

**Toko School Annual Plan and
Learning Target
2017 SECTION 3**

Action	Link to Strategic Plan	Expected Outcome	Who	Outcome and Analysis
STEWARDSHIP				
Goal 1: To review school policies in line with the Policy Review Overview.				
<p>1.1 Chairpersons of the BoT sub committees will monitor the overview and include in ongoing sub committee review process.</p> <p>a. Term 1: National Administration Guideline (NAG) 5: Health & Safety</p> <p>b. Term 2: National Administration Guideline (NAG) 4: Finance</p> <p>c. Term 3: National Administration Guideline (NAG) 2,7,8: Self Review</p> <p>d. Term 4: National Administration Guideline (NAG) 1: Curriculum - Learning & Teaching</p>	 <p><i>To work with the community to share and seek collaboration.</i></p> <p><i>Effective communication supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.</i></p>	<p>To keep within review guidelines.</p>	<p>BOT Principal</p>	<p>All school reviews have been carried out.</p>
<p>1.2 To ensure timely, targeted development opportunities are available to the elected Board of Trustees.</p>		<p>BoT members are given the opportunity to learn more about their role as BoT members</p>	<p>BOT Principal</p>	<p>Our Board of Trustees have attended a variety of professional development:</p> <ul style="list-style-type: none"> ● Effective Finance 1 and 2 ● Board role in effective stand down and suspension ● Effective governance ● Vulnerable children Act online ● Student achievement ● Governance Framework

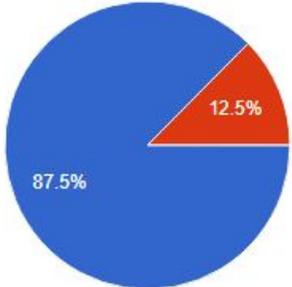
Goal 2: To implement the 10 Year Property Plan as per agreement with the Ministry of Education

<p>2.1 To develop a 5 Year Property Plan.</p>	 <p><i>Maintain a collegial, hard working, attractive and organised environment.</i></p>	<p>To complete projects as identified.</p>	<p>BoT Principal</p>	<p>This year our school hall was refurbished. New exit doors and an additional fire exit were included. Our metre boards are in the process of being upgraded. Warm water has been installed in all hand basins that the children use.</p>
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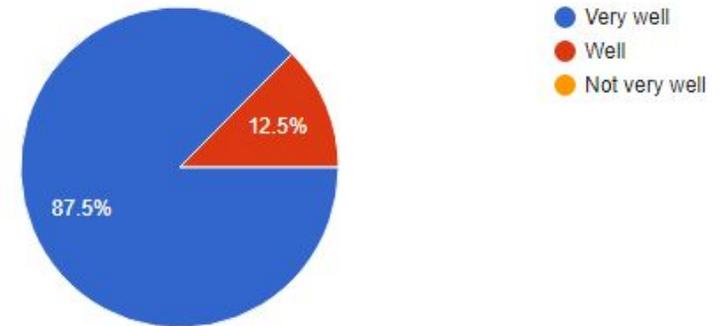
EDUCATIONALLY POWERFUL CONNECTIONS & RELATIONSHIPS

Goal 3: To engage with the community in reciprocal learning centered relationships.

<p>3.1 To continue to implement Mutukaroa in Years 1 - 3.</p>	 <p><i>Parents and whanau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</i></p>	<p>To work together with parents/whanau to identify students strengths and learning needs, set goals, and plan responsive learning strategies and activities.</p>	<p>Principal Staff</p>	<p>Our school is in its third year following the Mutukaroa initiative. All parents have attended all meetings and the feedback surveys from parents have been very positive. Small, achievable goals are set with the parents and they feel empowered to assist their children at home with their learning. At these meetings school and Ministry expectations are shared and resources are provided to parents to assist them in supporting their children at home. Our recent biennial community survey we made the following statements:</p> <p>12. Transition to school - If you child has started school for the first time in the last 12 months how would you rate our transition to school procedures?</p> <p><i>100% of parents commented that our transition to school procedures are excellent/good. 87.5% commented that we did this very well.</i></p>
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				 <p> ● Excellent ● Good ● Needs Improvement </p> <p>12a. Do you have any additional comments to make about our transition to school procedures? I really enjoyed the Mutukaroa meetings, I felt well informed of how my child was doing and more importantly had gained a better insight as to how he was coping in terms of his well being.</p> <p>RECOMMENDATIONS:</p> <ul style="list-style-type: none"> ● To continue with the Mutukaroa programme for children 5 – 7 years old a
<p>3.2 To increase reciprocal learning centred partnerships with parents and whanau.</p>	 <p><i>Teachers, parents, whanau engage in joint activities and interventions to improve learning and or behaviour.</i></p>	<p>To engage with parents/whanau in joint activities and interventions to improve learning.</p>	<p>Principal Staff</p>	<p>The Reading Together programme was offered for the first time at Toko School. Ten parents participated in Term 3. Feedback from this workshop included:</p> <ul style="list-style-type: none"> ● Children have been taken to the local library to become members ● Parents have relayed positive comments to the class teachers and school principal ● Positive attitudes to reading in class ● A parent commented that the pressure has been taken off ● With such a positive response another set of workshops will be undertaken in Term 4, targeting another set of parents

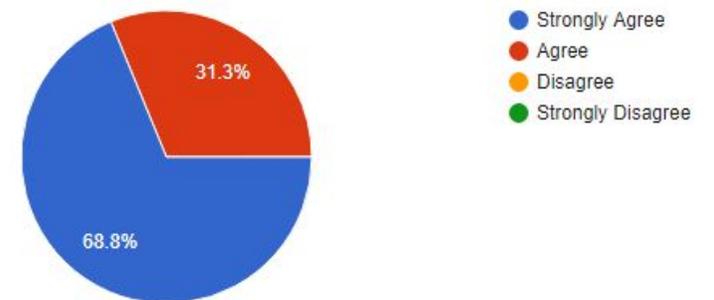
			<ul style="list-style-type: none"> ● The programme has been mentioned in Mutukaroa Meetings with the principal. <p>A detailed overview of the feedback has been shared with the Board of Trustees.</p> <p>Each teacher with a child on a learning support programme is required to meet with the student's parents prior to the programme commencing to discuss purpose and the content of the programme for their child. The SENCO has made up home packs to support each programme and to assist the parents at home to academically support their child. Teacher packs have also been created to strengthen understanding for all teachers of the content of the programmes the child in their class are involved in. On completion of the programme the teacher again meets with the parent to discuss the programme, progress made and next learning steps. The school SENCO oversees and tracks this process.</p> <p>Other forms of engagement this year have included: Our school's Annual Community Meeting, BYOD workshops, Speech Board Parent meetings.</p> <p>Our recent biennial community survey we made the following statements:</p> <p>9. Toko School provides opportunities for me to play a supporting role in my child/ren's education.(e.g. parent help, sports events Mutukaroa Meetings and home learning etc).</p> <p><i>100% of parents felt they play a supporting role in their children's education. 87.5% commented that we did this very well.</i></p>
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RECOMMENDATIONS:

- To continue to invite parents regularly to share children’s achievement and progress, concerns and successes.
- To continue to keep parents informed about the school and how they can assist at home.
- To continue with the Mutukaroa programme.

13. Teachers are approachable and take the time to listen to any concerns or questions I have about my child. 100% of parents commented that teachers are approachable and take the time to listen to any concerns or questions about their child. 68.8% strongly agreed with this statement.



				<p>13a. Do you have any additional comments to make? All of the teachers that my children have had during their time here have been approachable and listened to any concerns or questions I have had. I admire the dedication the teachers have to ensure my children are happy and trying their best to succeed. I have found dealing with all staff at Toko school very easy and enjoyable. All staff I have had dealings with are easily approached and informative. Awesome teachers who are passionate about what they do. The kids think the teachers are great. Teacher's do a great job</p> <p>RECOMMENDATIONS:</p> <ul style="list-style-type: none"> To continue to demonstrate our school vision statement in how we act and behave at Toko School.
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RESPONSIVE CURRICULUM, EFFECTIVE TEACHING & OPPORTUNITY TO LEARN

Goal 4: To continue to implement and revise the Toko School Curriculum Framework.

<p>4.1 To continue to Implement the Enviro Schools Memorandum of Agreement.</p>	 <p><i>Provide environmental education</i></p> 	<p>To implement the intent of the memorandum and our action plan.</p>	<p>Enviro Leader Staff</p>	<p>This year the teachers have taken on new responsibilities as well as some classes taking on new enviro initiatives. One of these, being Distilling, to produce our own hydrosols to make cleaning products, to diffuse etc for use in the school. The other new initiative is having our own bees. Planting manuka in our school paddock will also contribute to distilling and for the bees. One class has also begun developing an area for a butterfly garden. Classes began the process of turning their enviro areas into businesses - this will need to be developed more next year and continued.</p> <p>This year our students have had the privilege of showing many, many visitors around our school to share our Toko School enviro journey.</p>
<p>4.2 To review the technology section of the Toko School Curriculum Framework.</p>	<p><i>Revise at least one curriculum area yearly.</i></p>	<p>Review current practice and update as required after consultation with staff and community.</p>	<p>Technology Curriculum Leader Staff</p>	<p>This has been deferred until 2018 when the new curriculum is available for schools to use.</p>

PROFESSIONAL CAPABILITY & COLLECTIVE CAPACITY

Goal 5: To ensure success in Mathematics, with a clear focus on Numeracy at Year 1- 4 and widening the focus to include other Maths strands from Year 5 - 8.

<p>5.1 To support students learning in the classroom through classroom talk.</p>	 <p><i>Provide deep learning by focusing on one or two areas until substantial gains in outcomes are achieved.</i></p>	<p>To embed <i>talk moves</i> to assist students in their maths learning. Target: <i>For children to become more precise in the discourse of maths.</i></p>	<p>Maths Leader Staff</p>	<p>This year it was agreed that as a staff we would assess our students dispositions in mathematics. This was done at the beginning of the year, mid year and end of year. As the year has progressed all students have improved in their dispositions to learn. We believe that our focus on Talk Moves has assisted to improve our students dispositions in mathematics in particular. As a staff we all read the text <i>Mathematical Mindsets by Jo Boaler</i>. This has also supported staff to promote and teach a growth mindset through fluid or social grouping. The promotion of student discourse in mathematics and student dispositions will remain an ongoing focus in mathematics.</p>
<p>5.2 To increase teacher multiplicative knowledge.</p>	<p><i>Invest strongly in teacher professional development</i></p>	<p>To participate in professional development with Raewyn Gainsford, Cognition which will provide opportunities for professional learning in response to identified needs, challenging teachers and supporting realisation of the school's vision, goals and targets.</p>	<p>Maths Leader Staff</p>	<p>This year staff have participated in 5 multiplicative workshops run by Raewyn Gainsford. Raewyn also worked alongside and modelled to teachers in their classrooms, helping to work on different areas of their inquiry as well as working on multiplicative understanding. Throughout these many discussions, it became obvious that many of our target children lack number-sense. There was an expectation that staff logged all their learning journey with Raewyn which also included <i>reflective action</i>. This was kept in each tacher individual inquiry blog. We looked carefully at our target childrens dispositions and monitored progress at beginning, middle and end of year via a <i>mathematical dispositions rubric</i>. We discovered that children's dispositions improved in maths first, before we began seeing shifts in their actual mathematical thinking and understanding. The Maths Leaders summarised the dispositions for all target children beginning, middle and</p>

				<p>end of year. Teachers also recorded their own dispositions beginning, middle and end of the year, and all teachers have also increased in their mathematical dispositions. This was also summarised.</p> <p>As a staff the we have read, and analysed ‘Mathematical Mindsets’ by Jo Boaler which the school purchased for each teacher. We read the book slowly chapter by chapter and have shared our thoughts and ideas around this, planned next steps as a result and this has guided all staff in their inquiries this year. The book focused the staff on building a mindset around maths, the importance of fluid or social grouping in maths and how to make tasks low-floor/high ceiling, to cater for all students.</p> <p>An integral part of our teaching as inquiry included teachers having to video their teaching of mathematics to their target students. This was then shared with all the staff. At these meetings we had Video Sharing Guidelines that we followed. During this time we would discuss the lesson and provide feedback and next steps to the teacher. There was also an expectation that teacher logged this in their inquiry blogs and then plan targeted actions as a result.</p>
<p>5.3 to enhance student learning outcomes by setting realistic, yet aspirational targets for achievement based on end of year data.</p>	 <p>Assessment activities are inclusive, authentic and fit for purpose; they provide</p>	<p>To monitor and evaluate the impact of actions on student outcomes.</p> <p>Target: 25 children have been identified as requiring to progress by a minimum of 1 year. These children will be the focus for classroom teachers using the Spirals of Inquiry.</p>	<p>Principal Staff</p>	<p>Out of the 25 children targeted at the beginning of the year 3 children left our school.</p> <p>12 children made more than a years expected progress. 10 have made less than a years expected progress</p> <p>Raewyn Gainsford worked with the Maths Leadership Team focussing on moderation in maths. Raewyn asked the question: How do we know our Overall Teacher Judgements are reliable? She explained how to do this and why. As a result we ran some moderation workshops with the staff and we updated NAG 1 to include</p>

meaningful evidence of achievement and progress and a basis for determining next steps.

information about school moderation processes. This was really well received by the staff and we will build in this in 2018.

**EVALUATION, INQUIRY & KNOWLEDGE BUILDING FOR IMPROVEMENT & INNOVATION
LEADERSHIP FOR EQUITY & EXCELLENCE**

Goal 6: To participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building in professional learning communities.

6.1 To participate in the Central Taranaki Community of Learning.



Effective communication and collaboration supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.



Internal and external expertise is selected to build capacity in evaluation and inquiry.

Teachers will be data literate: posing focused questions, using data, clarifying purpose, and engaging in thoughtful interpretation and evidence informed conversations.

Principal Staff

During 2017 the Central Taranaki Kahui Ako have met on a regular basis throughout the year. Ben Laybourn, Evaluation Associates, was employed by the Kahui Ako to: assist with the collection, use and interpretation of data to inform our practice. Over the course of the year the following workshops were run:
 11/5 Schools & Tools: The purpose of this forum is to give the Kahui ako (CoL) time to share what the tools are each school is using. Each school will be given time to talk through what tools are used and why they do it the way they do. How they use it and what it tells them about their students. This will be presented as a 20 slides are shown for 20 seconds each (Pecha-kucha style) make it fast and interesting.
 25/5 Assessment principles & Practice - narrowing the Focus - To discuss assessment further and narrow the focus into the assessment practices we agree upon, both in philosophy and practicality for this CoL.
 8/6 Transition - Shifting tides of Students: To discuss the transition of student between ECE and Primary School, Primary School and Primary School, and Primary to Secondary. This series of workshops is to share and develop good practice for the CoL to start looking at reducing loss of info on our community and improve transition.
 31/8 Assessment for Learning, formative assessment

				<p>strategies that increase student agency: The purpose of this workshop is going to be to explore good practice with Assessment for learning /formative assessment strategies that increases student agency.</p> <p>14/9 Leadership & Evaluation that makes a Difference: The purpose of this workshop is going to be to explore good practice with leadership and evaluation in schools and CoLs. Principals to share their perspectives for their individual schools as a result of the collaboration above</p>
<p>6.2 To participate in the NITS Cluster.</p>		<p>Teachers will inquire into their mathematical practice using the <i>Spirals of Inquiry</i> and <i>Visible Learning</i>.</p>	<p>Principal Staff</p>	<p>All staff were supported to carry out their teaching as inquiry using research and collaboration. The focus was on using student voice to inform teaching pedagogy as part of everyday practice. Staff across our four schools met for 2.5 days during the Term one and two school holidays and came together in Term 4 as a cluster to share the learning that has occurred over the year. Staff put together 5 minute video presentations of their learning journey. These are also saved on teacher inquiries. Heathers report summary after inquiry meetings.</p> <p>Our schools <i>Big Question</i> was: How do we create a challenging curriculum in mathematics? Our school's main focus within mathematics was multiplicative thinking.</p>