



- LOWER MOUTERE SCHOOL - ANNUAL GOALS & PLAN 2018

Midyear / End of year

The domains referred to within this Annual Plan along with the evaluation indicators defined by the Education Review Office are taken from their document – *School Evaluation Indicators; Effective Practice for Improvement and Learner Success.(2016)*

To be the best that we can be!

DOMAIN 1 STEWARDSHIP	<p>Evaluation Indicators:</p> <ul style="list-style-type: none"> • <i>The board actively represents and serves the education and school community in its stewardship role</i> • <i>The board scrutinises the effectiveness of the school in achieving valued student outcomes</i> • <i>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted</i> • <i>The board effectively meets its statutory responsibilities</i>
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GOAL	Strategic goal	Delegation	Budget	Timeframe	OUTCOMES (review notes)
Ensure that the long term strategic goals, along with the annual goals, align with the school priorities.	SG 1 - 1 SG1 - 3 SG1 - 7	Chairperson and Principal		On-going	
The Board of Trustees will support the staff in accessing Professional Learning Development that will support effective teaching and learning practices for students and staff across the school.	SG 1 - 2 SG 1 - 6 SG 1 - 7 SG 2 - 5	Board of Trustees with the Principal – senior leadership team			
Engage in professional development as a Board of Trustees to support the growth of stewardship and governance.	SG 1 - 7	Board of Trustees			
Make sense of reliable data to enable the Board to make great decisions about supporting student learning and achievement.	SG 1-4 SG1 - 8	Principal and Senior leadership team			

RECOMMENDATIONS FOR 2019...

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Domain 2: Leadership of conditions for equity and excellence	<ul style="list-style-type: none"> • Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence • Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing • Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching • Leadership promotes and participates in teacher learning and development • Leadership builds collective capacity to do evaluation and inquiry for sustained improvement • Leadership builds relational trust and effective collaboration at every level of the school community 					
	GOAL	Strategic goal	Delegation	Budget	Timeframe	So what?
	<i>The vision for the school - What is learning at Lower Moutere School? What does a LMS learner look like?</i>	SG 1 - 1 SG 2 - 3	Senior Management team – with students and parent community	Catering for parent events	By July	
	<i>Learning environment reflects 'Effective Practice' – (MoE) for all learning areas including literacy.</i>	SG 1 – 2 SG 2 – 1 SG 2 - 6 SG 2 - 10	Embedded in with PLD – Di Skilton and Senior team -7 Principles of Learning	Release time for PLD	All year	
	<i>Review the format and content of Strategic plan (encompass the 6 dimensions from Education Review Office)</i>	SG 1 – 7 SG 3 - 3	Principal with BOT and Senior Management team	-	End of February	
<i>Now what?</i>						
Domain 3: Educationally powerful connections and relationships	<ul style="list-style-type: none"> • School and community are engaged in reciprocal, learning-centred relationships • Communication supports and strengthens reciprocal, learning-centred relationships • Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support • Community collaborations enrich opportunities for students to become confident, connected, actively involved lifelong learners 					
	GOAL	Strategic goal	Delegation	Budget	Timeframe	So what?
	<i>CoL development – achievement plan approved Dec 2017. Begin to work with CoL leadership.</i>	SG1 -6	Kahui Ako leaders – G Watson and A Turner – with Principal	Achievement plan will attract its own funding	All 2018	

	<i>Within school leader role – support teacher to develop this role within the Kahui Ako</i>	SG 1 - 6	Principal – and SMT	TS funded	2018 and beyond	
	<i>Action plan for Tataiako after consultation with maori whanau – begin to implement</i>	SG 2 - 8 SG 2 - 9 SG 2 - 11	SMT and Board rep – Maori rep co-opted on to BOT?	-	2018	
	<i>Reading Together – support a new lead teacher for parent education / partnerships</i>	SG 3 -1	Karen Sinclair to support	\$500	Terms 2/3	
	<i>Continue with digital tools to communicate with parents and the wider community – share school events and student learning</i>	SG 3 -2	Rachel Diack and Mike – with 'Digital Fluency' research project	ICT plan and budget	2018	
	<i>The school continues to embrace the local community resources and utilise when planning curriculum activities</i>	SG 1 – 5 SG 2 -10 SG 3 - 1	All staff	Syndicate	2018	
<i>Now what?</i>						
Domain 4: Responsive curriculum, effective teaching and opportunity to learn	<ul style="list-style-type: none"> • <i>Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum</i> • <i>Students participate and learn in caring, collaborative, inclusive learning communities</i> • <i>Students have effective, sufficient and equitable opportunities to learn</i> • <i>Effective, culturally responsive pedagogy supports and promotes student learning</i> • <i>Assessment for learning develops students' assessment and learning-to-learn capabilities</i> 					
	GOAL	Strategic goal	Delegation	Budget	Timeframe	So what?
	<i>Learner needs – identified students are continued to be tracked and achievement accelerated – regular staff professional meetings to support and develop teacher and student learning</i>	Sg 1 - 4 SG 1-7 SG 2 – 7 SG 3 - 2	All staff – at syndicate level and staff – support from SENCO – refer Tiers of Support CAP	Special Needs Syndicate Teacher Aides	Reviewed each term 2018	
	<i>Resources for student learning are purchased to support and engage learners</i>	SG 2 - 4	Syndicate leaders and SENCO	Special Needs	Reviewed each term	
	<i>The school curriculum is responsive to the students' needs and reflects the developing school curriculum.</i>	SG2 - 3	All staff	Syndicate	Reviewed each term	
Now what?						

Domain 5: Professional capability and collective capacity	<ul style="list-style-type: none"> • A strategic and coherent approach to human resource management builds professional capability and collective capacity • Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets • Organisational structures, processes and practices enable and sustain collaborative learning and decision making • Access to relevant expertise builds capability for ongoing improvement and innovation 					
	GOAL	Strategic goal	Delegation	Budget	Timeframe	So what?
	<i>Di Skilton – PLD leadership within school – Literacy including ALL programme</i>	SG 1 -2 SG 1 – 3 SG 1 – 6 SG 2 - 6	UC Plus with Literacy Leader and Principal	\$4000 – MOE allocation	2018	
	<i>Maths – AliM programme – 2018 – will support sustainable practice across the school for students needing acceleration</i>	SG 1 -2 SG 1 – 3 SG 1 – 6 SG 2 - 6	UC Plus with Mike and Principal	\$4000 – MOE allocation	2018 – terms 2 & 3	
	<i>PB4L – continue and make aspects of the model work for the environment at our school.</i>	SG 1 - 1	Principal and SMT – with the Motueka PB4L team	School Tone Awards	2018	
	<i>Develop a whole school programme that will support teachers to confidently use te reo, tikanga and te ao Māori (the world of Māori) in classroom programmes</i>	SG 2 -7 SG 2 – 8	With support from R.Tchr Maori and designated staff member	PD budget	2018	
Now what?						
Domain 6: Evaluation, inquiry and knowledge building for	<ul style="list-style-type: none"> • Coherent organisational conditions promote evaluation, inquiry and knowledge building • Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation • Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community 					

improvement and innovation						
	GOAL	Strategic goal	Delegation	Budget	Timeframe	So what?
	<i>Appraisal – new standards PLD for all staff. Seek feedback from staff on shift of appraisal cycle –end of term 1 ->end of term 1 – does it make a difference to practice?</i>	SG1 – 2 SG1 – 4 SG 2 -5	Principal with SMT	-	2018 – term 1	
	<i>Teachers are competent in current pedagogies and assessment practice</i>	SG1 -2 SG1 -6 SG1 – 8 SG2 – 1 SG2 – 5 SG2 - 6	All staff – supported by UC Plus staff		2018	
Now what?						

~ WORK AS USUAL / GUARDIANSHIP~						
FINANCE	Take advice from the Auditor, as recommended. 2016 report identified no concerns. Continue the same level of accountability.			\$0	Over school year	
	Seek funding for identified projects across the school.				Over school year	
Recommendations <i>improvement actions...next steps</i>	•					
PROPERTY (incl. H/S)	Landscaping of school – create environmental learning spaces and shade spaces. Include grasses on septic waste field.	Chris with BOT and landscapers		\$3000	Over school year	
	Review 10 year property plan.	Principal / MJ project Managers		MOE	Term 3 , 2018	
	Prepare for new 5YP funding drop.	Principal / MJ project		MOE	Term 3 , 2018	

		Managers			
	Paint hall.	PM Maintenance	Deferred Maintenance	Term 1 , 2018	
	Shade – develop more areas around the school for shade – trees on west side of hall and deck – R7/8 Develop junior area – sandpit, equipment shed and interactive areas on fence.	Groundsperson	\$5000	End of term 1, 2018	
	Trustees responsible for Health & Safety to ensure that the Health and Safety issues identified are remedied promptly, or delegated out.	Staff member and Principal	Repairs and Maintenance as needed	Over the school year.	
	Continue to create and nurture a safe and healthy learning environment for all who come to Lower Moutere School.	All stakeholders make vital contributions	Projects may be suggested as an outcome	Over the school year.	
Recommendations <i>improvement actions...next steps</i>					