

Section 2: Annual Plan for 2016

Annual Plan 2016:

Review

Teaching art at Amesbury School

**Maths@Amesbury
School**

Spelling review: What is an effective spelling programme?

Health Curriculum Review

After school care review and tender process

New initiatives

Create an ALF module for recording evidence of learning/development in key areas other than core curriculum e.g. intercultural competence, leadership, service, and citizenry

Develop ALF module for appraisal

Noho Marae

Research project: Using ALF to increasing the learner agency of ALL students

Build and develop a middle leadership team to improve outcomes for ALL students

Apply for TLIF Funds for Middle Leadership Development Project for Northern Suburbs Schools

Plan towards international festival 2017

Install a bike track etc

Use ALF to personalise learning programmes in reading and maths

Musical show or film production – to link with inquiry

Develop Kakariki as a learning space

Employ a PR/business manager

Connecting more broadly – video conferencing

Summary of key activities

Consolidation – ongoing

Procurement of devices to meet roll growth

ALF: Continue to review and improve functionality and effectiveness

Developing content for website to better reflect learning@Amesbury

Continue with development of ART TRAIL

Increasingly integrate Te Reo Maori into learning programmes

Mandarin Learning Assistant for the year

Installation of Adventure Playground

Review reading/maths matrices and add to ALF

Strengthen Peer Mediation in school

Continue: Coaching for Highly Effective Teaching and Learning Project to meet the needs of ALL students

Continue to explore the effective integration of reading, writing and inquiry

ALF: Continue creating quality resources to populate information boxes

ALF: Continue developing effective shared practices

Parental access to ALF

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Meeting the needs of ALL students

	Design, shape and continually review a curriculum and curriculum delivery that deeply engages students, ensures the highest and broadest achievement, and enables them to continually realize their potential both as individuals, and as citizens of local, national and global communities.	Develop Amesbury School as an integral part of the community and as a life affirming organization for learners, their families, the broader community including the wider education community.	Together, continually shape a “learning for life” culture in which the values that Amesbury School holds to be significant are clearly evident.	Design, maintain and resource an environment which supports, enhances and reflects the vision for learning at Amesbury School.
Creativity	<ul style="list-style-type: none"> Review and document how we teach art at Amesbury School. Develop a more comprehensive approach to the teaching of art skills through skills-based workshops. Consider coverage. Musical show or film production 	<ul style="list-style-type: none"> Art trail- create signage for the water tank artworks. Approach ethnic groups for support and apply for funding to continue the international artwork Hang student artworks around the school 	<ul style="list-style-type: none"> Organising gallery visits for interested students Include Maori art in programme – kowhaiwhai patterns, for example Movie Club for year 5/6 students 	<ul style="list-style-type: none"> Art trail- create signage for the water tank artworks. Approach ethnic groups for support and apply for funding to continue the international artwork Install system for hanging artworks around the school Purchase one or two new artworks Purchase resources for hut building etc. at playtimes and lunchtimes. Create a Maker Space in the library Install system for hanging student artworks around the school Maintain stocks of art and craft supplies and purchase equipment as needed to deliver a varied art programme.
Inter-cultural competence	<ul style="list-style-type: none"> Add Te Reo Maori aspects to the reading, writing and maths matrices (where relevant and appropriate). Vocabulary with subject specific words in Maori and English - to be integrated in a meaningful way Continue to increase teacher knowledge Continue developing understanding of the importance of being Asia Aware – with parents, teachers and students Mandarin Language Learning Assistant to support teachers and students in language learning and making resources Create a task-based intercultural competency matrix / rubric with cultural quests (or similar) and students 	<ul style="list-style-type: none"> Make connections with other places/schools for authentic dialogue –perhaps with other mandarin learners/speakers Create a parent cultural group or focus group to assist the ongoing development of intercultural competency at our school 	<ul style="list-style-type: none"> Daily integration of Te Reo Maori in learning programmes Write a school haka and Waiata Noho marae in term 1 Continue to assist students to understand the “why” of Asia through teaching programmes including inquiry. 	<ul style="list-style-type: none"> Continue creating resources to assist teaching of languages and development of cultural competence. Include Maori art in programme – kowhaiwhai, for example

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	<p>providing evidence of their learning. Parents receive information about their child's learning in Te Reo Maori and Mandarin.</p> <ul style="list-style-type: none"> • Ensure continual building on content knowledge – not just repeating the same content. Find out what students know and build programme from there. • • Continue to Shift the balance of Asia Aware programmes towards more focus on Asian cultures with some language learning 	<ul style="list-style-type: none"> • Plan towards an International Cultural Festival in February 2017. Access funding. 	<ul style="list-style-type: none"> • Add Asia Aware/intercultural competency information onto the website 	
e-Learning	<ul style="list-style-type: none"> • Continue to integrate the use of technology into learning programs to enable just-in-time, anytime, powerful and real world learning • Carry out a needs-based analysis for IT / e-learning across the school and develop a plan going forward • Continue to develop ALF and its use to meet the demands of 21st century learning and provide for needs based teacher planning, evidence-based assessment, student agency and real-time reporting on learning • Design and create a module in ALF (perhaps using badges) to value and assess growth and development in the core skills/values/principles that underpin learning at Amesbury School such as intercultural competence, making and creating, sustainability (contained in our High Five), leadership etc. 	<ul style="list-style-type: none"> • Continue to update the school website so that it reflects our e-Learning pedagogy. Explore how to make updating this website sustainable and regular. • Schedule “tech” evenings for parents and teachers where tech integration with learning and other tips and tricks are shared • Host Wellington Google Summit 	<ul style="list-style-type: none"> • Review and develop policies on device usage and internet safety and digital citizenship • Develop protocols and “norms” for communication using technology including staff communications • Continue to explore use of social media and effective systems and policies for its management • Develop a task-based ALF module for recording evidence of learning in the other areas that are important to the school e.g. intercultural competence, leadership, making and creating etc. – using badging to reward effort and achievement 	<ul style="list-style-type: none"> • Continue to procure Chromebooks and iPads as the school roll demands • Purchase 40 X Headphones • HDTV (video conferencing) for meeting room or portable solution • Purchase 4 permanent data projectors • Ensure effective device storage. Develop low cost solutions to device storage. Continue to prototype cheap / safe storage
Mathematics	<ul style="list-style-type: none"> • Review Maths@Amesbury. This will be a major curriculum review to explore the purpose and place of maths in the world and a more holistic – inquiry-based, real life problem solving - approach to teaching and learning in maths; effective assessment of maths; and, how (if appropriate) to transfer the learnings from the integration of inquiry and literacy to maths. <ul style="list-style-type: none"> - Terms 1 – 2: Develop a review plan, access expertise and support. Identify all the maths skills to be learned. - Term 3 -4: Carry out the review. 	<ul style="list-style-type: none"> • Parent sessions on the Numeracy Project and Amesbury's approach to the teaching of maths. • Access expertise to support the review and development 	<ul style="list-style-type: none"> • Use ALF to develop increased student agency in maths and to support students in developing more voice in their learning. Uploading evidence - using evidence from more than just testing to make judgements, for example. 	<ul style="list-style-type: none"> • Continue to purchase equipment as required to maintain the current teaching of maths and to assist any new developments. • Explore authentic ways to create a greater presence of “maths” in the environment e.g. a maths rich environment •

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	<ul style="list-style-type: none"> • Complete the revision of the ALF Maths Matrix and add to ALF. Develop matrix to include year 9/10 • Moderation for more consistent OTJs. How do you make an OTJ – what is included? • Increase teacher knowledge – what strategies, what knowledge required at each level. How complex does the equation have to be? • Develop processes and systems to support students to maintain their learning when a unit has finished. Exploring a holistic approach, e.g. teaching students a way of thinking rather than strategies. • Regular coaching observations and professional development sessions to improve instructional practice in maths 			
Literacy	<ul style="list-style-type: none"> • Assessment: Explore ways to access e-asTTle training for at least 2 teachers • Achievement: Reduce the number of boys achieving “below” national standard. (espec yr 2 , 3 and 4) • Increase the numbers of students working “above” • Coaching: Continue the highly effective teacher development programme. Using a coaching/expert teacher approach, continue to: <ul style="list-style-type: none"> - Assist teachers to carry out long term planning that effectively integrates the teaching of reading and writing with inquiry - Explore what it means to “know your students” and plan to provide personalised and targeted learning to meet their needs, interests and desires - Ensure “at risk” students are identified early and there is an urgent targeted approach to their learning - More effectively leverage the efficiencies enabled by team teaching and cross school time-tabling and using to Toggle metric on ALF - assist teachers to take advantage of ALF’s full potential • Integration of reading and writing: Continue to work on integration of reading and writing to leverage efficiencies in the delivery of learning programmes. Literacy coaches (Lesley, Angela, Urs) to strongly advocate for this during termly planning sessions and ongoing planning discussions. Continue to develop efficient and effective use of ALF to allow for effective integration. 	<ul style="list-style-type: none"> • Parent sessions on ALF - encourage parents to access and utilize the snappers and learning resources that are relevant to assist their child’s learning. 	<ul style="list-style-type: none"> • Research project: Explore how ALF can be used more effectively to assist student agency for different learning groups - e.g. boys, reluctant writers. How does this look different for different students? 	<ul style="list-style-type: none"> • Purchasing resources: Targeted purchasing of some literacy resources (some non-fiction books of high interest for older boys, increasing range of sets of novels for younger readers (yrs 3-5) and appropriate novels to challenge more able readers (yrs 7-9), second set of PM modelled writing books). Continue subscription for Lesson Zone. PROBE kit for reorganisation and evaluation.

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	<ul style="list-style-type: none"> • Integration of literacy and inquiry: Build further integration of literacy into inquiry. Effective termly planning in coaching teams, allowing us to link termly literacy programs with term inquiry focuses. Ensure explicit teaching of reading is not “lost” in integration. Revision of the reading matrix will assist this. • ALF: continue to develop effective use of ALF in writing. Students to take more control of uploading evidence, identifying working goals and accessing learning resources (especially younger Yr 1-4 students). • Develop reading and writing matrices to include year 9/10 • Complete revision of the reading matrix and move it over to ALF and begin to use it with literacy programs across the school • Organise information boxes on ALF - separate out the resources already on ALF into each objective • Continue to populate ALF information boxes with teaching and learning resources • Review Spelling programmes: Consider...what is important in terms of spelling? Involving parents in this and exploring the literature, develop the school’s high level approach. • Considering what is important in terms of a spelling programme, develop hub spelling programmes. Collect termly spelling data (BURT spelling or other assessment that assesses knowledge of spelling patterns, not just list words). All teachers to be able to effectively analyse this data to identify next steps for groups of students and inform spelling programmes. Revise ALF spelling indicators and ensure they align • Develop specific writing and spelling programmes for students causing concern in years 3, 4 and 5 (particularly moving students from ‘below’ to ‘at’). • Structure of literacy programs: Continue to work on developing hub program structures to allow for maximised literacy progress (Harakeke had shift in Term 4 with a change in program structure). Linked with this is being careful with our hub timetables to ensure that snappers / workshops can be run across hubs, and then using ALF to do this effectively 			
Transition	<ul style="list-style-type: none"> • Implement regular “Learning the Ropes” sessions to ensure ALL students are assisted to transition quickly. Attention particularly needs to be paid to the transition of non-new entrant students. 	Improve communication of information to parents: <ul style="list-style-type: none"> • Continue with termly (or more frequently as required) New Entrant sessions. • Develop a welcome pack for parents to take home from the New Entrant session to assist retention of the information. 	<ul style="list-style-type: none"> • Survey all new parents within a certain time period to see if there is further information they need – preferably a personal approach, not a written survey. Revise systems as necessary • Develop a plan to ensure the Four Year Old Programme and 	*Revise teacher page and get new pages printed and in the starting school big book

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		<ul style="list-style-type: none"> Communicate student learning goals with parents so that they can support their children's learning more effectively. Develop a communication strategy to ensure all new families receive the information they need in a timely manner but not so quickly that they cannot process it – an effective drip feed approach. Quick Guide to Amesbury School to be developed to provide initial information to new students and their families. Further information sessions to be developed to ensure layers of information are provided to new families over time. 	ECE visits are sustainable as the school grows.	
Student agency/voice/Leadership/we ll being	<ul style="list-style-type: none"> Use ALF to develop increased student agency in maths, reading and writing. Include regular reflection as part of students' learning programmes Initiate a small research project to explore how to use ALF in different ways to assist various (particularly hard-to-shift) groups of students such as boys in writing towards more agency in their learning. Carry out a teacher inquiry to develop a more accurate, complex and shared view of student agency and trial different approaches within learning programmes to develop a range of useful strategies and approaches. Provide a whole school refresher of Cool Schools as part of the term 1 inquiry. Review of HealthCurriculum@Amesbury 	<ul style="list-style-type: none"> Record students talking about their learning and share on website 	<ul style="list-style-type: none"> Survey students regularly to understand their experiences at Amesbury School and improve what we do Include more students in the procurement of library books, magazines and resources Continue with peer mediators. Run a refresher course at the beginning of each term. Appoint a teacher to oversee and meet regularly with PM Provide regular leadership sessions to all monitors/leaders – regardless of responsibility to explore effective leadership and service. Provide training to new peer mediators 	<ul style="list-style-type: none"> Hang student artworks around the school
PE/Sports	<ul style="list-style-type: none"> Students to experience one or two new sports Provide PD sessions with staff for new sports Fundamentals programmes for Koru, Te Rito and Harakeke teams 	<ul style="list-style-type: none"> Continue taking part in the wider primary schools' sports events. Balancing participation with learning needs of the students. 	*Develop a Fairplay Code of Conduct for both children and parents as part of the term 1 and 2 Inquiries	<ul style="list-style-type: none"> Replenish basic sports' equipment Implement the school's sports' uniform requirements

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	<ul style="list-style-type: none"> Continue with swimming programme 			<ul style="list-style-type: none"> Install a Bike Track, Pump Track and Skills Track Installation of Adventure Playground
Library	<ul style="list-style-type: none"> Continued procurement of books to support the curriculum – in particular books related to the inquiry concepts 	<ul style="list-style-type: none"> eBooks: Researching ebook systems. Purchase and make accessible for issuing school ebooks. Accessing public library ebooks. Issuing ereaders for home and school use 	<ul style="list-style-type: none"> Create a Maker Space in the library Learning the Ropes: set up systems to ensure all students continually know how the library works 	<ul style="list-style-type: none"> Purchase further sophisticated picture books, ebooks, and fiction and non-fiction books linking to inquiry themes, and to support maths and literacy programmes Purchase craft/maker resources for maker space Ensure and maintain clear and consistent routines for keeping the library tidy and orderly. Develop successful and sustainable student librarian system
Community Engagement		<p>Engage with the wider education community</p> <ul style="list-style-type: none"> Put in a TLIF application for funding to carry out a development project with 7 Northern Suburbs schools. Presenting at conferences such as Eductech conference in Brisbane Create further pedagogical content on the Website for educators Provide quality visits for educators and other professional development opportunities Host a Google Summit <p>Communication with parents</p> <ul style="list-style-type: none"> Work with school community to ensure parents have direct access to ALF and their child's "living" report. Hubs to develop systems to communicate students' learning goals more frequently and consistently to parents 	<ul style="list-style-type: none"> Begin planning for International Festival in Feb/March 2017 	<ul style="list-style-type: none"> Continue to work towards maximising the use of the hall Continue to explore possible income streams to further ensure the school's financial viability Replace football goal nets Purchase an outdoor, all weather table tennis table. Installation of adventure playground Installation of Bike Track Installation of outdoor seating Employ a PR person to increase the use of the hall and the activities that are available in the hall and other school facilities Explore the possibility of recapitation with the Ministry Engage with the Ministry about the school's roll growth and need for phase 2 building

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		<ul style="list-style-type: none"> Regular parent information sessions and information resources to help with transition into the school such as an “Amesbury School at a Glance” information page. Keep improving transition processes and ensuring their sustainability over the long term. Continue to create content on the website to assist parents access to information they need. Run focus groups and consult with school community in a variety of different ways. Explore ways to report to parents on music lessons 		
Assessment for learning	<ul style="list-style-type: none"> Continue to improve the functionality and efficiency of ALF Finish revising the reading and maths matrices and upload to ALF Explore the effective use of ALF (via a research project) to develop learner agency for a range of students including trialling badging 	<ul style="list-style-type: none"> Sessions for parents to assist them to access information about their child’s learning 	<ul style="list-style-type: none"> Design and create a module in ALF (perhaps using badges) to value and assess growth and development in the core skills/values/principles that underpin learning at Amesbury School such as intercultural competence, service, leadership, sustainability and making and creating etc. 	<ul style="list-style-type: none"> Fund ALF improvements
Teacher development, agency and well-being	<ul style="list-style-type: none"> Build a middle leadership team to work with senior leadership team to lead and manage the school to meet the needs of all students Research project: explore the use of ALF to develop the learning agency of ALL students including the hard-to-engage groups Teacher inquiries into the teaching of spelling, student agency, collaboration/team teaching. Minor curriculum development focus on the explicit teaching of reading in particular critical thinking in reading Major review of the teaching of Maths Coaching for Change: Continuation of the highly effective teaching and learning project with coaching teams. Focus on knowing our students and planning to meet the needs of all students. 	<ul style="list-style-type: none"> Expand the Middle Leadership Project to include Northern Suburbs Schools and cross school middle leadership coaching 	<ul style="list-style-type: none"> Create ALF module for appraisal Increase teacher use of Te Reo Maori in learning programmes Develop health and well being goals 	<ul style="list-style-type: none"> Apply for TLIF funds to implement the middle leadership development project and expand to Northern Suburbs schools. Apply for “grassroots” research fund for teachers to explore the use of ALF to develop the learning agency of all students Fund further developments to ALF’s functionality and efficiency and including the appraisal module Provide additional release to support the Coaching for Highly Effective Teaching and Learning Project

