi using our writing rubrics and each child having the visual next step guides in their writing books. We will run the Yolanda Soryl phonic programme at least 4 times a week in each class and work closely with parents to learn high frequency word lists. We will have teacher goals focussed on raising the achievement of our target children so that we have taken the number of below standard and borderline students from 94 students to 29 or less (moving 61 students to standard).

Team Pukeko

By the end of 2017, we will identify our focus children's specific needs, used our writing rubrics so that children can see where they are at and where they are going next, provided quality feedback and feedforward during conferencing and implemented the Yolanda Sorrell Phonics programme. So that we have taken the number of borderline and at risk children from 36 to 25 or less.

Team Tui

By December 2017, we will raise the achievement level in Year 5/6 writing by identifying focus children in each class, moderating across team/s and using our writing rubrics for children to see where they are at and where they are going next in order to develop student agency. So that we have taken the number of borderline and below standard writers from 35 students to 24 or less.

Team Karearea

By December 2017, we will raise the achievement level in Team Karearea writing, so that we have taken the number of borderline and below standard writers from 22 students to 7. We will achieved this by identifying focus children in each class, moderating across as a team and using our writing rubrics for children to see where they are at, and where they are going next in order to develop student agency and intense teaching of specific writing skills needed for them to progress.

Annual Targets for Maths

Team Te Ohanga

By the end of 2017 we have integrated number knowledge throughout our daily programme so that at least 80% of children have achieved the number knowledge in order to meet the National Standard expectation.

Team Kiwi

By December 2017, we will have moved the achievement in Year 1 and 2 knowledge in mathematics by identifying focus children in each class, focussing on number knowledge and basic facts with explicit teaching of knowledge, playing number knowledge games and learning songs. We will talk to parents and encourage basic facts, skip count and doubles practise at home. We will have teacher goals focussed on raising the achievement of our target children so that we have taken the number of below standard and borderline students from 88 to 28 or less (moving 60 students to standard).

Team Pukeko

By the end of 2017, we will identify our focus children's needs, provided authentic rich problem solving tasks, explicit group teaching to address knowledge and strategy gaps and used Mathletics to support home learning. So that we can accelerate learning, taking the number of our borderline and below standard students from 33 to 10 or less.

Team Tui

By December 2017, we will raise the achievement levels in Year 5/6 mathematics by identifying focus children in each class, developing authentic rich problem solving tasks (incorporating strand, knowledge and strategy) and using collaborative, fluid groupings. So that we have taken the number of borderline and below standard in mathematics from 46 students to 18 or less.

Team Karearea

By December 2017, we will raise the achievement levels in Team Karearea mathematics, so that we have taken the number of borderline and below standard in mathematics from 19 students to 5 students. We will achieved this by identifying focus children in each class, developing authentic rich problem solving tasks (incorporating strand) and collaborative group sessions.

Annual Targets for Reading 2017

Objectives	Actions to Achieve Reading Achievement Targets	Outcomes
<p>Team Te Ohanga By the end of 2017 we will implement a comprehensive reading programme so that at least 80% of children have developed early reading strategies in order to become independent readers at the expected National Standard (green level).</p>	<p>How are we going to meet those targets?</p>	
<p>Team Kiwi By December 2017, we will raise the achievement level in Year 1 and 2 reading by identifying focus children in each class, talking to parents to encourage home reading and practising high frequency words, hearing these children read aloud daily, having buddy readers, using high frequency word games, developing comprehension and story sequencing during big book shared reading and guided reading sessions, and we will have teacher goals focussed on raising the achievement of our target children. So that we have taken the number of below standard and borderline students from 90 students to 38 or less (moving 52 students to standard).</p>	<p>How are we going to meet those targets?</p>	
<p>Team Pukeko By the end of 2017, we will identify our focus children's specific needs and met these needs through a quality</p>	<p>How are we going to meet those targets?</p>	

<p>reading programme. Our reading programme will include opportunities for scaffolded learning in shared book, explicit teaching of strategies during guided reading and the implementation of the Yolanda Sorrell phonics programme. We will listen to our focus children read daily and books will be sent home every night. So that we can accelerate learning, taking the number of our borderline and below standard students from 30 to 9 or less.</p>		
<p>Team Tui By December 2017, we will raise the achievement level in Year 5/6 reading by identifying focus children in each class, sending home readers daily, hearing these children read aloud daily and developing comprehension skills through literacy circles and fluid reading groups. So that we have taken the number of borderline and below standard readers from 42 students to 27 or less.</p>	<p>How are we going to meet those targets?</p>	
<p>Team Karearea By December 2017, we will raise the achievement level in Team Karearea reading, so that we have taken the number of borderline and below standard readers from 20 students to 5 students.</p>	<p>How are we going to meet those targets?</p>	

<p>We will achieved this by identifying focus children in each class, setting each one of them up on reading eggs, hearing these children read aloud regularly and developing comprehension skills through literacy circles and guided reading groups.</p>		
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Annual Targets for Writing 2016		
Objectives	Actions to Achieve Reading Achievement Targets	Outcomes
<p>Team Te Ohanga By the end of 2017 we will implement a comprehensive writing programme so that at least 80% of children are confidently working on the 40 week writing rubric in order to become independent writers at the expected National Standard.</p>	<p>How are we going to meet those targets?</p>	
<p>Team Kiwi By December 2017, we will have raised the achievement standard in Year 1 and 2 writing by identifying focus children in each class, moderating across Team Kiwi using our writing rubrics and each child having the visual next step guides in their writing books. We will run the Yolanda Soryl phonic programme at least 4 times a week in each class and work closely with parents to learn</p>	<p>How are we going to meet those targets?</p>	

<p>high frequency word lists. We will have teacher goals focussed on raising the achievement of our target children so that we have taken the number of below standard and borderline students from 94 students to 29 or less (moving 61 students to standard).</p>		
<p>Team Pukeko By the end of 2017, we will identify our focus children's specific needs, used our writing rubrics so that children can see where they are at and where they are going next, provided quality feedback and feedforward during conferencing and implemented the Yolanda Sorrell Phonics programme. So that we have taken the number of borderline and at risk children from 36 to 25 or less.</p>	<p>How are we going to meet those targets?</p>	
<p>Team Tui By December 2017, we will raise the achievement level in Year 5/6 writing by identifying focus children in each class, moderating across team/s and using our writing rubrics for children to see where they are at and where they are going next in order to develop student agency. So that we have taken the number of borderline and below standard writers from 35 students to 24 or less.</p>	<p>How are we going to meet those targets?</p>	
<p>Team Karearea By December 2017, we will raise the achievement level in Team Karearea</p>	<p>How are we going to meet those targets?</p>	

<p>writing, so that we have taken the number of borderline and below standard writers from 22 students to 7. We will achieved this by identifying focus children in each class, moderating across as a team and using our writing rubrics for children to see where they are at, and where they are going next in order to develop student agency and intense teaching of specific writing skills needed for them to progress.</p>		
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Annual Targets for Maths 2016		
Objectives	Actions to Achieve Reading Achievement Targets	Outcomes
<p>Team Te Ohanga By the end of 2017 we will integrate number knowledge throughout our daily programme so that at least 80% of children have achieved the number knowledge in order to meet the National Standard expectation.</p>	<p>How are we going to meet those targets?</p>	
<p>Team Kiwi By December 2017, we will have moved the achievement in Year 1 and 2 knowledge in mathematics by identifying focus children in each class, focussing on number knowledge and basic facts with explicit teaching of knowledge, playing number knowledge games and learning songs. We will talk to</p>	<p>How are we going to meet those targets?</p>	

<p>parents and encourage basic facts, skip count and doubles practise at home. We will have teacher goals focussed on raising the achievement of our target children so that we have taken the number of below standard and borderline students from 88 to 28 or less (moving 60 students to standard).</p>		
<p>Team Pukeko By the end of 2017, we will identify our focus children's needs, provided authentic rich problem solving tasks, explicit group teaching to address knowledge and strategy gaps and used Mathletics to support home learning. So that we can accelerate learning, taking the number of our borderline and below standard students from 33 to 10 or less.</p>	<p>How are we going to meet those targets?</p>	
<p>Team Tui By December 2017, we will raise the achievement levels in Year 5/6 mathematics by identifying focus children in each class, developing authentic rich problem solving tasks (incorporating strand, knowledge and strategy) and using collaborative, fluid groupings. So that we have taken the number of borderline and below standard in mathematics from 46 students to 18 or less.</p>	<p>How are we going to meet those targets?</p>	
<p>Team Karearea</p>	<p>How are we going to meet those</p>	

By December 2017, we will raise the achievement levels in Team Karearea mathematics, so that we have taken the number of borderline and below standard in mathematics from 19 students to 5 students. We will achieved this by identifying focus children in each class, developing authentic rich problem solving tasks (incorporating strand) and collaborative group sessions.

targets?

Strategic Intentions 2017 - 2019

NAG 1 Student Learning

Goal	Actions
<p>1. To provide opportunities, guidance and support for children to succeed in all areas of the curriculum.</p>	<ul style="list-style-type: none"> * Ensure children experience a wide curriculum programme with high quality learning experiences. * Support teacher inquiry into analysis of student achievement and their own practice ensuring professional development is planned for a well resourced. * Continue to develop our school wide BLP programme. * Continue to develop our modern learning practices. * Regularly acknowledge children's efforts, achievements and contributions. * Continue to use a variety of achievement data to: <ul style="list-style-type: none"> - Set goals and targets for groups of children and report to these to our community - Direct resources for specific professional development for all staff - Promote discussion and actions at BOT, senior leadership, team and class levels - Track children cohort achievement to look for patterns * Staff and team meetings continue to be professional development based on modern learning practices, BLP, assessment and teaching as inquiry * Curriculum team leaders responsibilities allocated to writing, reading, maths, modern learning practices, BLP, assessment and teaching as inquiry. Release time given as budget allows for curriculum team leaders. * Continue to build and make new relationships with schools locally and nationally to share best practice. * ICT is in use everyday in every class to enhance learning programmes. * Ensure all are responsive to the use of future focussed technology. * eLearning is used to make connections in the local and global context. * Children will know how and when to use ICT for their learning. * Parent community understands and supports eLearning. * Maintain and develop 1 to 1 chromebook implementation with the Year 5/6 and Year 7/8. * Introduce 1 to 1 chromebook implementation with Year 4. * Introduce 1 to 2 chromebook implementation with Year 3. * Maintain and develop 1 to 2 iPad implementation with the Year 1/2.

	<ul style="list-style-type: none"> * To develop student voice in the planning of teaching and learning programmes so that children can develop their own learning pathways. * Offer Year 7/8 careers advice. * Priority Learners are identified early and they are well supported with extra support programme to cater for their needs. * Maori Priority Learners are identified early and they are well supported with extra support programme to cater for their needs.
<p>2. In a safe and supportive environment children will engage in programmes that support their specific learning needs that will accelerate or extend their levels of achievement.</p>	<ul style="list-style-type: none"> * Engage children in relevant, meaningful and personalised learning. * Continue to prioritise individual children's progress. * Provide opportunities for children to develop lifelong skills. * All staff have high expectations of student learning and achievement. * Teachers demonstrate an increased understanding of teaching as inquiry. * Differentiated teaching and learning is demonstrated in all classes. * Teachers are using future focussed learning tools and pedagogy. * Children are being extended in their learning so that their needs are being met.
<p>3. Enhance, develop and review Building Learning Power (BLP).</p>	<ul style="list-style-type: none"> * BLP is a part of our teaching and learning programmes and not viewed in isolation. * Continue to nurture BLP inclusiveness, make it integrated as part of the learning process. * Leadership allocated to a staff member. * Staff meetings used to share best practice. * Guidance and support offered to all staff. * Make links with other schools to share ideas and best practice. * Children, BOT, staff, community are familiar with BLP and the stages within it. * Include Children, BOT, staff, community voice in review of BLP. * Ongoing review of BLP * Build on BLP programme across the school to enhance the opportunities for children to develop the skills of BLP.
<p>4. Enhance, develop and review to strengthen the use of assessment and testing practices.</p>	<ul style="list-style-type: none"> * Review school wide the consistency of how we use assessment. * Leadership allocated to a staff member. * Staff meetings used to share best practice. * Guidance and support offered to all staff. * Make links with other schools to share ideas and best practice. * Children, BOT, staff, community are familiar with best practice of using assessment to meet the needs of the children. * Include Children, BOT, staff, community voice in review of our assessment procedures. * Build on the assessment programme across the school to enhance the

	<p>opportunities for staff to develop their skills in using assessment.</p> <ul style="list-style-type: none"> * Review assessment procedures regularly to ensure teacher judgements are accurate and consistent across the school. * Review and refine the school wide assessment schedule to ensure achievement data gathered has a purpose and is used to improve children's learning and teachers teaching. * Through staff and team meetings support, guide teachers to ensure competence and consistency in administering tests, unpacking data, and identifying next steps in learning.
<p>5. Enhance, develop and review modern learning practices.</p>	<ul style="list-style-type: none"> * Modern learning practice is a part of our teaching and learning programmes and not viewed in isolation. * Leadership allocated to a staff member. * Nurture modern learning practice inclusiveness, make it integrated as part of the learning process. * Staff meetings used to share best practice. * Guidance and support offered to all staff. * Make links with other schools to share ideas and best practice. * To develop the characteristics of a future-focused school that is meeting the needs of our local community. * Development of confident, capable, aligned staff who will be able to successfully implement modern learning practice. * Ensure sustainability in our practice to ensure the school continuously improves in the future.
<p>6. Enhance, develop and review teaching as inquiry.</p>	<ul style="list-style-type: none"> * Ensure that expectations and responsibilities of staff are clear. * Review and update job descriptions, ensuring alignment with school charter and beliefs regarding effective teaching and learning. * Provide on-going professional development opportunities, allowing all staff to grow their effectiveness. * Continue to develop the school's teaching as inquiry e-portfolios. * Provide an environment where innovative practice is supported encouraging staff to consider, evaluate and share new ideas. * Ensure regular staff consultation, continuing to review and strengthen teaching practice.
<p>7. PB4L</p>	<ul style="list-style-type: none"> * Help parents, whānau, teachers address problem behaviour, improve children's well-being, and increase educational achievement. * Strengthen relationships and create more positive home and school environments. * Remove barriers to engagement and improve students' chances to achieve at

	<p>school and beyond.</p> <ul style="list-style-type: none"> * Develop whole-school change initiatives, targeted group programmes, and individual student support services. * Develop the school environment as positive and supportive * Expectations are consistently clear * Students are consistently taught desired behaviours * Students are consistently acknowledged for desired behaviours and undesirable behaviours are responded to in a fair and equitable way.
8. ALLiS Mandarin Language Learning Programme	<ul style="list-style-type: none"> * Set up new Asian language learning programmes with a focus on teaching Mandarin to Years 5 to 8. * Establish language learning pathways from our school through to Orewa College. * Encourage greater collaboration amongst our cluster schools in partnership with external Asian language and cultural organisations. * To increase the number of students learning Mandarin.
9. CoL	<ul style="list-style-type: none"> * Working together with our CoL schools (Orewa, Orewa College, Wainui, Orewa North and Dairy Flat) to help learners achieve their full potential. * Set shared achievement challenges with our CoL schools based on the particular needs of our learners. * Collaborate and share expertise with our CoL schools. * Develop students learning pathways that are supported across the community. * Improve students transition through our local education system. * Provide more opportunities for parents, families and whānau and communities to be involved with children's learning. * Allow teachers time to work together on meeting the achievement challenges, drawing on each other's skills, knowledge and experience.

NAG 2 Documentation and Self Review

Goal	Actions
1. To review policies and procedures as per the timetable.	<ul style="list-style-type: none"> * Continue with regular review by following our review cycle and on going curriculum review. * BOT ratifies policies.
2. To review Health and Safety in light of new legislation.	<ul style="list-style-type: none"> * Update Health and Safety practices and procedures accordingly. * Ensure signage and all other obligations are up to date.

3. To review staff appraisal.	<ul style="list-style-type: none"> * Teaching staff have further developed skills in setting teaching as inquiry goals. * Continue the use of e-portfolios for collection of appraisal and teaching as inquiry evidence. * Aspects of Tataiako are incorporated into teacher appraisal and linked to the RTC and Professional Standards.
4. To review communication with the school community.	<ul style="list-style-type: none"> * Website is regularly updated and reflects the school in a positive way. * Parent information and parent information evenings are reviewed for effectiveness.
5. To review optimum school, cohort, class sizes.	<ul style="list-style-type: none"> * Continue to monitor school growth predictions. * Review optimum cohort and class numbers in relation to overall school numbers, available learning spaces and staffing.

NAG 3 Personnel

Goal	Actions
1. To promote career development for staff.	<ul style="list-style-type: none"> * Units to be allocated to develop leadership in a range of contexts. * Current leaders will take part in leadership professional development. * Aspiring leaders will be encouraged to take part in leadership professional development opportunities.
2. To review teacher aide use and appointments.	<ul style="list-style-type: none"> * Senior Leadership Team will have discussions around the most effective use of teacher aides and programmes to meet students needs with a focus on student achievement.
3. Staff scholarship for further education.	<ul style="list-style-type: none"> * BOT to continue to offer the staff scholarship (\$10,000) for further education that any staff member can apply for, to further their education.

NAG 4 Finance and Property

Goal	Actions
1. To set annual budget to reflect the priorities identified by the Principal and BOT.	<ul style="list-style-type: none"> * Annual budget set to complete personnel priorities. * Annual budget set to complete curriculum professional learning and development. * Annual budget set to complete property maintenance and painting.

<p>2. To update ICT throughout the school.</p>	<ul style="list-style-type: none"> * Purchase chromebooks for Team Pukeko (Year 3/4) so each child has a chromebook in Year 4 and 1 to 2 in Year 3. * Purchase 2 classroom iPads for Team Kiwi (Year 1/2) so there is a ratio of 1:2 iPads per classroom. * Appropriate apps purchased for iPads to enhance teaching and learning programme. * Purchase lockable storage for chromebooks.
<p>3 To improve the overall school environment.</p>	<ul style="list-style-type: none"> * Investigate and and make improvements to the school gardens, outdoor furniture, play equipment and playground markings. * Cyclical maintenance continued. * Senior playground area investigated and developed once footprint of Stage 4 build. * Continue with the library development upgrade. * Develop field into a sand based field. * Upgrade area outside Rooms 23 and 25 with artificial grass to enhance the environment. * Install shade sails outside Rooms 23 and 25. * Add bench seating and picnic tables for the area outside Rooms 23 and 25.

NAG 5 Health and Safety

<p>Goal</p>	<p>Actions</p>
<p>1. Provide a healthy and safe physical and emotional work environment.</p>	<ul style="list-style-type: none"> * Regularly review the work environment for staff and students to ensure the BOT is providing a healthy and safe environment. * BOT regularly acknowledge staff at various times of the year recognising, acknowledging and supporting both individual and whole staff needs. * On going property maintenance and hazard identification completed to eliminate, reduce or isolate health and safety hazards. * All staff to undertake training on worker responsibilities, what is reasonable, hazard and risk identification. * BOT undertake training and professional development in relation to the Health and Safety at Work Act 2015.
<p>2. To review Health and Safety in light of new legislation.</p>	<ul style="list-style-type: none"> * Update Health and Safety practices and procedures accordingly to the Health and Safety at Work Act 2015. * Ensure signage and all other obligations are up to date.

Core Strategies for Achieving Goals 2017 – 2019

NAG 1 Student Learning

2017

- Continue to monitor learning progressions and alignment with National Standards identifying target students and providing appropriate programmes to accelerate learning, including Maori, Pasifika and Asian students.
- Provide mentoring situations for all senior students so there is an essential go-to adult within staff.
- Continue to add to the e-learning portfolios so students and parents can track progress across the year.
- Use strategic community partnerships to enrich learning for all students.
- Continue to build student expertise in second language learning across the school and use agreed assessment to determine the effectiveness of student achievement.
- ALLiS Mandarin Language Learning Programme in Years 5, 6, 7 and 8.
- Maintain gold status as an enviro school.
- Celebrating diversity in its many forms.
- School wide BLP days.
- Continue to provide Celebratory days – grandparents, mother's and father's days where students act as hosts explore extending these.
- Introduce PB4L

2018

- Continue to monitor learning progressions and alignment with National Standards identifying target students and providing appropriate programmes to accelerate learning, including Maori, Pasifika and Asian students.
- Provide mentoring situations for all senior students so there is an essential go-to adult within staff – explore possibility of appointing a school counsellor.
- Continue to add to the e-learning portfolios so students and parents can track progress across the year.
- Use strategic community partnerships to enrich learning for all students.
- Continue to build student expertise in Mandarin language learning across the senior school, Years 5, 6 and 7 and use agreed assessment to determine the effectiveness of student achievement.

2019

	<ul style="list-style-type: none"> ● Continue to monitor learning progressions and alignment with National Standards identifying target students and providing appropriate programmes to accelerate learning, including Maori, Pasifika and Asian students. ● Provide mentoring situations for all senior students so there is an essential go-to adult within staff. ● Continue to add to the e-learning portfolios so students and parents can track progress across the year. ● Use strategic community partnerships to enrich learning for all students. ● Maintain gold status as an enviro school. ● Continue to build student expertise in Mandarin language learning and expand into the junior teams and use agreed assessment to determine the effectiveness of student achievement related to second language learning progressions.
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Core Strategies for Achieving Goals 2017 – 2019	
NAG 2 Documentation and Self Review	<p>2017</p> <ul style="list-style-type: none"> ● Review Policy 2, Curriculum Delivery Procedures. ● Review Policy 5, Health and Safety Procedures. ● Review Policy 6, Legal Responsibilities Procedures. ● Review Policy 3, Personnel. ● Review Policy 4, Finance. ● Review Policy 5, Health and Safety. ● ● Review staff appraisal. ● Review International Students <p>2018</p> <ul style="list-style-type: none"> ● Review policies and procedures as per the timetable. ● Review Health and Safety . ● Review staff appraisal. ● Review communication with the school community. ● Review optimum school, cohort, class sizes.

	<p>2019</p> <ul style="list-style-type: none"> ● Review policies and procedures as per the timetable. ● Review Health and Safety. ● Review staff appraisal. ● Review communication with the school community. ● Review optimum school, cohort, class sizes. ● Implement and review the school charter, including annual reviews of strategic plan, annual plan and budget ● Monitor student progress and achievement ● Review assessment and reporting systems for reporting to parents on student progress in relation to National Standards ● Operate an on-going programme of self-review of policies and procedures ● Consult outside agencies, advisory services and other review experts as appropriate
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Core Strategies for Achieving Goals 2017 – 2019	
<p>NAG 3 Personnel</p>	<p>2017</p> <ul style="list-style-type: none"> ● Continue annual review of the enrolment zone. ● Teaching as Inquiry is linked to the strategic direction of the school and to the identified target students. ● Teachers as experts are encouraged to develop their teaching as inquiry. ● Ongoing review of support staff, including teacher aides, across the school. ● Support is in place for our PRTs. ● Staff are encouraged to apply for the BOT Scholarship to further their education. <p>2018</p> <ul style="list-style-type: none"> ● Ongoing review of support staff, including teacher aides, across the school ● Teaching as Inquiry is linked to the strategic direction of the school and to the identified target students. ● Staff are encouraged to apply for the BOT Scholarship to further their education. <p>2019</p>

	<ul style="list-style-type: none"> ● Regularly review enrolments to minimise any out of zone enrolments. ● Teaching as Inquiry is linked to the strategic direction of the school and to the identified target students. ● Visit other large schools to review overall management structures. ● Ongoing review of support staff, including teacher aides, across the school.
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Core Strategies for Achieving Goals 2017 – 2019	
<p>NAG 4 Finance and Property</p>	<p>2017</p> <ul style="list-style-type: none"> ● Ensure appropriate financial (resources) provided to match the growth ensuring adequate provision of learning tools without disadvantaging any particular sector of the school, this also includes personnel grounds, furniture, curriculum, ICT. ● Regular self review to ensure goals and targets are met and that student achievement is at the forefront of the school's operation. ● Continue annual review of the enrolment zone and waiting list. ● The BOT supports the professional development programmes throughout the school. ● Develop field into a sand based field. ● Upgrade area outside Rooms 23 and 25 with artificial grass to enhance the environment. ● Install shade sails outside Rooms 23 and 25. ● Add bench seating and picnic tables for the area outside Rooms 23 and 25. ● Build on previous year's development <p>2018</p> <ul style="list-style-type: none"> ● Ensure appropriate financial (resources) provided to match the growth ensuring adequate provision of learning tools without disadvantaging any particular sector of the school, this also includes personnel grounds, furniture, curriculum, ICT ● Regularly review; enrolments to minimise any out of zone enrolments, the enrolment zone and waiting list. ● Regular self review to ensure goals and targets are met and that student achievement is at the forefront of the school's operation. ● The BOT supports the professional development programmes throughout the school. ● Build on previous year's development <p>2019</p>

	<ul style="list-style-type: none"> ● Ensure appropriate financial (resources) provided to match the growth ensuring adequate provision of learning tools without disadvantaging any particular sector of the school, this also includes personnel grounds, furniture, curriculum, ICT. ● Build on previous year's development ● Regular self review to ensure goals and targets are met and that student achievement is at the forefront of the school's operation. ● Begin the process of consolidation of the school's roll and assess the implications of this for future staffing. ● The BOT supports the professional development programmes throughout the school. ● The BOT carries out its triennial elections
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Core Strategies for Achieving Goals 2017 – 2019	
NAG 5 Health and Safety	<p>2017</p> <ul style="list-style-type: none"> ● Health and Safety committee meet regularly to determine what issues may need attention. ● Ongoing and regular meetings with caretaker. ● Staff to undertake first aid training every three years. ● Monitor traffic and parking issues. ● Monitor contractors on site during building the new classroom block. ● BOT undertake training and professional development in relation to the Health and Safety at Work Act 2015. <p>2018</p> <ul style="list-style-type: none"> ● Ensure traffic and parking issues are sorted. ● Ongoing and regular meetings with caretaker. ● Health and Safety committee meet regularly to determine what issues may need attention. ● Staff to undertake first aid training every three years. <p>2019</p> <ul style="list-style-type: none"> ● Ensure traffic and parking issues are sorted.

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| | <ul style="list-style-type: none">● Ongoing and regular meetings with caretaker.● Health and Safety committee meet regularly to determine what issues may need attention.● Staff to undertake first aid training every three years. |
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