




**Toko School Annual Plan and  
Learning Target  
2019 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) 5: Health &amp; Safety</p> <p>b. Term 2: National Administration Guideline (NAG) 2, 7, 8: Self Review</p> <p>c. Term 3: National Administration Guideline (NAG) 4: Finance</p> <p>d. Term 4: National Administration Guideline (NAG) 1: Curriculum - Learning &amp; Teaching</p> | <br><br><i>To work with the community to share and seek collaboration.</i><br><br><i>Effective communication supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.</i> | To keep within review guidelines.   | BOT<br>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<br>Principal | Our Board of Trustees have attended a variety of professional development: |
| <b>Goal 2: To implement the 10 Year Property Plan as per agreement with the Ministry of Education</b>   |   |   |                  |  |

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| 2.1 To develop a 5 Year Property Plan. |  <p><i>Maintain a collegial, hard working, attractive and organised environment.</i></p> | To complete projects as identified. | BoT<br>Principal |  |
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**EDUCATIONALLY POWERFUL CONNECTIONS & RELATIONSHIPS**



**Goal 3: To engage in community in collaborations to enrich opportunities for students to become confident, connected, actively involved lifelong learners.**

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| 3.1 To continue to implement Mutukaroa in Years 1 - 3. |  <p><i>Parents and whanau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</i></p> | To work together with parents/whanau to identify students strengths and learning needs, set goals, and plan responsive learning strategies and activities. | Principal<br>Staff |  |
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| 3.2 To increase reciprocal learning centered partnerships with parents and whanau. |  | To implement Seesaw as an online sharing platform |  |  |
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**RESPONSIVE CURRICULUM, EFFECTIVE TEACHING & OPPORTUNITY TO LEARN**

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

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| 4.1 To further develop our schools culturally responsive practice                          |   | To increase our schools awareness of what tangata whenua means.<br>To explore opportunities to introduce kapa haka.<br>To engage in consultation with local iwi. | Principal Staff                    |  |
| 4.2 To continue to Implement the Enviro Schools Memorandum of Agreement.                   |  <p style="text-align: center;"><i>Provide environmental education</i></p>               | To implement the intent of the memorandum and our action plan.   | Enviro Leader Staff                |  |
| 4.3 To implement the Digital Technologies Curriculum.                                      |   | To actively participate in teacher professional development and learning and implement within the classroom.   | Technology Curriculum Leader Staff |  |
| 4.4 To promote the use of student voice as a regular component of the classroom programme. |  <p style="text-align: center;"><i>Revise at least one curriculum area yearly.</i></p> | Students will provide feedback to teachers about the quality and effectiveness of teaching and learning.   | Principal Teachers                 |  |


**PROFESSIONAL CAPABILITY & COLLECTIVE CAPACITY**


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

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| <p>5.1 Teachers will develop a learning focused relationship with all students</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><b>Writing Target:</b><br/>To accelerate the progress of 10 children, currently writing at below, to their expected curriculum level or a minimum shift of two asTTle sub level shifts.</p> <p><b>Mathematics Target:</b><br/>To accelerate the progress of the 13 children, in mathematics who are below to their expected curriculum level</p> | <p>Principal Staff</p> |  |
| <p>5.2 To empower children to become more active in the teaching and learning endeavour.</p> |   | <p><b>Student Agency Target:</b> Our target children will move toward Proficient/Gold on the Learning Proficiencies Matrix.</p>   | <p>Principal Staff</p> |  |

**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.**

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| <p>6.1 To participate in the Central Taranaki Community of Learning.</p> |  | <p>Goal to be set in February when new achievement challenge developed.</p>  | <p>Principal Staff</p>            |  |
| <p>6.2 To participate in the NITS/CoL Cluster.</p>                       | <p>Effective communication and collaboration</p>                                    | <p>Principal and Associate Principals will work on developing leadership and collaboration with practical application at classroom and team level via a professional learning group.</p> | <p>Principal Deputy Principal</p> |  |

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|   | <p><i>supports the sharing and dissemination of new knowledge in ways that promote learning and innovation.</i></p>  | <p>Associate Principals to strengthen/deepen professional dialogue via Practice Analysis Conversations (PAC)</p>   |  |  |
| <p>6.3 To build collective capacity to do evaluation and inquiry for sustained improvement.</p> |  <p><i>Internal and external expertise is selected to build capacity in evaluation and inquiry.</i></p> | <p>Teachers and leaders will use relevant internal and external expertise to build capacity in evaluation and inquiry.</p>   |  |  |
| <p>6.4 To review systems with a focus on student well being.</p>                                |  | <p>To carry out the NZCER Wellbeing Survey<br/>         To review and update the schools Behaviour Management Policy<br/>         To review and update our schools learning stars.</p> |  |  |