

## FLEMINGTON SCHOOL ANNUAL PLAN 2017

### NAG 1: Curriculum – Raising Student Achievement

- Achievement Targets 2017: Reading, Writing, Mathematics set against National Standards
- Reading Recovery: 0..05 MOE; 0..05 BOT Funding
- Reading Comprehension focus each term
- Oral Language Development focus
- Literacy Intervention programmes implemented: Quick 60 and Stairway Literacy
- CHB Literacy Group is supported
- Numeracy – NUMP assessment
- Prime Maths trial with target groups
- Maths Delivery Plan completed
- Science Delivery Plan Developed Teaching and learning resources purchased per budget and on need basis
- Professional Development: Science Roadshow Project; ICT – Google for Schools, Appraisal Connector, Student Ownership of Learning; Literacy; Play Based Learning; Leadership
- Science / Technology – Yr 7/8 Tech Centre: Yr 5 & Y6
- Robotics – Problem Solving Skills, Enviro Schools development
- Science – Roadshow Collaborative across school learning
- The Arts – weekly singing, End of Year Production, Guitar, Drama.
- Maori/Te Reo – Community consultation
- Health/PE – Team sports identified, skills taught, involvement in EZ Cluster and CHB Schools events, Sports Academy: Sport HB Coaches Hockey and Futsal; Life Education Trust; School Triathlon; Grass Hopper Tennis; Gymnastics; Softball; PAL Leaders
- Learning Support: Reading Recovery; Outside Agencies – RTLb, RTLit, Speech and Language, Vision and Hearing;
- Special Needs Register review
- Teacher Aide to support junior room maths and literacy

### NAG 1: Curriculum – Raising Student Achievement (Con't)

- Review ICT Plan
- Assessment Schedule Self-review
- New South Wales University Schools English & Maths Competition offered.
- Otago Problem Solving
- Halogen Young Leaders Day – House Leaders and or All Yr8s
- NZCER Marking service accessed for PAT, STAR

### NAG 2: Self-Review – Raising Student Achievement

- Community Consultation: Charter (Goals)
- Community Consultation: Teaching and Learning
- Report to Board of Trustees & Parents on Targets
- Community Newsletter: Each term
- School Newsletter: Each week
- Annual Break-up/Prize-giving
- Maori/Te Reo – Community/Whanau consultation
- Update Annual Strategic Plan: 2017-2019
- Succession Planning implemented
- Annual Reports
- Review Budget
- Annual Staff Performance Management Agreements & Appraisals completed
- Update and lodge Charter with Ministry of Education
- Analysis of Variance Report and Reset Targets
- Review Policies and Procedures as per schedule
- Follow Self-Review Plan: Provide reports as scheduled
- Continue monitoring the 10 Year Property Plan and 5YA (2015/16-2019/20)
- Board visits classrooms twice yearly
- Parent education evening is held at the beginning of Term 1

**NAG 4: Finance and Property**

- Fundraising events e.g Mud Run, Winter Olympics, crutching, stock drive etc Cattle Scheme in conjunction with the FSPFG.
- Flemington School Parent and Friends Group (FSPFG) operating
- Principal and Treasurer prepare Annual Budget
- Monitor Budget Monitor Financial management
- Notify New and existing Board Members of Professional Development opportunities
- Prepare monthly & annual reports & accounts
- Review cash receipting & banking procedures
- Grant Applications and Accountability completed
- Stock Drive – End of November / begin of Dec - if required
- Support all PLD re: Innovative Learning Practice and Environments, Writing Moderation, PaCT, e-asTTle
- Purchase furniture as per need - as part of asset replacements
- Continued development of Shade House and surrounding area
- Review area around junior sandpit
- Plant native trees received as part of Paper4Trees.
- Drainage behind Chalets
- Drainage behind Rotohiwi – further work required
- Paint Chalets: Ngahape and Purimu

**NAG 3: Personnel – Raising Student Achievement**

- Review policies
- BOT given job descriptions – Reviewing Annually
- BOT participate in professional development around new roles
- Professional Development Strategic Plan prepared in support of school targets and goals.
- Professional Learning and Development Application submitted
- Community of Learning Expression of Interest is followed up and further work done around this.
- Review Performance Management document
- Appraisal: Teachers, Principal have job descriptions and written goals for the year -
- Ensure all staff appointments follow E.E.O. requirements
- Review Job Descriptions & Review Teacher Registration database
- Update Relievers database
- Principal has regular communications with all staff members
- Principal is supported in Leading and Managing the school
- Staff are supported in developing their professional knowledge and practice
- Teachers are supported to develop professional portfolios of their teaching and learning

**NAG 5: Health & Safety**

- Review Safety & Hazard Checklist
- Emergency Procedures Self-Review
- Review student Medication / Emergency information
- Building Warrant of Fitness
- School Building Safety Compliance / Argest Warranty Checks
- Drinking Water Testing Regime – Operating under a Water Plan – 3 Monthly testing
- Regular Fire and Earthquake Drills
- Electricity Testing and Tagging – as required
- Risk Management Plans for EOTC activities.

**ICT**

- Purchase/Lease Chrome Books / ipads
- Develop and promote use of a school website
- Provide professional development for librarian
- Newly purchased library books purchased and entered into library system
- Continue to support staff in developing the skills and knowledge to use and include ICT in class programmes – Google Schools Apps and supporting technology
- Embed the use of the Student Management System (SMS) Assembly to manage all students assessments and pastoral information
- Support the teachers in consolidating the use of Appraisal Connector for collection and storage of evidence for Teachers registration

**NAG 6: Policies and Procedures Administration**

- Hold two 3-Way Conferences and complete two written reports for parents
  - Keep Board Folders up-to-date (policy/procedure)
  - Maintain database of projected enrolments & demographic shifts (future bus routes etc) - yes
  - Bus Contract – Liaise with provider and community
  - SMS system Professional Development – Principal / Staff
  - Update Student Information
  - Renew storage of files/records
  - Flemington School Parent Handbook reviewed and updated
  - Review Administration Procedures and processes.
  - Review Administration Procedural Handbook
  - Scheduled 4 Year old school visits -
  - School Working Bees
  - Pet Day
  - Maintain roster of Parent Helpers for Lunches, Reading Support etc.
- School Camps undertaken for Yr4-5 and Yr6-8: Big Day Out for Yr0-3

## Strategic Goals for Professional Development 2017 (Page 1)

<b>Planned Impact on our Staff /Students</b>	<b>Action</b>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Students will be enthused and engaged in science and things to do with science</li> <li>• Build links between the school and the community: Parents, Interested others and Businesses</li> <li>• Continue to strengthen links between ECE Centres and CHB College</li> <li>• Improved opportunities for students to engage in science</li> <li>• Collaborative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in the CHB Science Roadshow Pilot project: All staff</li> <li>• Engagement in CHB LCN Science project: Principal and Teacher responsible for science</li> <li>• Collaborate with other teachers to implement science learning opportunities: All teaching staff</li> <li>• Attend the Science Roadshow PLD days               <ul style="list-style-type: none"> <li>○ Principal and Teacher responsible for science</li> <li>○ Implement Science Roadshow programme in conjunction with Unit developed at PLD days</li> </ul> </li> <li>• Attend appropriate PLD opportunities               <ul style="list-style-type: none"> <li>○ All Teaching Staff</li> </ul> </li> <li>• Students working with students from other schools on collaborative projects</li> <li>• Students sharing learning in central online space</li> <li>• Shade House               <ul style="list-style-type: none"> <li>○ Development of seed propagation, transplanting and preparing for planting out</li> </ul> </li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Up-skill staff to inform classroom practise and support student learning across curriculum</li> <li>• Improved learning for students leading to improved achievement and understanding with mathematical concepts, knowledge and its application in problem solving.</li> <li>• Improved understanding of the overview of Flemington School's Mathematics Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Refine Flemington Mathematics Curriculum</li> <li>• Mathematics Leadership: Lyn Gibson</li> <li>• Link Maths across the curriculum: All staff involved</li> <li>• Collaborative Teaching and Learning across classes</li> <li>• Leadership Support in development of the Flemington Maths Curriculum               <ul style="list-style-type: none"> <li>○ Principal &amp; Lead Teacher (Lyn Gibson)</li> </ul> </li> <li>• Target and At Risk children are entered into PaCT (Progress and Consistency Tool) as a means of tracking progress.               <ul style="list-style-type: none"> <li>○ All Staff</li> </ul> </li> <li>• Teachers Inquiring into their Practice - TAI               <ul style="list-style-type: none"> <li>○ Teachers plan and implement an inquiry into their practice aimed at lifting mathematics achievement.</li> <li>○ All target and at Risk Children are the focus of the teacher's inquiries</li> </ul> </li> </ul>
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Effective and Informed leadership of Flemington School</li> <li>• Build Leadership Capacity – Knowledge, Skills, Understanding</li> <li>• Build Mentoring and Coaching capabilities</li> <li>• Effective review of school programmes and teacher performance</li> <li>• Collegial support with other Principals</li> <li>• Teachers reflect on practice, attitudes and knowledge of content and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Access Professional Development opportunities that support leadership development               <ul style="list-style-type: none"> <li>○ Relevant conferences or other leadership PLD opportunities</li> <li>○ Brendon Spillane – Lower Hutt 30 March</li> <li>○ PLD that supports ICT and Modern Learning environments and pedagogy</li> </ul> </li> <li>• Professional Learning Group – Continue being a part of this group in CHB</li> <li>• Community of Learning – actively engage in the process of establishing these groups</li> <li>• Continue facilitation of the CHB Literacy Group based around improving writing across all CHB schools</li> <li>• Continue to Facilitate and coordinate the CHB Learning and Change Network based on Science</li> </ul>

## Strategic Goals for Professional Development 2017 (Page2)

<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Improved Reading programmes/Up-skilling Teachers/Sharing good practise/ Collegial support.</li> <li>• Literacy Leadership</li> <li>• Learning Intervention programmes</li> <li>• Reading Recovery Support Programme</li> <li>• Update Literacy knowledge which impacts on raising student achievement</li> <li>• Collaborative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative teaching and learning between classes following innovative learning practices</li> <li>• Literacy (Reading) Network CHB Literacy Group             <ul style="list-style-type: none"> <li>○ Literacy Lead Teacher as Liaison</li> </ul> </li> <li>• Trained Reading Recovery Teacher on staff provides collegial support and implements RR Programme             <ul style="list-style-type: none"> <li>○ Reading Recovery Teacher</li> </ul> </li> <li>• Literacy Learning Intervention programmes implemented             <ul style="list-style-type: none"> <li>○ Quick 60</li> <li>○ Stairway Literacy</li> </ul> </li> <li>• Teachers attend PLD according to Targets and need within budget restraints             <ul style="list-style-type: none"> <li>○ All Teaching staff</li> </ul> </li> <li>• Engage in developing the Integration of National Standards into reporting to parents</li> <li>• Developing moderation model that supports OTJ's</li> <li>• Implement the use of PaCT for target and At Risk learners</li> <li>• Teachers Inquiring into their Practice             <ul style="list-style-type: none"> <li>○ Teachers plan and implement an inquiry into their practice aimed at lifting literacy achievement.</li> <li>○ TAls have specific focus on target learners</li> </ul> </li> </ul>
<p><b>Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>• Planning for success for all students</li> <li>• Up-skilled staff on the learning processes and the impacts it has for children's learning.</li> <li>• Learning Intentions/Success Criteria integrated into classroom practice, and in reporting to parents</li> <li>• Teachers expanding and improving pedagogical knowledge and practice</li> <li>• Teacher practice reflects innovative teacher practice thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Implement school wide introduction of thinking and Learning tools that allow for divergent thinking.             <ul style="list-style-type: none"> <li>○ Learning Maps</li> </ul> </li> <li>• Engage in professional development based on maximising student input into their learning</li> <li>• Developing Active Learners rather than Passive learners.</li> <li>• Teaching as Inquiry – the action cycle and supporting tools (Appraisal Connector)             <ul style="list-style-type: none"> <li>○ All teaching staff</li> <li>○ Onsite and offsite.</li> </ul> </li> <li>• Performance management focus on reflective <i>teaching and inquiry</i> into practice as part of appraisal process incorporating the Practising Teacher Criteria (PTCs), School and Personal Goals, Ta Taiako,             <ul style="list-style-type: none"> <li>○ All Teaching Staff</li> </ul> </li> <li>• Structure classroom programmes to meet specific needs of students: TAls are a natural link to this</li> <li>• Professional development linked to Strategic plan and Educational Goals.</li> <li>• Staff leading professional discussions in staff meetings</li> <li>• Facilitating Professional Learning Communities</li> <li>• Build on the integration of modern technology into classroom programmes.</li> <li>• Building understanding of competencies and concepts in Ta Taiako</li> <li>• Learning Maps             <ul style="list-style-type: none"> <li>○ Attend PLD sessions on creating and using Learning Maps</li> <li>○ Implement across the school</li> </ul> </li> </ul>