

Gladstone School 2018 Annual Plan

GOAL 1

Strategy: (2018) Strong teaching and leadership Capability & Knowledge for student success in learning.

Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.

- Review our English & Literacy Curriculum Implementation Plan ensuring the school curriculum is coherent, inclusive, culturally responsive, and clearly aligned to the NZ Curriculum.
- Review our Mathematic & Statistics Curriculum Implementation Plan ensuring the school curriculum is coherent, inclusive, culturally responsive, and clearly aligned to the NZ Curriculum.
- Learning opportunities enable students to relate new information to prior knowledge and to modify existing conceptions as necessary.
- Teaching programmes are structured so that all students have maximum opportunity to learn and achieve at or above the appropriate standard.
- Team meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice.
- Teachers use the Capability and Achievement Plan tool to effectively monitor students at risk of not achieving and collaboratively develop plans to meet their needs.
- Leadership will review the systems for reporting to whanau on student achievement.
- Parents and whanau receive information and participate in learning opportunities that enable them to constructively support their children's learning.
- Students experience positive transitions between learning contexts.

Student Achievement Target:

Reading: Male students, Y4 students and Y2 students achieving Below their expected level will have made significant progress towards achieving At or Above their expected level.

Writing: Maori students, Y4 students and Y6 students achieving Below their expected level will have made significant progress towards achieving At or Above their expected level.

Mathematics: Maori students and Y4 students achieving Below their expected level will have made significant progress towards achieving At or Above their expected level.

FINANCE

- Prepare 2017 Audit Meet annual audit requirements.
- Confirm and review 2018 Budget
- Seek sponsorship for appropriate projects such as Teacher Professional Learning, ICT Resources, Library & Classroom Modern Learning Furniture, Te Reo, UDL, (projects that support the 2018 Annual Plan).
- Develop the 2019 budget
- Liaise with FOGS.

PERSONNEL

- EEO programme evaluation.
- Review Fixed Term and Permanent Management Unit.
- Staff induction.
- Review individual responsibilities within job descriptions.
- Performance Management Programme implemented.
- Teaching staff to work with advisers/attend networks appropriate to school wide and individual goals.
- Principal to attend networks and conference.

Our Vision: *We Shine*

Our Guiding Principle: *To provide a safe supportive learning environment where students participate in and contribute to quality learning experiences that build a foundation for their future.*

Our Motto: *Kia Pono Be Faithful*

GOAL 2

Strategy: (2018) Effective teaching Capability & Knowledge in implementing the UDL (Universal Design for Learning) Guidelines.

Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.

- Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.
- Teachers monitor and plan assessments using the UDL framework where students experience and develop a balance between workload and well-being.
- Teachers, parents, whanau and community engage in joint activities and interventions to improve learning and /or behaviours.
- The learning environment is managed in ways that supports participation, engagement, and agency in learning.
- Learning Maps (Mapping Tools) for students at risk of not achieving show increased student capability and knowledge about how they learn best when reviewed in Term 1 & Term 2.
- The eLearning Action Plan is reviewed.
- Students and teachers are able to measure the impact of specific learning programmes on student achievement of their goals.
- Teachers engaging in evidence-based decision making, especially around the UDL framework, increases teacher ability and understanding.
- Staff engage in professional learning to gain Google Certified Educator Level 1.
- Staff engage in Tataiako professional learning and ensure this is actively replicated with their students.
- Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.

Annual Target:

Teachers implement UDL effectively in learning programmes to support students to be active in their learning.

PROPERTY / HEALTH & SAFETY

- Regular Hazard Inspections.
- Staff will renew 1st Aid Certificates as necessary.
- Police vet checks carried out as per school procedures.
- Review the asset renewal plan.
- Review EOTC management plans.
- Review Emergency Plans. & Regular emergency drills undertaken.
- Painting blocks identified in 10YPP = (Gibson Hall) Teacher Workroom, R6, Hall, Office Admin
- Library moved to R6.
- Action/ Review the 10 YPP. (Includes review of field drainage/ Swimming Pool assessment.)
- Achieve the reviewed Waste Water consent from GWRC
- Action /Review 5YA Property Plan = Hall Roof covering.
- Special Education Funding – Sp Ed Bathroom
- School House removal and Car Park area development and review.
- Assess tree pruning in and along grounds, including gum trees.

GOAL 3

Strategy: (2018) Strong teacher Capability & Knowledge to develop qualities of successful Gladstone School graduates.

Leadership promotes the use of internal and external evaluation for improvement.

- Y7 & Y8 students lead change that promotes well-being.
- Multiple sources of evidence is gathered to find out about student expectations and student well-being to identify vulnerable students and areas for improvement.
- School values and vision are embedded in learning programmes to promote students well-being.
- Y7 & Y8 Students and an identified group of younger students participate in an innovative mentoring programme and can use multiple strategies for learning and problem solving.
- Students enjoy a sense of belonging and connection to Gladstone School, whanau, friends and the community.
- Y7 & Y8 students participate in career education opportunities.
- Y8 students take a lead in the Variety Show organisation.

Student Achievement Target:

Y7 & Y8 students demonstrate the qualities of a successful Gladstone School Graduate.

GOAL 4

Strategy: (2018) Quality teacher Capability & Knowledge to develop a variety of cultural experiences, including Maori students celebrating success as Maori.

Effective, culturally responsive pedagogy supports and promotes student learning

- Review our PE & Health Implementation Plan with improved integration of te ao Maori.
- Review our Inquiry Learning Implementation Plan with improved integration of te ao Maori.
- Student identities and whanau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum.
- School whanau participate in the Gladstone School Maori hui and appropriate changes are made to practices for raising student achievement.
- Students and their families are regularly asked about their experience of the school culture.
- Participation in Environmental Education practices and the Garden Challenge Shield is reviewed
- Staff participate in professional learning around applying the principles of the Ngati Kahungunu ki Wairarapa Education Strategy 2014 - 2020.
- Staff and whanau participation in COL Kahui Ako that focus' on raising student achievement

Achievement Target:

Students are actively engaged within a variety of culturally responsive learning experiences.