



**Toko School Annual Plan and
Learning Target
2021 SECTION 3 Draft**

| 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> | To keep within review guidelines. | BOT Principal | |
| <p>1.2 To ensure timely, targeted development opportunities are available to the elected Board of Trustees.</p> |  <p><i>Effective communication supports the sharing and dissemination of new knowledge in ways that</i></p> | BoT members are given the opportunity to learn more about their role as BoT members | BOT Principal | |

*promote learning
and innovation.*

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

2.1 To develop a 10 Year Property Plan.



*Maintain a
collegial, hard
working, attractive
and organised
environment.*

To complete Toko Schools Vision for Property.
To complete projects as identified.





BoT
Principal

EDUCATIONALLY POWERFUL CONNECTIONS & RELATIONSHIPS

*Te Kahui Ako o Taranaki Mohoao - Achievement Challenge - Strengthening cultural understanding and partnerships with parents and community.
Te Kahui Ako o Taranaki Mohoao - Achievement Challenge - Enhancing learning by strengthening networks that constantly foster the development of well-being.*

Te Kahui Ako o Taranaki Mohoao - Achievement Challenge - Enhancing Learner Agency Through a Localised Curriculum

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


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| <p>3.1 To further develop our schools culturally responsive practice</p> | <p><i>Include Maori perspectives to enrich learning where appropriate and build student capability in speaking and understanding a wider vocabulary of Te Reo.</i></p>  <p>CONNECTED</p>  <p>WHANAUNGATANGA</p> | <p>Sue/Megan to decide once we have reviewed the action plan.</p> | <p>Principal Megan Staff</p> | |
| <p>3.2 To continue to refine how we share children's learning and create authentic opportunities for whanau to engage with their children's real time learning.</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>PERSONAL BEST</p>  <p>PUHITAIOREORE</p> <p><i>Give feedback and feedforward based on</i></p> | <p>Benefits for Parents: Parents feel more connected to what happens at school. They can engage in deeper conversations about learning, because they know what their child has been doing.</p> <p>Benefits for teachers: Regular and honest sharing of student achievement and progress information is a springboard for important conversations.</p> <p>Benefits for children: Children engage in conversations about their learning while it's still relevant. Depending on settings, notifications are sent as soon as the child posts work, or the teacher approves the child's work for sharing. This means students and parents can talk about learning while it's happening.</p> | <p>Principal Associate Principals Staff</p> | |

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| | <i>learning goals.</i> | | | |
| 3.3 To provide opportunities for children to talk about their thoughts and feelings and understand how to regulate their emotions. | | Children and teachers will participate in the Pause, Breathe Smile programme. | Wellbeing Team Staff | |

RESPONSIVE CURRICULUM, EFFECTIVE TEACHING & OPPORTUNITY TO LEARN

Te Kahui Ako o Taranaki Mohoao - Achievement Challenge - Enhancing Learner Agency Through a Localised Curriculum

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



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| 4.1 To empower children to be active participants in their learning. | <p><i>Give feedback and feedforward based on learning goals</i></p>  <p><i>Teach strategies for self monitoring including: time management, setting learning goals, monitoring learning goals</i></p> | <p>Children will increase their agency by understanding and using the updated learning behaviours skills.</p> <p>Children will know and understand how to use steps to success.</p> <p>Target: Identified target students and Year 3 and 6 children will continue to understand and be clear about what they are to learn; how and why they are going to learn it, and how they will know when they have been successful.</p> | Principal Agency Team Staff | |
| 4.2 Students will develop the capabilities they need to develop, to live and learn today and in the future. | | Children will have many opportunities to engage with and learn about the revised Toko School Learning Stars. | Principal Wellbeing Team Staff | |
| 4.3 To engage learners to identify and discuss the learning behaviors that | | Children will be able to discuss, understand and use the Toko School | Principal Agency | |

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| contribute to their success as learners. | | Learning Behaviours and see the relevance to their success as a learner. | Team Staff | |
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PROFESSIONAL CAPABILITY & COLLECTIVE CAPACITY

Te Kahui Ako o Taranaki Mohoao - Supporting Strategy - Through Collaborative Leadership
Aspiration: Effective capable leaders collaborate within and across schools to lift practice and build capability

Goal 5: To lead collaborative inquiry processes and challenging professional learning opportunities that align with our schools vision, Learning Star capabilities, learning behaviours goals and targets.

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| <p>5.1 To build collective capacity to do evaluation and inquiry for sustained improvement.</p> |  <p style="text-align: center;">CITIZENSHIP MANAAKITANGA</p> | <p>Teachers and leaders will embed the inquiry process in their daily, strategic and overall practice, designing, implementing, and moderating assessments and making authentic, evidence based decisions through the lens of their impact on learners.</p> | <p>Principal Associate Principals Staff</p> | |
| <p>5.2 To embed professional learning through observing and analysing practice focussed on a specific goal.</p> |  <p style="text-align: center;">LEARNING TO LEARN NGA AKORANGA HOHONU</p> <p>Engagement in evidence based decision making.</p> <p>Ensure a variety of tools and resources are used to support the learning programme.</p> | <p>Associate Principals to strengthen/deepen professional dialogue via Practice Analysis Conversations (PAC)</p> | <p>Principal Associate Principals Staff</p> | |



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

Invest strongly in teacher professional development

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

Te Kahui Ako o Taranaki Mohoao - Supporting Strategy - Through Collective Responsibility: Aspiration: We work together to achieve desired outcomes.

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

6.1 To actively participate in the Central Taranaki Community of Learning.



Effective communication and collaboration supports the sharing and dissemination of

To ensure our BOT, Staff and Community are kept up to date with the Achievement Challenges of the Kahui Ako and how this relates to actions for our Toko School learners.
To investigate the Structured Literacy Approach.
To ensure children's Oral Language is enhanced and monitored in Years 1 - 2.

Principal Staff

6.2 To participate in Professional Learning Communities

Staff will work on developing leadership and collaboration with

Principal Staff

new knowledge in ways that promote learning and innovation.



PUHTAIAREORE

Invest strongly in teacher professional development.



WHANAUNGATANGA

Develop and provide opportunities for leadership across the school.

practical application in the classroom and team level via professional learning groups within Te Kahui Ako o Taranaki Mohoao:
AP/DP Network
Emerging Leaders
Early Years Transition Network
Culturally Responsive Leadership Network