



**Learning at Toko School is based
around Learning Stars.**

**This strategy plan identifies goals
to further our achievement of our vision:**

**Quality Learning for all
in a Caring Community**



Partnership

Lead children to making good choices.

Work cooperatively and collegially to meet the needs of all our children.

Maintain a happy positive environment.



Foundation Skills

Strive for enjoyment and competence in:

**Literacy
Numeracy
Oracy and
Inquiry**

Personal Best

Develop our self efficacy.

Celebrate our successes.

Acknowledge and reward effort and persistence.





Learning to Learn

Incorporate thinking skills into authentic contexts.

Use inquiry learning skills and attitudes effectively.



Challenging Curriculum

Learning results from motivating authentic contexts and problem solving.

Identify and develop children's talents.



Learning Environment

Maintain and develop best quality learning resources and environment possible.

Ensure children's physical and emotional safety.

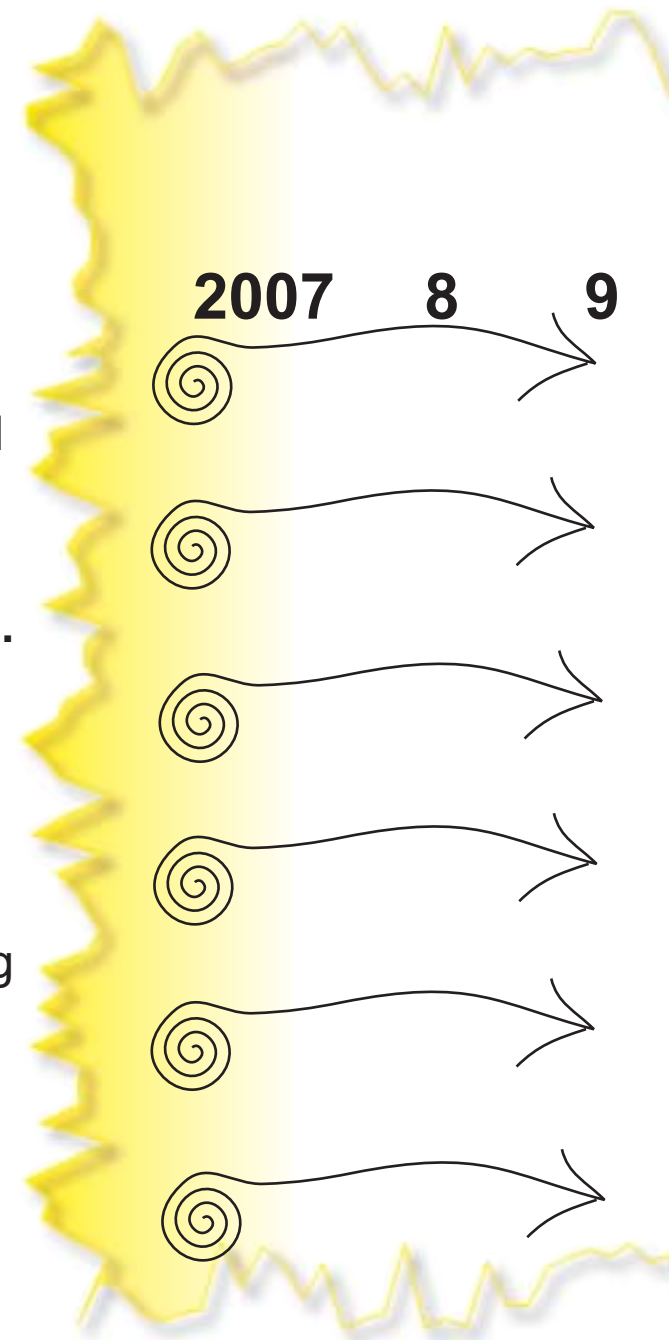
Partnership

**Lead children to making good choices.
Work cooperatively and collegially to meet
the needs of our children.**

Maintain a happy positive environment

Strategies

- 1 Model and discuss and promote** acceptable behaviour at every opportunity. Be proactive in this process across the school and take ownership of children beyond our 'own' classroom.
- 2 As a Staff/ Board we are a team that share and own the behaviours, workmanship, success and failures of our school.** It is essential that we discuss and communicate and act openly honesty and often to promote the best possible environment for learning at Toko School.
- 3 Be available and approachable** to the children and parents.
- 4 Promote the working arms of the school, PTA and Fundraising Committee.**
- 5 Maintain top quality communication tools** of the school web site and the regular school newsletter newsflash and Courier.
- 6 Share success and problems.**
- 7 Provide and share valid assessment information.**



Personal Best

Develop our self efficacy

Celebrate our successes

Acknowledge and reward effort and persistence

Strategies

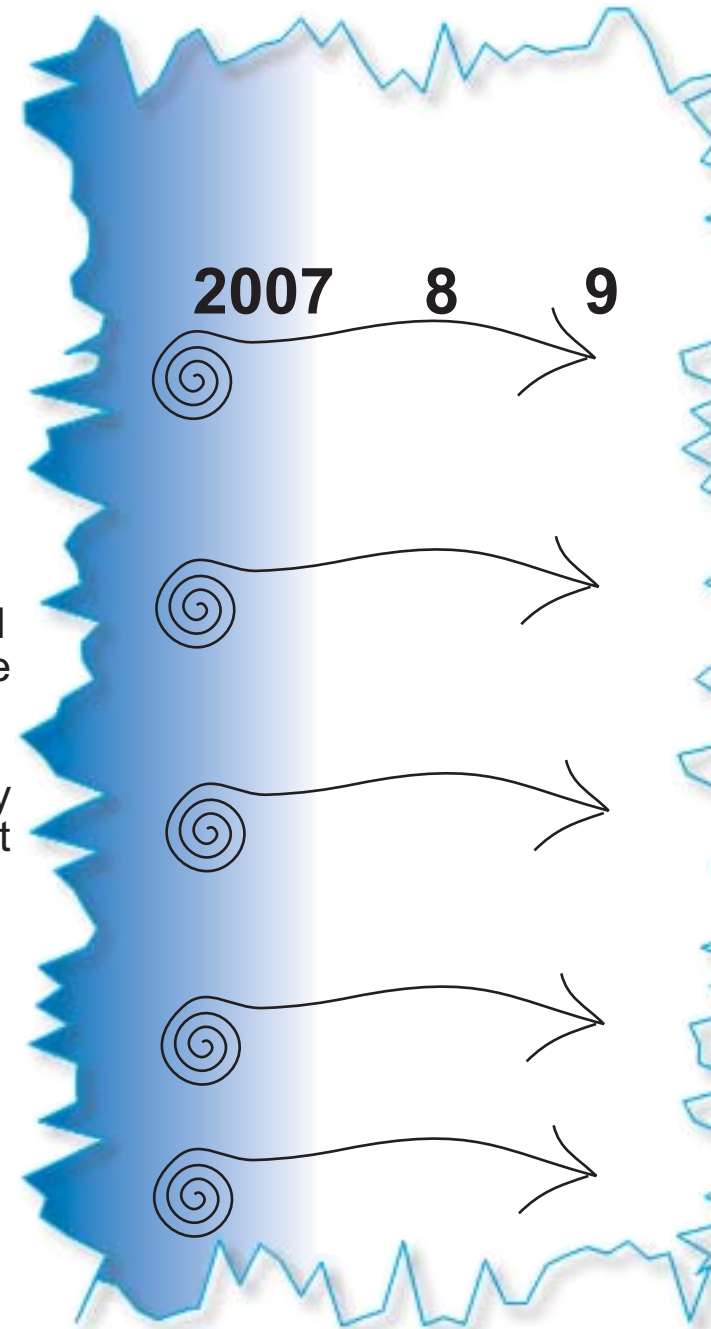
1 Our own self belief has large bearing on our ability to succeed. If we help children to believe in themselves then their success is likely. However, this is more than positive affirmations..... it really involves successful challenge! **Incorporate challenge which allows children to be successful!!!**

2 Never overlook hard work. Look closely for children that work hard and are tenacious and reward these children. We need to reward merit and ability and success, and importantly effort and tenacity. Some work that doesn't look so good often is their personal best.

3 Maintain the Learning Star award system. Get stickers specially made highlighting the learning stars and award these to children on merit in their exercise books etc. Use the language of the Learning Stars.

4 Reinvigorate the house point system and beef up the rewards. The 'winning house' at the end of the year gets a day trip away from school, organised by the classroom teacher!

5 Competition... nearly all high achievement is brought about by some level of competition. Nurture positive competition!

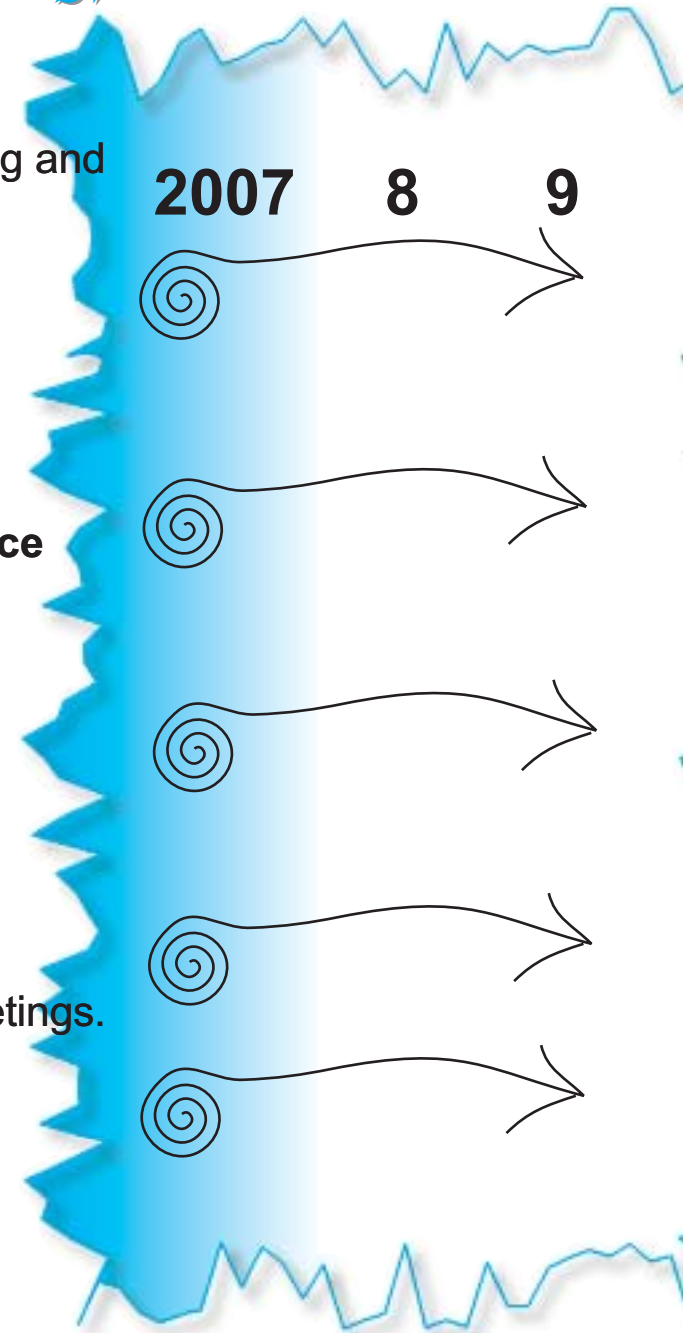


Foundation Skills

Strive for enjoyment and competence in Literacy, Numeracy, Oracy and Inquiry.

Strategies

- 1 Report on the progress of all children in mathematics, writing, spelling and reading two times a year to the BOT and parents.
- 2 Participate in the professional development contract in Literacy. Incorporate reading skills acquisition into authentic contexts for learning.
- 3 Be familiar with the literacy practices described in ELP and base teaching on evidence, best practice and instinct.
- 4 Maintain classroom numeracy programs **based on the good practice** described by ENP and ANP.
- 5 **Emphasis and ensure mastery** of basic facts and operations.
- 6 Maintain reading recovery program.
- 7 **Fund additional teacher hours to assist children's learning.**
- 8 Maintain and promote the **existing NZ Speech initiative.**
- 9 Teachers **share and discuss** children's learning in focused staff meetings.
- 10 Use **assessment materials** to aid teacher decision making.
- 11 Incorporate an oral language component into most units.



Learning to Learn

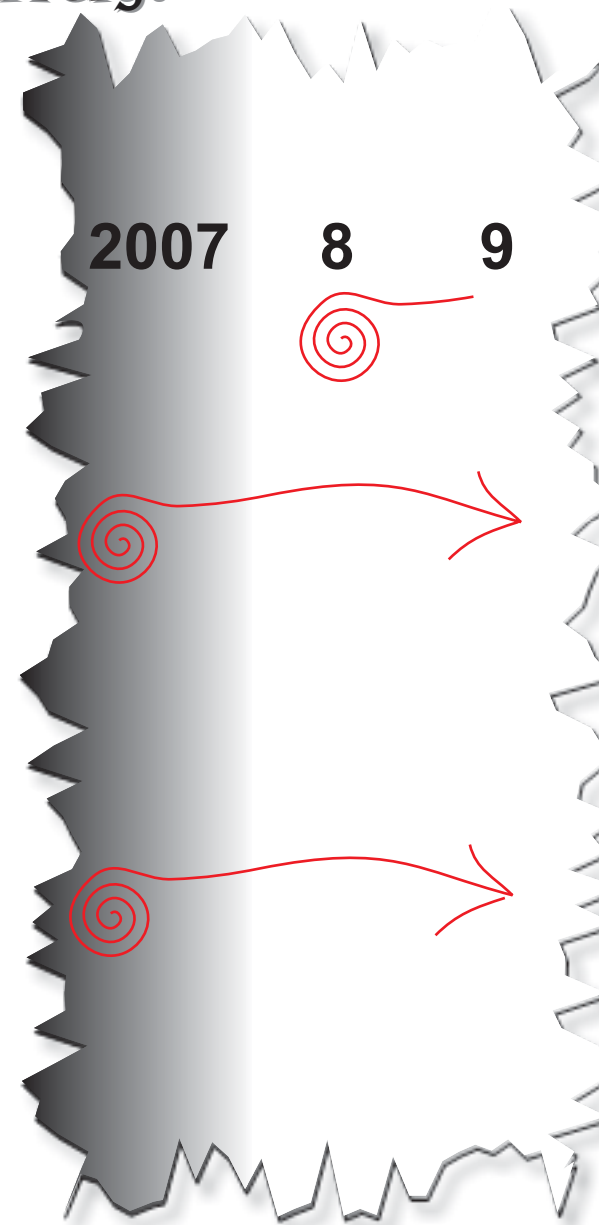
Incorporate thinking skills into authentic contexts.

Use inquiry learning skills and attitudes effectively.

Improve learning through ICT integration.

Strategies

- 1 Set about to integrate **thinking skills** into the school. Investigate the best thinking tools for specific levels of the school and expect their eased integrated introduction into general teaching.
- 2 Revitalise the inquiry learning model advocated by educationalists and develop a 'Toko version' which incorporates the best elements of various models. Anticipate that one 'true' inquiry learning unit forms the major emphasis of each term. The *further up the school* the greater the integration into the literacy program, but all levels are involved in an authentic inquiry per term. This is closely linked to **Challenging Curriculum Goal 2**.
- 3 Learning through **ICT is essential** and has three separate but related aspects.
 - A. Developing children's 'information literacy'. Refer Penny Moore
 - B. Developing children's ability to use ICT's available to solve problems within the everyday curriculum.
 - C. Using ICT to support and enhance the literacy and numeracy



Challenging Curriculum

Learning results from motivating, authentic contexts and problem solving. Identify and develop children's talents.

Strategies

1 Redevelop the entire Toko School curriculum in light of the draft curriculum 2006. Question everything.. and negotiate meaningful bodies of knowledge, skills and competencies to provide a strong springboard for our children's further learning.

2. Each term, planned as an entire staff, develop a school wide unit which has an agreed authentic reason for learning. It must have a knowledge base and clear learning outcomes for each level of our school.

It may well have a problem solving aspect and use an integrated approach.

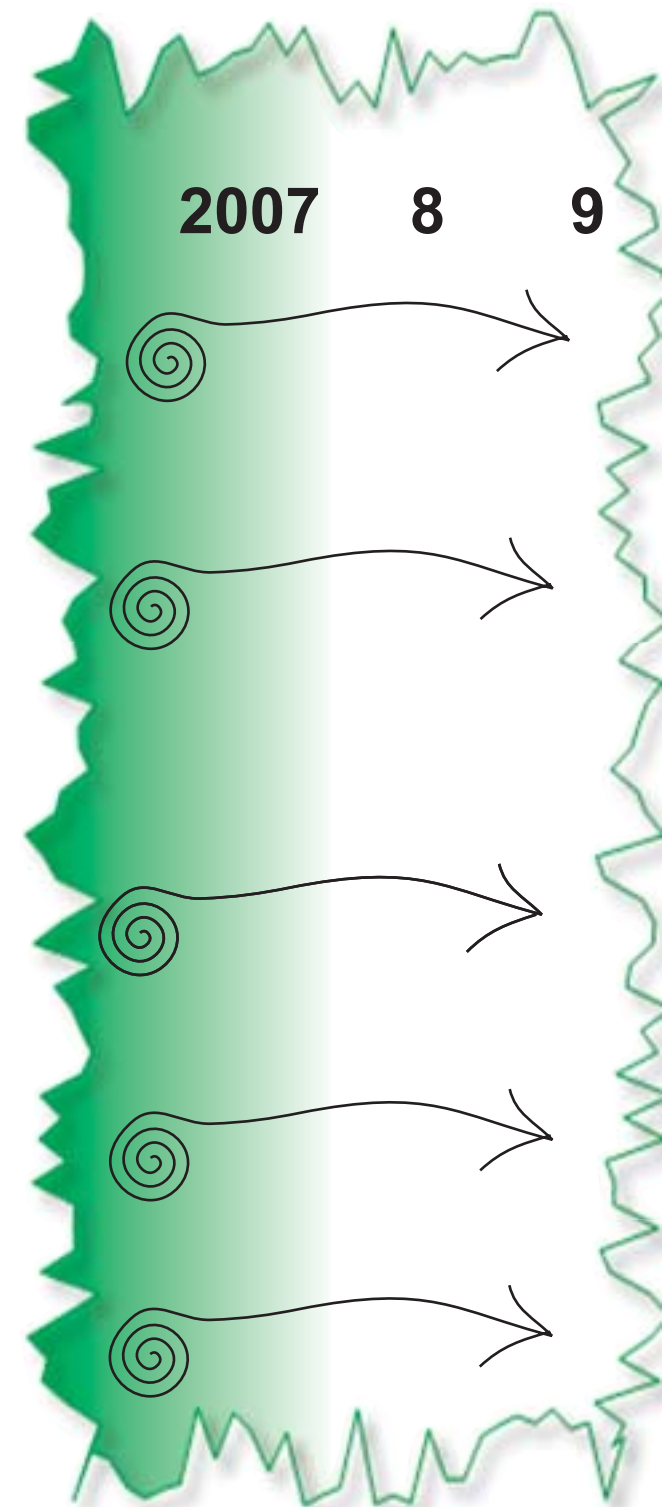
This unit is likely to take a minimum of 5 to 6 weeks to complete.

After this substantial unit teachers / children can decide content most appropriate to the class group. It is an independent decision made by the classroom teacher **based on the needs of the children.**

3 Set time aside to ensure the planning for the significant unit is successful and completed and so that the unit has an across the school focus and teachers know what others are doing. If this takes more time so be it

4 **Each year develop a talent and interest program which allows children and teachers to take a group of children further and deeper into a chosen topic or area of the curriculum. (Nb EDI application)**

5 Identify children that you believe to **need further extension or further support** within the classroom and inform the Principal in **March** each year. Planned extension opportunities and or in class support can then be clearly identified.



Learning Environment

Maintain and develop the best quality learning resources and environment possible.
Ensure childrens physial and emotoional safety.

Strategies

- 1** Use the developed 5 year property plan as a guide to property development and maintenance.
Use the 10 yr property maintenance plan in the same way.
Use the asset replacement register to guide purchases.
- 2** Toko School currently (2006) has an excellent IT infrastructure. It is essential to maintain this as the minimum resource base and keep abreast and knowledgeable of new technological innovations that impact children's learning.
- 3** Increase the hours available for caretaking needs.
Have one working bee a term to maintain the school environment.
- 4** Teachers ensure their **classrooms are organised, attractive, meaningful** places for children to work in.
- 5** Be proactive and inclusive, tempering and addressing behaviours to ensure a caring community and success for all.

