

**STRATEGIC PLAN: GLENFIELD PRIMARY SCHOOL 2019 – 2021**  
**Strategic goals to raise levels of student achievement over the next 3 years**

**Strategic Goal 1**

**Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value.**

***ANNUAL OPERATIONAL PLAN 2019***

Focus Actions:

- All students show progress in achievement in end of year data. Target groups show accelerated progress. Rate of progress are considered when forming targets and actions in the annual plan. Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge.
- Teachers and students confidently use the progressions to make judgements which advance students through appropriate learning steps.
- The national priority groups of Maori, Pasifika and students with special education needs are identified in target setting and actions in the annual plan.
- Reports will be given to the Board at least twice a year showing progress of students by year level, gender and ethnicity, with a focus on Maori, Pasifika and students with special needs, ESOL and G&T.
- The Maori and Pasifika community will be consulted about plans and targets for improving the achievement of Maori and Pasifika students.

<b>Actions Required:</b>	<b>Actions By:</b>	<b>Indicators of Success:</b>	<b>Monitoring and Evaluation Process:</b>
1.1 From data collected at the end of 2018, students will be identified in the priority groups of <ul style="list-style-type: none"> <li>- Maori</li> <li>- Pasifika</li> <li>- Learners who need teaching adaptations or individualised support</li> <li>- Learners who are well below expectation and have been identified as requiring IEP's</li> </ul>	Principal DP Senior Leadership Team Teachers	<ul style="list-style-type: none"> <li>• Students are identified and data is analysed.</li> <li>• Targets are set.</li> <li>• Leaders and teachers work collaboratively to track progress and discuss teaching strategies and programmes.</li> <li>• There is a cohesive and co-ordinated approach between students, teachers, leaders, principal, parents/caregivers and whanau.</li> <li>• Data is tracked and progress and achievement frequently and</li> </ul>	<ul style="list-style-type: none"> <li>• Student progress is tracked school wide. Close analysis of information takes place to ensure learning goals and plans are developed.</li> <li>• Teachers meet in leadership, whole staff and level groups to discuss specific concerns about student engagement and progress.</li> <li>• IEP meetings are scheduled and progress tracked.</li> <li>• Teachers discuss student progress and teaching strategies with critical friends as part of their spiral of inquiry.</li> </ul>

<ul style="list-style-type: none"> <li>- Learners who are below expectation and require accelerated teaching programmes</li> <li>- Learners working above the curriculum for their age</li> <li>- Learners who have English as a second language.</li> </ul>		<p>carefully monitored, analysed, disaggregated and discussed with critical friends and leaders.</p> <ul style="list-style-type: none"> <li>• IEP's are developed with the involvement of all stakeholders and have clear goals and actions. Progress against goals will be regularly reviewed.</li> <li>• Gifted and Talented students will be identified and provided with differentiated programmes in class and across the school.</li> <li>• Gap analysis will be completed for all students who need to make accelerated progress and do not need IEPs.</li> <li>• Raising Student Achievement Plan (RAP) used by teachers as a tool to support planning and review.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO and specialist meetings take place.</li> <li>• Kaipatiki Kahu Ako targets are identified and progress tracked.</li> </ul>
<p>1.2 Effective assessment practice will be used to analyse data in order to identify individual student needs and inform teaching practice.</p>	<p>Leaders Teachers</p>	<ul style="list-style-type: none"> <li>• Teachers will be supported in their use of the progressions and a range of other assessment tools to gather information about student achievement in reading, writing and maths.</li> <li>• Teachers have in depth knowledge of assessment tools and use data to inform teaching.</li> <li>• Progressions will be used by teachers and students to identify next steps for learning.</li> <li>• Progressions will be easily accessible in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings will be held with teachers to track individual student progress in relation to progressions.</li> <li>• Observations of teaching practice and practice analysis conversations will take place.</li> </ul>

<p>1.3 Maori and Pasifika students are identified and targets are set for those who require accelerated progress.</p>	<p>Leaders Teachers</p>	<ul style="list-style-type: none"> <li>• A record of the achievement and progress of each target child is kept. Goals are set to ensure that the rate of accelerated progress is adequate.</li> <li>• Individual interviews are held regularly with teachers to ensure progress is being made at the expected rate.</li> <li>• Whanau are actively involved in the learning process.</li> <li>• Teachers know their learners and programmes are culturally responsive.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and whanau know they are target students, know their goals and understand the need for accelerated progress.</li> <li>• Regular collaboration takes place between teachers, students and parents to discuss progress.</li> </ul>
<p>1.4 A schedule for reporting on student achievement and progress will be established at the beginning of the year and will be adhered to.</p>	<p>Principal DP BOT</p>	<ul style="list-style-type: none"> <li>• The Board will be kept informed of student progress at regular intervals throughout the year.</li> <li>• The Board will make decisions based on the reports in relation to PLD for teachers and resourcing.</li> </ul>	<ul style="list-style-type: none"> <li>• The Board will allocate time to discuss data, review the progress of students and resource as appropriate.</li> <li>• A timetable for the year will be developed for teachers to opt into attending a Board meeting.</li> </ul>
<p>1.5 Consultation with the Maori and Pasifika community will be ongoing. Regular reports on progress and achievement will be provided.</p>	<p>Teachers Leaders BOT Maori community</p>	<ul style="list-style-type: none"> <li>• Whanau will be engaged in learning centred relationships.</li> <li>• Students and whanau collaboratively set goals for learning.</li> <li>• Students can confidently share their learning with their parents.</li> <li>• Whanau are better informed and knowledgeable.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review will take place on what best engages our Maori parents in their child's learning.</li> </ul>

**Strategic Goal 2****Embed collaborative inquiry in all leadership practice. Ensure leaders meet the differentiated needs of teachers.*****ANNUAL OPERATIONAL PLAN 2019***

## Focus Actions:

- Leaders and teachers have the capacity and capability to lead learning through an inquiry approach. Strategies for improvement are identified, developed and reviewed.
- Student and teacher capabilities and needs are analysed and priorities identified for deep learning and change in practice.
- Teachers experience differentiated responses to their needs (negotiated and co-constructed).
- Leaders have clearly defined roles according to their strengths and are actively involved in implementing the school's vision.
- All goals and targets will have associated actions in curriculum plans, appraisal plans, and in defined group responsibilities.
- Leaders build the capability of teachers to be leaders who promote the improvement of teaching and learning.
- There is a strong commitment by leaders to seek perspectives and aspirations of students, parents and whanau as part of the school's vision, values, goals and targets.

<b>Actions Required:</b>	<b>Actions By:</b>	<b>Indicators of Success:</b>	<b>Monitoring and Evaluation Process:</b>
2.1 Leaders will set goals and conduct an inquiry into progress towards achieving these goals.	Leaders External appraiser BOT	<ul style="list-style-type: none"> <li>• Deliberate acts of leadership are recorded and reviewed for effectiveness.</li> <li>• Change leadership enables               <ul style="list-style-type: none"> <li>- Vision</li> <li>- Risk taking</li> <li>- Capacity building</li> <li>- Cohesion</li> <li>- High levels of trust</li> <li>- Measurement of progress.</li> </ul> </li> <li>• Data gathered from surveys, observations and discussions will be used to set goals for differentiated PLD.</li> <li>• Leaders will gather evidence to inform action planning for Visible Learning (Kaipatiki Kahui Ako).</li> </ul>	<ul style="list-style-type: none"> <li>• Regular senior leader meetings will take place to review progress of individual and collective inquiries.</li> <li>• Review Domain 2.</li> <li>• Leaders spiral of inquiry.</li> <li>• Kaipatiki Kahui Ako review meetings.</li> </ul>

<p>2.2 Teachers will continue to self reflect and evaluate against the indicators on the teacher profile.</p>	<p>Leaders Teachers Students</p>	<ul style="list-style-type: none"> <li>• Teachers will regularly self assess their practice, show evidence of progress and set goals for future development.</li> <li>• Teachers will use the spiral of inquiry to build adaptive expertise.</li> <li>• Time will be allocated for teachers and leaders to work collaboratively with peers, mentors and facilitators.</li> <li>• Opportunities will be provided to build adaptive expertise and distribute leadership.</li> <li>• Student voice will be collected to provide additional evidence of quality teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning discussions.</li> <li>• Spiral of inquiry recorded and shared.</li> <li>• Practice analysis conversations.</li> <li>• Student voice.</li> </ul>
<p>2.3 Professional learning support is differentiated and meets the needs of individuals.</p>	<p>Leaders Teachers Facilitators Kahui Ako across school teachers In school leaders</p>	<ul style="list-style-type: none"> <li>• Needs are identified using the teacher profile and visible learning data.</li> <li>• Decisions are made about who is targeted / prioritised with sound knowledge of what has been tried before and what has worked and not worked.</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal meetings.</li> <li>• PLD meetings.</li> <li>• Observations.</li> </ul>
<p>2.4 Leader strengths are identified and roles and responsibilities are distributed.</p>	<p>Principal Leaders</p>	<ul style="list-style-type: none"> <li>• All developmental goals are clear, specific and challenging.</li> <li>• Goals are linked to the school's annual plan.</li> <li>• Goals are focused on teaching and learning and plans for improving student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership meetings.</li> <li>• Appraisal discussions about leadership development.</li> </ul>

<p>2.5 Goals and targets for student achievement will be regularly reviewed and progress tracked.</p>	<p>Principal Leaders</p>	<ul style="list-style-type: none"> <li>• Leaders meet regularly to track target student progress.</li> <li>• Target students are visited for moderation and to provide clarity around expected rates of acceleration.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership meetings</li> <li>• Feedback</li> </ul>
<p>2.6 A distributive model of leadership will be evident where the strengths and abilities of teachers are fully utilised.</p>	<p>Principal DP Teachers Ancillary staff</p>	<ul style="list-style-type: none"> <li>• Leadership meetings will be open forums and all staff are invited to contribute.</li> <li>• Practice analysis conversations will build teacher capability and adaptive expertise.</li> <li>• PLD will be provided as needs are identified via in school support, teacher profile and Visible Learning facilitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership meetings will take place weekly.</li> <li>• Evidence into action days for leaders (Kaipatiki Kahui Ako).</li> <li>• School capability visits</li> <li>• Impact coach days.</li> </ul>
<p>2.7 Promote student, teacher and community collaboration and partnership to seek perspectives and aspirations relating to the school curriculum and learning.</p>		<ul style="list-style-type: none"> <li>• Parents and whanau receive information and participate in learning opportunities that enable them to constructively support their child's learning.</li> <li>• Parents, whanau and the community participate in school activities and contribute to decision making in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Huis.</li> <li>• Home visits.</li> <li>• Review Domain 3.</li> </ul>

**Strategic Goal 3**

**Embed collaborative inquiry throughout the school and in all teacher practice and learning areas (teacher agency). Ensure effective teaching in every classroom to make a difference and add value to the learning of every student.**

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## Focus Actions:

- Individual teachers understand acceleration, progression and expectations from the curriculum, and know how to use evidence based practices to achieve success.
- Teachers provide differentiated teaching and learning to meet the identified needs of students.
- Relationships are respectful and productive, and difference and diversity are valued.
- Teachers are increasingly providing culturally targeted responses in the classroom.
- Teachers are actively reflecting on and seeking to improve their own performance using the spiral of inquiry. Teachers integrate their knowledge of assessment, the curriculum, content knowledge and pedagogical content knowledge, in order to be responsive to student's needs. Teachers use student voice to reflect on their teaching practice to improve pedagogy.
- Teachers are focused on deep and critical analysis of the relationship between achievement, progress and teaching practice.
- Teachers form professional learning communities, provide supportive structures and ensure there is a relentless focus on improving learning outcomes.
- Procedural frameworks are in place to promote high levels of staff performance (teacher profile).
- Increase teachers' skill in cultural responsiveness to Te Reo Maori.

<b>Actions Required:</b>	<b>Actions By:</b>	<b>Indicators of Success:</b>	<b>Monitoring and Evaluation Process:</b>
3.1 Teachers and students will understand what constitutes accelerated progress and what needs to be done to achieve their goals.	Leaders Teachers Students Parents / whanau	<ul style="list-style-type: none"> <li>• A clear majority of students achieving below expectations are making accelerated progress and know what their next steps are, using the progressions.</li> <li>• Time frames will be set.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher / leader meetings.</li> <li>• Tracking of individual student progress.</li> <li>• Student voice.</li> </ul>
3.2 Teachers will use data and evidence to inform planning for learning.	Leaders Teachers	<ul style="list-style-type: none"> <li>• Teachers continue to develop knowledge and understanding of assessment practice               <ul style="list-style-type: none"> <li>- When to assess</li> <li>- How to assess</li> <li>- What to do with the data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal.</li> <li>• Professional learning discussions.</li> </ul>

		<ul style="list-style-type: none"> <li>- Why they are doing this.</li> <li>• ELLP's will be used to assess ESOL students. SELLIPS and ELIP used to plan to meet needs.</li> <li>• Teachers will be provided with PLD on how to address the needs of G&amp;T students.</li> <li>• Student agency will continue to develop through the use of progressions.</li> </ul>	
3.3 & 3.4 Teachers will know their learners and provide targeted responses to support cultural, social, emotional and learning needs.	Leaders Teachers	<ul style="list-style-type: none"> <li>• Planning shows targeted actions to meet student individual needs in relation to identity, culture and language.</li> <li>• Learning maps are used to collect information on how students learn. This information is used to maximise learning relationships between teacher/student, student/student, student/whanau and teacher/whanau.</li> </ul>	<ul style="list-style-type: none"> <li>• Know your learner</li> <li>• Learning maps</li> <li>• Teacher planning</li> </ul>
3.5 Teachers individually and collectively take responsibility for their own professional learning and development.	Leaders Teachers (Kahui Ako) Across school Leaders In school leaders	<ul style="list-style-type: none"> <li>• Teachers maintain a spiral of inquiry with a focus on professional growth and student progress and achievement <ul style="list-style-type: none"> <li>- Scanning</li> <li>- Focussing</li> <li>- Developing a hunch</li> <li>- New learning</li> <li>- Taking action</li> <li>- Checking</li> </ul> </li> <li>• Teachers maintain a log of professional learning development</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal documents.</li> </ul>

		<p>and are invited to share new learning and knowledge.</p> <ul style="list-style-type: none"> <li>• Student voice is collected and used as a tool to review and improve teaching practice and pedagogy.</li> </ul>	
3.6 Learning communities / critical friends will be formed for ongoing collaboration and to build teachers capacity for and awareness of their own learning.	Leaders Teachers	<ul style="list-style-type: none"> <li>• Teachers will continually assess what is working.</li> <li>• Teachers will make explicit links from the teacher profile to classroom practice.</li> <li>• Teachers will have freedom to learn and contribute on a global scale.</li> <li>• Teachers will investigate pedagogy and technology in new and integrated ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from meetings.</li> <li>• Shared practice.</li> <li>• Observations.</li> </ul>
3.7 An action plan for PLD and appraisal will be written and adhered to.	BOT Leaders Teachers	<ul style="list-style-type: none"> <li>• Teachers work together in learning communities to create new solutions to raise student achievement and further develop pedagogy.</li> <li>• Leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building.</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal documents.</li> </ul>
3.8 Teachers set goals from the teacher profile and regularly reflect on progress.	Leaders Teachers	<ul style="list-style-type: none"> <li>• Spiral of inquiry entries reflect teacher progress towards meeting personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal documents.</li> </ul>
3.9 Teachers attend class Te Reo / tikanga lessons bi weekly and consolidate new learning with students between lessons.	Teachers Te Reo facilitator	<ul style="list-style-type: none"> <li>• Teachers are becoming more fluent in Te Reo and tikanga. Follow up lessons in Te Reo are taken during the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher planning</li> <li>• Te Reo assessment</li> <li>• Reporting</li> </ul>

**Strategic Goal 4**

**Ensure that students have the opportunity and capability to contribute to how learning happens, and have a shared ownership and responsibility for learning with the teacher, peers and the wider community.**

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Focus Actions:

- Students have increased understanding of their own learning – increased self-efficacy and self - regulation. Challenging but realistic learning goals are co-constructed.
- Students can record and articulate their goals, progress and next steps to their parents at student led conferences. Students understand that assessment opportunities provide valuable information and use this to identify their next learning goals.
- Students are actively thinking about what they have to do to become better learners.
- Students are reflective and included as active participants in the design, implementation and evaluation of their interventions.
- Students will be confident creators of digital technologies, know how they work and how they can use their knowledge to solve problems.

<b>Actions Required:</b>	<b>Actions By:</b>	<b>Indicators of Success:</b>	<b>Monitoring and Evaluation Process:</b>
4.1 With teacher support, students will use the indicators from the student learner profile, learning progressions, evidence and data to set goals.	Teachers Students	<ul style="list-style-type: none"> <li>• Students can talk about where they are and what they need to learn next.</li> <li>• Students have clarity around what they are learning and why.</li> <li>• Students use the progressions to inform next learning / goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations.</li> <li>• Data.</li> <li>• Student voice.</li> </ul>
4.2 Students will be able to reflect on and use data and evidence to lead conversations about their learning with teachers, parents and whanau.	Students Teachers Parents / whanau	<ul style="list-style-type: none"> <li>• Students evaluate and track their own progress.</li> <li>• Students set goals for next steps.</li> <li>• Students lead conferences and can articulate their achievement and progress.</li> <li>• Y4 – 6 students write their own mid year reports and share these with their parents and whanau.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual student progression sheets.</li> <li>• Conference feedback.</li> <li>• Reports.</li> </ul>
4.3 Students understand the value of being able to self and peer assess	Teachers Students	<ul style="list-style-type: none"> <li>• Students self and peer assess.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice.</li> <li>• Data analysis.</li> </ul>

<p>against co-constructed SC and the progressions.</p>		<ul style="list-style-type: none"> <li>• Students are empowered to be independent learners and evaluate and adjust their learning to meet their needs.</li> <li>• Students use the learner profile and are motivated to meet their goals.</li> </ul>	
<p>4.4 Students demonstrate metacognitive skills.</p>	<p>Teachers Students</p>	<ul style="list-style-type: none"> <li>• Students will be thinking, applying and practicing their learning in rich tasks.</li> <li>• Students are involved in all review meetings and are learning to take ownership of their progress.</li> <li>• Students design challenging learning experiences based on their interests, passions and talents.</li> <li>• Learning is expanded outside of the school to include the larger community.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations.</li> <li>• Student voice.</li> <li>• Learning tools</li> </ul>
<p>4.5 Current and emerging technologies play an important enabling role in creating new learning opportunities and ways of learning.</p>		<ul style="list-style-type: none"> <li>• Teachers will be supported and encouraged to develop and implement interdisciplinary ways to integrate ICT into their practice.</li> <li>• Leaders will provide teachers with opportunities for differentiated PLD.</li> <li>• Students can use and understand digital technologies to solve problems.</li> <li>• Students can design and develop digital outcomes.</li> <li>• Students are able to develop global learning partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Team.</li> </ul>

**Strategic Goal 5****Student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour.****ANNUAL OPERATIONAL PLAN 2019**

## Focus Actions:

- Students have the power to make decisions affecting their wellbeing.
- Programmes and environment reflect our school values of inclusivity, respect and responsibility.
- Procedure for school wide behaviour is reviewed and refined and student voice included, to ensure expectations and behaviour management is consistent across the school.
- Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.

<b>Actions Required:</b>	<b>Actions By:</b>	<b>Indicators of Success:</b>	<b>Monitoring and Evaluation Process:</b>
5.1 Students actively contribute to the planning, implementation and review of wellbeing initiatives.	Teachers Students Leaders	<ul style="list-style-type: none"> <li>• Students opinions matter.</li> <li>• Students are involved in decisions about their health and wellbeing.</li> <li>• Students are consulted during review processes and help analyse survey information.</li> <li>• Students have a sense of belonging.</li> <li>• Tuakana-teina relationships are established. Older and more expert students support younger and less expert students, with reciprocal benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• Student surveys.</li> <li>• Student voice.</li> <li>• Learner profile.</li> </ul>
5.2 Our school values are integrated into all aspects of school life and are visibly practiced.	Wellbeing Team Teachers Students	<ul style="list-style-type: none"> <li>• School values are reflected in students actions both within and outside the classroom.</li> <li>• School values are reflected in signage around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations.</li> <li>• Signage.</li> </ul>
5.3 A review of school behaviour expectations will be conducted.	Wellbeing Team Teachers Parents / Whanau	<ul style="list-style-type: none"> <li>• Consistency of behaviour expectations will be evident across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• SET data.</li> <li>• Wellbeing@School Self Review Tool.</li> </ul>

		<ul style="list-style-type: none"> <li>• A consistent incentive programme will be in place.</li> </ul>	
5.4 Students will be encouraged to take risks and explore ways of learning and gaining new skills and knowledge.	Teachers Students	<ul style="list-style-type: none"> <li>• Students can apply new knowledge in innovative ways.</li> <li>• Students will participate as critical, informed and responsible citizens.</li> <li>• The process of learning through making mistakes is valued.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation.</li> <li>• Learner Profile</li> </ul>
<b>Strategic Goal 6</b>			
<b>Strengthen inclusive learning partnerships across the GPS community (community agency).</b>			
<b><i>ANNUAL OPERATIONAL PLAN 2019</i></b>			
Focus Actions:			
<ul style="list-style-type: none"> <li>• Partnerships across the Kaipatiki Kahui Ako will be strengthened.</li> <li>• Effective engagement takes place with parents, family and whanau and is focused on student achievement, respects all cultures represented in the school and recognises the unique position of Māori culture.</li> <li>• Whanau and community are able to positively influence school practice and policy.</li> <li>• Consultation on the Health Curriculum takes place with the community.</li> <li>• Partnerships with health, education and social services will be collaborative, provide differentiated responses and be measured.</li> <li>• Support plans are in place for vulnerable learners and their families.</li> </ul>			
<b>Actions Required:</b>	<b>Actions By:</b>	<b>Indicators of Success:</b>	<b>Monitoring and Evaluation Process:</b>
6.1 Links will be forged between early childhood, primary, intermediate secondary and tertiary sectors within our community to ensure that student needs are met.	Kaipatiki Cluster schools and ECE	<ul style="list-style-type: none"> <li>• Achievement will be raised in <ul style="list-style-type: none"> <li>- Writing and maths</li> <li>- Reading for Y1 students</li> <li>- Strengthening learning focused relationships.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Kaipatiki Kahui Ako self review.</li> </ul>
6.2 Opportunities will be made to meet with parents / whanau from major ethnic groups.	School community Teachers Leaders Students BOT HPS Facilitators	<ul style="list-style-type: none"> <li>• Data is shared and consultation takes place.</li> <li>• Programmes are consistently informed by advice from parent / whanau / caregivers and reflects</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from meetings.</li> <li>• Increase in parental involvement.</li> <li>• Health Promoting Schools Health and Wellbeing Review Tool.</li> </ul>

		<p>their diverse cultural contexts, values, strengths and aspirations.</p> <ul style="list-style-type: none"> <li>• The community has an understanding of school policy and procedure and has a voice in its development.</li> <li>• Teachers will have a greater knowledge of their learners.</li> </ul>	
6.3 Consultation will take place with the school's community about how the school will implement health education.	Principal BoT Leaders	<ul style="list-style-type: none"> <li>• Parents will be informed of the current health scope plan.</li> <li>• Areas of the key areas in the Health and PE Curriculum will be outlined.</li> <li>• Parents will complete a questionnaire.</li> <li>• Parent and student voice will be considered when developing the new health scope plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students and the community</li> <li>• Health scope plan for 2019</li> </ul>
6.4 Specialist services are accessed as required.	SENCO Principal Specialist services	<ul style="list-style-type: none"> <li>• Referred students are well supported. IEP's and IBP's meet specific learning and behaviour needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular, planned review of IEP's and IBP's.</li> </ul>
6.5 Vulnerable students will be identified and programmes developed, actioned and reviewed.	SENCO Principal Office staff	<ul style="list-style-type: none"> <li>• All students will have equal opportunities and will not be disadvantaged through hardship.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of student progress and achievement.</li> </ul>

**Strategic Goal 7****Students, parents, whanau and teachers know the different pathways and participate in decision making at critical transition points.****ANNUAL OPERATIONAL PLAN 2019**

## Focus Actions:

- The school welcomes all learners and effective transition processes will be in place to ensure students' wellbeing and learning is maintained.
- Students experience positive transitions between learning contexts.

<b>Actions Required:</b>	<b>Actions By:</b>	<b>Indicators of Success:</b>	<b>Monitoring and Evaluation Process:</b>
7.1 The Kahui Ako will provide the opportunity to develop more effective processes to support students as they move through their educational pathway.	Kahui Ako	<ul style="list-style-type: none"> <li>• Sharing of knowledge about individual students.</li> <li>• Interactions between schools ensures that parents and whanau become familiar with the next level school before the student moves to the new school.</li> <li>• There is a more cohesive approach to teaching and learning as students move through educational providers in the cluster.</li> <li>• Use of aspirations in reporting to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Kaipatiki Kahui Ako Review</li> </ul>
7.2 Processes will be in place to ensure transition between preschool, GPS and intermediate school as well as between year levels is successful and as seamless as possible.	Principal DP Kahui Ako in school leader	<ul style="list-style-type: none"> <li>• Learners feel confident, positive and have a sense of purpose when transitioning schools.</li> <li>• New parents are welcomed to GPS and are informed of school policy and procedure.</li> <li>• Teachers meet to share data prior to transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison between pre school facilities and intermediate schools will take place on a regular basis.</li> </ul>

**Strategic Goal 8****Ensure the facilities of the school support student achievement, and teaching and learning priorities using a rigorous process of self review.****ANNUAL OPERATIONAL PLAN 2019**

## Focus Actions:

- Self review is regularly conducted under the 6 ERO domains.  
Collaborative internal evaluation will provide teachers with opportunities to undertake evaluative reasoning and make evidence informed judgements about the quality of their practice in order to improve.
- Initiatives show coherence and alignment.
- Funds are allocated to reflect and support the school strategic and operational plans. Internal procedures are in place to monitor finance and expenditure.
- School facilities are refurbished and maintained as stated in the 5 year property plan.
- Health and safety issues are identified and rectified in a timely manner.

<b>Actions Required:</b>	<b>Actions By:</b>	<b>Indicators of Success:</b>	<b>Monitoring and Evaluation Process:</b>
8.1 Through a process of self review, data and information will be analysed to evaluate the effectiveness of teaching practice, and student progress and achievement.	Principal BOT Teachers Students Community	<ul style="list-style-type: none"> <li>• Results of the analysis will inform future decisions when planning for improvement, as the basis for reporting to and consulting with the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior leader meetings to focus on review under the ERO Domains.</li> <li>• A yearly cycle of review is adhered to.</li> <li>• Review to be scheduled and reported against at each Board meeting.</li> </ul>
8.2 All initiatives will be directly related to the Strategic / Annual Plan.	Principal Leaders BOT	<ul style="list-style-type: none"> <li>• Initiatives will be aligned and have a direct link to the goals in the Annual Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the Annual Plan.</li> </ul>
8.3 Budget is reviewed and approved by the BOT to meet the identified needs in curriculum, personnel, behaviour management, maintenance and operations.	Office Manager Leading Edge Principal Leaders BOT	<ul style="list-style-type: none"> <li>• Budget meets the needs of the school's operation.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual accounts show expenditure is in line with the approved budget.</li> </ul>
8.4 Property is well maintained.	BOT Principal Caretaker	<ul style="list-style-type: none"> <li>• School's property priorities are discussed with planning consultant.</li> <li>• 5YA projects undertaken</li> </ul>	<ul style="list-style-type: none"> <li>• BOT property sub committee meeting minutes.</li> </ul>

	Project Manager	<ul style="list-style-type: none"> <li>• A property maintenance schedule is adhered to.</li> </ul>	
<p>8.5 Follow Health and Safety policy and procedure as documented. Health and Safety team meet each term to ensure the school is a safe environment. Staff H&amp;S meetings are conducted fortnightly. Policy and procedure safety requirements are reviewed and recommendations actioned. Reports are submitted to the BOT.</p>	<p>Principal Caretaker H&amp;S Team BOT Teachers</p>	<ul style="list-style-type: none"> <li>• A clean and safe environment is provided.</li> <li>• BOT are kept informed through H&amp;S reports at meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes kept of all meetings and a record is kept of all hazard identification and repairs. All registers are kept as required for compliance.</li> </ul>