




**Toko School Annual Plan and
Learning Target
2018 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) 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 & 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>	To keep within review guidelines.	BOT Principal	All school reviews have been carried out.
<p>1.2 To ensure timely, targeted development opportunities are available to the elected Board of Trustees.</p>		BoT members are given the opportunity to learn more about their role as BoT members	BOT Principal	<p>Our Board of Trustees have attended</p> <ul style="list-style-type: none"> ● Culturally Responsive Practices
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>All projects have been carried out: Re-Roofing Guttering Wall coverings - office</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>100% of parents have attended all meetings. Literacy and Numeracy Goals have been set for parents to work on at home. Resources have also been provided to support the home learning.</p>
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3.2 To increase reciprocal learning centred partnerships with parents and whanau.



*Teachers,
parents, whanau
engage in joint
activities and
interventions to
improve learning
and or behaviour.*

To engage with parents/whanau in joint activities and interventions to improve learning.

Principal Staff

The Reading Together programme was offered once again this year. Ten parents participated. Eight Mums and two Dads. The feedback included:

Has the programme helped your child/ren and your family in any other ways?

**just to take the time to help more*

**thought it would be helpful for my 5 year old but has also really helped with my 9 year old*

**very much so - being able to judge the appropriateness of the book and being able to draw and focus on personal experience*

**Oh yes, helps when mum and dad will help to read and looking at the pictures is fun.*

**Has made reading less of a chore so is being done more often*

**The programme has helped alot. My children seem to want to read to each other more and reading has become more fun!*

Are there any other comments that you would like to add?

**This workshop was a big help towards his reading as well as letting me understand him better and help him with his reading*

**Great programme, have really enjoyed it!*

**It was very well presented and enjoyable.*

Great learning about new strategies.

**I've enjoyed every session. Have learnt alot as it seems totally different from my other children, So much more relaxed and no pressure.*

**Thanks for your time!*

**Great workshops!*



				<p><i>*I thought the programme was well run and I learnt heaps for all my children's reading ages and stages.</i></p> <p>A detailed overview of all the feedback has been shared with the Board of Trustees. Other forms of engagement have included; BYOD Parent Meeting, Kia Kaha Parent Meeting, Speech Board Parent Meeting, parent/teacher/child learning journey conversations, Annual Community Meeting.</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 by: Empowering teachers to become strong partners in the teaching and learning endeavour. Empowering children to be more active in the teaching/learning endeavour.</p>	<p>Principal Staff</p>	<p>This year as part of our Kahui Ako our school has worked with Ben Laybourn, Evaluation Associates and Bek Galloway. Our ultimate goal is to have children who have high expectations of themselves as learners; children who feel confident about their capacity to learn, who set high goals for their learning, and who work for themselves to construct enjoyable, challenging learning pathways for their futures. This can only be achieved by teachers who clearly understand the nature of learning, the nature of the relationship that needs to be present to sustain learning and the ability to build on the following capabilities: Building a learning focused relationship, clarity about what is to be learnt, assessment for learning, promoting further learning, active reflection, clarity about next learning steps. Ben introduced our school to the: <i>Leadership Capability Matrix</i></p>
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				<p><i>Assessment for Learning Matrix</i> All staff have worked with these tools and we have been using them to assist with our planning and next steps. Teachers set individual goals that have been the focus for their Teaching as Inquiry. These goals are shared and discussed at weekly inquiry meetings.</p> <p>Other workshops with Ben focussed on: Moderation, Strategic Evaluation, Practice Analysis Conversations, Success Criteria, Learning Intentions, Planning for Clarity in the Classroom, Assessment</p> <p>As a staff we have been reading through Clarity in the Classroom to assist with our professional development.</p> <p>Bek Galloway ran a Teacher Only Day to introduce our staff to using the Maths and Literacy Hubs and to the practical application of how to plan for children to become more actively engaged in their learning. Bek has also worked alongside classroom teachers to assist with planning and delivery.</p>
4.2 To further develop a culturally responsive school.		Teachers and support staff will participate in He Papa Tikanga - Certificate in Tikanga Maori.	Principal Staff	All staff, some support staff and one BOT member has participated in this course.

<p>4.3 To continue to Implement the Enviro Schools Memorandum of Agreement.</p>	 <p>WELL BEING</p> <p>Provide environmental education</p>	<p>To implement the intent of the memorandum and our action plan.</p>	<p>Enviro Leader Staff</p>	<p>Our school continues to embed and deepen our learnings and understandings with all our enviro initiatives. 2018 was the first year that our school extracted honey from our bee hives. Once again we entered into the <i>Sustainable Backyards Trail</i> and we had many visitors through our school. All visitors were taken on a guided tour by our children. This year we have also introduced an enviro cup to our end of year awards to reflect the importance that sustainability in action is placed within our local curriculum.</p>
<p>4.4 To review the technology section of the Toko School Curriculum Framework.</p>	 <p>CHALLENGING CURRICULUM</p> <p>Revise at least one curriculum area yearly.</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>Review has begun with the help of David Kilane and will continue in 2019. Lots of changes to the language used is required and upskilling of teachers around some of the technological language used and its meaning. The changes to this doc will continue to be made as we move into our PLD around implementing the new curriculum in 2019.</p>
<p>4.5 To promote the use of student voice as a regular component of the classroom programme.</p>		<p>Students will provide feedback to teachers about the quality and effectiveness of teaching and learning.</p>	<p>Principal Teachers</p>	<p>Teachers have used surveys, conferencing and PAC questions as ways of gaining more student voice around their learning. This student voice has been vital in helping teachers to make their teaching more focussed. All teachers have discussed their findings on their inquiry blogs. This needs to be a target again next year.</p>

PROFESSIONAL CAPABILITY & COLLECTIVE CAPACITY


Goal 5: To ensure success in Mathematics and Literacy.


<p>5.1 to enhance student written language 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 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>Target: <i>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.</i></p>	<p>Principal Staff</p>	<p>This year we have 85% of our children at or above in Reading and 78% in Writing. Of the 10 target students identified at the end of 2017:</p> <ul style="list-style-type: none"> 2 have left the school 2 have made more than expected progress (a curriculum level) 4 have made progress of one sub level 2 have made expected progress of 2 sub levels <p>Summary:</p> <ul style="list-style-type: none"> 2 of the 10 children are now on IEP's and are Well Below the level 4 are below 2 are At the level 2 have left the school <p>Overall - all children (that remain at the school) have made some progress. 50% made the expected or more than expected progress, while the other 50% made less than expected progress. 75% of the children are still below the required level.</p>
<p>5.2 .to enhance student mathematical learning outcomes by setting realistic, yet aspirational targets for achievement based on end of year data.</p>		<p>To monitor and evaluate the impact of actions on student outcomes.</p> <p>Target: <i>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</i></p>	<p>Principal Staff</p>	<p>This year we have 81% of our children at or above in Mathematics. Of the target children, in numeracy, three have moved from Below to At. One child has moved three sub levels, 2 children have moved two sub levels, nine children have moved 1 sub level, and 3 children have made no progress or have dropped a sub level. One of these target children is now on an IEP whilst two others have been referred and are now on the</p>

				<p>RTLB role.</p> <p>Student Agency and Maths Hub has formed a large part of teachers inquiry in Professional Development this year in Mathematics. As well as this, with the professional development from Ben Leybourn, teachers have been working on having clear learning intentions and success criteria, as well as self and peer assessment. This will need to continue in 2019. We decided to use Adaptive PAT assessment mid-year, to help teachers decide on children's next steps and current thinking.</p>
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**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 style="text-align: center;"><i>Effective communication and collaboration supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.</i></p>	<p>Leaders will understand and integrate the following within their schools and across the Kahui Ako:</p> <p>Manaakitanga Whanaungatanga Ako Mahi tahi</p>	<p>Principal Staff</p>	<p>During 2018 the Central Taranaki Kahui Ako have met on a regular basis throughout the year. David Bradford was employed to work with our Principal group throughout the year. During these workshops we began developing what a Learner Profile would like for our Kahui Ako and how this would link to our individual School Learner Profiles. As a Khui Ako we want a coherent pathway of shared expectations as our tamariki transition from ECE to Primary to Secondary. This is still in the emergent stage of development.</p>
<p>6.2 To participate in the NITS/CoL Cluster.</p>		<p>Principal and Deputy Principals will work on developing leadership and</p>	<p>Principal Deputy</p>	<p>Both of our Associate Principals have participated in the Emerging Leaders</p>

	 <p data-bbox="730 427 902 579"><i>Internal and external expertise is selected to build capacity in evaluation and inquiry.</i></p>	<p data-bbox="925 134 1375 272">collaboration with practical application at classroom and team level via a professional learning group (PLG)</p>	<p data-bbox="1444 134 1559 161">Principal</p>	<p data-bbox="1626 134 2186 453">programme run through the Central Taranaki Kahui Ako. This has enabled them to explore their leadership, set goals, share their learnings and develop their ability to carry out Practice Analysis Conversations with our staff in our own school. Our Principal has participated in a Principal Leadership group.</p>
<p data-bbox="125 488 663 592">6.3 To further develop teachers ability to develop student social and emotional competencies.</p>		<p data-bbox="925 488 1368 592">Teachers and support staff to participate in restorative practices and Incredible Years training.</p>	<p data-bbox="1444 488 1559 552">Principal Staff</p>	<p data-bbox="1626 488 2192 699">All staff participated in Restorative Practices professional development. All staff are now trained in Incredible Years. As a result our school is working with the RTLB to review and update our schools Behaviour Management Policy.</p>