




**Toko School Annual Plan and  
Learning Target  
2018 SECTION 3**


Action	Link to Strategic Plan	Expected Outcome	Who	Outcome and Analysis
<b>STEWARDSHIP</b>				
<b>Goal 1: To review school policies in line with the Policy Review Overview.</b>				
<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) 3: Personnel</p> <p>b. Term 2: National Administration Guideline (NAG) 4: Property</p> <p>c. Term 3: National Administration Guideline (NAG) 6: Legislation</p> <p>d. Term 4: National Administration Guideline (NAG) 1: Curriculum - Learning &amp; 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>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>	
<b>Goal 2: To implement the 10 Year Property Plan as per agreement with the Ministry of Education</b>				

<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>	
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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>	
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<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>	
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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 enable teachers to maximise active, self regulated learning.</p>		<p>Teachers will develop a learning focused relationship with all students</p>	<p>Principal Staff</p>	
<p>4.2 To further develop a culturally responsive school.</p>		<p>Teachers and support staff will participate in He Papa Tikanga - Certificate in Tikanga Maori.</p>	<p>Principal Staff</p>	
<p>4.3 To continue to Implement the Enviro Schools Memorandum of Agreement.</p>		<p>To implement the intent of the memorandum and our action plan.</p>	<p>Enviro Leader Staff</p>	
<p>4.4 To review the technology section of the Toko School Curriculum Framework.</p>	<p><i>Provide environmental education</i></p>	<p>Review current practice and update as required after consultation with staff, community and in relation to the updated Technology Curriculum.</p>	<p>Technology Curriculum Leader Staff</p>	
<p>4.5 To promote the use of student voice as a regular component of the classroom</p>		<p>Students will provide feedback to teachers about the quality and</p>	<p>Principal Teachers</p>	

programme.	 <p>Revise at least one curriculum area yearly.</p>	effectiveness of teaching and learning.		
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**PROFESSIONAL CAPABILITY & COLLECTIVE CAPACITY**

**Goal 5: To ensure success in Mathematics and Literacy.**

5.1 to enhance student written language learning outcomes by setting realistic, yet aspirational targets for achievement based on end of year data	 <p>Assessment activities are inclusive, authentic and fit for purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps.</p>	<p>To monitor and evaluate the impact of actions on student outcomes.</p> <p><b>Target:</b> To accelerate the progress of at least 10 boys in Years 4 - Year 8 to their expected curriculum level and / or to show a minimum of two asTTle sub levels shifts.</p>	Principal Staff	
5.2 .to enhance student mathematical learning outcomes by setting realistic, yet aspirational targets for achievement based on end of year data.	 <p>Assessment activities are inclusive, authentic and fit for purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps.</p>	<p>To monitor and evaluate the impact of actions on student outcomes.</p> <p><b>Target:</b> To accelerate the progress of at least 13 students in Year 4 - Year 8 to have 115/134 (84%) of students at their expected curriculum level</p>	Principal Staff	

**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.**

<p>6.1 To participate in the Central Taranaki Community of Learning.</p>		<p>Leaders will understand and integrate the following within their schools and across the Kahui Ako:                  Manaakitanga                  Whanaungatanga                  Ako                  Mahi tahi</p>	<p>Principal                  Staff</p>	
<p>6.2 To participate in the NITS/CoL Cluster.</p>	<p><i>Effective communication and collaboration supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.</i></p>	<p>Principal and Deputy Principals will work on developing leadership and collaboration with practical application at classroom and team level via a professional learning group (PLG)</p>	<p>Principal                  Deputy                  Principal</p>	
<p>6.3 To further develop teachers ability to develop student social and emotional competencies.</p>	 <p><i>Internal and external expertise is selected to build capacity in evaluation and inquiry.</i></p>	<p>Teachers and support staff to participate in restorative practices and Incredible Years training.</p>	<p>Principal                  Staff</p>	