



**Annual Plan 2020-2022**

## Domain 1: Stewardship

### The Board of Trustees

-serves the educational needs of the School community

Evaluation indicators:	2020	2021	2022
The board of trustees represents and serves the education and school community in its stewardship role.	<p>Establish a culturally responsive relationship with the different cultures in our school to ensure their active participation in the life of the school - particularly with our Maori and Pasifika community.</p> <p>Establishment of an all weather outdoor learning space. Between the office, Room 5-6.</p> <p>Investigate the creation of culturally inclusive entrance to the school.</p> <p>Establish a culturally responsive relationship with the different cultures in our school to ensure their active participation in the life of the school - particularly with our Maori and Pasifika community.</p> <p>The members of the BoT continue to have a presence in school-wide and community events.</p> <p>Board members take an active role in the progress and development of SRCoL through the Principal. An opportunity for Lead Principal to present to BOT meeting. Board members take an active role in what is occurring in the SRCoL.</p> <p>Plan for the refurbishment and development of outdoor learning spaces outside of Room 3,4</p> <p>Investigate the creation of culturally inclusive entrance to the school.</p> <p>Committing to the establishment of Hockey Turf on existing tennis courts.</p>	<p>Establish a culturally responsive relationship with the different cultures in our school to ensure their active participation in the life of the school - particularly with our Maori and Pasifika community. Investigate to creation of outdoor learning spaces between Room 2-3</p> <p>Recognising all cultures within our school setting, flags, art, food.</p> <p>Investigate the creation of culturally inclusive spaces around the school.</p> <p>Plan for the refurbishment and development of outdoor learning spaces outside of Room 3,4</p> <p>Monitor SRCoL achievement challenges and the impact they are having on South Makirikiri School and community.</p>	<p>Consultation of the school community on Curriculum and the development of Key Competencies.</p> <p>Whanau hui- establish a reference group to establish cultural practices.</p> <p>Review our role in the SRCoL and the impact it has on the learners at South Makirikiri School.</p>

<p>The board of trustees scrutinises the work of the school in achieving valued student outcomes.</p>	<p>Through BOT staff representative feedback on classroom environment, teaching and learning occurring at South Mak.</p> <p>Principal to share a transparent assessment structure for BoT, Staff and Parents that outlines explicitly the types and timings of assessments that are completed throughout the year.</p> <p>Embedding transparent assessment structure for BoT, Staff and Parents that outlines explicitly the types and timings of assessments that are completed throughout the year.</p> <p>Continuation of current data presentation to the BoT on the progress of student achievement to see progress over time.</p>	<p>Principal to share a transparent assessment structure for BoT, Staff and Parents that outlines explicitly the types and timings of assessments that are completed throughout the year.</p> <p>Provide more regular data to the BoT on the progress of boost students throughout the school.</p>	
<p>The board of trustees evaluates the effectiveness of board performance in its governance and stewardship role.</p>	<p>BoT to contribute to the staffing allocation. Teacher Aide funding for supporting target learners.</p> <p>BOT to evaluate/ monitor progress of target students through termly reporting by Staff rep.</p> <p>Continue to review our policies and procedures to ensure they are aligned with relevant current practises.</p> <p>In 2020 the Board will attend a series of workshops internally through NZSTA to help strengthen our understanding and effectiveness of governance and stewardship. With new members a priority for NZSTA PLD.</p> <p>*NZEI Teacher only days administered....</p>	<p>BoT to contribute to the staffing allocation. Teacher Aide funding for supporting target learners.</p> <p>BOT to evaluate/ monitor progress of target students through termly reporting by Staff rep.</p>	<p>Review the Teacher Aide budget and the distribution of funds from the overall budget.</p>
<p>The board of trustees effectively meets statutory requirements.</p>	<p>Continue to develop and refine our School Charter using the new ERO Evaluation Indicators so that it meets the long-term goals and annual targets we have set as a School Community.</p>	<p>Continue to develop and refine our School Charter using the new ERO Evaluation Indicators so that it meets the long-term goals and annual targets we have set as a School Community.</p>	<p>Community consultation of charter.</p>

**Domain 2: Leadership of conditions for equity and excellence**

Success in achieving excellence and equity in student outcomes, focussing on improving teaching and learning, resources and professional development

Evaluation	2020	2021	2022
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indicators:			
<p>Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence</p>	<p>Review our school vision and curriculum.</p> <p>Provide opportunities for personnel in Senior Management Team to develop leadership skills. (Identify PLD provider to support Leadership advisor)</p> <p>Continue to focus on priority goals and targets will be set for student's who are at risk of underachievement and they will be tracked online using e-tap. Key Competencies</p> <p>The school vision and values reviewed/updated to reflect South Makirikiri Charter to be promoted in school - making them more visually present in the outdoor spaces.</p> <p>Continue Kapa haka to normalise Te Ao Maori through all ages of students at South Makirikiri School.</p>	<p>Monitor curriculum.</p> <p>Evaluating Key competencies</p>	<p>Monitoring Key competencies development and student voice evaluating.</p>
<p>Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing.</p>	<p>Upgrade of technology in classrooms to enhance learning environments. Eg apple tv, Smart TV,</p> <p>Evaluate 2020 Curriculum and modify where needed.</p> <p>Continue with Student well-being surveys.</p> <p>'student well being survey' and how this may be utilised at South Makirikiri.</p> <p>Investigate professional development opportunities in creating learner agency.</p> <p>Seek out and attain quality across all subject areas.</p> <p>Investigate ways to enhance the student leadership programme in the senior school.</p> <p>Enhance our 'shared spaces' to ensure they are modern and user friendly eg media</p>	<p>Investigate the use of Outdoor classrooms and establishment of bush classrooms.</p> <p>Investigate construction class.</p> <p>Deliver Netsafe digital citizens programme.</p> <p>Upgrade of technology in classrooms to enhance learning environments. Eg apple tv, Smart TV,</p> <p>Establish Small business opportunities/ coffee shop.</p> <p>Investigate options for playground upgrade.</p> <p>Monitor Screen time and the effects on students.</p>	<p>Monitor and commit in budget for ICt and equip replacement.</p> <p>Continue to research ways to minimise screen time and the effects it has young people.</p>

	<p>centre, playground, covered outdoor areas. (outdoor furniture eg bean bags).</p> <p>Deliver Netsafe digital citizens programme.</p> <p>Deliver Keeping ourselves Safe unit for Junior School and Sexuality Road unit for Seniors.</p>		
<p>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.</p>	<p>Review inquiry model &amp; the planning and teaching of Inquiry.</p> <p>Use PLD funded Digital Technologies to upskill and raise teacher capabilities in using Digital Technologies in integrated learning</p> <p>Review collaboration practices amongst and across teams for creating shared curriculum.</p> <p>Continue Developing wide range of EOTC experiences for Year 4-8. Investigate EOTC experiences/ opportunities for Years 0-4</p> <p>Review numeracy and literacy curriculum.</p> <p>Continue Snow and extreme adventure for Year 5, 6, 7 &amp; 8.</p>	<p>Sports/ cultural exchange / overnight billeting opportunity.</p> <p>Review Health and PE, Science, Technology curriculum.</p> <p>Continue to encourage collaboration of planning, resources and assessments between teachers within and across teams. Promoting the philosophy that we have a collective responsibility of all students at South Mak.</p> <p>Review Snow experience and its benefit to student achievement.</p> <p>Review the Digital Technologies curriculum.</p>	<p>Review Curriculum areas that fall in the even years.</p>
<p>Leadership promotes and participates in a coherent approach to professional learning and practice.</p>	<p>Performance Management systems is online where teachers and leaders will use Google Docs to record their professional learning while reflecting on development against Standards for the Teaching Profession (Our Standards) PTCs and TAI.</p> <p>Opportunities for sharing professional readings amongst teaching staff is promoted by the leadership team.</p> <p>Continue to develop collaborative professional learning groups across Kahui Ako.</p> <p>Principal to be appraised through individual appraisal contract.</p> <p>Principal to investigate a PLG group to become part of.</p>	<p>Review Performance System and effectiveness of Teacher registration.</p> <p>Continue to develop collaborative professional learning groups across Kahui Ako.</p> <p>Establish CRT criteria for visiting other schools, reflecting on practice.</p>	<p>Teacher PLG groups, investigate PLG groups for teachers to be part of in their CRT time.</p>

	<p>Establish CRT criteria for visiting other schools, reflecting on practice. Staff collectively read 'Learning in the Fast Lane' by Suzy Pepper Rollins to explore ways of accelerating learning for all students.</p>		
<p>Leadership builds capability and collective capacity in evaluation and inquiry for sustained improvement and innovation.</p>	<p>Develop Critical friends as part of Individual Inquiry. Developed across Kahui Ako.</p> <p>Continue to incorporate reflection time to every PLD activity.</p> <p>Monitor distributed leadership model amongst staff.</p> <p>Classroom observations of teachers ability to foster Learner Agency.</p> <p>Teaching as Inquiry progress is consistently monitored by the leadership team. Opportunities of sharing and completing requirements is provided at team level. Potentially sharing at BoT level</p> <p>Develop Critical friends as part of Individual Inquiry.</p>	<p>Develop Critical friends as part of Individual Inquiry.</p> <p>Review distributed leadership model amongst staff.</p>	<p>Review allocation of Fixed Units.</p>

<p>Leadership builds relational trust and effective participation and collaboration at every level of the school community.</p>	<p>BOT/Staff PD on building culture.</p> <p>Continue to build on our Home-School Partnership by holding an information evening on topical issues relating to our learners in 'Our world'</p> <p>Parent Information Evening based around InquiryHealth curriculum and Place based learning.</p> <p>Continue to build on our Home-School Partnership by holding an information evening on topical issues relating to our learners in 'Our world' focus being Digital citizenship.</p> <p>Review effective communication of student achievement with home and develop the use of Seesaw and google classroom.</p>	<p>Career education development; Have an open careers day to inform our learners on a variety of possible vocations. Eg Air force, Agriculture, teaching, labour, vets, police, nursing,</p>	<p>Review Career Education programme.</p>
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### Domain 3: Connections and relationships

Engaging parents and whanau in the development, learning, wellbeing and self-efficacy of all students, to ensure success.

Evaluation indicators:	2020	2021	2022
<p>Learning centred relationships effectively engage and involve the school community.</p>	<p>In 2020 there will be a focus on 'whole school community engagement' in being part of the learning experiences and how we can bring the community together for functions each term. These will be:</p> <ul style="list-style-type: none"> <li>● Opportunities for our students to be visible in the community learning-giving back.</li> <li>● Re- establish Grandparents day.</li> </ul> <p>Further focus around Whanau Engagement through SCRoL</p> <p>Whole School overnighter</p> <p>Develop structured learning through community experts for Agri Kids</p> <p>Review Curriculum design.</p> <p>Parent/ Student/ Teacher conversations.</p>	<p>Review Parent/ Student/ Teacher conversations.</p> <p>Review Tuakana Teina approach.</p> <p>Investigate EOTC events that enable travel to further destinations, eg Coromandel, Waikato, Bay of Plenty.</p>	

	<p>Hold a South Makirikiri School in Action day where we open the classes up to current and future families to share our learning.</p> <p>Continue school wide events and competitions are held. Talent quests, traditional tabloid style events.</p> <p>Develop House competitions for 2020 and beyond.</p>		
<p>Communication supports and strengthens reciprocal, learning centred relationships.</p>	<p>Continue to implement the use of Google Classroom for the Senior School and Seesaw for Year 0-3</p> <p>Provide more information to parents on progress of students at 6 weeks testing.</p> <p>Provide more information around student learning in relation to Key Competencies</p>	<p>Monitor the use of Google Classroom for the Senior School and Seesaw for Year 0-3</p> <p>Review feedback to parents on progress of students at 6 weeks testing.</p> <p>Review reporting around student learning in relation to Curriculum levels. What year levels top go to.</p>	<p>Review Parent/ Student/ Teacher conversations.</p>
<p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support.</p>	<p>Provide google classroom, Seesaw, training for parents,</p> <p>Promote use of Homework books to support the learning at home.</p>	<p>Provide google classroom, seesaw, training for parents, Review the use of Homework books to support the learning at home.</p>	<p>Monitor/ review effectiveness of communication with home via google/seesaw.</p>
<p>Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.</p>	<p>Continue to utilise opportunities provided through SCRoL</p> <p>Seek out opportunities for parents and community members to support us in our Enviro projects within and outside school.</p> <p>Provide opportunities for our students to interact with other organisations in the local community - community service such as kindergartens, rest homes etc</p> <p>Investigate developing partnerships with Ngati Apa.</p>	<p>Review the opportunities provided through SCRoL</p> <p>Investigate alternative energy sources for school eg wind, solar - MOE Contestable Fund Sustainable energy resources.</p> <p>Review parents and community members supporting us in our Enviro projects within and outside school.</p> <p>Monitoring student interactions with other organisations in the local community - community service such as kindergartens, rest homes etc</p> <p>Utilise opportunities provided through SRCoL</p> <p>Investigate developing partnerships with Ngati Apa.</p>	<p>Provide staff opportunity as Within School CoL position.</p>



**Domain 4: Curriculum teaching and Learning:**

**Implementing the valued education outcomes of the NZC documents to enable young people to be successful in an increasingly complex and uncertain world.**

Evaluation indicators:	2020	2021	2022
Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa.	<p>Review assessment schedule to align with introduction of Pact maths, reading , writing</p> <p>Investigate e-asttle Maths Continue roll out of PACT for maths and writing. Evaluate E-asttle maths. Evaluate the use e-asttle Writing for moderation and assessing next step learning.</p> <p>As part of on-going self-review we want to incorporate more student voice into our curriculum planning and design. (Student agency)</p>	<p>Review assessment schedule to align with introduction of Pact maths, reading , writing</p>	
Students participate and learn in caring, collaborative, inclusive learning communities.	<p>Implement a new school curriculum.</p> <p>Continue our Place Based philosophy.</p> <p>Investigate options for collaborative teaching and learning in the Senior school (Room 6 &amp; 7 &amp; 1)</p> <p>Continuing student learning occurring beyond school gates off site. City days,</p>	<p>Review school curriculum.</p>	

<p>Students have effective, sufficient and equitable opportunities to learn.</p>	<p>Continue to provide opportunities to enrich and extend the curriculum for our students,, AgriKids, Mathex, Computer Coding,</p> <p>Review the South Mak Maths Curriculum to ensure our current programmes are aligned with expectations. A particular focus will be on the balance of numeracy vs strand.</p> <p>Continue Outdoor based experiences, mountain biking, waterskiing club., Skiing,</p> <p>Continue the focus of explicit instruction of phonics for spelling and reading.</p> <p>Embed termly running a city class for seniors in Palmerston North or Wellington.</p> <p>Continue to identify 'at risk' students at the beginning of the year and provide additional support in the form of resources and or teacher time.</p>		
<p>Effective and culturally responsive pedagogy supports and promotes student learning.</p>	<p>Continue the use of Te Reo as a whole school.</p> <p>Survey Transitioned Year 8 students from previous year on how well South Makirikiri prepared them for learning? Questioning tool and questions to be developed.</p> <p>Evaluate Place Based education- impact of cultural perspectives.</p> <p>Embed Place based learning across the school</p> <p>Build on momentum of Kapa Haka group.</p> <p>School visit to a Marae. Student workshops eg weaving, myths and legends, crafting, hangi prep</p>	<p>Review the use of Google classrooms and chromebooks.</p> <p>Review the use of Place Based Learning.</p>	

	Continue Kapa haka to normalise Te Ao Maori through all ages of students at South Makirikiri School. Performance.		
Effective assessment for learning develops students' assessment and learning to learn capabilities.	<p>Continue to refine our school wide assessment schedule, making it more specific for particular areas of the school and priority students.</p> <p>Students will complete PAT assessment online. Using Online PAT reporting to help provide evidence to evaluate the student's achievement and progress and develop next steps. Review PAT</p> <p>Use Pact for maths Review the use of e-asttle writing and moderation</p>	<p>Monitor the PacT tool and the confidence of teacher judgements.</p> <p>Use comparable data to form next steps learning.</p> <p>Provide BOT with annual data using the same benchmark/standardised testing.</p>	

**Domain 5: Professional Development:**

**Continuing professional development opportunities for teachers to strengthen professional and collective capabilities.**

Evaluation indicators:	2020	2021	2022
A strategic and coherent approach to human resource management builds professional capability and collective capacity.	<p>Developing/ Building capacity of leadership across the school. Continuing shared leadership model across teams.</p> <p>Continue Well being survey, adapt meetings to provide a settled working environment.</p> <p>Principal to meet with staff at the beginning of the year to review job descriptions,</p>	<p>Liz Cane the CODE for new teachers.</p> <p>Key Competencies evaluations and the reporting of KC to parents.</p>	Engage in teacher PD- growth mindset through outside provider

	<p>delegate responsibilities and discuss future career pathways.</p> <p>Develop Reliever folder from induction folder. Increase Te Reo Maori spoken in classrooms (Domain 3, 4, 5)<i>Professional development to translate common classroom instruction and pronunciation</i></p>		
<p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities.</p>	<p>Continue to develop conversations around raising student achievement.</p> <p>Use of leadership, syndicate and staff meetings focusing on our priority learners and how we can improve student outcomes.</p> <p>2020 PLD focus is Digital technologies curriculum. Key Competencies assessment practises</p> <p>Developing student agency, Student efficacy with SRCoL.</p>	<p>Review Key Competencies evaluation. Are parents well informed of students progress.</p> <p>Review teacher capabilities within Digital Technologies</p>	<p>SeekMOE PLD funding to continue Key Competencies assessment practices.</p>
<p>Organisational structures, processes and practices enable and sustain on-going learning, collaborative activity and collective decision-making.</p>	<p>Review Place Based pedagogies and what that looks like at South Makirikiri School.</p> <p>Continue to work collaboratively with regards to curriculum design across the whole school. Particularly in regards to Place Based Education, STEM.</p> <p>Explore opportunities for staff to work collaboratively within the SRCoL.</p> <p>Embed tikanga practices.</p>	<p>Develop science and technologies with Place based pedagogies.</p> <p>Lead Digital Technologies across CoL.</p>	
<p>Access to relevant expertise builds capability for on-going improvement and innovation.</p>	<p>In 2020 from the Annual Plan teachers will assume areas of responsibility.</p> <p>Investigate external expertise for staff in ICT and Key competencies assessment.</p> <p>Provide support for IT initiatives eg Google Docs, Classroom</p> <p>Utilise extension teachers for teaching unique opportunities to develop range of curriculum areas. Eg The Arts, dance, Choir, music.</p>	<p>Review Fixed Unit allocation.</p> <p>Evaluate impact of outside PLD provider.</p>	

Domain 6: Inquiry in Teacher Practice:

**In accordance with the NZC, emphasising the inquiry process in all professional leaders and teaching staff.**

Evaluation indicators:	2020	2021	2022
Coherent organisational conditions promote evaluation, inquiry and knowledge building.	<p>Review Place Based Theory and the impact it is having on the student motivation.</p> <p>Install road signage to make South Mak more visible to the general public.</p> <p>Implement enhancements of the carpark and investigate the front entrance way to make it more inviting.</p>	<p>Investigate using other sites for learning. In our school environment.</p> <p>Roofing the Tennis Courts to provide an all year round facility for sport, assemblies, Community use</p>	
Capability and collective capacity to do and use evaluation, inquiry and knowledge building that sustains improvement and innovation.	<p>Use Teaching as Inquiry model to enhance teacher capability and improve achievement outcomes particularly for priority students.</p> <p>Review the Technology programme currently offered to our Year 7&amp;8 students at Rangitikei College.</p>		
Evaluation, inquiry and knowledge building enable engagement with external evaluation and contribution to the wider education community.	<p>Continue to evaluate and reflect on community events that are on offer through school.</p> <p>Investigate options for external appraisals for Senior Management Team</p> <p>Look to utilise any Kahui Ako initiatives in 2019.</p> <p>Principal to continue to network with other principals within the area and country. PLG through cluster.</p>	<p>Investigate the opportunity to have reading with our community. Making use of volunteers to read with our tamariki to improve mileage. PPP Pause, Prompt, Praise.</p>	