

# Coastal Taranaki School

## School Charter, Strategic and Annual Plans 2017 – 2019



Ma te whanau, te tamaiti e puawai

*By the whole community, the child will blossom.*

Developed December 2016  
Approved 2017 for the period 2017 - 2019

Signed: \_\_\_\_\_  
BoT Chairperson

\_\_\_\_\_  
Principal

## Coastal Taranaki School 2017 - 2019

### Introductory Section - Strategic Intentions

*Introduction: This document outlines the Coastal Taranaki School Board of Trustees planning for the on-going improvement in student progress and achievement.*

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| <b>Mission Statement</b> | <p>Ma te whanau, te tamaiti e puawai</p> <p><i>By the whole community, the child will blossom.</i></p>  |
| <b>School Profile</b>    | <p>Coastal Taranaki School is composite Yr1-15 area school with a roll of approximately 300 pupils - 67% non-Maori and 33% Maori. The school population is made up of farming families, rural dwellers from Okato district. Presently the school has a Decile rating of 7. The School is an integral part of the local community, which is fully supportive of school activities and functions. The school has provided education to the district in varying forms for many years. It has been an area school since 2005. Coastal Taranaki School develops relevant academic and practical pathways for all students to participate and contribute socially, culturally, creatively and environmentally. Coastal Taranaki School works in partnership with our community. We strive to remain relevant to our community and provide strong vocational and academic pathways for its students.</p> |
| <b>Vision</b>            | <p><b>Our school vision is “Learning for Life”.</b></p> <ul style="list-style-type: none"> <li>• At Coastal Taranaki School our students become lifelong learners.</li> <li>• We create inclusive environments where students and staff feel safe, listened to and respected.</li> <li>• At Coastal Taranaki School education is about partnerships.</li> <li>• Our learning environment utilises different teaching techniques to personalize learning and cater for all learning styles.</li> <li>• Learning and teaching is supported and facilitated by new approaches.</li> <li>• Our communication systems are transparent, open and honest between every member of our school community.</li> <li>• As the foundation of the CTS curriculum, the Principles of the NZC underpin our vision.</li> </ul>   |
| <b>Values</b>            | <p><b>Our Shared Values:</b></p> <ul style="list-style-type: none"> <li>➤ Co-operation</li> <li>➤ Openness</li> <li>➤ Aroha</li> <li>➤ Sustainability</li> <li>➤ Tolerance</li> <li>➤ Accountability</li> <li>➤ Leading and learning</li> </ul>   |

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|   | <p><b>Our values are expressed as our School Expectations</b> (<i>the 'three b's'</i>):</p> <ul style="list-style-type: none"> <li>➤ <b>To be Respectful</b></li> <li>➤ <b>To be Responsible</b></li> <li>➤ <b>To be Ready to Learn</b></li> </ul> <p>Our words and actions show <i>aroha</i> towards others and ourselves. We look after others, property, the environment and ourselves. We look, listen and are organized. We take every opportunity to learn.</p> <p>Coastal Taranaki School is a supportive environment where children aim for high personal achievement. Underpinning our COASTAL Values and 3 B's is the school-wide philosophy of PB4L (Positive Behaviour for Learning)</p>   |
| <p><b>Māori Dimensions and Cultural Diversity</b></p> | <p>Coastal Taranaki School consists of 33 per cent Maori students and recognises the importance of New Zealand's bicultural heritage. The school will provide programmes in Te Reo and Tikanga Maori including programmes to NCEA L3 when possible. We will, as appropriate to its community, develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori. In recognising the unique position Maori have, Coastal Taranaki School will take all reasonable steps to provide instruction in Tikanga Maori (Maori Culture) and Te Reo Maori (Maori language) for full time students whose parents request it.</p> <p><b>To achieve this</b>, if a parent or guardian requests a higher level of Tikanga and/or Te Reo than is at present evident in our school Maori programme, the staff and family will explore possibilities, which could include one or more of the following;</p> <ul style="list-style-type: none"> <li>• Dual enrolment at the Correspondence School (as required)</li> <li>• Partnering with local marae and whanau (including dream weaver programme goals)</li> <li>• Using local resource people i.e. Resource teacher of Māori and Iwi/whanau resources</li> <li>• Other negotiated actions</li> <li>• Provide further opportunities within the child's classroom using: <ul style="list-style-type: none"> <li>○ Work Stations</li> <li>○ Extra Resources</li> <li>○ Computer programmes</li> </ul> </li> </ul> |

### Baseline Data or School Context - Students' Learning

*National Standards/Curriculum Target results for 2016:*

| Year Level | Reading         |    |    |            |    |    |               |    |    | Writing         |    |    |            |    |    |               |    |    | Numeracy        |    |    |            |    |    |               |    |    |   |   |   |
|------------|-----------------|----|----|------------|----|----|---------------|----|----|-----------------|----|----|------------|----|----|---------------|----|----|-----------------|----|----|------------|----|----|---------------|----|----|---|---|---|
|            | Start of Year % |    |    | Mid-Year % |    |    | End of Year % |    |    | Start of Year % |    |    | Mid-Year % |    |    | End of Year % |    |    | Start of Year % |    |    | Mid-Year % |    |    | End of Year % |    |    |   |   |   |
|            | B               | S  | A  | B          | S  | A  | B             | S  | A  | B               | S  | A  | B          | S  | A  | B             | S  | A  | B               | S  | A  | B          | S  | A  | B             | S  | A  | B | S | A |
| 1          | -               | -  | -  | -          | -  | -  | 70            | 17 | 13 | -               | -  | -  | -          | -  | -  | 44            | 56 | 0  | -               | -  | -  | -          | -  | -  | 56            | 44 | 0  |   |   |   |
| 2          | 58              | 39 | 3  | 41         | 56 | 3  | 28            | 63 | 9  | 30              | 67 | 3  | 21         | 76 | 3  | 22            | 75 | 3  | 64              | 36 | 0  | 33         | 64 | 3  | 16            | 78 | 6  |   |   |   |
| 3          | 33              | 67 | 0  | 20         | 64 | 16 | 9             | 61 | 30 | 42              | 68 | 0  | 24         | 72 | 4  | 26            | 65 | 9  | 33              | 67 | 0  | 17         | 79 | 4  | 9             | 91 | 0  |   |   |   |
| 4          | 34              | 66 | 0  | 31         | 69 | 0  | 32            | 68 | 0  | 44              | 56 | 0  | 25         | 75 | 0  | 32            | 68 | 0  | 44              | 56 | 0  | 26         | 74 | 0  | 29            | 71 | 0  |   |   |   |
| 5          | 40              | 47 | 13 | 14         | 79 | 7  | 17            | 55 | 28 | 41              | 59 | 0  | 24         | 76 | 0  | 24            | 69 | 7  | 43              | 53 | 4  | 29         | 64 | 7  | 17            | 69 | 14 |   |   |   |
| 6          | 17              | 71 | 12 | 22         | 65 | 13 | 38            | 48 | 14 | 50              | 46 | 4  | 47         | 41 | 12 | 43            | 48 | 9  | 46              | 46 | 8  | 38         | 48 | 14 | 33            | 48 | 19 |   |   |   |
| 7          | 29              | 62 | 9  | 26         | 56 | 17 | 29            | 54 | 17 | 50              | 50 | 0  | 48         | 48 | 4  | 42            | 25 | 33 | 52              | 48 | 0  | 40         | 56 | 4  | 19            | 63 | 8  |   |   |   |
| 8          | 32              | 63 | 15 | 36         | 63 | 31 | 33            | 39 | 28 | 63              | 26 | 11 | 47         | 37 | 16 | 50            | 33 | 17 | 34              | 52 | 14 | 53         | 37 | 10 | 50            | 27 | 22 |   |   |   |
| 9          | 41              | 35 | 24 | 63         | 21 | 16 | 76            | 12 | 12 | 47              | 35 | 18 | 55         | 37 | 8  | 59            | 35 | 6  | 36              | 35 | 29 | 43         | 38 | 19 | 65            | 29 | 6  |   |   |   |
| 10         | 28              | 36 | 36 | 47         | 20 | 33 | 31            | 61 | 8  | 58              | 21 | 21 | 47         | 20 | 33 | 38            | 54 | 8  | 18              | 47 | 35 | 40         | 27 | 33 | 15            | 54 | 31 |   |   |   |

*NCEA results 2016:*

|         | Male N | Female N | Male A | Female A | Male M | Female M | Male E | Female E | Total | %   |
|---------|--------|----------|--------|----------|--------|----------|--------|----------|-------|-----|
| Level 1 | 2      |          | 4      | 7        |        | 4        |        |          | 15/17 | 88% |
| Level 2 |        | 1        | 6      | 6        |        | 1        |        |          | 11/12 | 92% |
| Level 3 |        | 1        |        | 3        |        |          |        |          | 3/4   | 75% |
| UE      |        |          |        | 3        |        |          |        |          |       |     |

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| <b>School Organisation and Structures</b> | <i>Current Staff make-up is:</i><br><b>Teaching Staff</b><br>McKenzie Janelle Principal<br>Naughton Ben DP (sec) Secondary English<br>Normanton Margaret DP (prim), Year 5-6<br>Colson Helen Reading Recovery<br>Dagleish Rae HOF Science<br>Dowding Lesley Secondary Literacy support<br>Finey Emily (Maternity Leave for 2017)<br>Gilmour Hayley Year 7<br>Harris Tanya Mathematics<br>Hickey Sandi HOF Arts<br>Hood Kay Year 5-6; SENCO; SCT<br>Jones Paul Hard Tech<br>Jorgensen Karla Year 5-6<br>Leathley Renee Year 1-2<br>Page Ulla Year 0-1<br>Palmer Glenda Careers/PE-OE/Languages<br>Riccitelli John Music<br>Richardson Marian HOF Tech<br>Stevenson Jayne Year 3-4 |  |  |  |  |  | Tahuaroa Lisa Social Science; Year 9 Rohe<br>Taylor Craig Lead Teacher Year 7-8; Year 8<br>Valentine Sharleen Release Teacher<br>Warren Sarah Year 1-2<br>Zimmerman Melanie Year 3-4<br><br><b>Support Staff</b><br>Kopu Jacky Admin<br>Phillips Nicola Admin<br>Fleming Paula Learning Support<br>Koboski Kirsty Learning Support<br>Levett Darryl Learning Support<br>Wooffindin Joanna Learning Support<br>Hayward Ray Sports Coordinator<br>Pearce Delwyn Library<br>Dudley Graham Grounds<br>Morgan Sandra Cleaner<br>Poutini Johannah Cleaner; Lab technician<br>Kruger Tash RTLB |  |  |  |  |  |
| <b>Review of Charter and Consultation</b> | <i>When and how consultation occurs:</i> <ul style="list-style-type: none"> <li>• <i>Vision – input from community 2014</i></li> <li>• <i>Health Curriculum review - completed Term 1, 2015</i></li> <li>• <i>Maori education survey: 2016, on-going</i></li> <li>• <i>ERO Review 2015, ongoing</i></li> <li>• <i>Charter review each year in October/November with BoT.</i></li> </ul>  |  |  | <ul style="list-style-type: none"> <li>• <i>Student voice through survey/interviews:</i> <ul style="list-style-type: none"> <li>- <i>Student feedback surveys on individual teaching practice twice per year for PMP purposes</i></li> <li>- <i>Student voice on BoT – BoT student rep for 2017 is Kataraina Taipari</i></li> <li>- <i>Student Council</i></li> <li>- <i>From 2017, exit interviews with Year 13 students</i></li> </ul> </li> </ul> |  |  |   |  |  |  |  |  |

## Strategic Section

| Domain                                | Strategic Aim  | Core Strategies for Achieving Aims 2016 – 2018 (NB: all goals are data driven)   |   |  |
|---------------------------------------|--|--|---|--|
|                                       |  | 2017   | 2018  | 2019   |
| Learning / Curriculum / Communication | 1. A: Year 1-8 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on boys and Maori) | <p>1.1 Increase percentage of identified students achieving at National Standards for Reading from 68.7% (137/200) to 78% (156/200), with a focus on boys and Maori students</p> <p>1.2 Increase percentage of identified students achieving at National Standards for Writing from 66.2% (132/200) to 77% (154/200), with a focus on boys and Maori students</p> <p>1.3 Increase percentage of identified students achieving at National Standards for Mathematics from 71.7% (143/200) to 80% (160/200), with a focus on boys and Maori students</p>                     | <p>1.1 Increase percentage of identified students achieving at National Standards for Reading, with a focus on boys and Maori students</p> <p>1.2 Increase percentage of identified students achieving at National Standards for Writing, with a focus on boys and Maori students</p> <p>1.3 Increase percentage of identified students achieving at National Standards for mathematics, with a focus on boys and Maori students</p> <p>NB: Percentage and number increases will be added as data becomes available at the end of each year.</p>                                  | <p>1.1 Increase percentage of identified students achieving At and Above for National Standards for Reading, with a focus on boys and Maori students</p> <p>1.2 Increase percentage of identified students achieving At and Above for National Standards for Writing, with a focus on boys and Maori students</p> <p>1.3 Increase percentage of identified students achieving At and Above for National Standards for Mathematics, with a focus on boys and Maori student.</p> <p>NB: Percentage and number increases will be added as data becomes available at the end of each year.</p> |
|                                       | B: Year 9-10 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on boys and Maori)   | <p>1.1 Increase percentage of identified students achieving at appropriate curriculum level/LLP for Reading from 43.3% (15/35) to 60% (21/35), with a focus on boys and Maori students</p> <p>1.2 Increase percentage of identified students achieving at appropriate curriculum level for Writing from 50% (17/35) to 65% (21/35), with a focus on boys and Maori students</p> <p>1.3 Increase percentage of identified students achieving at appropriate curriculum level for Mathematics from 56.7% (20/35) to 70% (25/35), with a focus on boys and Maori students</p> | <p>1.1 Increase percentage of identified students achieving at appropriate curriculum level/LLP for Reading, with a focus on boys and Maori students</p> <p>1.2 Increase percentage of identified students achieving at appropriate curriculum level for Writing, with a focus on boys and Maori students</p> <p>1.3 Increase percentage of identified students achieving at appropriate curriculum level for mathematics, with a focus on boys and Maori students</p> <p>NB: Percentage and number increases will be added as data becomes available at the end of each year</p> | <p>1.1 Increase percentage of identified students achieving at appropriate curriculum level/LLP for Reading, with a focus on boys and Maori students</p> <p>1.2 Increase percentage of identified students achieving at appropriate curriculum level for Writing, with a focus on boys and Maori students</p> <p>1.3 Increase percentage of identified students achieving at appropriate curriculum level for mathematics, with a focus on boys and Maori students</p> <p>NB: Percentage and number increases will be added as data becomes available at the end of each year</p>          |

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| Learning / Curriculum / Communication | <p>C: Year 11-13 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on target and Maori students)</p>            | <p>1.1 Maintain 2016 percentage of students gaining Levels 1 (88% pass rate), 2 (92% pass rate) and 3 (75% pass rate) NCEA with an aim of 85% minimum across all year levels;<br/> 1.2 Increase achievement of endorsements at all levels (2016: 24% at Merit at Level 1; 17% at Merit at Level 2; none at Excellence)<br/> 1.3 Extend Dreamweaver/mentoring and vocational pathways programmes across school as applicable</p>  | <p>1.1 Maintain percentage of students gaining Levels 1, 2 and 3 NCEA;<br/> 1.2 Increase achievement of endorsements at all levels<br/> 1.3 Extend Dreamweaver/mentoring and vocational pathways programmes across school as applicable</p> <p>NB: Percentage and number increases will be added as data becomes available at the end of each year</p>  | <p>1.1 Maintain percentage of students gaining Levels 1, 2 and 3 NCEA;<br/> 1.2 Increase achievement of endorsements at all levels<br/> 1.3 Extend Dreamweaver/mentoring and vocational pathways programmes across school as applicable</p> <p>NB: Percentage and number increases will be added as data becomes available at the end of each year.</p>   |
|                                       | <p>2. All students' performances are accelerated based on National Standards, NZQA data and other appropriate assessment data, with particular focus on Gifted and Talented and Maori students</p> | <p>2.1 Using National Standards, NCEA data and parental feedback develop a system for extension and acceleration of students who are At or Above National Standards and curriculum levels; Merit and Excellence with NCEA<br/> 2.2 Explore extra-curricular options within other schools/education facilities that might be appropriate for our students.</p>  | <p>2.1 Review developed programme and revise based on changes in National Standards and NCEA data<br/> 2.2 Review timetable structure to explore options for greater individualisation of student programmes to incorporate extension options.</p>  | <p>2.1 Actively promote Scholarship achievement for all students, especially Gifted and Talented and Maori<br/> 2.2 Promote individualised timetables for all students to enhance achievement</p>   |
|                                       | <p>3. Increase engagement and achievement in the middle school</p>   | <p>3.1 Review behaviour management process for this cohort, with focus on adapting PB4L strategies to meet student needs<br/> 3.2 Develop and implement interventions to support learning and behaviour needs of cohort, especially those available through MOE and other agencies.<br/> 3.3 Provide support for staff to help develop strategies for and management of this cohort<br/> 3.4 Promote home/school partnership<br/> 3.5 Raise profile of Middle School Certificate (MSC), increasing percentages of those passing in consultation with students.</p> | <p>3.1 Review and consolidate behaviour management processes for this cohort, with focus on PB4L strategies to meet student needs<br/> 3.2 Develop, review and consolidate interventions to support learning and behaviour needs of cohort<br/> 3.3 Provide support and review support effectiveness to staff in developing strategies for and management of this cohort<br/> 3.4 Build home/school partnership<br/> 3.5 Review impact of MSC and classroom programmes on Maori achievement</p> | <p>3.1 Review and consolidate behaviour management processes for this cohort, with focus on PB4L strategies to meet student needs<br/> 3.2 Develop, review and consolidate interventions to support learning and behaviour needs of cohort<br/> 3.3 Provide support and review support effectiveness to staff in developing strategies for and management of this cohort<br/> 3.4 Build home/school partnership<br/> 3.5 Review impact of MSC and classroom programmes on Maori achievement</p> |

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| Learning / Curriculum / Communication | <p>4. Students with learning differences are supported in their schooling so they can make progress in relation to NZC and fully participate in and contribute to their school and community</p> | <p>4.1 Students with special needs/learning differences are identified and tracked across the school in the following fields: academic, social, and wellbeing (Attendance – Participation – Achievement)</p> <p>4.2 Target group has quantitative and qualitative data stored centrally on Kamar, including strategies for support of individual students. These are shared across all staff</p> <p>4.3 Implement system for tracking SAC requirements for this target group and ensure it is effective.</p> <p>4.4 Link Learning Support staff interventions to outcomes for Special Needs students. Evaluate.</p>  | <p>4.1 Using tracking information review effectiveness of strategies put in place on an on-going basis to support academic and social progress and student wellbeing.</p> <p>4.2 Possible PLD is sourced to help staff provide individual support for target group</p> <p>4.3 SAC Tracking system in place and effective. Evaluate</p> <p>4.4 Support Staff initiatives/interventions are recorded and evaluated against student progress and Board funding</p>   | <p>4.1 All students in target group are having their learning needs met through sustained, targeted support</p> <p>4.2 All staff are developing skills to support target group with all aspects of their schooling</p> <p>4.3 SAC Tracking system in place and effective. Evaluate</p> <p>4.4 Support Staff initiatives/interventions are recorded and evaluated against student progress and Board funding</p>  |
|                                       | <p>5. The school community is engaged and proactively involved in student learning in a culture of shared responsibility for wellbeing and achievement.</p>                                      | <p>5.1 Consultation with community will be scheduled for regular data gathering. Analysis of data will be followed by feedback/feed forward</p> <p>5.2 Investigate effective two-way school community communications system. Ensure system has feedback facility.</p> <p>5.3 Board will engage with iwi and develop supportive and supporting relationship which fosters student achievement and progress</p> <p>5.4 Parents/whanau will be encouraged into the classrooms as appropriate. Develop ‘job description’ of what parent help might look like. Community/parental engagement will be measured for participation and impact</p> <p>5.5 Student leaders will have prominent role in promoting the school</p> <p>5.6 Dreamweaver will continue to build links with whanau/families for targeted students</p> | <p>5.1 Schedule of consultation with community developed. Means of gathering informal feedback developed.</p> <p>5.2 Continue to improve communications system. Evaluate progress against student achievement and progress and retention of students</p> <p>5.3 Develop ways of promoting education within the community and for education of parents</p> <p>5.4 Expand student leadership roles to reflect needs in school and promote school into the community and beyond</p> <p>5.5 Dreamweaver will continue to build links with whanau/families for targeted students</p> | <p>5.1 Evaluate effectiveness of consultation with community – SWAT</p> <p>5.2 Continue to improve communications system. Evaluate progress against student achievement and progress and retention of students</p> <p>5.3 Review and evaluate strategies for promoting education within the community and for education of parents</p> <p>5.4 Expand student leadership roles to reflect needs in school and promote school into the community and beyond</p> <p>5.5 Dreamweaver will continue to build links with whanau/families for targeted students</p> |



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| Learning / Curriculum / Communication | 6. Gaining and retaining: CTS is the school of choice in the Okato catchment        | <p>6.1 System developed within subcommittee of Board for exit interviews/contact with everyone who leaves CTS – SWAT analysis on data</p> <p>6.2 Transitions into/within/out of school strengthened and needs identified at each level</p> <p>6.3 Information actively sought from parents/community about their intentions for their children’s later years of schooling. Identify strategies for retention of potential leavers</p> <p>6.4 Promote success stories within the community and beyond. Develop marketing strategies to promote the school and thus build retention</p> <p>6.5 Develop subject choice. Identify areas in which CTS could excel above other schools thus improving retention</p> | <p>6.1 Exit interviews/data gathering inform decisions on school structure and options/opportunities provided</p> <p>6.2 Transition points identified and strengthened to ensure smooth progress into, within and out of school</p> <p>6.3 Strategies developed to ensure retention of primary students based on data of intentions from parents/community</p> <p>6.4 Review and modify as necessary targeted marketing strategies that actively promote the school</p> <p>6.5 Subject choice reflects student needs and passions</p> | <p>6.1 Exit interviews/data gathering inform decisions on school structure and options/opportunities provided</p> <p>6.2 Transition points identified and strengthened to ensure smooth progress into, within and out of school</p> <p>6.3 Strategies developed to ensure retention of primary students based on data of intentions from parents/community</p> <p>6.4 Review and modify as necessary targeted marketing strategies that actively promote the school<br/>Subject choice reflects student needs and passions</p> |
|                                       | 7. Support for students through te reo and guidance – both identified areas of need | <p>7.1 Provide a timetabled, teacher supported class for students undertaking te reo by correspondence</p> <p>7.2 Allocate funding to employ a support person (teacher aide) for Maori culture within the school</p> <p>7.3 Identify means of funding a guidance counsellor</p>   | <p>7.1 Provide a timetabled, teacher supported class for students undertaking te reo by correspondence</p> <p>7.2 Increase time allocation for Maori culture support person with aim of heading towards sourcing a teacher of te reo</p> <p>7.3 Allocate funding for part time guidance counsellor if within scope of budget</p>  | <p>7.1 Provide a timetabled, teacher supported class for students undertaking te reo in school</p> <p>7.2 Increase time allocation for Maori culture support person with aim of heading towards sourcing a teacher of te reo</p> <p>7.3 Allocate funding for part time guidance counsellor if within scope of budget</p>   |

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|------------------------------------|--|--|--|--|
| <b>Employer Responsibilities</b>   | 1. Provide a positive school culture that attracts, retains and develops the best personnel and ensure professional development and learning for staff is available and focused on the school's strategic direction.                                 | <p>1.1 Review effect of Wellbeing programme and refine/modify as necessary</p> <p>1.2 Develop a process of interviewing staff to establish their needs and goals, and to identify areas where the school can improve as an employer</p> <p>1.3 Develop effective system for tracking/monitoring compliance with procedures</p> <p>1.4 Ensure PD focus is based on school assessment data and MOE initiatives and seek opportunities for staff to meet these identified needs. Ensure all PD opportunities are linked to the Charter goals</p> <p>1.5 All PD is shared across school / syndicates</p> | <p>1.1 Review interview process and modify as required. Use data to establish systems to improve good employer status</p> <p>2.1 Evaluate and modify all systems associated with compliance of procedures</p> <p>2.2 Ensure all PD opportunities are linked to the Charter goals</p> | <p>1.1 Consolidate modified interview process; review systems set up to improve good employer status</p> <p>1.2 Ensure all PD opportunities are linked to the Charter goal</p>                                 |
|                                    | 2. Performance management links to school strategic aims and collaborative teaching practices and to student progress and achievement  | <p>2.1 Review and update appraisal processes ensuring PLD is linked to targeted goals/outcomes and shared Teaching as Inquiry goals. Link outcomes to improvements in student outcomes. Budget requirements for PLD will be based on targeted charter focuses/goals.</p> <p>2.2 Evaluate and document impact of PLD on student outcomes in class</p>   | <p>2.1 Review impact on student learning of previous year's PD outcomes and effectiveness.</p> <p>2.2 Modify PD focus based on above and seek opportunities for staff to meet these identified needs.</p>  | <p>2.1 Review impact on student learning of previous year's PD outcomes and effectiveness.</p> <p>2.2 Modify PD focus based on above and seek opportunities for staff to meet these identified needs.</p>      |
| <b>Property, Health and Safety</b> | <p>1. Ensure that the future development of buildings and facilities provides a safe, healthy and innovative teaching and learning environment for staff and students.</p> <p>2. Modernise classrooms and other property as per the 10 Year Plan</p> | <p>1.1 Complete regular safety checks on buildings and grounds, using findings to inform maintenance schedule and identify issues needing an immediate response</p> <p>1.2 Continue to update policies and procedures to reflect changes in Health and Safety Act (2015) and other associate acts</p> <p>1.3 Undertake projects as per 10YPP</p>   | <p>1.1 Complete regular safety checks on buildings and grounds, using findings to inform maintenance schedule and identify issues needing an immediate response</p> <p>1.2 Undertake projects as per 10YPP</p>   | <p>1.1 Complete regular safety checks on buildings and grounds, using findings to inform maintenance schedule and identify issues needing an immediate response</p> <p>1.2 Undertake projects as per 10YPP</p> |

## Improvement Plan - Domain: Learning 1A

**Strategic Aim:** A: Year 1-8 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on boys and Maori)

**Annual Goal: 1.1)** Increase percentage of identified students achieving at National Standards for Reading from 68.7% (137/200) to 78% (156/200), with a focus on boys and Maori students; **1.2)** Increase percentage of identified students achieving at National Standards for Writing from 66.2% (132/200) to 77% (154/200), with a focus on boys and Maori students; **1.3)** Increase percentage of identified students achieving at National Standards for Mathematics from 71.7% (143/200) to 80% (160/200), with a focus on boys and Maori students

**Baseline data:** see data tables at front of Strategic Plan

| Target Group  | Action  | Who? When?               | Costs/ Resourcing   | Expected Outcomes  | Reviewer | Review Date           |
|---|---|--------------------------|---|--|----------|-----------------------|
| 1.1 Year 1-8: Reading   | • Identify target students (see SN register)  | SENCO/ Primary teachers  | Targeted support by teacher aide and learning support staff<br>PD course costs as applicable<br>Relief teacher costs as applicable<br>Resourcing – targeted class materials as required (e.g. magazines, novels etc.) | • Identified students are recorded in Kamar<br>• List updated from 2016  | SLT      | Week 4 Term 1         |
|   | • Use appropriate assessment tools: PAT, STAR, Running records / Ready to read, Probe 2 | Primary teachers         |   | • Data set developed to support interventions  | MN / BN  | Week 4 Term 1         |
|   | • Moderation of all assessments: Cross school meetings                                  | MN/Primary teachers      |   | • Consistency across school and confidence in results  | MN / BN  | After assessment      |
|   | • Regular syndicate meetings to track acceleration of students                          | MN / BN oversee          |   | • Progress monitored regularly; reported to Principal<br>• Interventions evaluated and modified as needed                                | MN / SLT | Fortnightly           |
|   | • Set expectation for reading homework nightly  | Primary teachers/Parents |   | • Reinforcement of learning  | MN / BN  | Termly                |
|   | • Reading instruction will be undertaken in each class on a daily basis                 | Primary teachers         |   | • Needs of students targeted through instruction<br>• Reinforcement of learning  | MN       | At syndicate meetings |
|   | • Goal setting with whanau during conferencing  | Primary teachers         |   | • Whanau/parental involvement in student's learning of reading<br>• Targets set for students to work toward with parental/school support | SLT      | After conferencing    |
|   | • Reading together programme  | UP / RL                  |   | • Whanau/parental involvement in student's learning of reading   | SLT      | Term 3                |
| <b>Overall outcomes for the year:</b>   |   |                          |   | <b>Reporting to the Board:</b>   |          |                       |
| <ul style="list-style-type: none"> <li>• Reading achievement levels increase to 78% in 2017</li> <li>• Improved engagement in reading is evident</li> </ul> |   |                          |   | <ul style="list-style-type: none"> <li>• Termly to monitor progress</li> <li>• End of year to summarise annual achievements</li> </ul>   |          |                       |

|   |   |                         |  |  |          |                    |
|---|---|-------------------------|--|--|----------|--------------------|
| 1.2 Year 1-8: Writing   | <ul style="list-style-type: none"> <li>Identify target students (see SN register)</li> </ul>                              | SENCO/ primary teachers | Targeted support by teacher aide and learning support staff<br><br>PD course costs as applicable (ALL), Sheena Cameron<br><br>Relief teacher costs as applicable | <ul style="list-style-type: none"> <li>Identified students are recorded in Kamar</li> <li>List updated from 2016</li> </ul>  | SLT      | Week 4 Term 1      |
|   | <ul style="list-style-type: none"> <li>Use appropriate assessment tools: PAT, STAR, Writing exemplars, Probe 2</li> </ul> | MN / BN oversee         |  | <ul style="list-style-type: none"> <li>Data set developed to support interventions</li> </ul>  | MN / BN  | Week 4 Term 1      |
|   | <ul style="list-style-type: none"> <li>Moderation of all assessments: Including PACT, Cross school meetings</li> </ul>    | SCT;                    |  | <ul style="list-style-type: none"> <li>Consistency across school and confidence in results</li> </ul>  | MN / BN  | After assessment   |
|   | <ul style="list-style-type: none"> <li>Regular syndicate meetings to track acceleration of students</li> </ul>            | MN / BN oversee         |  | <ul style="list-style-type: none"> <li>Progress monitored regularly; reported to Principal</li> <li>Interventions evaluated and modified as needed</li> </ul>                                      | MN / SLT | Fortnightly        |
|   | <ul style="list-style-type: none"> <li>Implement ALL (Accelerated Learning in Literacy)</li> </ul>                        | MZ                      |  | <ul style="list-style-type: none"> <li>Group of target students have learning accelerated</li> <li>Teacher develops skills and strategies to lead teachers in ALL interventions in 2018</li> </ul> | SLT      | Term 3             |
|   | <ul style="list-style-type: none"> <li>Goal setting with whanau during conferencing</li> </ul>                            | Primary teachers        |  | <ul style="list-style-type: none"> <li>Whanau/parental involvement in student's learning of reading</li> <li>Targets set for students to work toward with parental/school support</li> </ul>       | SLT      | After conferencing |
| <b>Overall outcomes for the year:</b> <ul style="list-style-type: none"> <li>Writing achievement levels increase to 77% in 2017</li> <li>Improved engagement in writing is evident</li> </ul> |   |                         |  | <b>Reporting to the Board:</b> <ul style="list-style-type: none"> <li>Termly to monitor progress</li> <li>End of year to summarise annual achievements</li> </ul>                                  |          |                    |
| 1.3 Year 1-8: Mathematics   | <ul style="list-style-type: none"> <li>Identify target students (see SN register)</li> </ul>                              | SENCO/ Primary teachers | Targeted support by teacher aide and learning support staff<br><br>PD course costs as applicable (ALiM)<br><br>Relief teacher costs as applicable                | <ul style="list-style-type: none"> <li>Identified students are recorded in Kamar</li> <li>List updated from 2016</li> </ul>  | SLT      | Week 4 Term 1      |
|   | <ul style="list-style-type: none"> <li>Use appropriate assessment tools: PAT, IKAN, Gloss, JAM</li> </ul>                 | Primary teachers        |  | <ul style="list-style-type: none"> <li>Data set developed to support interventions</li> </ul>  | MN / BN  | Week 4 Term 1      |
|   | <ul style="list-style-type: none"> <li>Moderation of all assessments: Cross school meetings</li> </ul>                    | Primary teachers        |  | <ul style="list-style-type: none"> <li>Consistency across school and confidence in results</li> </ul>  | MN / BN  | After assessment   |
|   | <ul style="list-style-type: none"> <li>Regular syndicate meetings to track acceleration of students</li> </ul>            | MN / BN oversee         |  | <ul style="list-style-type: none"> <li>Progress monitored regularly; reported to Principal</li> <li>Interventions evaluated and modified as needed</li> </ul>                                      | MN / SLT | Fortnightly        |

|   |   |                  |  |   |     |                    |
|---|---|------------------|--|---|-----|--------------------|
|   | <ul style="list-style-type: none"> <li>Implement second year of ALiM (Accelerated Learning in Maths) interventions</li> </ul> | RL               |  | <ul style="list-style-type: none"> <li>Groups of target students in classes have learning accelerated</li> <li>Lead teacher develops skills and strategies in class teachers in ALiM interventions</li> </ul> | SLT | Term 2             |
|   | <ul style="list-style-type: none"> <li>Goal setting with whanau during conferencing</li> </ul>                                | Primary teachers |  | <ul style="list-style-type: none"> <li>Whanau/parental involvement in student's learning of reading</li> <li>Targets set for students to work toward with parental/school support</li> </ul>                  | SLT | After conferencing |
| <b>Overall outcomes for the year:</b> <ul style="list-style-type: none"> <li>Mathematics achievement levels increase to 80% in 2017</li> <li>Improved engagement in mathematics is evident</li> </ul> |   |                  |  | <b>Reporting to the Board:</b> <ul style="list-style-type: none"> <li>Termly to monitor progress</li> <li>End of year to summarise annual achievements</li> </ul>   |     |                    |

## Improvement Plan - Domain: Learning 1B

**Strategic Aim:** B: Year 9-10 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on boys and Maori)

**Annual Goal: 1.1)** Increase percentage of identified students achieving at appropriate curriculum level/LLP for Reading from 43.3% (15/35) to 60% (21/35), with a focus on boys/Maori students; **1.2)** Increase percentage of identified students achieving at appropriate curriculum level for Writing from 50% (17/35) to 65% (21/35), with a focus on boys / Maori students; **1.3)** Increase percentage of identified students achieving at appropriate curriculum level for Mathematics from 56.7% (20/35) to 70% (25/35), with a focus on boys / Maori students

**Baseline data:** see data tables at front of Strategic Plan

| Target Group           | Action  | Who? When?                            | Costs/ Resourcing   | Expected Outcomes for Year   | Reviewer | Review Date           |
|------------------------|---|---------------------------------------|---|--|----------|-----------------------|
| 1.1 Year 9-10: Reading | <ul style="list-style-type: none"> <li>Identify target students (see SN register)</li> </ul>                            | SENCO; Teachers (HG, CT, LT, LD)      | Targeted support by specialist learning support staff               | <ul style="list-style-type: none"> <li>Identified students are recorded in Kamar</li> <li>List updated from 2016</li> </ul>  | SLT      | Week 4 Term 1         |
|                        | <ul style="list-style-type: none"> <li>Use appropriate assessment tools: PAT, STAR, Running records, Probe 2</li> </ul> | LT, LD, CT, HG<br>BN oversee          | PD course costs as applicable<br>Relief teacher costs as applicable | <ul style="list-style-type: none"> <li>Data set developed to support interventions</li> </ul>  | MN / BN  | Week 4 Term 1         |
|                        | <ul style="list-style-type: none"> <li>Moderation of all assessments: Cross school meetings</li> </ul>                  | LT, LD, CT, HG; BN oversee            | Resources as appropriate (Probe 2 kits etc.)                        | <ul style="list-style-type: none"> <li>Consistency across school and confidence in results</li> </ul>  | MN / BN  | After assessment      |
|                        | <ul style="list-style-type: none"> <li>Regular syndicate meetings to track acceleration of students</li> </ul>          | BN / MN                               |   | <ul style="list-style-type: none"> <li>Progress monitored regularly; reported to Principal</li> <li>Interventions evaluated and modified as needed</li> </ul>                                | BN / SLT | Fortnightly           |
|                        | <ul style="list-style-type: none"> <li>Set expectation for reading homework nightly</li> </ul>                          | LT, LD, CT, HG                        |   | <ul style="list-style-type: none"> <li>Reinforcement of learning</li> </ul>  | MN / BN  | Termly                |
|                        | <ul style="list-style-type: none"> <li>Reading instruction will be undertaken in each class on a daily basis</li> </ul> | LT, LD, CT, HG; BN oversee            |   | <ul style="list-style-type: none"> <li>Needs of students targeted through instruction</li> <li>Reinforcement of learning</li> </ul>  | BN       | At syndicate meetings |
|                        | <ul style="list-style-type: none"> <li>Goal setting with whanau during conferencing</li> </ul>                          | LT, LD, CT, HG<br>BN oversee          |   | <ul style="list-style-type: none"> <li>Whanau/parental involvement in student's learning of reading</li> <li>Targets set for students to work toward with parental/school support</li> </ul> | SLT      | After conferencing    |
|                        | <ul style="list-style-type: none"> <li>Target literacy interventions to meet individual student needs</li> </ul>        | LT, LD, CT, HG; BN oversee            |   | <ul style="list-style-type: none"> <li>Appropriate interventions utilised and evaluated for impact</li> </ul>  | SLT      | Ongoing               |
|                        | <ul style="list-style-type: none"> <li>Liase with RTLB for targeted supports</li> </ul>                                 | SENCO; LT, LD, CT, HG; TK; BN oversee |   | <ul style="list-style-type: none"> <li>Appropriate interventions utilised and evaluated for impact</li> </ul>  | SLT      | Ongoing               |

|   |   |   |   |  |        |                    |
|---|---|---|---|--|--------|--------------------|
|   | <ul style="list-style-type: none"> <li>Middle school PLD with Denise Hitchcock</li> </ul>                                     | Denise Hitchcock; LT, LD, CT, HG; BN oversee      |   | <ul style="list-style-type: none"> <li>PLD targeted to support student and staff needs</li> <li>Interventions implemented and evaluated</li> </ul>   | SLT    | Term 1 and ongoing |
|   | <ul style="list-style-type: none"> <li>SAFP support</li> </ul>  | Diane Wilson and Change Team (JM, KJ, BN, DB, CT) |   | <ul style="list-style-type: none"> <li>Processes, systems and procedures all updated to support maximum student learning</li> </ul>  | SLT    | Term 1 and ongoing |
| <b>Overall outcomes for the year:</b> <ul style="list-style-type: none"> <li>Reading achievement levels increase to 60% in 2017</li> <li>Improved engagement in reading is evident</li> </ul> |   |   | <b>Reporting to the Board:</b> <ul style="list-style-type: none"> <li>Termly to monitor progress</li> <li>End of year to summarise annual achievements</li> </ul> |  |        |                    |
| 1.2 Year 9-10: Writing  | <ul style="list-style-type: none"> <li>Identify target students (see SN register)</li> </ul>                                  | LT, LD, CT, HG; MN/BN oversee                     | Targeted support by specialist learning support staff<br>PD course costs as applicable<br>Relief teacher costs as applicable<br>Resources as appropriate          | <ul style="list-style-type: none"> <li>Identified students are recorded in Kamar</li> <li>List updated from 2016</li> </ul>  | SLT    | Week 4 Term 1      |
|   | <ul style="list-style-type: none"> <li>Use appropriate assessment tools: STAR, Writing portfolio</li> </ul>                   | LT, LD, CT, HG; MN/BN oversee                     |   | <ul style="list-style-type: none"> <li>Data set developed to support interventions</li> </ul>  | MN/BN  | Week 4 Term 1      |
|   | <ul style="list-style-type: none"> <li>Moderation of all assessments: Cross school meetings</li> </ul>                        | LT, LD, CT, HG; BN oversee                        |   | <ul style="list-style-type: none"> <li>Consistency across school and confidence in results</li> </ul>  | MN/BN  | After assessment   |
|   | <ul style="list-style-type: none"> <li>Regular syndicate meetings to track acceleration of students</li> </ul>                | LT, LD, CT, HG; BN oversee                        |   | <ul style="list-style-type: none"> <li>Progress monitored regularly; reported to Principal</li> <li>Interventions evaluated and modified as needed</li> </ul>                                | BN     | Fortnightly        |
|   | <ul style="list-style-type: none"> <li>Writing instruction will be undertaken in each class on a daily basis</li> </ul>       | LT, LD, CT, HG; BN oversee                        |   | <ul style="list-style-type: none"> <li>Needs of students targeted through instruction</li> <li>Reinforcement of learning</li> </ul>  | BN/SLT | Termly             |
|   | <ul style="list-style-type: none"> <li>Goal setting with whanau during</li> </ul>   | LT, LD, CT, HG; BN oversee                        |   | <ul style="list-style-type: none"> <li>Whanau/parental involvement in student's learning of reading</li> <li>Targets set for students to work toward with parental/school support</li> </ul> | BN/SLT | After conferencing |
|   | <ul style="list-style-type: none"> <li>Target literacy interventions to meet individual student needs conferencing</li> </ul> | LT, LD, CT, HG; BN oversee                        |   | <ul style="list-style-type: none"> <li>Appropriate interventions utilised and evaluated for impact</li> </ul>  | BN/SLT | Ongoing            |

|   |  |   |  |  |        |                    |
|---|--|---|--|--|--------|--------------------|
|   | <ul style="list-style-type: none"> <li>• Liaise with RTLB for targeted supports</li> </ul>                                     | SENCO; LT, LD, CT, HG; BN oversee                 |  | <ul style="list-style-type: none"> <li>• Appropriate interventions utilised and evaluated for impact</li> </ul>  | MN/BN  | Ongoing            |
|   | <ul style="list-style-type: none"> <li>• Middle school PLD with Denise Hitchcock</li> </ul>                                    | Denise Hitchcock; LT, LD, CT, HG; BN oversee      |  | <ul style="list-style-type: none"> <li>• PLD targeted to support student and staff needs</li> <li>• Interventions implemented and evaluated</li> </ul>   | BN/SLT | Term 1 and ongoing |
|   | <ul style="list-style-type: none"> <li>• SAFP support</li> </ul>   | Diane Wilson and Change Team (JM, KJ, BN, DB, CT) |  | <ul style="list-style-type: none"> <li>• Processes, systems and procedures all updated to support maximum student learning</li> </ul>  | SLT    | Term 1 and ongoing |
| <b>Overall outcomes for the year:</b>   |  |   |  | <b>Reporting to the Board:</b>   |        |                    |
| <ul style="list-style-type: none"> <li>• Writing achievement levels increase to 65% in 2017</li> <li>• Improved engagement in reading is evident</li> </ul>     |  |   |  | <ul style="list-style-type: none"> <li>• Termly to monitor progress</li> <li>• End of year to summarise annual achievements</li> </ul>   |        |                    |
| 1.3 Year 9-10: Maths  | <ul style="list-style-type: none"> <li>• Identify target students (see SN register)</li> </ul>                                 | LT, LD, CT, HG; BN oversee                        | Targeted support by specialist learning support staff<br><br>PD course costs as applicable<br>Relief teacher costs as applicable<br>Resources as appropriate | <ul style="list-style-type: none"> <li>• Identified students are recorded in Kamar</li> <li>• List updated from 2016</li> </ul>  | SLT    | Week 4 Term 1      |
|   | <ul style="list-style-type: none"> <li>• Use appropriate assessment tools: PAT, Gloss, Curriculum level assessments</li> </ul> | LT, LD, CT, HG; MN/BN oversee                     |  | <ul style="list-style-type: none"> <li>• Data set developed to support interventions</li> </ul>  | MN/BN  | Week 4 Term 1      |
|   | <ul style="list-style-type: none"> <li>• Moderation of all assessments: Cross school meetings</li> </ul>                       | LT, LD, CT, HG; MN/BN oversee                     |  | <ul style="list-style-type: none"> <li>• Consistency across school and confidence in results</li> </ul>  | MN/BN  | After assessment   |
|   | <ul style="list-style-type: none"> <li>• Regular syndicate meetings to track acceleration of students</li> </ul>               | LT, LD, CT, HG; BN oversee                        |  | <ul style="list-style-type: none"> <li>• Progress monitored regularly; reported to Principal</li> <li>• Interventions evaluated and modified as needed</li> </ul>                                | BN     | Fortnightly        |
|   | <ul style="list-style-type: none"> <li>• Goal setting with whanau during conferencing</li> </ul>                               | LT, LD, CT, HG; BN oversee                        |  | <ul style="list-style-type: none"> <li>• Whanau/parental involvement in student's learning of reading</li> <li>• Targets set for students to work toward with parental/school support</li> </ul> | BN/SLT | After conferencing |
| <b>Overall outcomes for the year:</b>   |  |   |  | <b>Reporting to the Board:</b>   |        |                    |
| <ul style="list-style-type: none"> <li>• Mathematics achievement levels increase to 70% in 2017</li> <li>• Improved engagement in reading is evident</li> </ul> |  |   |  | <ul style="list-style-type: none"> <li>• Termly to monitor progress</li> <li>• End of year to summarise annual achievements</li> </ul>   |        |                    |



## Improvement Plan - Domain: Learning 1C

**Strategic Aim:** C: Year 11-13 Students who are underachieving are identified and strategies introduced and evaluated to improve outcomes for these students (focus on target and Maori students)

**Annual Goal: 1.1)** Maintain 2016 percentage of students gaining Levels 1 (88% pass rate), 2 (92% pass rate) and 3 (75% pass rate) NCEA with an aim of 85% minimum across all year levels; **1.2)** Increase achievement of endorsements at all levels (2016: 24% at Merit at Level 1; 17% at Merit at Level 2; none at Excellence); **1.3)** Extend Dreamweaver/mentoring and vocational pathways programmes across school as applicable

**Baseline data:** see data tables at front of Strategic Plan

| Target Group      | Action   | Who? When?                                     | Costs/ Resourcing  | Expected Outcomes for Year  | Reviewer | Review Date   |
|-------------------|--|--|--|---|----------|---------------|
| 1.1<br>Year 11-13 | <ul style="list-style-type: none"> <li>Identify target students (see SN register)</li> </ul>                                     | Sec Teachers; BN oversee                       | Targeted support by specialist learning support staff  | <ul style="list-style-type: none"> <li>Identified students are recorded in Kamar</li> <li>List updated from 2016</li> </ul>   | SLT      | Week 4 Term 1 |
|                   | <ul style="list-style-type: none"> <li>Mentor students through Dreamweaver</li> </ul>  | Individual teachers                            | PD course costs as applicable  | <ul style="list-style-type: none"> <li>Students feel supported in their learning</li> <li>Connections with family/whanau strengthened</li> </ul>  | SLT      | Termly        |
|                   | <ul style="list-style-type: none"> <li>Students actively engaged in academic record</li> </ul>                                   | Secondary teachers; BN/senior dean oversee     | Relief teacher costs as applicable<br>Resources as appropriate   | <ul style="list-style-type: none"> <li>Students access results on NZQA site and know where they are at during the course of the year</li> </ul>   | BN/SLT   | Termly        |
|                   | <ul style="list-style-type: none"> <li>Differentiated courses offered to meet individual needs</li> </ul>                        | Secondary teachers; BN/senior dean oversee     |  | <ul style="list-style-type: none"> <li>Courses offered cater for individual needs and interests</li> </ul>  | BN/SLT   | Termly        |
|                   | <ul style="list-style-type: none"> <li>Individualised programmes established for students to meet vocational pathways</li> </ul> | Secondary teachers; BN/senior dean oversee; GP |  | <ul style="list-style-type: none"> <li>Individual student needs catered for with focus and support provided for vocational pathway</li> </ul>   | BN/SLT   | Termly        |
| 1.2<br>Year 11-13 | <ul style="list-style-type: none"> <li>Fewer credits offered in each curriculum area so focus is on endorsements</li> </ul>      | Secondary teachers; BN/senior dean oversee     | Targeted support by specialist learning support staff<br>PD course costs as applicable<br>Relief teacher costs as applicable<br>Resources as appropriate | <ul style="list-style-type: none"> <li>Number of endorsements increase. NB: this outcome is highly influenced by the ability level of each cohort; however, the aim is to have approximately 30% of students at each level attain a minimum of Merit endorsement</li> </ul> | BN/SLT   | Termly        |

|                           |   |                                |  |   |        |        |
|---------------------------|---|--------------------------------|--|---|--------|--------|
| 1.3<br>All Year<br>Groups | <ul style="list-style-type: none"> <li>All students in Year 11-13 will be mentored under the Dreamweaver programme</li> </ul>   | Secondary teachers; BN oversee | Targeted support by specialist learning support staff<br>PD course costs as applicable | <ul style="list-style-type: none"> <li>Students feel supported in their learning</li> <li>Connections with family/whanau strengthened</li> <li>Clear understanding of NCEA achieved for both students and whanau</li> </ul>                                     | BN/SLT | Termly |
|                           | <ul style="list-style-type: none"> <li>A minimum of two students per each other year level will also be mentored under the Dreamweaver programme (focus is on targeted students)</li> </ul> | All staff; MN/BN to oversee    | Relief teacher costs as applicable<br>Resources as appropriate                         | <ul style="list-style-type: none"> <li>Students feel supported in their learning</li> <li>Connections with family/whanau strengthened</li> <li>Clear understanding of educational and behavioural expectations achieved for both students and whanau</li> </ul> | BN/SLT | Termly |

## Improvement Plan - Domain: Learning 2

**Strategic Aim:** All students' performances are accelerated based on National Standards, NZQA data and other appropriate assessment data, with particular focus on Gifted and Talented and Maori students

**Annual Goal: 2.1)** Using National Standards, NCEA data and parental feedback develop a system for extension and acceleration of students who are At or Above National Standards and curriculum levels; Merit and Excellence with NCEA; **2.2)** Explore extra-curricular options within other schools/education facilities that might be appropriate for our students.

| Target Group | Action  | Who? When?                                     | Costs/ Resourcing   | Expected Outcomes for Year  | Reviewer | Review Date   |
|--------------|---|--|---|---|----------|---------------|
| 2.1          | <ul style="list-style-type: none"> <li>Identify target students (see SN register)</li> </ul>  | Sec Teachers; BN oversee                       | Targeted support by specialist learning support staff               | <ul style="list-style-type: none"> <li>Identified students are recorded in Kamar</li> <li>List updated from 2016</li> </ul>   | SLT      | Week 4 Term 1 |
|              | <ul style="list-style-type: none"> <li>Identify students and present specific opportunities as they arise (e.g. leadership camps, wearable arts, journalism)</li> </ul> | Individual teachers                            | PD course costs as applicable<br>Relief teacher costs as applicable | <ul style="list-style-type: none"> <li>Students are provided opportunity for extension and acceleration</li> </ul>  | SLT      | Termly        |
|              | <ul style="list-style-type: none"> <li>Multi-level NCEA classes and opportunity for students</li> </ul>   | Secondary teachers; BN/senior dean oversee     | Resources as appropriate  | <ul style="list-style-type: none"> <li>Students are provided opportunity for extension and acceleration with NCEA programmes</li> </ul>   | BN/SLT   | Termly        |
|              | <ul style="list-style-type: none"> <li>Differentiated courses offered to meet individual needs</li> </ul>   | Secondary teachers; BN/senior dean oversee     |   | <ul style="list-style-type: none"> <li>Courses offered cater for individual needs and interests</li> </ul>  | BN/SLT   | Termly        |
|              | <ul style="list-style-type: none"> <li>Individualised programmes established for students to meet vocational pathways</li> </ul>  | Secondary teachers; BN/senior dean oversee; GP |   | <ul style="list-style-type: none"> <li>Individual student needs catered for with focus and support provided for vocational pathway</li> </ul>   | BN/SLT   | Termly        |
| 2.2          | <ul style="list-style-type: none"> <li>Fewer credits offered in each curriculum area so focus is on endorsements</li> </ul>   | Secondary teachers; BN/senior dean oversee     | None  | <ul style="list-style-type: none"> <li>Number of endorsements increase. NB: this outcome is highly influenced by the ability level of each cohort; however, the aim is to have approximately 30% of students at each level attain a minimum of Merit endorsement</li> </ul> | BN/SLT   | Termly        |

### Improvement Plan - Domain: Learning 3

**Strategic Aim:** Increase engagement and achievement in the middle school

**Annual Goal: 3.1)** Review behaviour management process for this cohort, with focus on adapting PB4L strategies to meet student needs; **3.2)** Develop and implement interventions to support learning and behaviour needs of cohort, especially those available through MOE and other agencies; **3.3)** Provide support for staff to help develop strategies for and management of this cohort; **3.4)** Promote home/school partnership; **3.5)** Raise profile of Middle School Certificate (MSC), increasing percentages of those passing in consultation with students.

| Target Group | Action   | Who? When?   | Costs/ Resourcing                  | Expected Outcomes for Year  | Reviewer | Review Date        |
|--------------|--|--|------------------------------------|---|----------|--------------------|
| 3.1          | <ul style="list-style-type: none"> <li>Gather student input on effective reward system for PB4L processes</li> </ul>   | CT   | None                               | <ul style="list-style-type: none"> <li>More appropriate reward system is in place for the cohort</li> </ul>   | CT/SLT   | Termly             |
|              | <ul style="list-style-type: none"> <li>Visit other secondary / area schools to identify effective PB4L practices for this cohort</li> </ul>  | CT   | Relief teacher costs as applicable | <ul style="list-style-type: none"> <li>CTS PB4L programme for middle school is enhanced from visits to other schools</li> </ul>                           | SLT      | Termly             |
|              | <ul style="list-style-type: none"> <li>RTLB teacher to coach PB4L team and team leader in Tier 2 and positive behaviour management</li> </ul>  | RTLB (TK,staff)                                    | Possible costs of desired rewards  | <ul style="list-style-type: none"> <li>PB4L Tier 2 implemented in school</li> <li>Secondary staff actively utilise PB4L strategies</li> </ul>             | BN/SLT   | Termly             |
|              | <ul style="list-style-type: none"> <li>Review current behaviour management structure, with input from students, to ensure it fits with needs and expectations of Middle School cohort</li> </ul> | SLT, Sec teachers, TK                              | None                               | <ul style="list-style-type: none"> <li>Behaviour management system fits with Middle school area, meeting needs and expectations of this cohort</li> </ul> | SLT      | Term 1             |
| 3.2          | <ul style="list-style-type: none"> <li>Middle school PLD with Denise Hitchcock</li> </ul>  | D. Hitchcock; LT, LD, CT, HG; BN oversee           | TBC                                | <ul style="list-style-type: none"> <li>PLD targeted to support student and staff needs</li> <li>Interventions implemented and evaluated</li> </ul>        | SLT      | Term 1 and ongoing |
|              | <ul style="list-style-type: none"> <li>Target interventions to meet individual student needs</li> </ul>  | LT, LD, CT, HG; BN oversee                         | TBC                                | <ul style="list-style-type: none"> <li>Appropriate interventions utilised and evaluated for impact</li> </ul>   | SLT      | Ongoing            |
|              | <ul style="list-style-type: none"> <li>Utilise SBS for staff professional development (understanding behaviour workshops)</li> </ul>   | Staff  | None                               | <ul style="list-style-type: none"> <li>Staff develop a kete of strategies for managing student behaviour</li> </ul>                                       | SLT      | Term 1/2           |
| 3.3          | <ul style="list-style-type: none"> <li>SAFP support</li> </ul>   | Dianne Wilson and Change Team (JM, KJ, BN, DB, CT) | TBC                                | <ul style="list-style-type: none"> <li>Processes, systems and procedures all updated to support maximum student learning</li> </ul>                       | SLT      | Term 1 and ongoing |

|     |  |                    |                                 |   |     |         |
|-----|--|--------------------|---------------------------------|---|-----|---------|
|     | <ul style="list-style-type: none"> <li>Change day structure to maximise learning time and remove unnecessary transition points</li> </ul>  | Staff              | None                            | <ul style="list-style-type: none"> <li>Increase engagement and opportunity in class.</li> <li>No wandering of students between classes</li> </ul> | SLT | Term 1  |
| 3.4 | <ul style="list-style-type: none"> <li>Target students are picked up under Dreamweaver programme</li> </ul>                                | Staff              | Refreshments as required        | <ul style="list-style-type: none"> <li>Increase communication with parents</li> </ul>   | SLT | Ongoing |
|     | <ul style="list-style-type: none"> <li>Investigate opportunities for increased electronic communication between home and school</li> </ul> | Secondary teachers | PD for KAMAR                    | <ul style="list-style-type: none"> <li>Increase communication with parents</li> </ul>   | SLT | Ongoing |
|     | <ul style="list-style-type: none"> <li>Promote opportunities for parental help in school</li> </ul>  | Teachers / parents | None                            | <ul style="list-style-type: none"> <li>Increase parental involvement in school</li> </ul>   | SLT | Ongoing |
| 3.5 | <ul style="list-style-type: none"> <li>Promote MSC through rohe time</li> </ul>  | Teachers           | None                            | <ul style="list-style-type: none"> <li>Increased engagement with MSC</li> </ul>   | SLT | Termly  |
|     | <ul style="list-style-type: none"> <li>Activate Parent / Student portal for students to monitor progress towards MSC</li> </ul>            | DA / BN            | Technician time<br>KAMAR PD     | <ul style="list-style-type: none"> <li>Students can track progress through the year, increasing engagement</li> </ul>                             | SLT | Termly  |
|     | <ul style="list-style-type: none"> <li>Seek student input into desired recognitions for successful MSC completion.</li> </ul>              | Rohe teachers      | Potential cost of reward system | <ul style="list-style-type: none"> <li>Students have a greater buy in to the MSC</li> </ul>   | SLT | Termly  |

### Improvement Plan - Domain: Learning 4

**Strategic Aim:** Students with learning differences are supported in their schooling so they can make progress in relation to NZC and fully participate in and contribute to their school and community

**Annual Goal: 4.1)** Students with special needs/learning differences are identified and tracked across the school in the following fields: academic, social, and wellbeing (Attendance – Participation – Achievement); **4.2)** Target group has quantitative and qualitative data stored centrally on Kamar, including strategies for support of individual students. These are shared across all staff; **4.3)** Implement system for tracking SAC requirements for this target group and ensure it is effective; **4.4)** Link Learning Support staff interventions to outcomes for Special Needs students. Evaluate.

| Target Group | Action   | Who? When?                     | Costs/ Resourcing  | Expected Outcomes for Year   | Reviewer | Review Date   |
|--------------|--|--------------------------------|--|--|----------|---------------|
| 4.1          | <ul style="list-style-type: none"> <li>Identify target students (see SN register)</li> </ul>                             | Teachers / SENCO               | Assessment materials   | <ul style="list-style-type: none"> <li>Identified students are recorded in Kamar (Special Needs Register)</li> <li>List updated from 2016</li> </ul> | SLT      | Week 4 Term 1 |
| 4.2          | <ul style="list-style-type: none"> <li>Link qualitative and quantitative data together</li> </ul>                        | Teachers                       | PD course costs as applicable<br>KAMAR<br>Relief teacher costs as applicable | <ul style="list-style-type: none"> <li>All data sources are aligned and in one place for all Levels across years.</li> </ul>                         | SLT      | Termly        |
| 4.3          | <ul style="list-style-type: none"> <li>Link SAC's and NCEA requirements to Special Needs Register</li> </ul>             | Teachers / BN                  | KAMAR PD<br>Relief teacher costs   | <ul style="list-style-type: none"> <li>Centralised data file establishing evidence to make SAC applications</li> </ul>                               | SLT      | Termly        |
| 4.4          | <ul style="list-style-type: none"> <li>Learning support staff input data directly into Special Needs register</li> </ul> | Support staff                  | None   | <ul style="list-style-type: none"> <li>Learning support interventions are recorded against students</li> </ul>                                       | SLT      | Termly        |
|              | <ul style="list-style-type: none"> <li>Evaluate impact of interventions on acceleration of students</li> </ul>           | Learning support staff / SENCO | Relief costs   | <ul style="list-style-type: none"> <li>Interventions are evaluated, modified where applicable and meet the needs of the students</li> </ul>          | SLT      | Termly        |

## Improvement Plan - Domain: Learning 5

**Strategic Aim:** The school community is engaged and proactively involved in student learning in a culture of shared responsibility for wellbeing and achievement.

**Annual Goal: 5.1)** Consultation with community will be scheduled for regular data gathering. Analysis of data will be followed by feedback/feed forward; **5.2)** Investigate effective two-way school community communications system. Ensure system has feedback facility; **5.3)** Board will engage with iwi and develop supportive and supporting relationship which fosters student achievement and progress; **5.4)** Parents/whanau will be encouraged into the classrooms as appropriate. Develop 'job description' of what parent help might look like. Community/parental engagement will be measured for participation and impact; **5.5)** Student leaders will have prominent role in promoting the school; **5.6)** Dreamweaver will continue to build links with whanau/families for targeted students

| Target Group | Action  | Who? When?    | Costs/ Resourcing  | Expected Outcomes for Year   | Reviewer  | Review Date |
|--------------|---|---------------|--|--|-----------|-------------|
| 5.1          | <ul style="list-style-type: none"> <li>Identify areas that required by CTS / mandated for consultation</li> </ul>                                 | SLT / BOT     | None   | <ul style="list-style-type: none"> <li>Target areas for consultation are identified</li> </ul>                                     | SLT       | Term 1      |
|              | <ul style="list-style-type: none"> <li>Establish consultation schedule for identified areas</li> </ul>  | SLT / BOT     | None   | <ul style="list-style-type: none"> <li>Schedule is established</li> </ul>  | SLT       | Termly      |
|              | <ul style="list-style-type: none"> <li>Consultation is undertaken based upon established schedule with feedback / forward publicised</li> </ul>   | SLT / BOT     | None   | <ul style="list-style-type: none"> <li>Data is gathered, analysed and disseminated</li> </ul>                                      | SLT       | Termly      |
| 5.2          | <ul style="list-style-type: none"> <li>Visit other area schools to investigate systems for two way communication</li> </ul>                       | SLT           | Costs associated with visit to other schools (relief, travel, accommodation) | <ul style="list-style-type: none"> <li>Possible communication processes identified and introduced to CTS as appropriate</li> </ul> | SLT       | Term 2      |
| 5.3          | <ul style="list-style-type: none"> <li>Board to visit Puniho marae to establish connections</li> </ul>  | BOT           | Koha   | <ul style="list-style-type: none"> <li>Board has established connections</li> </ul>  | BOT       | Term 1      |
| 5.4          | <ul style="list-style-type: none"> <li>Targeted specific opportunities for parental help will be promoted by the school</li> </ul>                | Teachers      | None   | <ul style="list-style-type: none"> <li>Increase parental involvement in school</li> </ul>  | SLT       | Termly      |
|              | <ul style="list-style-type: none"> <li>At the end of each term, names and numbers of parent helpers will be collated</li> </ul>                   | Principal     | None   | <ul style="list-style-type: none"> <li>Accurate numbers of parental help established through the year.</li> </ul>                  | Principal | Termly      |
| 5.5          | <ul style="list-style-type: none"> <li>Senior dean / SLT / PO will work with student leaders to identify means of promoting the school</li> </ul> | MR / SLT / PO | None   | <ul style="list-style-type: none"> <li>Opportunities are identified</li> </ul>   | SLT       | Termly      |
|              | <ul style="list-style-type: none"> <li>Train student leaders in roles of responsibility within the school</li> </ul>                              | MR / SLT      | None   | <ul style="list-style-type: none"> <li>Students are trained in leadership roles</li> </ul>   | SLT       | Termly      |

|     |  |          |                  |  |     |        |
|-----|--|----------|------------------|--|-----|--------|
| 5.6 | <ul style="list-style-type: none"> <li>All teaching staff will participate in Dreamweaver programme for targeted students</li> </ul> | Teachers | Associated costs | <ul style="list-style-type: none"> <li>Students are mentored</li> <li>Increased whanau / school links</li> </ul> | SLT | Termly |
|-----|--|----------|------------------|--|-----|--------|



## Improvement Plan - Domain: Learning 6

**Strategic Aim:** Gaining and retaining: CTS is the school of choice in the Okato catchment

**Annual Goal: 6.1)** System developed within subcommittee of Board for exit interviews/contact with everyone who leaves CTS – SWAT analysis on data; **6.2)** Transitions into/within/out of school strengthened and needs identified at each level; **6.3)** Information actively sought from parents/community about their intentions for their children’s later years of schooling. Identify strategies for retention of potential leavers; **6.4)** Promote success stories within the community and beyond. Develop marketing strategies to promote the school and thus build retention; **6.5)** Develop subject choice. Identify areas in which CTS could excel above other schools thus improving retention

| Target Group | Action   | Who? When?     | Costs/ Resourcing                       | Expected Outcomes for Year   | Reviewer  | Review Date            |
|--------------|--|----------------|---|--|-----------|------------------------|
| 6.1          | <ul style="list-style-type: none"> <li>Board will establish process for contacting school leavers using SWOT analysis on data gathered</li> </ul>          | BOT            | None                                    | <ul style="list-style-type: none"> <li>Board will build an overview of potential areas / barriers for retaining students at CTS</li> </ul>   | BOT       | Termly                 |
| 6.2          | <ul style="list-style-type: none"> <li>Transition points and barriers identified with potential enablers established</li> </ul>                            | Staff          | None                                    | <ul style="list-style-type: none"> <li>Barriers identified and enablers established to reduce the negative impact of transition points</li> </ul>  | SLT       | Termly                 |
| 6.3          | <ul style="list-style-type: none"> <li>Whanau are surveyed regularly to gather intentions for future schooling options for students</li> </ul>             | BOT / SLT      | Survey set up and production            | <ul style="list-style-type: none"> <li>Intentions of families are known in advance so that possible strategies for retention are developed</li> </ul>  | SLT / BOT | After completed survey |
| 6.4          | <ul style="list-style-type: none"> <li>Termly page in Opunake and Coastal News established</li> </ul>  | SLT / PO       | \$1500 pa (Sponsor sought)              | <ul style="list-style-type: none"> <li>Increased awareness of school and positive achievement</li> </ul>   | SLT       | Termly                 |
|              | <ul style="list-style-type: none"> <li>Upcoming events published on community notice board</li> </ul>  | SV             | None                                    | <ul style="list-style-type: none"> <li>Events publicised</li> </ul>  | SLT       | Weekly                 |
|              | <ul style="list-style-type: none"> <li>Visit other area schools to identify marketing strategies</li> </ul>  | SLT            | Associate costs (Travel, accommodation) | <ul style="list-style-type: none"> <li>Marketing strategies identified</li> </ul>  | SLT       | Term 2                 |
|              | <ul style="list-style-type: none"> <li>Hold parent meetings to inform family/whanau members about both NCEA and National Standards</li> </ul>              | SLT/BoT        | Refreshments                            | <ul style="list-style-type: none"> <li>Parents broaden knowledge and understanding of how education systems work and can thus make informed decisions about their child’s education</li> </ul> | SLT       | After events           |
| 6.5          | <ul style="list-style-type: none"> <li>Students to be given the opportunity to identify their subject choices through subject selection process</li> </ul> | Students / SLT | Photocopying                            | <ul style="list-style-type: none"> <li>Students identify preferred subject areas</li> </ul>  | SLT       | End T1                 |

|  |  |     |              |  |     |         |
|--|--|-----|--------------|--|-----|---------|
|  | <ul style="list-style-type: none"> <li>Survey staff capabilities to establish portfolio of potential subject coverage</li> </ul> | SLT | Photocopying | <ul style="list-style-type: none"> <li>Portfolio of possible subject coverage established</li> </ul>       | SLT | Term 3  |
|  | <ul style="list-style-type: none"> <li>Identify areas of difference specific to CTS</li> </ul>                                   | SLT | Relief costs | <ul style="list-style-type: none"> <li>Points of difference for CTS are identified and promoted</li> </ul> | SLT | Ongoing |

### Improvement Plan - Domain: Learning 7

**Strategic Aim:** Support for students through te reo and guidance – both identified areas of need

**Annual Goal: 7.1)** Provide a timetabled, teacher supported class for students undertaking te reo by correspondence; **7.2)** Allocate funding to employ a support person (teacher aide) for Maori culture within the school; **7.3)** Identify means of funding a guidance counsellor

| Target Group          | Action  | Who? When?                  | Costs/ Resourcing                                      | Expected Outcomes for Year  | Reviewer  | Review Date |
|-----------------------|---|-----------------------------|--|---|-----------|-------------|
| 7.1<br>Maori students | <ul style="list-style-type: none"> <li>Students wishing to or encouraged to take te reo by correspondence are supported with a timetabled class with allocated support teacher</li> </ul> | SLT, LT, Term 1 and ongoing | Staffing   | <ul style="list-style-type: none"> <li>Students are supported with the correspondence work</li> </ul>   | SLT       | Termly      |
| 7.2<br>Maori students | <ul style="list-style-type: none"> <li>Board to allocate funding for support person of te reo and kapa haka; position filled</li> </ul>   | Board, Term 1               | Cost of employing support person – dependent on budget | <ul style="list-style-type: none"> <li>Kapa haka promoted and developed within the school</li> <li>Maori students experience success as Maori in a supported environment</li> </ul> | SLT       | Termly      |
| 7.3 All students      | <ul style="list-style-type: none"> <li>Identify possible funding sources for guidance counsellor</li> </ul>   | Board                       | Cost of employing support person – dependent on budget | <ul style="list-style-type: none"> <li>Guidance counsellor employed to support students and meet their personal needs</li> </ul>  | Board/SLT | End of year |

## Improvement Plan - Domain: Employer Responsibility 1

**Strategic Aim:** Provide a positive school culture that attracts, retains and develops the best personnel and ensure professional development and learning for staff is available and focused on the school's strategic direction.

**Annual Goal: 1.1)** Review effect of Wellbeing programme and refine/modify as necessary; **1.2)** Develop a process of interviewing staff to establish their needs and goals, and to identify areas where the school can improve as an employer; **1.3)** Develop effective system for tracking/monitoring compliance with procedures; **1.4)** Ensure PD focus is based on school assessment data and MOE initiatives and seek opportunities for staff to meet these identified needs. Ensure all PD opportunities are linked to the Charter goals; **1.5)** All PD is shared across school / syndicates

| Target Group | Action  | Who? When?               | Costs/ Resourcing                      | Expected Outcomes for Year   | Reviewer  | Review Date |
|--------------|---|--------------------------|--|--|-----------|-------------|
| 1.1          | <ul style="list-style-type: none"> <li>Update Wellbeing book; survey staff at end of year to evaluate impact of book</li> </ul>   | Principal, Term 1        | Photocopying                           | <ul style="list-style-type: none"> <li>Wellbeing booklet produced and used with staff weekly; survey completed to evaluate effectiveness in promoting staff wellbeing and decision made on continuation</li> </ul> | Principal | Year end    |
| 1.2          | <ul style="list-style-type: none"> <li>Schedule meeting times with staff over the course of the year to identify challenges and positives and ideas for change</li> </ul>                       | Principal, Terms 2 and 3 | Relief possibly                        | <ul style="list-style-type: none"> <li>Staff interviewed with challenges, positives and ideas recorded and acted on as appropriate.</li> </ul>   | Principal | Year end    |
| 1.3          | <ul style="list-style-type: none"> <li>Establish key compliance and procedural expectations for staff</li> </ul>  | SLT, Term 1              | None                                   | <ul style="list-style-type: none"> <li>Key areas have been identified and list established</li> </ul>  | SLT       | Term 1      |
|              | <ul style="list-style-type: none"> <li>Develop a checklist for monitoring completion of above items by all staff, differentiated to meet requirements of each role within the school</li> </ul> | SLT, Term 1              | None                                   | <ul style="list-style-type: none"> <li>Compliance of staff is monitored</li> <li>Systems put in place to support staff in completion of tasks</li> </ul>   | SLT       | Termly      |
| 1.4          | <ul style="list-style-type: none"> <li>Identify key areas for targeted PLD with explicit links to the Charter goals</li> </ul>  | SLT and staff, Term 1    | Costs of PLD, relievers as applicable  | <ul style="list-style-type: none"> <li>Key focus areas are identified and targeted PLD identified and undertaken</li> </ul>  | SLT       | Term 1      |
|              | <ul style="list-style-type: none"> <li>Identify specific needs of target students and identify possible PLD opportunities</li> </ul>  | SLT and staff, Term 1    | Costs of PLD, relievers as applicable  | <ul style="list-style-type: none"> <li>Needs of targeted students are identified and targeted PLD sought, undertaken and evaluated</li> </ul>  | SLT       | Term 1      |
| 1.5          | <ul style="list-style-type: none"> <li>PLD is shared across the school/syndicate as appropriate</li> </ul>  | BN/MN                    | Relief costs for courses; course costs | <ul style="list-style-type: none"> <li>PLD learning is shared and integrated into teachers' practice across the school as applicable</li> </ul>  | SLT/MN    | Termly      |

## Improvement Plan - Domain: Employer Responsibility 2

**Strategic Aim:** Performance management links to school strategic aims and collaborative teaching practices and to student progress and achievement

**Annual Goal: 2.1)** Review and update appraisal processes ensuring PLD is linked to targeted goals/outcomes and shared Teaching as Inquiry goals. Link outcomes to improvements in student outcomes. Budget requirements for PLD will be based on targeted charter focuses/goals; **2.2)** Evaluate and document impact of PLD on student outcomes in class

| Target Group | Action   | Who? When?       | Costs/ Resourcing   | Expected Outcomes for Year  | Reviewer  | Review Date                                  |
|--------------|--|------------------|---|---|-----------|--|
| 2.1          | <ul style="list-style-type: none"> <li>Introduce blog process for recording reflection and PTC evidence</li> </ul>                                       | Principal        | None  | <ul style="list-style-type: none"> <li>All teaching staff will be using an electronic means for recording PTC evidence and reflection; shared with Principal</li> </ul>                       | Principal | Termly                                       |
|              | <ul style="list-style-type: none"> <li>Teaching as Inquiry projects are shared collaborative processes aimed at targeted areas of improvement</li> </ul> | Principal; MN/BN | None – depending on nature of inquiry (some relief costs may be involved) | <ul style="list-style-type: none"> <li>Teachers are working together to improve identified areas within the school / their practice or programme / with regard to student outcomes</li> </ul> | SLT       | Termly                                       |
|              | <ul style="list-style-type: none"> <li>PLD is shared across the school/syndicate as appropriate</li> </ul>   | BN/MN            | Relief costs for courses; course costs                                    | <ul style="list-style-type: none"> <li>PLD learning is shared and integrated into teachers' practice across the school as applicable</li> </ul>   | SLT/MN    | Termly                                       |
|              | <ul style="list-style-type: none"> <li>Budget will be allocated specifically for PLD linked to Charter goals</li> </ul>                                  | Principal        | As outlined in budget   | <ul style="list-style-type: none"> <li>PLD courses and programmes will meet budgetary restrictions</li> </ul>   | Principal | Monthly and/or as course opportunities arise |
| 2.2          | <ul style="list-style-type: none"> <li>Student achievement/progress evaluated based on the impact of PLD courses</li> </ul>                              | BN/MN; Teachers  | None  | <ul style="list-style-type: none"> <li>PLD will have a positive impact on student progress/achievement which is measureable and documented</li> </ul>   | SLT       | Termly                                       |

### Improvement Plan - Domain: Property, Health and Safety 1

**Strategic Aim: 1)** Ensure that the future development of buildings and facilities provides a safe, healthy and innovative teaching and learning environment for staff and students; **2)** Modernise classrooms and other property as per the 10 Year Plan

**Annual Goal: 1.1)** Complete regular safety checks on buildings and grounds, using findings to inform maintenance schedule and identify issues needing an immediate response; **1.2)** Continue to update policies and procedures to reflect changes in Health and Safety Act (2015) and other associate acts; **2.1)** Undertake projects as per 10YPP

| Target Group              | Action  | Who? When?                                 | Costs/ Resourcing   | Expected Outcomes for Year  | Reviewer                                  | Review Date |
|---------------------------|---|--|---|---|---|-------------|
| 1.1                       | <ul style="list-style-type: none"> <li>Regular audits of the buildings and ground to be undertaken</li> </ul>   | H&S committee; staff; Caretaker            | Repair and maintenance budget<br>Additional funds depending on nature of repair / renovation needed | <ul style="list-style-type: none"> <li>Regular programme for safety checks established and active</li> <li></li> </ul>              | SLT                                       | Termly      |
| 1.2                       | <ul style="list-style-type: none"> <li>Keep up-to-date with changes to Health and Safety Act 2014 and implement changes into school as necessary</li> </ul> | H&S committee; staff; Caretaker; Principal | Funding as required based on changes identified   | <ul style="list-style-type: none"> <li>School policies and procedures reflect requirements of Health and Safety Act 2014</li> </ul> | SLT                                       | Termly      |
| 2.1 BoT, SLT, contractors | <ul style="list-style-type: none"> <li>Projects on 10YPP are undertaken as per schedule</li> <li>Develop</li> </ul>   | Principal/SLT/BoT<br>On-going              | As per 10YPP  | <ul style="list-style-type: none"> <li>10YPP is followed</li> </ul>   | Time lines established by Project Manager |             |