

# LEIGH SCHOOL

## ACTION PLAN FOR 2017

### Strategic Aim 1: *Effective Teaching and Learning.*

- 1) To continue to work towards improving student outcomes by achieving set targets.
- 2) Develop pedagogies for learning that are supported by the Innovative Learning Environment
- 3) Participate in the Community of Learning development.
- 4) To participate in the Positive Behaviour for Learning programme
- 5) Continue to refine and improve appraisal processes
- 6) Review delivery of the Maths and Health and Physical Education curriculum

Actions Required	Responsibility	Cost	Target Date	Expected Outcome
1) To continue to work towards improving student outcomes by achieving set targets <ul style="list-style-type: none"> <li>Refer Achievement Targets for 2017</li> </ul>	All staff	PD budget	All year	Achievement targets will be achieved.
2) Develop pedagogies for learning that are supported by the Innovative Learning Environment <ul style="list-style-type: none"> <li>Continue to implement formative assessment practices. Children being aware of learning goals, progressions and next steps in learning.</li> <li>Children are active in regularly assessing the success of their learning through co-constructing success criteria, feedback to self, peer and teacher.</li> <li>Learning takes place in pairs, groups, class or individually or teina / tuakana model.</li> <li>Teachers work collaboratively and engage in co-teaching</li> <li>Learning is inclusive – teachers know their learners and their motivations, special abilities and needs, cultural capacity, prior knowledge and learning style. Teachers plan accordingly.</li> <li>Parents are involved in the learning through on-line activities, open days, interviews.</li> <li>To make learning visible – progress walls, evidence of learning, charts and posters are available to support learning.</li> </ul>	All staff	Travel costs to visit other schools.	All year	A learning environment exists that meets the seven principles of an effective Innovative Learning Environments (based on OECD research) i.e. engagement of learners in their learning, encouraging co-operative learning, teachers who know their learners, appropriate programmes provided to extend and challenge, use of effective assessment strategies and provision of authentic learning contexts.

<ul style="list-style-type: none"> <li>• Continue to develop Independent Leigh Learner skills and integrate into unit planning.</li> <li>• Provide opportunities for Passion Projects or My Time activities</li> <li>• Assessment of unit studies to be based on development of Independent Learner skills and understandings.</li> <li>• To use the 'Spiral of Inquiry' to guide reflective questioning, identify needs, and evaluate success of programmes. Follow the process of: -scanning, focussing, developing a hunch, new learning, taking action, checking.</li> <li>• Involve student voice, parents and the community in this process.</li> <li>• Possibly use the NZCER 'Me and My School' survey to measure engagement of children or the 'Evaluating Life Long Learning Inventory', observations and</li> </ul>				
3) Participate in the Community of Learning development. <ul style="list-style-type: none"> <li>• Attend all meetings for CoL</li> <li>• working towards achieving set targets</li> </ul>	Julie	\$180 per meeting (x2 a term)	End of 2017	A leader will be appointed, achievement targets set, additional personnel appointed as per the time frame.
4) To participate in the Positive Behaviour for Learning programme. <ul style="list-style-type: none"> <li>• attend all training sessions</li> <li>• select school team</li> <li>• Agenda item once a month at staff Meeting</li> <li>• Collect, analyse data</li> <li>• Write action plan</li> <li>• Identify coach to attend training sessions and build capacity in school.</li> <li>• Manage budget and report to MoE on progress</li> </ul>	All staff	\$5000	Two year contract	A positive and supportive environment exists for all students in which they can learn and develop. Students know what to do in difficult or challenging situations, they have the skills to deal with these situations. Adults and students have clear and consistent expectations for behaviour. There is an inclusive culture in the school.

Action Required	Responsibility	Costs	Target Date	Expected Outcomes
5) Continue to refine and improve appraisal processes <ul style="list-style-type: none"> <li>Continue to develop indicators using 'Tataiako'</li> <li>Further develop appraisal system – actions determined by research – readings, PD opportunities, Principal appraiser (Goal for Principal this year)</li> <li>Explore possible use of 'Arinui' – appraisal process</li> </ul>	Julie	\$1500 Principal appraiser	End of year	Appraisal systems are: teacher led, evidence based, focused on student learning (using class profiles), reviewed using the Inquiry process, involve quality conversations.
6) Review delivery of the Maths and Health and Physical Education curriculum <ul style="list-style-type: none"> <li>Delegate review to staff – Dominique – Maths, Rachel – Physical Education.</li> <li>Provide guidelines to follow in the process of review.</li> </ul>	Rachel and Dominique	PD budget \$1000 per staff member. Budget for curriculum areas.		Overviews will be reviewed and updated as necessary, resources will be available to support programmes. A maths programme will be operating in the school which suits teaching staff in terms of meeting their expectations for coverage.



# LEIGH SCHOOL ACTION PLAN FOR 2017

## STRATEGIC AIM 3: *Cultural responsiveness*

### 1) Implement Action Plan for Māori for 2017

Action Required	Responsibility	Costs	Target Date	Expected Outcomes
Implement Action Plan for Māori -2017: Leadership and Management: <ul style="list-style-type: none"> <li>Principal to speak te reo at special events</li> <li>Appraisals – link to Tataiako competencies</li> <li>Manage Kapa Haka performance and school sessions / performances</li> <li>Organise for te reo tutor to come into classes</li> </ul>	Julie  Sarah Calder  Julie	Budget allocation	All year	Aspirations for Māori will be identified and communicated to Board and staff. Plans implemented to achieve goals. Whānau will be aware of achievement information and support initiatives to lift achievement. Processes and procedures for organisation are in place and consistently followed.
Teaching and Learning: <ul style="list-style-type: none"> <li>Continue existing programmes – e.g. te reo, in the classroom on a weekly basis. Extend to phrases</li> <li>Kapa haka, Matariki, Marae visit, inclusion of te reo / tikanga in classroom programmes.</li> <li>Develop further skills of leading a powhiri saying a mihi and providing other opportunities for developing new leaders</li> <li>Home learning to include a Maori perspective</li> </ul>	All staff	Per visit / activity cost to parents	All year	Children will have increased knowledge of tikanga and te reo and be exposed to a well balanced and well structured programme which will result in increased self esteem and pride in the culture.  Our Kapa Haka Performance Group will continue to represent our school and make us proud. Our children will be confident and articulate when saying their mihi and when speaking on the Marae
Board: <ul style="list-style-type: none"> <li>Continue liason with iwi – input into our cultural events e.g. Marae visit</li> <li>Select a marketing / Communications person to liase with local iwi.</li> </ul>	Melissa Crockett		All year	There will be Māori representation on the Board –and that person is able to develop / maintain a relationship with the local iwi There is continued involvement of local iwi in our Marae visits.

<p>Community Partnerships:</p> <ul style="list-style-type: none"> <li>• Interviews – goal setting with parents, what works for your child? Longer interviews for priority learners</li> <li>• Consultation with parents / family / whanau. Programmes, procedures, policies.</li> <li>• Learning maps – share with parents.</li> </ul>			<p>March</p> <p>February</p>	<p>Parents / family / whanau will have a clear understanding of their child's needs and how they can help to support their children in the home.</p>
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## LEIGH SCHOOL ACTION PLAN FOR 2017

### STRATEGIC AIM 4: *Using Change.*

- 1) Continue to implement the Library Action Plan
- 2) Upgrade the school toilets
- 3) Plan to complete the construction of two new classrooms
- 4) Repaint school and school pool
- 5) Re-establish school vegetable gardens
- 6) Complete carpark garden

Action Required	Responsibility	Costs	Target Date	Expected Outcomes
1) Continue to implement the Library Action Plan (Refer Action Plan) <ul style="list-style-type: none"><li>• Explore opportunities to promote reading through the use of the library.</li></ul>				
2) Upgrade the school toilets				
3) Plan to complete the construction of two new classrooms				
4) Repaint school and school				
5) Re-establish school vegetable gardens				
6) Complete carpark garden				



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*The aims listed above relate primarily to Nags 1 and 2. For Nags 3 – 6 , it will be ‘business as usual’ – through following school policies and procedures, review cycles and the 10 Year Plan and 5 YA for property. Additional guidelines are as follows.....*

Nag 3 Personnel	Nag 4 Finance / Property	Nag 5 Health and Safety	Nag 6 Administation
<ul style="list-style-type: none"><li>▪ Staff professional development is to be directly linked to appraisal goals which are developed from curriculum targets and strategic goals.</li><li>▪ To seek, when employing staff, those who demonstrate a high level of knowledge and skills as they relate to the school’s strategic goals.</li><li>▪ Non teaching staff are to be appraised upon negotiated performance goals and against their job description.</li><li>▪ Appraisal systems will continue to be reviewed for effectiveness</li><li>▪ The Principal’s appraisal will be carried out by Judy Hanna</li><li>▪ Additional responsibilities for management unit holders will be included in job descriptions.</li><li>▪ Develop leadership abilities so that lead teachers are able to mentor other staff</li><li>▪ Teaching as Inquiry cycles will link to staff appraisal</li></ul>	<ul style="list-style-type: none"><li>▪ Ensure financial policies, systems and processes are sound and that the Board are informed on financial matters.</li><li>▪ Continue to Implement the 5YA and 10YP</li><li>▪ Systematically manage and replace school assets</li><li>▪ Allocate funds to reflect the school’s priorities as stated in the Charter</li><li>▪ Monitor and control the school’s expenditure and ensure that annual accounts are prepared and audited as required by the Public Finance act 1989 and the Education Act 1989</li><li>▪ Implement new Health and safety regulations</li></ul>	<ul style="list-style-type: none"><li>▪ Provide and promote a positive, safe physical and emotional environment for students and staff through regularly reviewing and updating policy and procedure.</li><li>▪ Complete implementation of the Health and Safety Act 2015</li></ul>	<ul style="list-style-type: none"><li>▪ Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.</li></ul>