

Goal 1: Accelerated Student Achievement (NAG 1, 2, and 3)

Annual goals 2018	Priority Areas 2019	Priority Areas 2020	Priority Areas 2021	What We Want
<p>1.1 Students are making accelerated progress towards expected levels of achievement.</p> <p>1.2 Teachers continue to develop their knowledge and understanding of National Standards and apply this knowledge to support robust and consistent OTJ's.</p> <p>1.3 Implement and monitor reviewed assessment practices across the school, including reporting to whānau.</p> <p>1.4 Students / priority learners who are identified as underachieving will be resourced and monitored appropriately.</p> <p>1.5 Teachers and students utilise a variety of formative assessment practices to guide teaching and learning programmes.</p> <p>1.6 Use of Digital technology to increase student Agency.</p>	<p>1.7 Strengthen moderation processes of OTJ's to ensure they include all learning areas of the NZC.</p> <p>1.8 Data is used to inform the next steps for teaching and classroom programmes.</p> <p>1.9 Review the 3 way conferences (student led conferences) when reporting to whanau that is: teacher, student and caregivers.</p>	<p>1.10 Students are confident and capable in assessing their own learning needs and next steps and sharing to whanau in a variety of ways.</p> <p>1.11 Continue to strengthen moderations processes of OTJ's to ensure they include all learning areas of the NZC.</p> <p>1.12 Students who are identified as underachieving will be resourced and monitored appropriately.</p>	<ul style="list-style-type: none"> ▪ Review all learning goals. Identify Impact and next steps. 	<ul style="list-style-type: none"> ▪ Students transitioning from Midhirst School are academically equipped to access the New Zealand Curriculum at expected levels of achievement. ▪ Students at Midhirst School have informed ownership of their learning and demonstrate an internal motivation to succeed. They are students who: <ul style="list-style-type: none"> - actively contribute to the learning that occurs in the classroom; - articulate what, how and why they are learning; - use assessment information to inform their next learning; - value and utilise feedback about their learning; - actively reflect and evaluate the learning and learning process; and know where their learning is headed. - Use Digital Technology to share learning with the whanau. ▪ Organised evidence of learning shared with whanau. ▪ Students are able to make connections between and across all learning areas and the wider world.

Goal 2: Student-Centered Teaching and Learning (NAG 2)

Annual goals 2018	Priority areas 2019	Priority areas 2020	Priority areas 2021	What We Want
<p>2.1 Develop a Culture of Inquiry which supports the appraisal system.</p> <p>2.2 The Midhirst Curriculum Document Plan is reviewed to ensure that it is responsive to the changing needs of students and teacher learners.</p> <p>2.3 Student Agency / and Dispositions are investigated and inquiries set up to establish both.</p> <p>2.4 Inquire into the impact of collaborative teaching of Playbase Learning.</p> <p>2.5 Student Voice collected Termly</p> <p>2.6 Review current Te Reo programme and establish Benchmarks for each year level.</p> <p>2.7 Implement the School Technology Curriculum.</p>	<p>2.8 Specific priority areas for 2019 will be determined by measuring progress against expected outcomes and from careful analysis of data gathered.</p> <p>2.9 It is expected that aspects of the Midhirst School Curriculum will be reviewed regularly to cater for the learning needs of our tamariki.</p>	<p>2.10 Consolidation of, and continued progress towards, consistently meeting and achieving these high level goals will be required.</p> <p>2.11 Specific priority areas for 2020 will be determined by measuring progress against expected outcomes and from careful analysis of data gathered.</p> <p>2.12 It is expected that aspects of the Midhirst School Curriculum will be reviewed regularly to cater for the learning needs of our tamariki</p>	<p>2.13 Review all learning goals. Identify Impact and next steps.</p>	<ul style="list-style-type: none"> • Staff to be confident in their knowledge of teaching and learning pedagogy in order to implement effective classroom programs that support the acceleration of student achievement. • All teachers are able to make professionally sound and robust overall teacher judgments, across the curriculum in Reading Writing and Mathematics. Within school and within our Teaching Cluster – Central Taranaki COL. • All teachers are knowledgeably implementing a responsive and rich curriculum as evidenced by: <ul style="list-style-type: none"> - knowledge of the New Zealand Curriculum; - responsive and inclusive teaching; - learning that leads to deep understanding; - knowledge of learners’ achievement and progress. • Implementation of the Midhirst Integrated School Curriculum will be responsive to the changing needs of student and teacher learners. • Teachers use critical inquiry and problem-solving effectively in their professional practice.

Goal 3: Strengthened Relationships Across the School Community (NAG 1 and 5)

Annual goals 2018	Priority Areas 2019	Priority Areas 2020	Priority Areas 2021	What We Want
<p>3.1 Strengthen productive partnerships with family/whānau by sharing and discussing teaching and learning to accelerate student achievement.</p> <p>3.2 Improve communication within the school and wider community.</p> <p>3.3 Local beliefs and practices at Midhirst School are valued and will reflect the inherent identity, language and culture of every learner.</p> <p>3.4 Review the Behaviour / Reward system in all areas of the school.</p> <p>3.5 Identify the skills and knowledge in our community via consultation so they can be leading some parts of the school's education programme.</p> <p>3.6 Engage with the Central Taranaki COL to help improve student achievement.</p> <p>3.7 Gather whānau voice around identified focus areas. At least once a year and twice if needed.</p> <p>3.8 Connect with / establish communication with Early Childhood Centres / High School to gather voice and establish smooth transitions.</p>	<p>3.9 Consolidation of, and continued progress towards, consistently meeting and achieving the Midhirst Student Achievement Targets. (N/A 2018)</p> <p>3.10 Specific priority areas for 2019 will be determined by measuring progress against expected outcomes and from careful analysis of data gathered.</p>	<p>3.11 Consolidation of, and continued progress towards, consistently meeting and achieving these high level goals will be required.</p> <p>3.12 Specific priority areas for 2020 will be determined by measuring progress against expected outcomes and from careful analysis of data gathered.</p>	<p>4.0 Review all learning goals. Identify Impact and next steps.</p>	<ul style="list-style-type: none"> ▪ Parents, families and whānau are actively involved in their child's learning. They will: <ul style="list-style-type: none"> - actively contribute to the learning that occurs in the classroom; - understand how well their child is achieving and progressing against the year progressions benchmarks; and understand how OTJs are made. ▪ Midhirst School will have a learning partnership with local Marae – Kaumatua, Iwi, and Hapu. • Midhirst School will communicate with the wider school community ▪ Midhirst School community is able to articulate relationships and knowledge/understanding of where they live, things around them and foster a sense of belonging. ▪ The school will have a working relationship with all education facilities that feed into and out of Midhirst School. ▪ Midhirst will actively participate in the COL with targeted students improvement in Math and Writing.

Goal 4: Governance and Leadership Focused on Teaching and Learning (NAG 4, 5, 6, 7 and 8)

Annual goals 2018	Priority areas 2019	Priority areas 2020	Priority areas 2021	What We Want
<p>4.1 School Leaders will: develop the capability to lead change to improve educational outcomes for all students: be supported to implement processes and practices which will lead to improved teacher practice and impact positively on outcomes for students.</p> <p>4.2 Review and redevelop the capability of teachers to implement the Te Reo Benchmarks.</p> <p>4.3 Self-Review programme and processes are reviewed to inform ongoing school development and improvement.</p> <p>4.4 The Board of Trustees understands and fulfils its role in Governance / Stewardship matters focusing its efforts on raising/accelerating student achievement.</p> <p>4.5 Review the e-Learning / Digital Fluency capability of staff and students at Midhirst School.</p> <p>4.6 Monitor the wellbeing of the staff, Children and act accordingly to the needs.</p>	<p>4.7 School Leaders inquire into their leadership and its impact on staff and student learning.</p> <p>4.8 Consolidation of, and continued progress towards, consistently meeting and achieving these high level goals will be required.</p> <p>4.9 Specific priority areas for 2019 will be determined by measuring progress against expected outcomes and from careful analysis of data gathered.</p>	<p>4.10 Provide Targeted Professional Development utilising information and communication technologies to enhance outcomes for students.</p> <p>4.11 Improve teacher capability in the implementation of effective literacy programme.</p>	<p>4.12 Consolidation of, and continued progress towards, consistently meeting and achieving these high level goals will be required.</p> <p>4.13 Specific priority areas for 2021 will be determined by measuring progress against expected outcomes and from careful analysis of</p>	<p>A strong self-review cycle that provides a framework for continuous improvement. Evidenced by the dimensions of effective leadership, together with the associated knowledge, skills and dispositions.</p> <p>Leadership Dimensions (BES):</p> <ol style="list-style-type: none"> 1. Establishing goals and expectations. 2. Resourcing strategically. 3. Planning, co-ordination, and evaluating teaching and the curriculum. 4. Promoting and participating in teacher learning and development. 5. Ensuring an orderly and supportive environment. 6. Creating educationally powerful connections. 7. Engaging in constructive problem talk. 8. Selecting, developing, and using smart tools. <p>Leadership knowledge, skills and dispositions:</p> <ol style="list-style-type: none"> 1. Ensure administrative decisions are informed by knowledge about effective pedagogy. 2. Analyse and solve complex problems. 3. Build relational trust. 4. Engage in open-to-learning conversations.

2018 STRATEGIC GOAL 1: ACCELERATED STUDENT ACHIEVEMENT



ANNUAL OBJECTIVE	INDICATORS HOW WE WILL KNOW IT'S BEEN ACHIEVED	Led By Monitored By	HOW WE WILL DO IT Strategies	Resourcing / Funding	Completed By
<p>1.1 Students are making accelerated progress towards expected levels of achievement.</p>	<p>Data assessment shows the progress over time is accelerating / accelerated.</p> <p>Achievement Targets Met. (Children working at Year level or higher)</p> <p>OTJs analysed, evidence of children's progress is valid and moderated.</p> <p>Anecdotal notes. Parent voice is collected as evidence that they too see the acceleration in their tamariki.</p> <p>Data used to inform next steps. Professional conversation evident.</p>	<p>Curriculum Team leaders</p> <p>Teachers</p>	<p>PD responsive to teacher needs- Writng/Math COL</p> <p>Collect data, analyse and have learning conversations. (Moderating Evidence within School / Staff / Community wide-COL)</p> <p>Assessment cycle that everyone is aware of, and also shows which data to be inputted into SMS to be analysed by Whole Staff</p> <p>Formative (ongoing) assess – consistency across the school (Overview). Literacy and Numeracy team (Principal to share with staff) to analyse data and identify trends and next steps to share with BOT, School, Children, and Whānau.</p> <p>Anniversary reporting via SMS, and 1 to 1 with Whānau.</p> <p>Use Target Groups / Priority Groups to inform teacher of impact of the inquiry.</p> <p>Monitor those Target groups. Feedback / Forward to whānau. Whānau informed of where their child is at.</p> <p>Teachers inputting data into the School Management System-Assembly . Data Input into SMS as WB, B, At or Ab – Goal is to input as year level 1-9).</p> <p>Teachers handing data to management so it can be collated on SMS. (If needed)</p>	<p>Teacher release to attend PLD.</p> <p>Math / Literacy team Release to analyse data.</p> <p>Assembly PLD (SMS)</p>	<p>Term 2 Start</p>

<p>1.2 Teachers develop their knowledge and understanding of Year level progressions and: and apply this knowledge to support robust and consistent OTJ's.</p>	<p>Confident competent teachers able to articulate / demonstrate in their knowledge of the year level progression (Midhirst Curriculum Document).</p> <p>Understand a variety of assessment and use professional conversations.</p> <p>Use school indicators (Numeracy and Literacy) to make an OTJ and justify their decision – moderation within school and outside school.</p>	<p>Staff</p>	<p>Teachers keeping up to date with the best practices via reading current research that supports Accelerated Learning.</p> <p>Participate in / Lead Staff meetings and if expected reports to the BOT. This is for any PLD Course a teacher may go on.</p> <p>Student centred conversations on their learning goals. Articulate where they are and show next steps- Develop Year level progressions.</p> <p>Personal inquiry into own practice. Math and Literacy Use of online-journals- align with appraisals and RTC / PTC / Tataiako / Kahikatea / Standards for the Teaching Profession. (To be confirmed in March / April).</p> <p>Use Staff Meetings, to Moderate Assessments Teacher OTJs (Continue from 2017).</p> <p>Use Teacher Journal to record shifts in Teacher Practice and new pedagogy (evidence). iPads can also be used- Google documents-Video. Clips-Photos-Student Voice.</p>	<p>Photo Copy</p> <p>Purchasing of Research / Books</p> <p>PLD Courses linked to Strategic/Annual goals</p> <p>CRT</p>	<p>Ongoing</p> <p>Terms 1-3 (Budget Closes term 4)</p> <p>Terms 1 – 4</p> <p>Begin TOD, Finish Term 4</p> <p>Ongoing</p>
<p>1.3 Implement and monitor reviewed assessment practices across the school, including reporting to whānau.</p>	<p>Whanau voice is gathered about their understanding of Midhirst School's Reporting systems. (Parent/Teacher interviews / School reports).</p> <p>The Midhirst School's Assessment practices are embedded in to day to day running of the school.</p>	<p>Management team</p>	<p>Whānau hui/communication. Survey in term 1, 2018 to gather 'Whanau Voice' about the 2017 Report Format.</p> <p>Make appropriate changes to the Report Format.</p> <p>Review current assessments and Assessment schedule.</p> <p>Community consultation on the math development - COL / Digital Fluency PLD.</p> <p>Regular Whanau Hui / Classroom News in School Newsletters.</p> <p>Work towards assessing and Reporting against Year Level</p>	<p>Management release</p> <p>Leaders to Delegate</p>	<p>Term 1 then Term 4</p> <p>Term 2 then Term 4</p> <p>Term 4</p>
<p>1.4 Students / Priority Learners who are identified as</p>	<p>Student results – NS (2017) and year level progressions (2018) will show accelerated progress.</p>	<p>Numeracy, Literacy SENCO</p>	<p>SENCO Register will be embedded in the Day to Day running of the school. Teachers will meet the Principal (S.E.N.Co.) every CRT to discuss impact of Inquiry and progress of At Risk / SENCo Register / High Achievers.</p>	<p>Principal Teacher Aides Teachers</p>	<p>All Year</p>

<p>underachieving will be resourced and monitored appropriately.</p>	<p>Resources will be evident and used.</p> <p>Curriculum Achievement Plan (C.A.P.) to be developed by the staff.</p> <p>Teachers will all be using the CAP (Curriculum Achievement Plan)</p>		<p>SENCO to involve the Whanau, Child, Outside agencies and Class Teacher in supporting the child to accelerated their learning.</p> <p>SENCO to identify and monitor the Recovery Programmes- Teacher Aides programme, timetable, effectiveness/impact regularly reviewed. Monitoring to be done in the SENCO hui by meeting with the teacher to discuss the progress.</p> <p>Professional Development for teacher Aides.</p> <p>Stocktake / review on what programmes Teacher Aides can deliver.</p> <p>Establishing positive relations. Knowing every aspect of student's life.</p> <p>Principal and BOT resourcing- Release / Resources / PLD. (Budget)</p> <p>Math and Literacy Leaders development- with support from PLD.</p>	<p>RTLB RTLit PLD Agencies</p>	
<p>1.5 Teachers and students utilise a variety of formative assessment practices to guide teaching and learning programmes.</p>	<p>Assessment Overview is completed and all staff are aware of the expectations and purpose.</p> <p>Discussions are had / shared documented about the information gained from the assessment</p>	<p>Principal</p> <p>Staff</p>	<p>Review current assessment practices to identify the importance and validity of each practice.</p> <p>Use Best Evidence Research align with teacher knowledge to identify assessment that best informs next steps.</p> <p>Review current assessment schedule and align with B.E.S. practice.</p> <p>Regular staff meetings moderating / sharing the evidence.</p>	<p>All Staff</p>	<p>Term 1</p>
<p>1.6 Use of Digital technology to increase student Agency.</p>	<p>All teachers capable of using the Google Platform. (Docs, Calendar, Sheets, Slides) and using them as a way to share and collaborate information.</p> <p>Empower students to use digital technology in all aspects of the school day and beyond.</p> <p>Allow whanau to have access to</p>	<p>David Kinane</p> <p>Jacqui Sharpe</p> <p>IT Team</p> <p>Staff</p>	<p>To use Coding Apps, Robotics, and Drones in all curriculum areas. PLD to support staff in the growth and use of Digital Fluency.</p> <p>Children / Whānau to have access to Google Docs inside and outside of school. As staff are trained so too are the children.</p> <p>Children to build Student Agency so they can become the teacher and present workshops. Based on the needs of their peers.</p> <p>Whānau workshops in the use of Google Docs.</p>	<p>\$16,000 to upgrade devices in the school.</p> <p>\$3,000 for PLD Release.</p> <p>T.O.D.</p>	<p>Term 1</p> <p>All Year</p> <p>March</p>

	their children's work and progress from any digital device.				
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2018 STRATEGIC GOAL 2: STUDENT-CENTRED TEACHING AND LEARNING



ANNUAL OBJECTIVE	INDICATORS How We Will Know It's Been Achieved	LED BY MONITORED BY	HOW WE WILL DO IT STRATEGIES	Resourcing / Funding	Completed By
2.1 Develop a culture of Inquiry	<p>Deep understanding – Teachers be able to articulate how the Inquiry Process works. This will align with the school appraisal system.</p> <p>The Inquiry will be aligned with Research from Suzy Pepper-Rollin’s “Learning in the fast lane”</p> <p>Teacher’s using Practice Analysis Conversations to support their Inquiry and as evidence for the School Appraisal Process and teacher P.T.S. (Professional Teacher Standards) / Code of Responsibility Standards).</p>	<p>Assessment Facilitator Principal</p> <p>Principal Facilitators</p> <p>All Staff</p> <p>COL</p> <p>All Staff</p>	<p>T.O.D. – Setting up Inquiries Unpacking the data and Identifying the target children/Priority Groups to monitor.</p> <p>PD on inquiry process – Digital Fluency Inquiry PLD journal to be completed.</p> <p>Sharing practices/strategies at Staff Meetings / COL Meetings. (RTC/PTC online).</p> <p>Professional readings specific to identified areas of P.D.</p> <p>PD on assessment tools to analyse an inform progress.</p> <p>Clear and regular school-wide assessment overview/schedules. Develop a consistent format for child self-review and some tracking to ensure skills that are being assessed have been taught within our Integrated curriculum context.</p> <p>Teachers have provided visual examples (benchmarks to work towards – consistent across the school).</p> <p>Review once a term – changes sharing of ideas strategies/learning experiences.</p> <p>Construct/Implement a school wide Writing Progressions Matrix from Pre Y0 – 7/8.</p>	<p>MOE / Inquiry</p> <p>School Budget Release</p> <p>School Budget Release</p> <p>Syndicate Budget</p>	<p>January / February</p> <p>March</p> <p>Fortnightly</p> <p>Fortnightly</p> <p>Yearly</p> <p>January TOD</p> <p>January TOD Termly</p> <p>December</p> <p>December</p>
2.2 The Midhirst School Curriculum Documentation is reviewed to ensure that it is responsive to	<p>Thorough review process of curriculum (term).</p> <p>School wide planning is consistent and has same focus question or at least an awareness.</p>	<p>Curriculum Leaders</p> <p>Principal and BOT Whanau Rep</p>	<p>Full Review of the curriculum areas. This is to be prep with principal then delivered in staff meetings.</p> <p>Whānau Hui/consultation specific to planning.- Term 1 Literacy/Numeracy format.</p> <p>Specific learning activities will be tailored towards our</p>		<p>Termly</p> <p>2 times a Year</p> <p>Term 2</p>

the changing needs of students and teacher learners.	<p>Students will be involved</p> <p>Resources are strategically accessed/purchased and shared.</p> <p>Whānau actively involved in planning and outcomes (have input).</p>	<p>All Staff</p> <p>All Staff</p>	<p>Integrated Curriculum focus.</p> <p>Purchasing of Resources within the Budget.</p> <p>School wide focus / context to share with the community. Art Festival.</p> <p>Regular information points of interest in the weekly newsletter or specific Curriculum / Community newsletter once a month.</p>		<p>Weekly</p> <p>Term 4</p> <p>Term 1-3</p>
2.3 Student Agency / and Dispositions are investigated and inquiries set up to establish both.	<p>Teachers are able to articulate what it means and what it looks like in their class.</p> <p>Inquiry Focus has an element of Agency and dispositions.</p>	<p>Principal</p> <p>All Staff</p>	<p>Introduce and unpack Student Agency – Vivianne Robinson <i>Student Centred Leadership</i>.</p> <p>Look at introducing workshops within play based Learning / and in Tech craft – Coding, Robotics, Drones. Children teaching children.</p>		Term 3 and 4
2.4 Inquire into the impact of collaborative teaching of Play-based Learning.	<p>Inquire into the pedagogy of Play-based Learning using collaborative Teaching.</p> <p>All teachers are able to articulate the fundamentals of play-based Learning.</p> <p>Whanau are able to articulate the fundamentals of play-based learning.</p> <p>Children are making accelerated learning.</p> <p>Transition into the new entrants is smooth and seem-less.</p>	<p>Principal</p> <p>Junior Teachers</p>	<p>PLD Courses to go on to inquire into Playbased Learning.</p> <p>Visit Schools to view the practical side of Play-based Learning.</p> <p>Present to the BOT and the Whanau the Pedagogy around P.B.L.</p> <p>Write the pamphlets for our whanau E.C.C. for better understanding.</p> <p>Connect with the early childhood centres regularly for informing whanau about Midhirst School.</p>	Inquiry Budget	<p>All Year</p> <p>Term 1</p> <p>Term 1</p> <p>Termly</p>
2.5 Student Voice collected Termly	<p>Students feel that they have a say in where Midhirst is going and are heard.</p>	<p>Principal</p> <p>All Staff</p>	<p>Identify the areas of focus and write the survey. Collate data and shared with staff and BOT. Identify areas to work on and possible where to from here.</p> <p>Feedback to the community – Newsletter.</p>	Photocopying / Paper	All Year

<p>2.6 Review current Te Reo programme and establish a Benchmark for each year level.</p>	<p>Teachers using the Benchmarks to identify the needs and next steps teaching for akonga.</p> <p>Teachers can clearly articulate the Te Reo Programme in the school.</p> <p>Students are able to self / peer assess and identify their next steps learning.</p> <p>Whanau are able to access learning via Google Docs (Te Reo / Waiata a Mana Whenua)</p>	<p>Te Reo Team</p> <p>Whole Staff</p>	<p>Use resources to break down the Te Reo Curriculum into yearly Benchmarks.</p> <p>Programme goes on Google Docs to be accessed by all.</p> <p>Children to video / snap shot evidence of learning to share with whanau.</p> <p>Children can work at home with whanau on Te Reo Programmes.</p>		<p>Term 1 / 2</p> <p>Term 3 / 4</p>
<p>2.7 Implement the School Digital Technology Curriculum.</p>	<p>Teachers are able to articulate the meaning of Digital Technology.</p> <p>Digital Technology is integrated into the curriculum.</p>	<p>Principal</p> <p>Staff</p> <p>PLD Facilitators</p>	<p>David Kinane and Jacqui Sharpe to Lead PLD in Digital Technology for 2018-2019.</p>	<p>PLD Budget</p>	<p>All Year</p>

2017 STRATEGIC GOAL 3: STRENGTHENED RELATIONSHIPS ACROSS THE COMMUNITY



ANNUAL OBJECTIVE	INDICATORS HOW WE WILL KNOW IT'S BEEN ACHIEVED	LED BY MONITORED BY	HOW WE WILL DO IT Strategies	Resourcing / Funding	Completed By
<p>3.1 Strengthen productive partnerships with family/whānau by sharing and discussing teaching and learning to accelerate student achievement</p>	<p>75% Whanau attendance at Whanau / Three way Conversations / Parent Teacher Evenings.</p> <p>60% beginning of year hui (BBQ, Whanau Day)</p> <p>Parents / Whānau Hui driving the learning and engagement, have input into what each meeting is about.</p> <p>Outside agencies are involved via consultation with our Priority Learners/ At Risk Students.</p>	<p>Staff / SENCO</p> <p>Staff</p>	<p>Documentation and recording of formal/informal contact with parents re individual student/behaviour/learning issues. This is to be done in Assembly (SMS)</p> <p>2 x yearly report to whānau about their learner and Inquiry (March / June). March hui is for At Risk Students.</p> <p>Parent curriculum education evenings – Numeracy/Literacy what is involved.</p> <p>Simplified, plain language report forms.</p> <p>Parent education evenings – non threatening involvement participation.</p> <p>All children identified as 'At Risk' will be contacted by teachers regularly and informed of child's progress.</p>	<p>Budget</p> <p>Math Budget</p> <p>MANA</p> <p>SENCO Budget</p>	<p>Ongoing</p> <p>June</p> <p>Termly</p> <p>Term 1 and Term 4</p> <p>Senco CRT Meetings</p>
<p>3.2 Improve communication within the school and wider community.</p>	<p>Whānau responding to the variety of communications e.g. Face Book, Ph App, Web Site, News Letters, Class Newsletters, Surveys...</p> <p>Communication of upcoming events. Parents are well informed and aware.</p> <p>Actively participating in community events.</p>	<p>All Staff</p> <p>Curriculum Team</p> <p>Principal / Junior Year 0 / 3</p>	<p>Newsletters, school web-site, emails/texts, personal letters, awards, personal contact.</p> <p>Community events e.g. Gala, Pet Day Sport Days, Whanau Days, Adult Children sport competition, Art Exhibition...</p> <p>Provide kai to sports events.</p> <p>Partnership between Early Childhood Centres and School Play group (Radnor Room)</p>	<p>Principal Kāhui Team</p>	<p>All Year</p> <p>All Year</p>

	Communication with E.C.C are regular and transition of tamariki is seem-less.	teachers Junior Teachers / Leaders Art Coordinator Art Coordinator / Principal	Midhirst School- regular visits, pamphlets reviewed, meet the teacher evenings. Four Year Old Club at Midhirst School (Once per Term). Open Learning Days- parents invited to see children's learning. Termly Art Days- parents involved. Art Exhibition Term 4 Alternate with school production years	Art Budget	2018
3.3 Local beliefs and practices at Midhirst School are valued and will reflect the inherent identity, language and culture of every learner.	All staff will know, articulate and demonstrate Te Atiawatanga Ngati Maru, Nga Ruahine beliefs and practices. We will understand what the Karakia and Waiata mean in English (translation) summary so the children are taught a bank of songs/karakia to recite. Maori culture is strengthened empowered in Maori students across the school.	Principal	He Papa Tikanga – TWOA Home Based Learning Meet with other schools to discuss their interpretations. Providing opportunities for staff development. CD/Google – someone responsible for providing the songs on line. IT Breakfast. Resource Making Key Historical time points identified and shared with our children.	N/A PLD	Term 1 / 2 All Year Term 1 / 2
3.4 Review the Behaviour / Reward system in all areas of the school.	Review the behaviour programme of Midhirst School. Classroom and Playground Behaviour. Review the Positive Reward systems – Classroom and Playground.		Together plan the Choice Kids showing MANA Teaching in all learning environments. Review of Behaviour Expectations- Term 1 Weeks 1-5 Role plays etc. in the classroom, assemblies... Better responsiveness to the Behaviour Data. Management / Staff Meetings. Increase positive outcomes for children who show the - Choice Kids Showing MANA		Each term Termly Weekly / Fortnightly Weekly / 5 Weeks /

			Termly Positive events. E.g. Wheels Day, Mufti, Fun Day, Icons Sports, Attendance Awards, Class Champions...		Termly
3.5 Identify the skills and knowledge in our community via consultation so they can be leading some parts of the school's education programme.	We have our community coming into our classrooms teaching us about their skills. Compile a list of all the different skill sets in our community.	All Staff	Survey Parents and inform them of the curriculum contexts for the 2 terms and the resources needed.		
3.6 Engage with the Central Taranaki COL to help improve student achievement.	Termly Meeting with the COL (Principals) Workshops attended by the Staff. Emerging Leaders are identified and attending the courses.	Principal Staff Emerging Leaders	Meet each term week 4 Attend the workshop to meet the needs. Leaders meet every 3 week in each term		Termly
3.7 Gather whanau voice around identified focus areas. At least once per year and twice if needed.	Surveys for the whanau to collect their voice.	Principal	Once a year / twice if needed, send out surveys – use MANA tickets as incentives to return.		Termly
3.8 Connect with / establish communication with Early Childhood Centres / High School to gather voice and establish smooth transitions.	Regular Meetings with E.C.C. to discuss Issues and promote Midhirst School. Survey high School Students (ex Midhirst Students) about how Midhirst prepared them for high School	Principal Junior Teachers	Survey high School Students (ex Midhirst Students) about how Midhirst prepared them for high School Once a month meet with the ECC cluster meetings		Term 1 2 times each term

2017 STRATEGIC GOAL 4: GOVERNANCE AND LEADERSHIP FOCUSED ON TEACHING AND LEARNING



ANNUAL OBJECTIVE	INDICATORS HOW WE WILL KNOW IT'S BEEN ACHIEVED	LED BY MONITORED BY	HOW WE WILL DO IT Strategies	Resourcing / Funding	Completed By
<p>4.1 School Leaders will: develop the capability to lead change to improve educational outcomes for all students: Be supported to implement processes and practices which will lead to improved teacher practice and impact positively on outcomes for students.</p>	<p>80% of our tamariki working at or above their year level.</p> <p>Acceleration of all students can be monitored and reported to BOT, Whānau, children, and Staff.</p> <p>When Teachers can accurately OTJ.</p> <p>Regular Feedback from observations to show improved teaching / change of practice.</p> <p>When systems and processes are in place.</p> <p>When student achievement shows significant improvement.</p> <p>Feedback from teachers.</p> <p>School culture improved via surveys, observations...</p> <p>Teachers will have a clear overview of the appraisal system / process at Midhirst School</p>	<p>Principal</p> <p>Staff</p> <p>Principal</p>	<p>Collect (SMS) data and analysis it to inform BOT, Whanau, Staff, and Students of progress and inform them of next steps.</p> <p><i>Appraisals System implemented and monitored by Management Staff.</i></p> <p>PTC completed and a variety evidence gathered to show the meeting of requirements. Termly Buddy Meetings used to Blog and support Teachers. (Mentor / PRT 1-2, Senior Management / Principal)</p> <p><i>Moderation of OTJs in Staff Meetings. Moderation across schools within C.T.M / COL.</i></p> <p>Priority Learners / Target Groups (Inquiry) monitored to help support Inquiry and teacher pedagogy.</p> <p><i>Use PACs/Observations to help identify/improve practice-Literacy and Math (support Inquiry). At Least 2 each Year.</i></p> <p>Whānau, student voice collected and analysed then fed back to all parties.</p> <p>Review the Appraisal Process introducing the new criteria (2018) Standards for the teaching profession (6 Criteria).</p>	<p>Math, Literacy Release</p> <p>Management Release</p> <p>CRT</p> <p>CRT</p> <p>Syndicate budget</p>	<p>Termly</p> <p>2018</p> <p>Term 4</p> <p>Termly</p> <p>Termly</p> <p>Terms 1, 2, and 3.</p> <p>Termly</p> <p>Feb / March</p>
<p>4.2 Review and redevelop the capability of teachers to implement the mathematics curriculum.</p>	<p>When the developed systems and process have provided a pathway for teachers to improve.</p>	<p>Principal, Numeracy Leader, Buddy teacher</p>	<p>Practice Analysis Conversations/Observations</p> <p><i>Regular PLD in Staff Meetings.</i></p>	<p>Math Budget</p>	<p>Term 2 and 3</p>

	<p>Feedback from PACS are showing accelerated progress due to change in teacher pedagogy.</p> <p>SENCO and Literacy meet and identify next steps for children 'At Risk' / Priority Groups.</p> <p>Procedures are aligned with the C.A.P.</p>	<p>SENCO</p> <p>SENCO</p>	<p>SENCO is supporting the school C.A.P.</p> <p>Teachers and whānau are involved in the SENCO process.</p>		
4.3 Improve teacher capability in the implementation of effective literacy programme.	<p>SENCO and Literacy meet and identify next steps for children at risk/Priority Groups.</p> <p>Procedures are aligned with the C.A.P.</p> <p>Reading Recovery Numbers/Progress</p> <p>Transference of skills across all areas of the curriculum</p>	<p>Principal, Numeracy Leader, Bilingual Leader, Buddy teacher</p> <p>SENCO</p> <p>SENCO</p>	<p>Practice Analysis Conversations / Observations</p> <p>Regular PLD in Syndicate and Staff Meetings.</p> <p>SENCO is supporting the school C.A.P.</p> <p>Teachers and whānau are involved in the SENCO process.</p>	Literacy Budget	Term 1
4.4 Self-Review programme and processes are developed to inform ongoing school development and improvement.	<p>Cyclic process See 4.2/4.3 Procedure in place – feedback</p> <p>All Staff will have a clear understanding of the Charter and a shared ownership.</p>	<p>Principal, Management Team</p>	<p>Review the 3 year Strategic Plan – align with Charter Goals. This is through the Inquiry Model. Share with staff – the Termly Review.</p> <p>Termly review of the Annual Goals and shared with Staff, Whānau and BOT.</p> <p>Review the ERO Documents around raising student achievement and the indicators. Align with the school documentation.</p> <p>Charter to be shared regularly with the Staff.</p>	Management Release Days	<p>Termly</p> <p>Termly</p> <p>Term 1 / 2</p> <p>Termly/TOD</p>
4.5 The Board of Trustees understands and is engaged in its role in Governance / Stewardship matters focusing its efforts on	<p>When student achievement has been shown to be accelerated.</p> <p>Review numbers and the staffing.</p>	<p>BOT, Principal</p>	<p>Survey BOT after each meeting about their understanding of what has been presented.</p> <p>Regular Academic progress updates to the BOT. This</p>		

accelerating student achievement.			<p>is from the Principal's Calendar (BOT).</p> <p>Monitor Roll Growth within the school and after July send any updated roll growth to MOE.</p>		Termly
4.6 Review the e-Learning capability of staff and students at Midhirst School.	<p>When Teachers can confidently use computers across the curriculum.</p> <p>Review of the skills within the school, community and identify each teachers' skill set and individual goals to further improve.</p> <p>Every Child confidently using a device.</p> <p>Use the Depreciation budget to renew devices in the school.</p>	<p>Principal, E-Learning / I.T. Team Leader</p> <p>Secretary</p> <p>All Staff</p>	<p>Survey- E-Learning Planning Framework and identify each teachers' skill set and future goals. This can be linked to appraisals.</p> <p>Create a Team to Lead the E-Learning programme.</p> <p>Stocktake – Assets Register.</p> <p>Visit Other Schools.</p> <p>Embedding/using devices in the curriculum.</p> <p>Strategic Resourcing Identified in the Budget Devices / Apps / Repairs ...</p>	I.T. Budget	<p>Term 2</p> <p>Term 1</p> <p>Term 4</p> <p>2018</p> <p>2018</p> <p>2018</p> <p>Term 1</p>
4.7 Monitor the wellbeing of the staff, Children and act accordingly to the needs.	Monitoring is showing the staff wellbeing is at a workable level.	Health and Safety Representative	Conduct surveys and report to the Principal in the Tool Box meetings.	Health Promoting Schools / Staff Welfare budget	Termly