




**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>	 <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	Our Board of Trustees have attended a variety of professional development over the year: Governance Essentials Finance Property Marae visit - Ngati Maru
<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>	<p>No major projects were completed this year.</p>
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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.**

<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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<p>3.2 To increase reciprocal learning centered partnerships with parents and whanau.</p>		<p>To implement Seesaw as an online sharing platform To carry out the bi-ennial community survey</p>	<p>Trialled sending class notices out to parents and as a way of communicating home through the use of seesaw. Feedback from teachers and parents has been positive and means making the link between home and school easy. On average, it has over 200 views a week from parents. It was decided that communication notes home were sent via seesaw, The Facebook page we use for events that have happened and the School App is for reminders which currently has 285 users.</p> <p>Community Survey Responses:</p> <ul style="list-style-type: none"> <li>●94.9% of parents feel that we communicate student achievement to parents very well and well.</li> <li>●100% of parents feel we communicate information to parents very well and well.</li> <li>●97.5% of parents feel they play a supporting role in their children's education.</li> <li>●94.9% of parents commented that teachers are approachable and take the time to listen to any concerns or questions about their child.</li> </ul> <p>The questionnaire was given out to every family on our school roll. Comments were analysed to find commonalities in the data. The data was then grouped to find themes and this is included in the summary. 38 electronic copies were returned. 1 paper copy was returned. In total 49% of our school families completed this survey.</p> <p>The full document can be viewed: <a href="http://www.toko.school.nz/our-community/board-of-trustees/">http://www.toko.school.nz/our-community/board-of-trustees/</a></p>

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


<p>4.1 To further develop our schools culturally responsive practice</p>		<p>To continue to increase our schools awareness of what tangata whenua means. To explore opportunities to introduce kapa haka. To engage in consultation with local iwi.</p>	<p>Principal Staff</p>	<p>Staff and children are more able to clearly articulate and explain connections of the school to our marae, and its significance. Morning ritual of saying school Pepaha across the school was developed alongside a kai karakia before morning tea and lunch. Some teaching has been taught school wide around Guy Fawkes versus Parihaka. We have ensured that our Karakia, national anthem and birthday song is pronounced correctly. 'Toko' is being practised and pronounced correctly by staff. Matua Clive works with the children and staff during kapahaka sessions to pronounce waiata and common words correctly. End of year performance with whole school to show off our learnings. Hangi as part of end of year performance to parents. Staff visited Te Upoko te marae to learn the story of the marae and its name and its connection to us. Karakia and Whakatauki are being practised before every staff meeting. New kupu are introduced each week for teachers to learn and share with their class. 'Taha Maori' has been removed from the 'Learning Languages' section of our school curriculum, and now stands as a separate section within our curriculum. Puanga activities were held with buddy classes throughout the week of Puanga/Matariki. Te Reo continues to be taught not as a separate identity but within our school curriculum areas.</p>
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<p>4.2 To continue to Implement the Enviro Schools Memorandum of Agreement.</p>	 <p>WELL BEING</p> <p>Provide environmental education</p>  <p>CHALLENGING CURRICULUM</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 including scarecrow making, stones repainted, replacing peeled hubcap art, and put around the school pool fence. Students, with the help of a parent made relishes and chutneys at the start of the year using our grown produce. Kathy is working with a group of enviro warriors planting vegetables and making chutneys. Potatoes have been planted ready for the hangi and other vegetables have been planted. Student Monitors collect paper recycling from the classes and put in the wool fadge to take to the recycling centre. Room 5 have continued to make and supply the cleaner with 'spray and wipe' all year and are now looking into providing the school with foaming hand soap that is made at school.</p>
<p>4.3 To implement the Digital Technologies Curriculum.</p>	<p>Revise at least one curriculum area yearly.</p>	<p>To actively participate in teacher professional development and learning and implement within the classroom.</p>	<p>Technology Curriculum Leader Staff</p>	<p>This year our school participated in the Ministry of Education - Digital Technologies Professional Development Contract. Our Lead teacher has been involved in PLD over the year with Donna Davis and lead a TOD with Ngaere School around the new digital part of the technology curriculum and what it will entail for teachers. Teachers were shown that although it's a digital curriculum, it begins with mostly unplugged activities. Teachers were given the opportunity to try some activities and apps etc out for themselves during the afternoon of the TOD. Resources and a one stop site are being made for teachers so they can access tools, etc needed to implement the curriculum. A list of the progress outcomes and how they connect to each level and tools and apps that can be used for each progress outcome has also been developed. Donna will work with teachers in classes from the beginning of 2020. She will model to staff in classes in Term 1 and then teachers will model back in Term 2.</p>

<p>4.4 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>Students have been asked questions around their learning this year. The questions focused on- the learning environments, clarity around goals, involving students in assessment, self and peer assessment, and their goals heading forward, the learning pit and growth mindsets. This was collected as part of our Practice Analysis Conversations that occur during the year. It has been used to increase effectiveness of teaching and learning. These questions were designed by Evaluation Associates. Children were asked a variety of questions depending on what the teacher is focusing on. Teacher and leaders unpack the student voice together. 'Conferences' in classes have become more common with teachers sharing assessments and setting goals with students and asking for their input.</p>
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**PROFESSIONAL CAPABILITY & COLLECTIVE CAPACITY**

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

<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>  <i>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.</i></p> <p><b>Mathematics Target:</b>  <i>To accelerate the progress of 13 children, in mathematics who are below to AT their expected curriculum level</i></p>	<p>Principal Staff</p>	<p>This year we have 80% of our children at and above in Reading and 63% in Writing. Of the 10 children target students identified at the end of 2018:</p> <ul style="list-style-type: none"> <li>3 children made one sub level of progress. One child is on an IEP and the other is currently being observed by the RTLb.</li> <li>1 child made two sub level shifts.</li> <li>4 children made shifts of a whole curriculum level.</li> <li>1 child made a curriculum level and a half of progress.</li> <li>1 child left the school.</li> </ul> <p>50% of the children made more than expected progress. The data is more positive for these students and shows that the teaching practices are working when the child is not impacted by other contributing factors.</p> <p>This year we have 70% of children at or above in</p>
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				<p>Mathematics.  Of the target children in numeracy 8 out of 12 children (60%) have made more than a years progress according to the Mathematics PAT  One child has left our school.  9 out of the 10 children still remain below the standard.  This year we introduced Spring Into Maths  Kits were purchased and made up to support the programme in each stage.  During this programme there was an increase in student attitudes towards maths.  Teachers believe that it made a significant difference to children in regards to their confidence 8/12 (66%).  We adapted the Year 7 and 8's programme as spring into Maths did not seem to suit their needs.  Teacher Aides found it difficult to deliver the programme and we believe this programme may be better for teachers to deliver..</p>
<p>5.2 To empower children to become more active in the teaching and learning endeavour.</p>		<p><b>Student Agency Target:</b>  <i>Our target children will move toward Proficient/Gold on the Learning Proficiencies Matrix.</i></p>	<p>Principal Staff</p>	<p>We have focused on Student Agency this year, with the major focus in Term 1 being around growth mindset and learner agency. All children were tracked termly throughout the year, in regards to how they are tracking in terms of their agency (bronze, silver, gold learners). Teachers have had their own target students, in which their tracking has also been undertaken including learner dispositions (student agency, growth mindset and ownership over learning). <a href="#">learner dispositions</a>  This sits alongside their curriculum progress to see if what we are doing is making a difference. These results are shared across the school, to determine school-wide next steps.  Most target students have made at least one shift in their dispositional data - Growth mindset, Ownership over learning and student agency  Eleven children have moved from bronze to gold, and 13 children have gone from bronze to silver.</p>

In regards to the Student Capabilities, overall children have moved at least 1 stage in each of the 10 capabilities.  
Of these target students, the children have moved more in writing than any other curriculum area, with maths with the least movement

**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.*

To action all agreed goals as per the Kahui Ako Achievement Challenge.

Principal Staff

Our school has fully participated and engaged with the Kahui Ako.  
We have had both our Associate Principals attended the Emerging Leaders Workshops.  
Our New Entrant Teacher has attended all ECE/Early Years Transition Workshops.  
The Principal has attended all Leadership Workshops over the course of the year.  
The Principal is the Lead Principal of the Kahui Ako and one Associate Principal is a Within School Teacher.  
Our school has engaged the services of Ben Laybourn and Bek Galloway.

6.2 To participate in the NITS/CoL Cluster.



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

Principal and Associate Principals will work on developing leadership and collaboration with practical application at classroom and team level via a professional learning group.  
Associate Principals to strengthen/deepen professional dialogue via Practice Analysis Conversations (PAC)

Principal Deputy Principal

The Principal has participated in Professional Learning Group (PLG) all year.  
Both Associate Principals have been active participants in the Emerging Leaders Programme.  
Practice Analysis Observations (observing a teachers lesson, interviewing children and then discussions around teachers practice and next steps) have been undertaken every term with teachers across the school.  
This has enabled teachers to gain a clearer understanding of what they are trying to achieve, and what next in order for students to gain more agency via professional dialogue.



<p>6.3 To build collective capacity to do evaluation and inquiry for sustained improvement.</p>		<p>Teachers and leaders will use relevant internal and external expertise to build capacity in evaluation and inquiry.</p>	<p>Teachers and leaders have worked closely this year with Ben Laybourn and have continued focusing on the teacher capability and student capability matrix, in order to assist teachers with their planning and next steps. Teachers continue to set individual goals that have been the focus for their teaching as Inquiry. Associate Principals have worked with teachers and carried out Practice Analysis Conversations around certain aspects of their practice. Student voice has been gathered during these conversations and then unpacked during a post -practice analysis conversation. During these conversations, practice is considered and next steps are set. These goals are shared and discussed at weekly inquiry meetings.</p> <p>Teachers have also worked with Bek Galloway around student agency, moving ahead through Bronze, Silver, Gold and unpacking what each of these levels means so students are more actively engaged in their learning. We have unpacked these levels and worked in classrooms to make each of the steps within the levels clear to students. Bek has also worked alongside classroom teachers to assist with planning and delivery of target tasks and to ensure that quality acts of explicit teaching are happening as a part of agency. Gaining an understanding of what agency looks like at Toko has been another focus. We have created a set of information for the curriculum that breaks down what agency is and how it works at Toko School. This will now be adapted for parents and for the website. We need to ensure that our community understand the learning occurring in our classrooms.</p> <p>Our next steps are to create a shared language in terms of the writing skills and how we refer to what we are learning Eg - Learning Intentions, Steps to Success. Also we are heading towards students being more involved in their assessments, the setting and</p>
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				proving of goals and being able to self assess effectively.
6.4 To review systems with a focus on student well being.		<p>To carry out the NZCER Wellbeing Survey</p> <p>To review and update the schools Behaviour Management Policy</p> <p>To review and update our schools learning stars.</p>		<p>Our staff have worked with the RTLB to review our schools Behaviour Management Policy. This has been updated to reflect what is actually occurring in our school and so all staff have a shared understanding and language. We are still in the progress of unpacking our wellbeing@school survey data.</p>