Isleworth School

Ka mahi tahi, ka whai ake – Working together, climbing high

Te Kura ò te Matàpuna

Charter
Strategic Plan 2015-2018
Annual Plan 2018

School Number: 3385
Dates of Planning Year: 27 January- 20 December 2018

Isleworth School, established in 1962, is situated in the north-west area of Christchurch in the suburb of Bishopdale. In the early 1970's the roll was in excess of 1000. The school now benefits from the building programme which resulted from the high numbers and efforts of the community in those days, additional classrooms/work spaces, a hall and several sealed play areas. All buildings are of permanent materials and have been well maintained.

The present population is diverse with many different nationalities represented. Isleworth School is a decile 6 school. We currently have a roll of just over 300.

The needs of the pupils are paramount, as stated in the school's mission statement:

"Inspiring students to achieve their full potential through quality partnerships and shared values."

The involvement of the school community has for years been a strength which has been utilised with considerable benefit to pupils, teachers and parents. In staffing the school, an underlying goal is to strive towards a balance in age and experience on the staff. The interests and knowledge of teachers have been used to develop, implement and evaluate programmes which are viable and meet the needs of the children. The staff is highly motivated by continuously being involved in curriculum contracts and endeavours beyond the school.

Pupil targeted learning programmes are a feature of our school and we have a number of teacher aides who work both in the classrooms and in our learning centre under the guidance of our SENCO , Maori language programmes are taught at all levels, at present we engage an itinerant teacher to assist with this. Overall, the success rate has been very good with a strong emphasis on early literacy development and early numeracy development.

The school maintains regular contact with other schools by way of sporting and cultural exchanges and through our professional relationships with our 2 clusters – Te Haerenga (Isleworth, Banks Avenue, Mairehau and Cashmere Primary Schools) and our local Hareora Cluster (Isleworth, Harewood, Breens Intermediate, Roydvale, Kendal, Wairakei Primary Schools and Burnside High School

Te Kura ò te Matàpuna

The North West area in which we are situated is known for its network of underground springs watched over by Hereora the Maori Princess who is known as the guardian of the springs. This is reflected in the name of our Learning Community Cluster as described above. We have adopted the name Te Kura ò te Matàpuna as the Màori name for our school. It means the Source of the Springs and we use this as a metaphor meaning the source of knowledge. We acknowledge the hapu of Ngai Tuahuriri of Ngai Tahu, in whose place our school stands.

Our Logo

The punga is a visual metaphor for inspiring and nurturing growth. The fronds spread out towards the sun (representing an inquisitive and confident mind) at the same time shading and protecting the lower parts. A strong upright trunk and firm roots give stability, they represent the foundations of literacy and numeracy. The four fronds represent the school's four key values – Caring, Respect, Responsibility and Honesty – while at the heart of the punga is a koru – the essence of all the growth and development of the student as a warm, caring individual.

Mission Statement

Inspiring students to achieve their full potential through quality partnerships and shared values. *Inspiring students – Whakaawetia I ngà tauira*

Vision

Ka mahi tahi, ka whai ake – Working together, climbing high.

Core Beliefs

To achieve our vision of **motivated** lifelong learners we believe that our students:

- learn best through a quality education provided within an effective learning community.
- need to be able to communicate effectively in a variety of contexts
- should develop effective literacy and numeracy skills
- should take increasing responsibility for their own learning and behaviour

Values

To achieve our vision of an inclusive supportive learning community we will encourage all members to be guided by the core values of:

- Respect   Caring   Responsibility   Honesty

As a school we believe:
- Values cannot be learned through direct instruction they are learned through the student's experience of the total environment, therefore no schooling can be value free and school has, in fact, a large role in shaping the values of students.
- That everything we do at school is affected by some form of value. A learning community working together should understand and value each other, by treating others with kindness and respect while taking responsibility for personal learning and behaviour. All decisions and actions should be underpinned by the school's core values
- That values may also be interpreted as rights; all members of the learning community have the right to be treated with caring, respect and honesty in a responsible way.
- In promoting self-belief, valuing cultural diversity, accepting differences and celebrating success.

How Isleworth School encourages, models and explores these values:

- Values posters and supporting information are prominent throughout the school

- One core value per term receives school-wide focus – this value is clearly displayed in classrooms and around the school. Teachers will spend time focusing specifically on the focus value and teaching what that value looks like in practice and why it is important, words which describe that value. Planned activities, such as role play and Circle Time will foster and practice the value.
- Newsletters home make frequent reference to the values and how they are expressed at Isleworth School.
- Assembly certificates are awarded with specific reference to the values which the student has displayed.
- Unit plans make reference to values and how they may be developed and reinforced during a particular study.
- The school's values are explained to parents when enrolling new pupils and also advertised outside of the school community.

Waiamiri-iri Community of Learning

Isleworth school in partnership with Bishopdale Community Preschool, Roydvale Pre-School, Breens Intermediate School, Burnside High School, Harewood Primary School, Roydvale Primary School, Wairakei Primary School, Burnside Primary School, St Patricks Bryndwr, Christ the King School, Allenvale Special School, Fendalton Primary School, St Andrews College and Cobham Intermediate forms the Waimairi-iri Community of Learning.

We are a community of educational services which include early childhood, Contributing Primary, Intermediate and Secondary Schools. We have implemented plans to develop open communication in order to work in a collaborative way and have a desire to strengthen links within our community to benefit every learner. We have worked to develop a strong feeling of collegiality and a sense of belonging within our community with a genuine supportive and collaborative desire for every learner to achieve the best possible educational outcomes.
Nau te rourou, naku te rouoru, ka ora te manuhiri
With your food basket and my food basket the people will thrive

Our original name for our LCC was Hereora as we believe in the importance of healthy environments benefiting all. Hereora is the Maori Princess who is known as the guardian of the springs of the North-West area. She cares for the welfare of the springs and the water. Healthy water equates to healthy environment and people. We intend retaining this name to refer to the sub-group of these schools in our Community of Learning as we prepare for the Burnside LCC to join our Community of Learning during 2017.

Community of Learning Vision
Collaborate, Inquire, Aspire
Exploring and reflecting together; valuing diversity for enriched, empowered learning

Values and Beliefs – Why Are we doing this?

- We will be intentional/purposeful about collaboration which requires challenge, trust, evidence and commitment.

- We are all learners and leaders

- We reflect on what and from each other.

- We know and understand the cultures in our community.

- We are explorers, we are curious, we ask new questions and look for new solutions.

- We take risks, make mistakes and learn from them

- Our actions support tino rangatiratanga: "the right to determine one's own destiny"

- We encourage positive change and new ideas to evolve

- We listen to each other's ideas and viewpoints and we act on these

- We promote purposeful learning that is future focused.

Principles (HOW - overarching guidelines for action)
1. Collaborative learning and teaching
2. Cultural responsiveness: through a range of approaches for different groups (Māori, Pasifika, Asian…)
3. Teacher Capability & Capacity: through teaching as inquiry
4. Leadership Capability & Capacity: to coach & mentor
5. Student agency: self-directed learning through student-led inquiry learning

National Priorities

National Priorities

Isleworth School will determine its priorities and goals by focusing on national priorities.

National priorities are currently determined to be:

- To provide a safe physical and emotional environment for students

- To provide the opportunity for success in all essential learning and essential skill areas of the New Zealand Curriculum

- To develop high levels of competence in numeracy and literacy, especially in years 1-4, science and technology and physical activity

- To develop a range of assessment and evidence gathering practices that provides sufficiently comprehensive data to evaluate the progress and achievement of students as set against the national standards

- To improve the achievement of Maori and Pasifika students

- To report to students and parents on achievement of individual students and to the community on the achievement of the students as a whole and groups of students

Local priorities will be identified through:

- The school's programme of self-review
- Analysis of the school's assessment data

In meeting the national and local priorities the school undertakes to work within the National Administration Guidelines framework.

Inclusive Practice Statement

We intend that all children at Isleworth School attain the highest level of achievement of which they are capable within all developmental areas. While learning programmes will be designed to meet the needs and interests of every child we recognize that some will need extended periods of individual assistance. These children will be part of our learning support programme in order to maximize potential in all areas of academic and life skills. Sufficient resources will be provided to enable this to happen

Isleworth is a multi-cultural school and as such undertakes culturally responsive practices to ensure children's unique cultures and beliefs are recognized and valued

Education Act Requirements

The aim of developing for the school concerned policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori Culture.

The aim of taking all reasonable steps to ensure that instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) are provided for full time students whose parents ask for it.

We will meet these requirements by:

- Implementing the Isleworth School Policy on the Treaty of Waitangi
- Consulting regularly with our Maori Community
- Consulting when necessary with local Iwi through a liaison person
- Reporting to the board on Maori achievement
- Implementing programmes and providing resources for the development of tikanga and te reo Maori by employment of a specialist Te Reo Teacher and Kapa Haka tutors.

Maori Responsiveness Plan

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:

- Further explain the existing programmes

- Further extend the existing programmes if and as appropriate

- Combine with a neighbouring school for parts of the day/programme

- Dual enrolment with Correspondence School

- Provide in school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom

- Explore other schools who may offer programmes closer to their expectations

- Other negotiated options

Culturally Responsive Practice

Culturally Responsive Practice at Isleworth School.

Isleworth school is a multi-cultural school and in recognition of this we will strive to connect with all cultures so that we demonstrate awareness, understanding and application of culturally responsive teaching and learning practices.

We believe that effective teaching practices which are founded on a respect for, and connected to the culture of students will achieve our mission statement of"Inspiring students to learn and grow together" These practices include:

- Teaching students the skills and strategies to mangage their own learning (self-directed learning strategies)
- Clarity of expectations
- Emphasis on formative feedback
- Authentic learning contexts and assessment
- Student voice
- Targeted support based upon individual differences
- Collaborative learning
- Connection to culture of the students

Māori success and Success as Māori

As a plant our children should grow, achieving goals, happiness, self-expression, self-confidence and self-worth. They should have Mana in everything they do, learning about Mana Atua, Mana Whenua, Mana Tangata, Mana Māori through being provided with a sound education, in partnership with parents, that enables them to make a positive contribution to their community/whanau in the future.

Consultation: Whanau, Staff, Board of Trustees November 2012

"Màori students succeeding in our education system and achieving equitable results while maintaining and enhancing their identity, language and culture as Màori" : *Ministry of Education*

Te Tiriti o Waitangi	Cultural Competency	Definition/Meaning	Links to Te NZC Principles	This is demonstrated by:
Article 1: Partnership; **Article 2: Protection;** **Article 3: Participation**	**Ako**	Taking responsibility for own learning and that of Māori learners. Practice in the classroom and beyond *Rangatiratanga (Teacher effectiveness)* *Pūmanawatanga (Morale, Pulse, Tone)* *Ref: MacFarlane Educultural Wheel (2004)*	High Expectations Learning to Learn Coherence	Increasing responsibility Goal setting, identification of next learning steps Quality work expectations Aiming High Learning Intentions and criteria for success co-constructed School beliefs and values Initial study each year emphasizing learning to learn Clear expectations in Isleworth Curriculum Plan Professional development and teacher inquiry Key Competencies, Co-operative learning activities, peer assessment
	Whanaungtatanga	Relationships/high expectations Actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community	Community Engagement	Building relationships with pupils, knowing students' backgrounds – a key strategy Buddy Classes and Mixed group fitness Grandparents Morning. Open Mornings Parent Drop in Meetings Whanau Hui School Picnic Assembly Celebrations of learning Community visits – pre-school, retirement home, Community house Welcoming new families Pre-entry programme for new entrants Blended playground Student lead conferences Meeting and greeting visitors Multiple communication methods Use of community resources - people Open door policy
	Wānanga	Communication, problem solving, innovation Participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement	Community Engagement	Consulting community 3 way conferences, Student lead conferences Learning celebrations Newsletters, blogs, email, website, texts, phone calls Articulated in beliefs Open door policy Community Outreach Special Events – Grandparents day, friends and neighbours day Sport programme and visits with/from neighbouring schools Sports teams taking part in out of school competition in local area

Manaakitanga	Ethic of Caring Values - integrity, trust, sincerity, equity, Showing integrity, sincerity and respect towards Māori beliefs, language and culture	Inclusion	Te Reo, Tikanga in classrooms Bi-lingual signage Kapa Haka group Whanau grouping for sports, special events and studies Pupil management philosophy emphasises the importance of relationships Recognition of cultural celebrations – Matariki, Diwali, Ramadan PAL Programme Respect
Tangata Whenuatanga	Place-based, socio-cultural awareness and knowledge Affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their Whānau is affirmed.	Coherence Cultural Diversity	Code of ethics Kapa Haka Tri-lingual signage Acknowledgement of students cultural heritage through assembly presentations, foyer display, international days Reference to cultural stories and beliefs in relation to other topics Use of cultural contexts in teaching Use of greetings in other languages

Independent learners ▪ **Personal ownership of the learning and motivated to learn** ▪ **ability to think for themselves**

Key Competencies/Habits of Mind
Evidence of:
- Student and teacher reference to them
- Integration
- Opportunities given for children to develop KC's

Integration of I.C.T.
Evidence of:
- Computers used in all KLA's
- The children having the skills to use the computers
- Use in producing work
- System for skills development
- Use of multi media etc

Questioning
Evidence of:
- Open ended / higher order questions. How? Why? What if?
- Wait time
- Hypothesising
- Discussion around the question
- The redefining or developing of questions

Inquiry Learning
Evidence of:
- The process being followed by teachers and students
- Student ownership of the process / Student driven enquiry
- Resulting meaningful outcomes (so what? Now What?)
- Children involved in varied activities
- Student presentations to the class
- Deliberate acts of skills teaching – refer to Isleworth Plan

A Thinking, Child Centred Classroom at Isleworth School

Confident✪ Adaptable ✪ Caring ✪ A Powerful Thinker ✪ literate ✪ Self Managing

Co-operative Learning
Evidence of:
- Knowing roles within a group
- Attitude of "OK" to make a mistake
- Conflict resolution strategies
- A range of different ways to co-operate
- A range of different ways to work in groups / pairs
- A mix of groupings
- Regular timetabled circle time sessions

Differentiated Learning
Evidence of:
- Group work
- Differentiated Learning Outcomes for different groups
- Differentiated activities

Formative Assessment
Evidence of:
- Assessment planning shared with children
- Learning intentions and criteria shared, negotiated, displayed and referred to often
- Use of exemplars as models
- The development of self and peer assessment skills/rubrics
- Setting individual goals
- Verbal and written feedback

Thinking Strategies / tools
Evidence of:
- Thinking Maps
- 6 Thinking Hats
- SOLO Taxonomy
- Cort (de Bono)
- Thinkers keys etc
- Reflective tools and questions used often eg PMI at end of day, reflective questioning cards

Environment
Evidence of:
- Bright, welcoming environment
- Reflection of current learning
- School wide language
- Including thinking tools languages
- Resources appropriate to the current and ongoing learning.
- Quality work posters/table
- Writing guidelines
- Values posters etc

Left margin: ▪ **problem solvers** ▪ **balanced knowledge and skills** ▪ **critical thinkers**

Right margin: ▪ **Globally aware** ▪ **able to discuss their thinking / learning**

▪ **able to work with others** ▪ **able to look at different views** ▪ **literate with thinking tools / strategies**

3

- Literacy and numeracy are foundations for all learning
- A learning community is based upon collaboration
- School programmes encourage self-management and confidence by challenging and supporting students within in a range of personalized authentic learning opportunities
- Students who are fully involved in the learning process realize the need to strive for personal excellence
- Growth of leadership skills within our students would help prepare them for life
- Quality professional development encourages teachers to reflect on practice and grow professionally
- Developing the leadership capacity of all staff will sustain the beliefs and practices of our school
- The continuing upgrade and maintaining of resources will enable teachers to promote 21st Century learning

Goal	2015	2016-2018
1. **Develop understanding of modern learning pedagogy and environments through a collaborative learning environment**	All teams will be working in a collaborative teaching model for at least part of the day .	Collaborative practice will be embedded in the school
2. **Ensure Inclusive Practice, and Culturally Responsive practices are embedded**	Continue to support cultural leader embed culturally Responsive practices Continue Te Reo specialist teaching in the school Work with cluster to develop Te Reo plan across schools Continue inclusive practices -	Cluster Te Reo plan will be established Cross Cluster cultural events will be a regular occurance All practice within the school is Inclusive and culturally responsive
3. **Raise Teacher Capability and Capacity through teaching as inquiry, high quality professional development which encourages teachers to reflect on practice and grow professionally**	Continue in Blended E-Learning Contract Take part in Mathematics PLD Train a teacher in the ALiM project Senior management continue Future Focused Inquiry with Rebecca Sweeny (Core Education) Senior and middle management continue leadership training. Obtain feedback from pupils about effectiveness of teaching programmes	Continue to provide high quality Professional development for staff through an Annual PD plan which responds to school needs identified from curriculum and other reviews and also in response to National priorities
4. **Increase leadership capacity to coach and mentor**	Develop effectiveness of lead teacher and team leader model based on teaching as inquiry Team leaders work with Suzi Gould (Core Education) to develop team inquiry based upon the spiral of inquiry (Halbert & Kaser) Walkthroughs, peer coaching form part of teaching	Critical inquiry and learning talk is embedded Regular feedback is given and acted upon through coaching and mentoring

	as inquiry to investigate, improve and embed practice	
5. Raise student achievement and develop student agency and self-directed learning	Extending feedback to include student voice Feedback to students is based upon National Standards in Literacy and Numeracy achievement Students use exemplars, literacy and mathematics progressions to evaluate on learning and plan next steps in learning Children independently planning and developing their own inquiry Student agency is demonstrated by increased student voice in learning and school wide decisions Children aware of their own competencies Children learning anytime, any place	Year 6 leavers are able to plan and manage their own learning Learning beyond school is embedded Children are regularly taking social action as a result of their inquiry Student dialogue about the learning process is embedded across the school Student voice a natural part of decision making within the school

Strategic Objective 2: To provide a safe, supportive emotional and physical environment

- Emotional safety underpins learning
- An attractive environment instills pride and promotes the school
- A safe and secure environment provides more potential for students to take risks and challenge themselves
- Children need opportunities to learn outside the classroom

Goal	2015	2016-2018
1. **Ensure the school environment is emotionally and physically safe and supports children's well-being and ability to learn while meeting the future teaching and learning needs in line with MOE projected development under Educational Renewal Plan**	- Work with MOE to develop plans for prototyping school environment and consider the inclusion of an updated hall including shared facilities with local community (Library, Hall) - Manage roll growth and liaise with Ministry regarding critical figure for new classroom spaces - Support staff in the development of Modern Learning Environments through the purchase of suitable furniture and equipment and minor classroom layout alterations. - Online safety Continue to develop and monitor systems for on-line safety - Conduct playground safety audit	- Develop design brief and prepare for Master Planning for school renewal - Ensure staff input is included in design brief

Strategic Objective 3: To develop strong community relationships

- Community resources can be utilized for the benefit of the children
- Interaction with members of the community will develop children's empathy with the diversity of local and global communities
- Positive interactions with the community will increase the favourable perception of the school
- Effective communication with the community will ensure the school's goals, beliefs and achievements will be more clearly understood

Goal	2014	2015-2017
1.- To communicate effectively with the school community	Maintain communication methods (Blogs, Facebook, twitter, text, website) Continue "Cuppa with the Principal" meetings to enable caregiver voice to be heard	
2.- Develop links with the local community to utilize resources, establish relationships and to promote the image of the school.	Regularly use the resources, skills and knowledge of the local community as an integral part of the school curriculum	
	Local community regularly use school facilities and are invited to school events	
	Continue to promote and develop the profile of the school with early childhood organizations through regular visits and reciprocal invitations to school events	
	Create opportunities for regular meetings for whanau groups of Maori, Pasifika and other significant school cultures	

Strategic Objective 1:	Through high quality teaching programmes, develop independent, self-managing, life-long learners.

- Literacy and numeracy are foundations for all learning
- A learning community is based upon collaboration
- School programmes encourage self-management and confidence by challenging and supporting students within in a range of personalized authentic learning opportunities
- Students who are fully involved in the learning process realize the need to strive for personal excellence
- Growth of leadership skills within our students would help prepare them for life
- Quality professional development encourages teachers to reflect on practice and grow professionally
- Developing the leadership capacity of all staff will sustain the beliefs and practices of our school
- The continuing upgrade and maintaining of resources will enable teachers to promote 21st Century learning

Goal	Action Plan	Responsibility	Resources	Results/Further Action
1. **Ensure Inclusive Practice, and Culturally Responsive practices are embedded**	- Continue to display to acknowledge cultural heritage through: - International day celebration of learning, acknowledgement of cultural days supporting Kapa Haka and Pasifika groups to take part in the annual Cultural Festival and the Waimairi-iri Cluster - Continuing to support the position of Cultural Leader to ensure that culturally responsive practice continues to be embedded. - Support the CoL Across School Lead Teachers and utilise their strengths to further develop our culturally responsive practice. - Continuing the employment of a specialist Te Reo Teacher - Develop common Te Reo progressions across the Waimairi-iri Cluster - Follow recommendations from Cultural Audit and resulting Hereora Planning Poutama - Review Isleworth Curriculum to ensure it reflects and includes bicultural perspective - Continue involvement with Asia Aware Programme - Develop a regular schedule of meetings for Whanau and Fono groups to enable the exchange of ideas and information to strengthen our practice.	Principal, Cultural Leader, Across School Lead Teachers	As budgeted for Te Reo teacher and Kapa Haka Tutors	

2. Raise Teacher Capability and Capacity through teaching as inquiry high quality professional development which encourages teachers to reflect on practice and grow professionally	• Teaching as inquiry used to promote student achievement, teams to receive support from through CoL PLD programme • Work with lead teachers across school to strengthen practice in Literacy, Mathematics and Inclusive Practice • PD focus on oral language to strengthen literacy processes • Develop a literacy "Scrum" team, led by the in school Liteacy leader and supported by the Across School Literacy teachers, which will develop literacy practices, especially oral language. • Ensure that all curriculum areas have a culturally responsive focus as an integral part of teaching that curriculum area – supported by the CoL across school cultural leaders • Obtain feedback from pupils about effectiveness of teaching programmes • Undertake professional development to support the adaption and integration of the digital technology curriculum • Review Collaborative teaching models • Professional development in formative assessment especially the use of effective feedback and feed forward in literacy.	Principal TIC Assessment Core Education Principal, Lead Teachers, Management Team, Core Education. CPPA Principal Across CoL Teachers In School Lead Teacher LIteracy		
3. Increase leadership capacity to coach and mentor	• Support across school leaders appointed by CoL • Staff PD revision of coaching and mentoring skills • Continue peer observations and mentoring especially in literacy			
4. Raise student achievement and develop student agency		Principal Teachers TIC ICT		

and self directed learning. :	- On-line tools used for learning – Learning Blogs, Google Drive within and beyond the school, Hapara - Develop children's ability to expand innovative and creative use of digital technology to extend learning - Skills and processes for inquiry learning taught and assessed Senior students developing their own inquiry questions, junior students co-constructing inquiry questions - Students able to discuss their learning in relation to feedback and identify with their teacher the rate of progress required to reach expectations. Self and peer assessment using exemplars, Literacy Progressions and co-constructed learning intentions and success criteria - Children encouraged to make choices about their own learning including where and when they learn with teacher guidance and clear expectations - Student council to be represented when decision making made - Enviro group supported to implement environment plan - SOLO taxonomy embedded in all teaching and learning.			

Strategic Objective 2: To provide a safe supportive emotional and physical environment

- Emotional safety underpins learning
- An attractive environment instils pride and promotes the school
- A safe and secure environment provides more potential for students to take risks and challenge themselves
- Children need opportunities to learn outside the classroom

Goal	Action Plan	Responsibility	Resources	Results/Further Action
1. **Ensure the school environment is emotionally and physically safe and supports children's well-being and ability to learn while meeting the future teaching and learning needs in line with MOE projected development under Educational Renewal Plan**	• Prepare for entry to the Schools renewal project and development of the Education brief by working with the Navigator through Grow Waitaha • Kia Kaha Programme • Continue relevant staff PD in behaviour management and wellbeing programmes • Access to "safe" sites via school server/Watchdog/Linewise filtering programmes, monitor student access to ensure safety • Continue staff PD and parent information sessions in cyber-safety/digital citizenship	MOE Principal/BOT Principal Teaching Staff Principal/DP's TIC ICT CoL		

Strategic Objective 3: To develop strong community relationships

- Community resources can be utilized for the benefit of the children
- Interaction with members of the community will develop children's empathy with the diversity of local and global communities
- Positive interactions with the community will increase the favourable perception of the school
- Effective communication with the community will ensure the school's goals, beliefs and achievements will be more clearly understood

Goal	Action Plan	Responsibility	Resources	Results/Further Action
1.To communicate effectively with the school community	• Continue to inform local papers of school happenings • Continue pupil/parent/staff exit survey • Hold a parent information evening in Mathematics. • Continue new parent and Grandparent open mornings • Continue to communicate with parents through Hail pushing out notifications through Facebook, , website, email, Twitter and text • Establish regular whanau and Fono group meetings • Further develop Pasifika support group • Continue "Read Together" programme for parents to support children's reading	Principal TIC Publicity, DP Principal TIC Publicity, TIC ICT Principal Cultural Leader TIC Literacy TIC Community Outreach Principal Teaching Staff		
2.- Develop links with the local community to utilize resources, establish relationships and to promote the image of the school.	• Extend links with local retirement home – children to visit (performances), invite residents to school events • Investigate joint programmes Kelly Sport • Community outreach programme –children choose and help a local community organisation once a term. • Continue to support :"Friends of Isleworth" group • Regular visits to pre-schools by Junior School leader, principal and teachers • Choir/Kapa Haka/Pasifika group continue to take advantage of opportunities to perform in local community • Re-connect with local library and have children visit regularly	Cultural Leader TIC Library		

Review Programme 2018-Annual Plan Development Time Frame

2017	19/2	19/3	21/5	18/6	20/8	17/9	19/11	10/12
Governance Policy & Procedures	BOT Meeting Arrangements (Fees, training, areas of responsibility, elect chair)			Review effectiveness of meetings				Review effectiveness of meetings
Operational Policy & Procedures		Compliance Report	Health & Safety Report	Compliance Report	Set terms of reference for School Administration Policy Review		Compliance Report School Administration Policy Review 10yPP	Strategic Plan Review. Annual Plan 2018 Approve 2019 Budget, Compliance Report
Curriculum Review & Reports				Inquiry - Science		Targeted Learning Programmes	Mathematics Programmes	School –wide Cumulative data
Strategic Goal 1: Through high quality teaching develop independent, self-managing, life-long learners		Induction programme for new staff School and individual Professional Development needs identified and professional development planned **Principal**	Preliminary Reports	Complete Inquiry **LT Inquiry**	Evaluation Week **Principal** Review Targeted Learning Assist Register **SENCO** Celebration of Learning **Teaching Staff** Three-way conferences **Principal**	Complete review of Targeted Learning Programmes **Principl/Deputy Principals/SENCO**	Complete review of Mathematics **TIC Maths** Celebration of Learning/student led conferences. **Principal/ Teaching Staff** Evaluation Week **Principal** Review Targeted Learning Assist Register **SENCO**	Report to BOT on professional development programme and School-wide performance goals for 2018 and present PD Programme and School-wide performance goals for 2019 **Principal/ Teaching Staff**
Strategic Goal 2: To provide a safe supportive emotional and physical environment						Complete all maintenance set down for 2018 **BOT Property rep**		
Strategic Goal 3: to develop strong community relationships		Parent information evening **Teaching Staff**			**Community HealthConsultation**	Whanau Consultation/Hui Plan Grandparents Morning tea Music Festival		
Compliance	Re negotiate all teaching staff' job descriptions and performance agreements incl. areas of responsibility for 2018 year **Principal** Continue to implement BOT Self-review process **BOT Chair** Charter and Targets to MOE - **Principal**	Annual Accts to Auditor by 31/3 **Solutions & Services** P& F audited a/c to BOT Negotiate Principal, DP & AP's performance agreements **BOT Chair/Principal**	Audited A/cs sent to MOE by 31/5 **Solutions & Services/De Loittes** Review & Continue EEO Programme		Apply to Com. Trust for grant **Principal** Review Values Programme - **Principal** Present cumulative data to BOT **Principal**	Review 2018 budget against set objectives **BOT Chair**	Ensure all review as outlined in Trienniel Review cycle has been completed Begin to prepare budget for 2019 **BOT Chair/Principal** Review School Charter, strategic plan and annual plan. **Principal/BOT**	Present cumulative data to BOT Review 2018 Targets Set targets for 2019 **Principal**

Student Achievement Targets 2018

GOAL: To improve student achievement outcomes and accelerate progress in written language	**TARGET AREA:** Written Language
ANNUAL TARGET: To accelerate the progress of the 61 students in the target groups to be working at the expected curriculum level	**STUDENT GROUPS:** Gender: Male (61) Ethnicity: All with specific reference to Màori (15/61) **Student Years**: All

CURRENT POSITION: This target was selected because at the end of 2017 the data showed that significant numbers of boys, and in particular Màori boys, were still achieving below the National Standard in written language. Although this was a target in 2017, there is still a significant number who have made gains but are not yet at the standard and some who made no gains during 2017. We have chosen this target again in 2018 to ensure the progress made towards the targets is maintained and also because the target also aligns with the achievement challenge of the Waimairi-iri Kahui Ako.

ACTION PLAN:

What will the school do to meet the target?	Who is Responsible	Resources
- Written Language Progressions to be used throughout the school for teacher planning and assessment and for children to self-assess - Ensure that WALTS and success criteria are clearly displayed and discussed with children and used to assess work against displayed exemplars. - Clearly outline to pupils the target they are working towards and the rate of progress needed to achieve this - Ensure that the Isleworth Writing curriculum intent is followed by ensuring there is a balance of explicitly teaching text types in writing with other types of writing which stimulate interest and develop the skills of writing and teach these through exposure to the new text type or writing feature(eg: complex sentences, metaphor, similes etc.), analysis and discussion about the features, structure and purpose, shared writing to develop ideas and understandings, use of appropriate scaffolds (models or templates) before group and individual writing occurs. - Use of writing blogs inviting feedback from teacher, parents, principal etc. - Regular moderation of student work across the school and Hereora Community of Learning to ensure consistency of OTJ. - Embed in practice ways of encouraging children to engage with the writing process – ICT, audio recording etc. From year 4 upwards embed the use of on-line tools for writing through blogs, google drive and Dashboard to enable teachers to provide meaningful feedback; facilitate students in re-shaping and improving their written work; and enable them to share with an audience (home, peers etc) - Group children during the writing programme in collaborative teams to address specific needs - Develop an enrichment writing group to stimulate interest in writing for those in the target group - Continue to use the Steps programme and i-word cue to support children working below the standard. - Ensure that all written language planning is based upon and shows reference to our main writing text –The Writing Book by Sheena Cameron and Louise Dempsey – or other relevant resources related to specific text types - Ensure children receive feedback through a sharing time at the end of each writing session. Celebrate children's writing at assembly Writer/s of the week) , by phone calls home, laminated displays - Regular teacher conferences in teams to examine the progress of the target group coupled with the use of data walls to track progress - Provide rich, contextual experiences to stimulate language and to tap into student interests. - Work with Lead Teachers across the Waimairi-iri cluster, in school lead teacher and external PLD providers to ensure that best practice in teaching writing is used and aligned across the CoL.	Principal, Lead Teacher Literacy/Teaching Staff	The Writing Book – Sheena Cameron and Louise Dempsey Data Walls

End of Year Results:

GOAL: To develop mathematics programmes in order to accelerate achievement in Mathematics for all students.	TARGET AREA: Mathematics
ANNUAL TARGET: Students in the target group (63) will progress at least one stage (sub-level) in mathematics.	STUDENT GROUP: Gender: Both Ethnicity: All Student Year: All

CURRENT POSITION: 67.5% of children are achieving at or above the national standard in Mathematics. We will work with the target group of children through the Maths Specialist Teacher (ALiM) to lift their achievement as well as working with PLD providers, Massey University, through our Kahui Ako. We have also chosen this target because it also aligns with the achievement challenge of the Waimairi-iri Community of Learning.

ACTION PLAN:

What will the school do to meet the target?	When will it be done by?	Who is involved/responsible	What resources will be allocated to meet the target?
1. Hold regular moderation meetings within the school and across our Kahui Ako schools to ensure consistency in over all teacher judgement	On-going	Principal, Teaching Staff, Mathematics advisors	Mathematics Budget Professional Development Budget
2. Work with across school lead teacher and in-school lead teacher and PLD facilitators to ensure best practice in Mathematics is used in teaching programmes and that there is consistency in teaching within and across schools.		Principal/staff, Mathematics Lead Teacher / Across School Lead Teacher	
3. Ensure a school wide consistent basic facts programme is in place (Probes)			
4. Identify groups of students for Accelerated teaching through with the Maths Specialist Teacher		Maths Lead Teacher Training	$16,000 budgeted to release MLT to top up .5 release provided by MOE
5. Celebrate success in Mathematics through assembly, blogs, newsletters Team celebrations, parent contact etc.		Teaching staff; SENCO; teacher aides	
6. Continue to provide teacher aide support to deliver Numicon programme			
7 . Continue to use study ladder, basic facts ICT Programme. Mathletics and relevant iPad applications to support knowledge acquisition and reinforce strategies			Mathletics – pupil subscription subsidized by PTA and school funds

Final Data:

Discussion/Recommendations:

GOAL: To improve student achievement outcomes, accelerate progress towards the expected curriculum level in reading	**TARGET AREA:** Reading
ANNUAL TARGET: To accelerate the progress of the 42 students in the target group to be working at the expected curriculum level	**STUDENT GROUPS** **Gender:** Males **Ethnicity:** All **Student Year:** All

CURRENT POSITION: .This target was selected because, data at the end of 2017, showed that there were still a significant number of boys who were not achieving at or above the National Standard in reading. Many of these had not appeared on the data before as they are still in their early years of schooling. This target also aligns with the achievement challenge of the Waimairi-iri Community of Learning.

ACTION PLAN:

What will the school do to meet the target?	**Who is Responsible**	**Resources**
1. Examine the National Standards and the Literacy Progressions across the Waimairi-iri CoL, to ensure strategies and behaviours at each reading level are clearly understood so that teachers are better equipped to make an OTJ on the appropriate time to promote children to new reading levels 2. Work with CoL across school Lead Teachers, in school Lead teacher and external PLD Providers to strengthen literacy teaching 3. Ensure that the needs of the children identified through testing and observation are clearly shown in planning along with teaching strategies to address these needs. Consider the use of team wide grouping 3 Clearly outline to pupils the target they are working towards and the rate of progress needed to achieve this 4 Regular teacher conferences in teams to examine the progress of the target group coupled with the use of data walls to track progress 5 Provide rich, contextual reading experiences to stimulate language and to tap into student interests. 6 Professional development to ensure teachers can analyse running records and are aware of how to teach the reading strategies effectively (Refer Sheena Cameron Comprehension Book and Isleworth Curriculum Document) 7 Ensure collaborative support and peer coaching is used to promote reflective practice 8 Provide opportunities for mileage reading through parent help, buddies, teacher aides, peer reading etc. 9 Regularly read aloud to class choosing books which will "hook" readers in, teachers provide role models for reading – themselves and invited guests 10 Continue with regular professional development in Literacy and moderation meetings to discuss OTJ's across Waimairi-iri cluster 11 Introduce "Read Together" programme to enable parents to support children's reading. 12 Challenge children by providing texts with an increasing amount of difficulty to ensure they have sufficient text to process in order to practice their emerging strategies 13 Focus on teaching comprehension strategies as outlined in Isleworth Reading Curriculum plan, to enable children to predict and cross check. 14 Ensure phonics and alphabet activities are included in the reading programme and provide opportunities for participation in targeted alphabet and phonics groups for identified at risk children 15 Provide a bookmark to go with home readers, outlining the strategy they are working on as a learning intention with success criteria	Principal, Team Leader, Teaching Staff, Lead Teacher in Literacy.	

End of Year Data: