



## 2017 School Charter Strategic and Annual Plan for Tasman School



<b>Principal's endorsement:</b>	Rob Boomer
<b>Board of Trustees' endorsement:</b>	Angela Mangnall
<b>Submission date to Ministry of Education:</b>	1st March 2017

## Tasman School Details

Decile: 9	School Number: 3228
Staffing: 5.41 (2017 Provisional including CRT release and Reading Recovery)	Grading Roll: 100 (2016 Provisional)
Principal: Rob Boomer	BOT Chairperson: Angela Mangnall

Tasman School is a vibrant, caring, family orientated school of about 99 students that come from 69 families. Here each child is valued. We have highly skilled staff, an active and involved community, and superb grounds and facilities. Tasman School was established in 1913 and was originally known as Aporo School, due to the apples grown in the region. The school is set on 5 acres of park-like grounds in the middle of Tasman Township. It is situated about 8 kilometres from Motueka and 45 kilometres from Nelson.

We work with families to support students to be the best they can be - successful individuals and contributing future members of society. We are passionate about academic achievement, our environment, the arts, and physical activity, and expect to have some fun along the way. We believe learning can take place anywhere, at any time.

The school has excellent facilities. Along with the large grounds, we have a swimming pool, well-stocked library, a large tennis/netball court, and an up-to-date digital environment. We have a hall, which is used by school and community alike. This year we will be opening a fifth classroom space to cope with our increasing roll. This will assist in creating two clear teaching syndicates who will continue their work towards Innovative Learning Environment development (ILE).

Tasman School prides itself as a family orientated school, which is the hub of the community. It has built a strong, highly talented and dedicated team of teachers and a committed parent community who work together to provide the best possible opportunities for the children in our school. Widespread community consultation has identified a clear vision for the future and our children enjoy significant success as learners, as leaders and as active participants of a wide range of sporting academic, environmental and creative opportunities. The school is well placed to provide the best of both town and country - as it builds on the past to achieve an exciting future.

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	Our school delivers an outstanding standard of education that meets the needs of every student.
<b>Vision</b>	Our children are to be happy, successful individuals and active contributors to our community.
<b>Values</b>	<p>Our community considers the following to be important...            That our children strive for personal excellence / integrity in all they do, by being</p> <ul style="list-style-type: none"> <li>● Caring (about )               <ul style="list-style-type: none"> <li>■ Pono -Ourselves</li> <li>■ Awhinatanga -Others</li> <li>■ Te Ao -Our world</li> </ul> </li> </ul> <p><i>We will use the arts, social studies, health and physical education to develop our sense of self and others; and science &amp; technology to build and enhance our understandings of our world</i></p> <ul style="list-style-type: none"> <li>● Creative               <ul style="list-style-type: none"> <li>■ In thought</li> <li>■ In action</li> </ul> </li> </ul> <p><i>We will scaffold critical, creative and caring thinking skills that build opportunities for social action. We will reflect our community's passion for the arts in our classroom learning programmes and opportunities for extra curricula experiences.</i></p> <ul style="list-style-type: none"> <li>● Active               <ul style="list-style-type: none"> <li>■ As learners - Ako</li> <li>■ As leaders</li> <li>■ As thinkers</li> <li>■ As movers</li> <li>■ As communicators</li> </ul> </li> </ul> <p><i>We will develop programmes of learning to support each child's next steps in literacy and numeracy, and to develop the skills &amp; attitudes necessary to be a successful learner and active participant in the 21<sup>st</sup> century community. We will expose children to a range of physical activities, both inside and beyond the school environment,( including outdoor education opportunities for the senior rooms of the school.)</i></p>
<b>Principles</b>	<p><b>Equity</b>            All children should feel safe at school, so that school is a positive environment for learning. Classroom expectation will be that:</p>

*Tasman School classrooms are safe and welcoming for each child. We recognise that social behaviours are an important part of learning but have a no tolerance policy for bullying and employ restorative justice processes where necessary, so that any harm is repaired and children are empowered to act with confidence.*

Tasman School recognises the children with special abilities and provides programmes that will extend them. Classroom expectation will be:

*That as part of our needs assessment consideration will be given to children with special abilities. Programmes will be developed and monitored not only in core academic areas, but in all learning areas when the need arises.*

### **Community**

That the school will foster its rural, family centred atmosphere and its role as the hub of our community, by establishing its identity with all members of the school community. Classroom expectation will be that:

*Children will identify with their school and its place in our community. They will show pride in themselves and their school, and set and maintain high standards in all areas, including an appreciation and conservation of our local environment.*

The school recognises the importance of strong partnerships with family to provide the best learning opportunities for its students. Classroom expectations will be that:

*Accurate and appropriate assessment data will be shared with families and students to ensure optimal opportunities for learning. Work towards making progress more accessible to all will occur through the increased use of ePortfolios (senior school), physical portfolios (junior school) and increased opportunities to share examples of student learning through assemblies and 'open classroom' events.*

The Arts have an important influence in our region and therefore have an important place in our school.

Classroom expectation will be:

*That learning in and through the Arts be an integral part of the teaching and learning programme and also provision made for extra curricula programmes in Visual Arts, Music Dance and Drama. Dedicated time will be allocated to all students across the school the 'Artists in Residence' programme and the 'Music/Dance Hour' across all areas of the school.*

We recognise the importance of physical activity and the role it plays in the healthy development of young people.

Classroom expectation will be:

*Each classroom will provide daily physical activity, as well as weekly physical education programme. The school will also provide the opportunities for extramural sports, activities and outdoor education, to meet the needs of differing ages.*

	<p><b><u>Ecological Sustainability</u></b>  Tasman school is an ‘enviro school” We live in a special place and want our children to develop an appreciation of our local environment and how to conserve our natural resources. Classroom expectation will be:  <i>Children take an active role in caring for their classroom and school. Environmental education and action is a part of each class’s learning programme.</i></p> <p><b><u>Integrity</u></b>  We want our children to act honestly, responsibly and ethically. Classroom expectation will be that:  <i>Students are recognised for displaying integrity through such things as student of the week and principals awards, and restorative justice processes are followed within each class to support good decision-making.</i></p> <p><b><u>Focusing on the future</u></b>  All students should have a sound knowledge of eLearning and its place in society. Classroom expectation will be that:  <i>We provide opportunities for anytime, anywhere learning through the development of systems, infrastructure and digital learning tools as an integrated part of classroom and home learning programmes.</i></p>
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p>Tasman School recognises the unique place of Maori as tangatawhenua. Classroom expectation will be that:  <i>Te Reo and Tikanga Maori are integrated into classroom programmes, and Te Reo used in the class in greetings, discussions and when giving instructions. Appropriate protocols are used to formally welcome and farewell important guests to the school in the form of Mihi Whakatau. Tasman School will take all reasonable steps to provide instruction in tikanga (Maori culture) and Te Reo Maori (Maori language) for students whose parents request it, and annual consultation with Maori families will take place, to ensure such needs are met. If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school’s Maori programme the staff and family will discuss and explore the following options:</i></p> <ul style="list-style-type: none"> <li>- <i>Further explain the existing programmes</i></li> <li>- <i>Further extend the existing programmes if and as appropriate</i></li> <li>- <i>Combine with a neighbouring school for parts of the day/programme</i></li> <li>- <i>Dual enrolment with Correspondence School</i></li> <li>- <i>Provide in school support and resources to further enhance inclusion of Te Reo &amp; Tikanga within the child’s classroom</i></li> </ul>

## Strategic Section

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals (2016 - 2019)</b>
<b>Students' Learning</b>	All children are able to access the New Zealand Curriculum and make progress in regards to National Standards. (and apply their skills across the wider curriculum)	Consolidate and embed evaluative systems and process. Focused professional development for writing and oral language. Implementation of language of learning and writing success criteria to support student self-assessment and evaluation. Professional development related to science for teachers.
<b>Student Engagement</b>	Improve student agency through collaboration and the implementation practice that aligns with Modern Learning Environments/Innovative Learning Environments (MLE/ILE)	Implement ILE associated practices across the school. Develop new 10 year property plan with consideration to ILE. Plan and purchase resources of an IT nature. Collection of student voice data to implement change. Develop a language of learning across the school. (Learner Profile) Implementation of 'Genius Hour' and 'Discovery Time'.
<b>School Organisation and Structures</b>	Implement and modify policies to ensure all the obligations of current laws and acts are adhered to.	Maintain an effective school review process. Three year review of policies. Implementation of new procedures and policies around the recent Vulnerable Childrens' Act and the Health and Safety Act. Implementation of new communication tools for home links.
<b>Personnel</b>	Develop a diverse teaching and administrative team that complements the strengths and weaknesses of each individual within the team.	Support new Deputy Principal to establish themselves in the role. Create robust systems for hiring new staff to addresses gaps. Strengthen appraisal process for all staff. Establish professional learning schedule for all staff members
<b>Property</b>	Complete property improvements as outlined in the current and revised 10 year property plans.	Room 4 and 5 modernisation. Physical changes in the school in regards to ILE Weather tightness of roof on main school building New Tasman Community Swimming Pool project
<b>Finance</b>	Monitor procedures and systems to ensure effective use of school funds.	Response to suggestions from school auditor (BDO). Develop clear expenditure and capital budgets each year that are reviewed by the BoT at multiple stages.

## Overview of Strategic Plan Areas 2016-19

### Effective Teaching and Learning

Goal	Last year 2016	This year 2017	+ 1 year 2018	+ 2 years 2019
<b>Goal 1A</b> <i>To provide professional development to support the school goals and identified needs</i>	Writing through oral language Te Reo The Arts (Artists in Residence and The Music/Dance Hour) Cross-curricula through inquiry and collaboration Review of Physical Education & EOTC	Science Embed knowledge of Te Reo and tikanga across the staff and school community	Consolidating science learning from external provider Numeracy -effective use of assessment tools and review of resourcing. Sustainability – gaining 'Green' award for Enviroschools	eLearning in response to technological advances. Review of Physical Education & EOTC
<b>Goal 1B</b> <i>To raise literacy and numeracy achievement - particularly with those at risk of not achieving expected levels</i>	Continued focus on writing - embed previous learning - monitor feedback to students - explore opportunities through the use of oral language	Review of 2016 National Standards data to identify weaknesses at that point - data indicates that there is still progress to be made in writing.	Review of 2017 National Standards data to identify weaknesses at that point. Evaluation of intervention strategies and programmes eg STEPS, Lexia, MathsBuddy, Teacher Aide time	Review of 2018 National Standards data to identify weaknesses at that point.
<b>Goal 1C</b> <i>To build differentiated teaching and learning programmes</i>	Build collaborative teams to allow flexible student movement. Embed inquiry learning process within the school. Implement 'Genius Hour'.	Consolidate inquiry teaching practice across the school. Develop Tasman School curriculum plans in response to inquiry process model. Review special needs and GATE programmes.	Review inquiry model effectiveness. Review effectiveness of 'Genius Hour' (senior) and 'Discovery Time'. Teachers in senior syndicate to apply independent learning contracts.	Collect student voice data about the opinion of Tasman School curriculum. Review student voice data to make changes.

<p><b>Goal 1D</b>  <b>To improve teacher effectiveness through effective assessment practice</b></p>	<p>Develop teacher research skills, analysis of data through appraisal and ePortfolio reflections. Refine assessment calendar.</p>	<p>Ensure training into use of eAsstle writing, reading and mathematics is complete. Refine moderation process. Review ERO feedback. Introductory PACT tool training to be started.</p>	<p>Respond to ERO feedback to make adjustments and continue moving forward. (3 year review due at the end of 2017) Consolidate teacher knowledge of the PACT tool.</p>	<p>Review progress made in regards to ERO feedback.</p>
<p><b>Goal 1E</b>  <b>To implement a rigorous performance management system that uses a process of professional inquiry and reflection to support ongoing professional growth</b></p>	<p>Using student voice effectively in appraisal process. Embed use of teacher ePortfolio for appraisal purposes. Implement peer coaching as a practice within the school.</p>	<p>Embed peer coaching strategy. Build ability of middle management to provide effective feedback for appraisal. Full cycle of teacher registration criteria to be complete using staff ePortfolio.</p>	<p>Monitor effectiveness of peer coaching. Start next level of teacher inquiry using teacher ePortfolios. Establish goals in response to previous cycle feedback.</p>	<p>Maintain work with teacher inquiry, ePortfolios and appraisal cycle.</p>
<p><b>Goal 1F</b>  <b>To build leadership capability within the staff</b></p>	<p>Building staff research capacity. Staff to lead professional development. Principal - FTP</p>	<p>Support DP to apply for NAPP or similar programme. Principal seek NPA study award. Involvement in 'Community of Schools'. Survey staff via appraisal to gain deeper understanding of career goals and aspirations.</p>	<p>Roll growth to allow further management opportunities within the staff due to unit availability. DP to become 2018 NAPP or similar programme participant. Involvement in 'Community of Schools'.</p>	<p>Build Deputy Principal's capacity to read and understand staffing paperwork and financial papers. Share opportunities with teaching team to lead professional development.</p>

## Strong Partnerships

Goal	Last year 2016	This year 2017	+ 1 year 2018	+ 2 years 2019
<b>Goal 2A</b> <i>Develop students sense of personal responsibility for learning ( active learners, caring of self, others &amp; environment )</i>	<i>Key competencies rubric. Embed an inquiry process that uses real contexts for powerful learning. Senior leadership programme.</i>	<i>Modify/refine senior leadership programme. Action component of inquiry process to be evident across all areas of the school. Create and embed language of learning statements with the students.</i>	<i>Cement student ability across the school to utilise self and peer assessment tools and strategies to direct learning. Enrol in William Pike Award as an extension to the senior leadership programme.</i>	<i>Analyse other models of student assessment from schools applying ILE practice. Monitor the impact of the senior leadership programme and William Pike Award.</i>
<b>Goal 2B</b> <i>Strengthen communication processes with the school community</i>	<i>Improved use of the school website. Parent support sessions for ePortfolios,eLearning and ILE. Weekly newsletters. Annual calendar of key events. Build BOT profile in school.</i>	<i>Parent support sessions for goal setting and next steps. Develop and implement a plan for the use of school resources for the local community. Build BOT membership to ensure longevity and continuity.</i>	<i>Complete community consultation around current charter vision, goals and aims. Build local and global vision for perception of the school.</i>	<i>Implement local and global vision plan.</i>
<b>Goal 2C</b> <i>Review and refine school reporting practices</i>	<i>Embed ePortfolios in senior school and provide parent support to utilise feedback tools.</i>	<i>Seek community feedback in regards to the current report format. Seek parent feedback about goal setting conference process. Develop new report format.</i>	<i>Review goal setting conference process. Consider applying student-led conferences to the junior syndicate. Implement new report format.</i>	<i>Review new report format.</i>

<p><b>Goal 2D</b> <i>Use community expertise to extend student opportunities</i></p>	<p>Embed 'Artists in Residence' programme for 2016/2017. Implement 10 year planting programme in estuary. School pool committee to be established.</p>	<p>Utilise community resources to develop careers education within the senior area of school. Continue with 10 year planting plan in estuary. Art Auction 2017</p>	<p>Review Feuerstein 'Thinking Class' and plan next steps. Develop plan for 'Artists in Residence' programme 2018/2019. Continue with 10 year planting plan in estuary.</p>	<p>Continue with 10 year planting plan in estuary. Art Auction 2019</p>
<p><b>Goal 2E</b> <i>Develop relationships with key iwi members</i></p>	<p>Build opportunities for our Maori student leaders. Build links with Te Awhina Marae.</p>	<p>Utilise Te Awhina Marae more effectively as a resource. Invite iwi members to school wide events.</p>	<p>Seek advice from iwi to develop our Te Reo curriculum. Involve iwi in consultation process for meeting the needs of Maori learners.</p>	<p>Seek advice from iwi to develop our Te Reo curriculum. Involve iwi in consultation process for meeting the needs of Maori learners.</p>
<p><b>Goal 2F</b> <i>Use the combined capacity of local schools to provide additional opportunities for our students</i></p>	<p>Embed across school learning opportunities. Investigate other leadership opportunities across schools in senior area. Build combined sporting opportunities with Tasman Bay Christian School. (weekly)</p>	<p>Develop funding plan with Tasman Bay Christian School to support development of the new school pool. Explore opportunities for cultural exchanges in regards to MFL and social sciences. Trial of Feuerstein 'Thinking Classes'.</p>	<p>Plans established by the Motueka CoL to address shared issues across the school. Review funding plan and use of the pool to benefit all members of the community. Review effectiveness of 'Feuerstein 'Thinking Classes'</p>	<p>Review of the effectiveness of the actions by the Motueka CoL and the impact on student learning.</p>
<p><b>Goal 2G</b> <i>Build strong relationships with local preschools</i></p>	<p>Develop pre-school visit schedule for new-entrant teacher. Research community for needs.</p>	<p>Building a calendar of events to invite local pre-schools. Anticipated Community of Learning work to involve pre-schools.</p>	<p>Embed calendar of events to invite local pre-schools. Continued work with anticipated Community of Learning.</p>	<p>Review of the effectiveness of the actions by the Motueka CoL and the impact on student learning.</p>

## Strategic decision making

Goal	Last year 2016	This year 2017	+ 1 year 2018	+ 2 years 2019
<b>Goal 3A</b> <i>Maintain an effective school review process, based on the goals and targets of our strategic and operational plans</i>	Self-review of 2015 Charter Budget 2016 Capital budget 2016 External appraiser of Principal.	Self-review of 2016 Charter Budget 2017 Capital budget 2017 External appraiser of Principal	Self-review of 2017 Charter Budget 2018 Capital budget 2018 External appraiser of Principal	Self-review of 2018 Charter Budget 2019 Capital budget 2019 External appraiser of Principal
<b>Goal 3B</b> <i>Implement property and environmental improvements</i>	Develop plan for library/hall/Room 4 refurbishment (ILE) Review needs. Investigate school pool development. Assessment of large trees.	Initial ILE refurbishment to be complete. Support school pool fundraising and implementation. Develop school-wide planting plan. Basic modernisation of Room 4 and 5 Carparking lines to be complete.	Watertightness issues of main school building roof addressed and work complete Procedures relating to Enviroschools Green/Gold awards. MoE paperwork lodged to gain new classroom due. Plan and design purpose built library facility.	New school pool construction to be complete. Further work towards ILE to be complete for senior syndicate classroom spaces. Purpose built library facility project complete.
<b>Goal 3C</b> <i>To enable eLearning</i>	Review software & hardware. Review learning programmes Build more extensive community involvement	Confirm school-wide eLearning curriculum and age level skill expectations. Develop students assessment rubrics around these skills	Develop next steps of plan in response to technological developments and evidence of best practice, either nationally or internationally.	Implement next steps of plan in response to technological developments and evidence of best practice, either nationally or internationally.

## Annual School Improvement Goals

2017 Improvement Plan - Key Focus 1					
<b>Strategic Goal:</b> All children are able to access the New Zealand Curriculum and make progress in regards to National Standards.					
<b>Annual Goal:</b> Learners not reaching their full potential (as measured by NS) will demonstrate accelerated achievement.			<b>Annual Target:</b> To raise achievement in writing with regards to National Standards to 85% At or Above National Standards		
<b>Baseline data</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Writing (at or above NS)</b>	71.4%	73.6%	90.1%	83.6%	76.4%
<b>Key Improvement Strategies</b>					
When	What (examples)	Who	Indicators of Progress		
Term 1 ongoing	Embed writing process within each day's programme. Embed adapted writing rubric into classroom use.	Teachers Students	Students using the adapted version of the Moutere Hills rubric to track their individual progress. These criteria will be applied as success criteria at the beginning of pieces of writing. Students and whanau developing personal progress goals against the rubric. Students independently following writing process.		
Term 1 ongoing	Provide professional development in the area of writing. Specific oral language session prepared by Sheena Cameron.	Principal Literacy Leader Teachers	Review of previously established teacher agreements. Implementation of new learning in classroom programme.		
Term 1 ongoing	Develop consistent assessment process for gathering and	Principal SENCO	Teachers track student progress across time and review progress of Individual priority students and teaching strategies 2x per term.		

	analysing data across individuals and cohorts.	Teachers	Teachers to use Moutere Hills rubric to support judgements within schools. Principal to analyse trends and progress from data collected. Feed forward on written work clearly evidenced by teachers. Identify areas of greatest leverage for each student to move forward on the National Standards progressions. Priority students demonstrate accelerated progress through regular tracking and programme adaptation.
Term 1 ongoing	Ensure students can access and review learning intentions and success criteria across curricula areas	Teachers	Set up systems for ongoing access to learning intentions and success criteria– e.g. modeling books, iPad video clips, Khan academy, online planning docs. Review in-class routines to support student independence.
Term 2 ongoing	Develop and trial active learning guide/matrix developed with students and utilised as regular part of their learning	Principal Teachers Students	Develop a “language of learning” identifying key student agency developmental points. Apply language of learning to develop our own ‘Key Competencies’ student self-assessment tool.
Term 1 ongoing	Teacher appraisal of work towards achieving this goal	Principal Teachers	Appraisal report of individual teachers identifying strengths, areas for improvement and goals. Teacher ePortfolios will display reflection and professional learning that has improved their practice in this area.
Term 1 ongoing	Develop consistent assessment process for gathering and analysing data across individuals and cohorts.	Principal SENCO Teachers	Staff review progress of Individual priority students and teaching strategies 2x per term. Teachers to use Moutere Hills rubric to support judgements within schools. Principal to analyse trends and progress from data collected. Feed forward on written work clearly evidenced by teachers. Identify areas of greatest leverage for each students to move forward on the National Standards progressions.
<b>Monitoring:</b> Teachers to complete priority student log twice a term to record interventions and monitor progress. Progress about the whole school achievement in regards to National Standards shared with the BOT twice a year.			
<b>Resourcing:</b> External professional development in oral language (Sheena Cameron) as booked by the Moutere Hills Cluster, regular staff meetings as professional development, budgeted expenditure of \$2000			

## 2017 Improvement Plan - Key Focus 2

**Strategic Goal:** All children are able to access the New Zealand Curriculum and make progress in regards to National Standards and successfully apply these skills across the wider curriculum.

**Annual Goal:** Improve student engagement and performance in science

**Annual Target:** Improved students' performance and attitude towards science as measured through student voice surveys and sample assessment tasks.

**Baseline data:** Information collected from the local high school suggested that students in the CoL were lacking in some scientific knowledge. Due to this a number of school compiled a group PLD application to receive professional development support in this area. More pre-assessment data will be collected as part of the professional development.

### Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Create a clear plan of professional development learning in science.	Principal Providor	A clear plan for 2017 developed with external provider and the cluster. Distributed leadership plan for science in action within school and CoL.
Term 2 ongoing	Full participation of professional development sessions.	Principal Teachers	Connections made to learning in planning and reflections. Staff wishlist for resources via the science curriculum leader.
Term 2 ongoing	Implementation of new knowledge into classroom programmes	Teachers	Notes from classroom walk-through and student work samples. Teacher reflections in teacher ePortfolios. Use of data to inform patterns of student achievement and teaching.
Term 2 ongoing	Greater interest and awareness of science from the students through educationally powerful contexts.	Staff Student voice	Growth through observation skills as assessed in pre and post assessment. Students can connect the role of science in the future workforce. Sustained improved and innovation occurs because of collective capacity.

**Monitoring:** Initial monitoring will come from teacher participation and implementation of professional learning in Term 1 and 2. Student voice data will be collected in regards to attitude and this will be collected at various points throughout the PLD. Initial pre-assessment will help guide next steps for building the scientific inquiry skills of our students.

**Resourcing:** External professional development provider as approved by the local MOE office, fixed management unit allocation, curriculum budget of \$1500.

**2017 Improvement Plan - Secondary/Consolidation Focus 1**

**Strategic Goal:** Improve student agency through collaboration and the implementation practice that aligns with Modern Learning Environments/Innovative Learning Environments (MLE/ILE)

**Annual Goal:** Develop, use and evaluate effective teaching and learning practices to engage students.

**Annual Target:** Develop learned knowledge of 'Modern Learning Practice' into actual teaching practice in all classrooms.

**Baseline data:** Significant change has occurred across the school in terms of staffing and access to IT technology over the past 12 months. Teachers have embarked on a number of professional sessions and have observed classrooms that have received a physical upgrade that aligns with MLE/ILE. Teachers now need to consolidate their knowledge of the school inquiry cycle, shared success criteria, eLearning platforms, self-assessment rubrics and the school language of learning and apply this to their teaching practice.

**Key Improvement Strategies**

<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 1 ongoing	Understand the language of learning Build communities of learning across schools Build digital communities of learning	Students Families	Rubrics developed that utilise the language of learning. (Term 3) Support students to talk about their learning at home and in cross-school learning groups. Feedback on student work by peers and whanau, in particular through parent portal on ePortfolio. (Term 3)
Term 1	Movement of classroom spaces within the school Flexible use of school spaces Trial of spaces for purpose	BOT Principal Teachers	Successful opening of new classroom space for Room 4 and 5. Students from Room 3, 4 and 5 using 'breakout' spaces by choice. Data collected from student voice to guide decision-making and forward planning.
Term 1	Purchase IT resources to support modern learning practices Purchase furniture to trial for future development	BOT Principal Property manager support	Improved knowledge and use of technology by teachers. Student opinion data collected. Improved student opinion and attitude to the classroom spaces, which will be evidenced through student surveys.

	Purchase teaching tools to support effective delivery of programmes		A forward plan developed in response to observation of space use, student feedback, teacher feedback and data collated from ILE checklist. (Term 3)
Term 1 and Term 2	Training of staff in use of technology Training of staff to utilise eLearning tools eg ePortfolios	Principal Teachers	Improved knowledge and use of technology by teachers. Use of personal ePortfolio. Increased use of ePortfolios within Room 2 and Room 3. (Term 3)
Term 2	Develop a programme of communications, events and workshops to support family / whanau engagement and knowledge	Principal BOT	Parent education sessions around the concept of MLE/ILE. (Term 2) Provide parent training into the use of the ePortfolio as a tool for parent feedback about learning. (Term 2) Regular newsletter statements regarding progress. (ongoing)
Term 1 ongoing	Professional development and training of staff to use inquiry process and collaboration effectively for cross-curricula programmes.	Principal Teachers	Attendance at teacher only day professional development – Cheryl Doig based on collaboration. (Term 1) Professional development sessions with the inquiry process (2 x term). Central ideas and lines of inquiry to be clearly displayed in each class and evidenced in classroom newsletters. (Term 1) Clearly evidenced plans using a ‘backwards’ model of planning. (Term 2) Evidence of collaboration between teachers within the team to deliver the unit with innovation. (Term 2)
Term 1 ongoing	Build an effective digital pedagogy and environment including platforms, usage, digital citizenship protocols, safety, devices and infrastructure	Principal eLearning Leader Teachers	Develop digital citizenship protocols, e.g. usage agreements, net safety systems. Manage devices and infrastructure. Introduce digital portfolios across all classrooms. Support whanau access of R5 digital portfolios (Term 1). Support whanau access of R3 & 4 digital portfolios (Term 2). Trial and embed online learning tools for specific student learning purposes, across the school. Utilise voice activated tools for supporting writing with devices. Maintain visible learning scaffolds in class. Track priority students learning closely.

Term 1 ongoing	Student voice to be used as a tool to support decisions and guide improved teacher practice. Student voice to be gained for the purpose of curriculum plans in Room 3, 4 and 5.	Principal Evidence for BOT	Data collected and collated from student voice surveys. Long term curriculum plans to reflect evidence of student voice discussion.
Term 1 ongoing	Develop systems in classrooms to ensure care, maintenance and safety of devices.	Principal ICT Lead	Device policy in place across the suitable Suitable storage equipment will have been purchased to store all devices.
Term 3	Develop property plan for Room 4/Library/Hall space with property manager	BOT Principal Teachers Property manager	Revisit 10 year property plan Initial meeting notes. Advice from experts to reduce costs. Written plan broken down into stages based upon finances available and visual plans.
<p><b>Monitoring:</b></p> <ol style="list-style-type: none"> <li>1) Data collected through student voice surveys</li> <li>2) Effectiveness of teacher professional learning and reflections through tracked appraisal portfolios (My Portfolio)</li> <li>3) Monitoring of furniture and ICT equipment updates</li> <li>4) Family / whanau response to student work</li> <li>5) Feedback via online and face to face interviews, formal surveys, parent forums and drop ins</li> </ol>			
<p><b>Resourcing:</b></p> <ol style="list-style-type: none"> <li>1) Funding for 10 Chromebooks for the new classroom that has opened in 2017</li> <li>2) Funding for 2 Apple TVs and screen - one for new classroom and one for the Principal's office for extension groups</li> <li>3) Funding for one new COW for Chromebook storage</li> <li>4) Funding for more flexible furniture options</li> </ol>			

## 2017 Improvement Plan - Secondary/Consolidation Focus 2

**Strategic Goal:** Maintain and build a culturally inclusive community that respects the Treaty of Waitangi and Te Reo Maori.

**Annual Goal:** Embed a responsive and inclusive ethos culture which enables all groups of children to achieve.

**Annual Target:** To maintain and grow school community knowledge of Te Reo and tikanga learning gained in 2016.

**Baseline data:** Significant knowledge has been gained by the staff and students through regular routines/practices within the school during 2016. Parent feedback from the parent forum in 2015 was negative in regards to our lack of progress in Te Reo and tikanga, however the parent forum of 2016 resulted in no negative feedback regarding our work in this area.

### Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Maintain 2017	Increased Te Reo competency.	Teachers Students	Increased use of language in daily classroom interactions. Build whole school kete of known waiata and karakia. (Term 1)
Maintain 2017	Further development of Tasman Tikanga through the introduction of cultural experiences.	Staff Students	Mihi whakatau for new enrolments on a termly basis. He mihi to begin assemblies. Introduce Kapa Haka lessons to the senior area. Introduce the appropriate start of meetings. Review and add visual links within the school to te Ao Maori e.g. signage
Term 2	Review work to date by Term 2 2017 in consultation with RTMaori (Tania Corbett).	Lead Teacher of Te Reo	Evidenced meeting with required groups. Suggestions for change to improve outcomes for all. Complete an updated cultural audit with Tania Corbett.

**Monitoring:** Records of events to be recorded in Principal's Report to the BoT, events to be advertised in the school newsletter and outside of the school activities to be promoted via the school newsletter. Data from the 2015, 2016 and 2017 Parent Forum will be evaluated for changing in belief and attitude to actions within the school.

**Resourcing:** Support from the local Resource Teacher of Maori (Tania Corbett), \$1000 budget expenditure, waiata and karakia to be introduced to staff meeting, curriculum time dedicated to Kapa Haka, waiata and karakia.