

**CHARTER**

**ANNUAL PLAN 2018**

**MISSION STATEMENT**

**Quality Teaching and Learning in a Caring Environment**

***He moko whakaakoranga i roto i te haumarutanga me to arohanui***

**ANCHORAGE PARK SCHOOL STRATEGIC DIRECTION 2016 – 2018 OVERVIEW**

***NAG 2 & 2A: REVIEW & DOCUMENTATION***

* Continued compliance with current legislation through policies and procedures review schedule.
* Ongoing review and development of school wide practices in specific curriculum areas.
* Evidence based reporting of student achievement to the Board of Trustees and parents.

***NAG 3: PERSONNEL***

* Continue to promote high levels of staff performance by implementing a professional development and performance management programme that will assist staff to:
	+ reflect on their current practice
	+ deliver quality teaching and learning
	+ use educational resources including a range of assessment tools effectively
	+ recognise and cater for the needs of students.
* The BOT will continue to fulfil its role as a good employer as defined in the State Sector Act,1988.

***NAG 4: FINANCE & PROPERTY***

* Allocate funds within Ministry of Education (MOE) budget constraints to:
* implement the MOE 10 Year Property Plan
	+ support the school’s environmental and learning priorities.

***NAG 5: HEALTH & SAFETY***

* + - Provide a safe physical / emotional environment
		- Ongoing review of policies and procedures, compliance with current Health and Safety legislation.

***NAG 6: LEGISLATION & NAG 7 & 8 CHARTER REPORTING***

* Compliance with all current legislation.

***NAG 1: CURRICULUM:***

***NZ Curriculum***:

Implement teaching & learning programmes based on the NZ Curriculum so that all students are able to access the NZ Curriculumas evidenced by progress and achievement in relation to their differentiated learning needs. ***Learning support*** will be provided as appropriate for students with learning and social needs / special abilities.

***Literacy & Numeracy Achievement***

All students will make progress and maintain ongoing improvement in achievement in relation to their differentiated learning needs.

***Maori & Pasifika Achievement***

Learning programmes will reflect culturally responsive practice will underpin the expectations, behaviour and actions of all involved in the school.

***Vision and Values***

The core values and vision statement will underpin learning, expectations, behaviour and actions of all involved in the school

***Learning with Digital Technologies***

Develop connected life-long learners by continuing to integrate the use of digital technologies to support & extend teaching and learning across the curriculum and to develop effective digital citizenship skills.

***Environmental Sustainability***

Develop ‘eco-literacy’ skills and understanding through continuing to embed waste minimisation, sustainability, ‘garden to table’ practices, and establish the school’s orchard.

**Annual Targets 2018**

**Reading**

* Accelerate the learning for students reading below the expected level
* Increase the number of students reading at or above the expected level

**Mathematics**

* Accelerate the learning for Year 1-5 students working below the expected level
* Increase the number of students working at or above the expected level

**Community Engagement**

* Increase online and electronic communication with whānau
* Develop effective home-school partnerships to increase student engagement

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| NAG 1: CURRICULUM 2016 – 2018 OVERVIEW |
| STRATEGIC DIRECTION | **2016 PRIORITIES** | **2017 PRIORITIES** | **2018 PRIORITIES** |
| ***Curriculum Delivery***All students are able to access the NZ Curriculum - Implement teaching & learning programmes based on the NZ Curriculum  | ***Review Priorities***Social SciencesHealth & Phys.EdTe Reo / Tikanga ***Ongoing Monitoring of Programmes*** Literacy & NumeracyScienceLearning with Digital TechnologiesEnvironmental Sustainability  | ***Review Priorities***Literacy & NumeracyScienceTechnology ***Ongoing Monitoring of Programmes*** Literacy & NumeracyTe Reo / Tikanga Environmental Sustainability | ***Review Priorities***ReadingThe ArtsHealth & PE ***Ongoing Monitoring of Programmes*** Literacy & NumeracyScienceTechnology |
| ***Literacy & Numeracy***All students will make progress and maintain ongoing improvement in achievement in relation to the National Standards | Teaching as Inquiry practicesNational Standards – OTJs moderationAccelerating Literacy Learning (ALL)Accelerating Maths Learning (ALiM) | Teaching as Inquiry practicesNational Standards – OTJs moderationAccelerating Literacy / Numeracy Learning | Teaching as Inquiry practicesOTJs moderationAccelerating Literacy / Numeracy Learning |
| ***Learning Support / Special Abilities***On the basis of quality assessment information develop and implement teaching and learning strategies as appropriate to address the identified needs of all students (including Maori, Pasifika and those with Learning Support needs / Special Abilities)  | Teaching as Inquiry practicesLearning Support / Special Abilities programmeTeacher Aides in Class Support ProgrammeLiteracy / Numeracy support:Reading Recovery, Reading Eggs Online, Quick 60 Reading, Accelerating Maths Learning (ALiM)Accelerating Literacy Learning (ALL) Before School Reading Programme | Teaching as Inquiry practicesLearning Support / Special Abilities programmeTeacher Aides in Class Support ProgrammeLiteracy / Numeracy support:Reading Recovery, Quick 60 Reading, Sunshine Online, PM Online, Specialist Teacher Support (Maths & Writing)RTLB Before School Reading Programme | Learning Support / Enrichment programmesTeacher Aides in Class Support ProgrammeLiteracy / Numeracy support:Reading Recovery, Rainbow Reading, PM Online, Sunshine Online, Specialist Teacher Support (Maths)RTLB Before School Reading Programme (Rocket Reading) |

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**NAG 1: CURRICULUM 2016 – 2018 OVERVIEW cont’d**

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| **STRATEGIC DIRECTION** | **2016 PRIORITIES** | **2017 PRIORITIES** | **2018 PRIORITIES** |
| ***Learning with Digital Technologies***Develop connected life-long learners by continuing to integrate the use of digital technologies to support and extend teaching and learning and to develop effective digital citizenship skills  | Digital citizenshipe-learning integration in Literacy, Numeracy , Science BYOD investigation | Digital citizenshipe-learning integration in Literacy, Numeracy , Science BYOD trial 2nd half year | Digital citizenshipBYOD consultation and possible trial |
| ***Environmental Sustainability***Develop ‘eco-literacy’ skills and understanding through continuing to embed waste minimisation, sustainability, ‘garden to table’ practices, and establish the school’s orchard. Complete ‘Treemendous Makeover’ and ‘Outdoor Classroom’ projects. | Stage 1 of Enviro Schools Programme | Stage 2 of Enviro Schools Programme | Investigate Enviro Schools accreditationTreemendous Makeover & Outdoor Classroom projectors |
| ***Maori & Pasifika Students***To report to Maori &Pasifika parents on student achievement.Students are engaged in their learning and will make accelerated progress and maintain ongoing improvement in achievement to be at / above / well above the expected levels as stated in the National Standards. Families are engaged in supporting their children’s learning | To continue to gather and analyse data & share with parents and caregivers. Set targets in Literacy & Numeracy. | To continue to gather and analyse data & share with parents and caregivers. Set targets in Literacy & Numeracy. | To continue to gather and analyse data & share with parents and caregivers. Set targets in Literacy & Numeracy.Consultation with whānau for 2019-2021 strategic plan. |
| **NAG 1 CURRICULUM ACTION PLAN FOR 2018** |
| **Priorities** | **Who** | **When** | Expected Outcome | **Actual Outcome** |
| ***Literacy, Numeracy***Continue to focus on providing quality programmes & improving achievement levels in numeracy & literacy school wide for ***ALL*** learners Ongoing professional development in Literacy & Numeracy* + Accelerating Learning - Maths Specialist Teacher (MST) & Reading (Rainbow Reading & Reading Recovery)

***Assessment**** + teaching as inquiry skills & strategies / assessment tools & data analysis / OTJ / moderation
 | ***Numeracy* –**Jo McCreanor - Maths Specialist Teacher (MST)***Literacy –*** Kristy Benjamin – (Reading Recovery) Trish O’Shea (Rainbow Reading)+ All staff  | T1-4 | Ongoing professional learning & development incorporating teaching as inquiry practices 🡪 improvement in literacy and numeracy achievement levels school wide Continued improvement in the use of assessment tools & data analysis including moderation school wide & with cluster school to inform teaching & learning - programmes designed to meet identified learning needs. Literacy and Numeracy achievement levels accelerated for those students working below expectations. |  |
| ***Curriculum Delivery******Review programmes for:**** The Arts
* Health & PE

***Ongoing monitoring of programmes for:*** * Literacy & Numeracy
* Science
* Technology
 | All staff | T1 – 4 | The Arts, Health & PE programmes reviewedBYOD consultationPossible BYOD trial Review of ICT asset register & storage procedures  |  |
| *Learning Support incl Special Abilities*Continue to focus on meeting needs of *ALL* students through differentiated programmes and learning support as appropriate.  | All staff | T1-4 | Needs identified, differentiated learning, learning support in place and monitored throughout year. * Reading Recovery
* Rainbow Reading
* MST (Maths)
* Specialist teachers (digital technologies, science, PE, visual arts, kapa haka)
* In-class ESOL programmes
* ICAS extension
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| ***Vision & Values***Core values and vision statements are emphasised and modelled at all class levels* UBRS workshops
* Managing Challenging Behaviours (facilitated Sommerville Special School)
* Investigated PB4L
 | All Staff | T 1 - 4 | Core values and vision visible in the expectations / behaviour / actions of all involved in the school.Consistent use of positive strategies to engage students and minimise inappropriate behaviour.Clear policies & procedures for managing and responding to challenging behaviours.Application for 2019 PB4L programme. |  |
| ***Environmental Sustainability***Develop ‘eco-literacy’ skills and understanding through continuing to embed waste minimisation, sustainability, ‘garden to table’ practices, and establish Treemendous Makeover & outdoor classroom. Investigate Enviro Schools accreditation process. | Curriculum Leaders + all staff  | T 1 - 4 | Waste minimisation, sustainability and ‘garden to table’ practices in place and operating effectively. Appropriate awards given at assemblies.Enviro School accreditation ready to commence for 2019.Treemendous Makeover & outdoor classroom completed. |  |

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| NAG 2 & 2A: DOCUMENTATION & SELF-REVIEW |
| STRATEGIC DIRECTION | **2016 PRIORITIES** | **2017 PRIORITIES** | **2018 PRIORITIES** |
| Review and further develop school wide practice in specific curriculum areas  | ***Review Priorities***Social SciencesHealth & PETe Reo / Tikanga ***Ongoing Monitoring of Programmes*** Literacy & NumeracyEnvironmental Sustainability | ***Review Priorities***English / Science / Technology ***Ongoing Monitoring of Programmes*** Literacy & NumeracyScienceTe Reo / Tikanga Environmental Sustainability | ***Review Priorities***ReadingThe ArtsHealth & PE ***Ongoing Monitoring of Programmes*** Literacy & NumeracyScienceTechnology |
| Ongoing Board self - review programme - policies and procedures as per schedule. | Refer BOT Policy / Procedures Review ScheduleBOT triennial election / BOT induction | Refer BOT Policy / Procedures Review ScheduleBOT Training | Refer BOT Policy / Procedures Review ScheduleBOT Training |
| Evidence based reporting of student achievement to the Board of Trustees and parents | ***Achievement Targets***Literacy & Numeracy | ***Achievement Targets***Literacy & Numeracy | ***Achievement Targets***Literacy & Numeracy |
|  To communicate and consult effectively and appropriately with the community in order to strengthen the home school partnership | ***Home School Partnership –*** Open mornings- Maths (Terms 2 & 3)Before School Reading ProgrammeHealth & PE consultation (Term 2-3)Pupil Safety Survey (Term 3 / 4)Digital Learning /Citizenship / BlogsSchool Concert | ***Home School Partnership –*** Open mornings (Terms 2 & 3)Before School Reading ProgrammeSchool Production / Art ExhibitionDigital Learning /Citizenship / BlogsReview transition to Intermediate procedures / practices | ***Home School Partnership –*** Grandparents Day* Before School Reading Programme (Rocket Reading)
* NZCER Wellbeing Surveys (Term 1)
* Digital Citizenship & Digital Technologies curriculum
* Consultation with wider school community for 2019-2021 strategic plan.
* Develop use of Facebook, Skool Loop app and emailed newsletters to communicate effectively.
* New website with current information for existing and prospective families.
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| NAG 2 DOCUMENTATION & SELF-REVIEW ACTION PLAN FOR 2018 |
| **Planned Priorities** | **Who** | **When** | Expected Outcome | **Actual Outcome**  |
| To continue to review Board policies and procedures as per scheduleBOT training as applicable | BOT + StaffBOT & STA | Terms 1-4Terms 2-4 | Policies / Procedures updated Training completed  |   |
| Review and further develop school wide practice in specific curriculum areas:* Reading
* The Arts
* Health & PE
 | Curriculum Leaders + teachers | T 1 – Health & PET 2 - The ArtsT3 - Reading | Curriculum reviews completed and implications included in 2019 annual plans.  |  |
| ***Achievement Targets / National Standards***Literacy & NumeracyModeration of assessment data collection & analysis. | All Staff | Terms 1-4 | Consistency in analysis and moderation of assessment data. Regular monitoring / reported as scheduled |  |
| To communicate and consult effectively and appropriately with the community and strengthen the home school partnership through:* Grandparents Day
* Transition programme with Anchorage Park Kindergarten
* Whole School Assemblies with class items
* Before School Reading Programme
* PTA information evenings
* Effective use of Facebook page and Skool Loop app to inform and engage our school community
* Emailing newsletters
* New website design with clear, current information for existing & prospective families
 | All Staff | Terms 1-4 | Implemented as scheduled |  |

**NAG 3 PERSONNEL 2016- 2018**

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| STRATEGIC DIRECTION | **2016 PRIORITIES** | **2017 PRIORITIES** | **2018 PRIORITIES** |
| Continue to promote high levels of staff performance by implementing a professional development and performance management programme that will assist staff to:* + reflect on their current practice
	+ deliver quality teaching and learning
	+ use educational resources including a range of assessment tools effectively
	+ recognise and cater for the needs of students

The BOT will continue to fulfil its role as a good employer as defined in the State Sector Act,1988 | Social SciencesHealth & PETe Reo / Tikanga Integration of digital learningReview Performance Management SystemReview policies & procedures as per review schedule / legislation  | English / Science / TechnologyIntegration of digital learningMonitor Performance Management implementation Review policies & procedures as per review schedule / legislation  | ReadingThe Arts Health & PEReview policies & procedures as per review schedule / legislation  |
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| NAG 3 PERSONNEL ACTION PLAN FOR 2018 |
| **Planned Priorities** | **Who** | **When** | Expected Outcome | **Actual Outcome**  |
| Ongoing school based professional development in:* Literacy support programme (Reading Recovery, Rainbow Reading)
* Maths Specialist Teacher support Programme (MST)
* Digital Technologies (Google Suite)
* Positive behaviour management
 | Kristy, TrishJoAll staff | Term 1-4 | Teachers implementing skills / strategies that support improved teaching & assessment / evaluation skills 🡪 improved achievement levels 🡪 improved teaching & learning |  |
| Performance Management systems - ensure effectiveness / consistency | Principal & all teachers | Tmer 1 - 4 | Performance management systems operating effectively / consistently |  |
| **NAG 4: FINANCE & PROPERTY 2016 - 2018** |
| STRATEGIC DIRECTION | **2016 PRIORITIES** | **2017 PRIORITIES** | **2018 PRIORITIES** |
| To allocate funds to reflect and support the school’s action plans | Social SciencesHealth & Phys.EdTe Reo / Tikanga  | English / Science / Technology | ReadingThe ArtsHealth & PE |
| Further develop school facilities (refer 10 Year Property Plan – all priorities subject to Ministry of Education approval and financial constraints) | Complete new MOE 10 Year Property Plan Complete projects identified for 2016 | Complete projects identified for 2017 | Complete projects identified for 2018 |
| Implement an efficient programme of maintenance for school buildings and facilities - Refer 10 Year Plan | Complete projects identified for 2016 | Complete projects identified for 2017 | Complete projects identified for 2018 |
| Increased Digital Learning capacity / sustainability  | Staff developmentEquipment replacement / updating  | Staff developmentEquipment replacement / updating | Staff developmentResource Room & withdrawal spacesSecurity (new keys & a boundary fencing review) |
| NAG 4 FINANCE & PROPERTY ACTION PLAN FOR 2018 |
| **Planned Priorities** | **Who** | **When** | Expected Outcome | **Actual Outcome**  |
| Curriculum Budgets target priority areas as above. | Curriculum teams | T1-4 | Teaching programmes are well resourced |  |
| 10 Year Property Plan projects | BoT Chair, Principal & Property consultant | T1-4 | Projects completed as planned  |  |
| Continue to increase Digital Learning capacity / sustainability | Curriculum teams + facilitator | T1-3 | Equipment replacement & professional development implemented as planned |  |

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| **NAG 5 HEALTH & SAFETY 2016-2018** |
| STRATEGIC DIRECTION | **2016 PRIORITIES** | **2017 PRIORITIES** | **2018 PRIORITIES** |
| To provide a safe physical / emotional environment  | Keeping Ourselves Safe / Kia Kaha ProgrammePupil Safety Survey (students & community)Community Consultation - Health & PE Curriculum Cybersafety Practices / Digital Citizenship | Life Education ProgrammeCybersafety Practices / Digital CitizenshipReview Behaviour Management StrategiesElectrical checks | Keeping Ourselves Safe / Kia Kaha ProgrammeNZCER Wellbeing@School Survey (students & community)Cybersafety Practices / Digital Citizenship |
| Develop or review as appropriate, Health and Safety legislation, policy and procedures. | Health & Safety Compliance | Health & Safety Compliance | * Health & Safety Compliance.
* Review security locks & boundary fencing.
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| **NAG 5 HEALTH & SAFETY ACTION PLAN FOR 2018** |
| **Planned Priorities** | **Who** | **When** | Expected Outcome | **Actual Outcome**  |
| Keeping ourselves safe/Kia Kaha | All teachers | T 3 | Students develop self management skills & strategies |  |
| Cybersafety Practices / Digital Citizenship | All teachers | T1-4 | Students & teachers use Cybersafety Practices / Digital Citizenship skills & strategies |  |
| ***Work Safe at School***  - ongoing monitoring of Health & Safety policies & procedures | Staff Rep + BoT Chair | T1-4 | Regular Health & Safety checks & issues dealt with appropriately |  |
| Compliance documentation includingelectrical safety checks up to date  | Lynne | T 4 | Compliance requirements met |  |
| Review behaviour managementPolicy & procedures | All teachers | T 1 - 2 | UBRS workshop completed.Sommerville Special School workshop for challenging behaviours completed.Behaviour management policy & procedures reviewed. |  |

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| **NAG 6: LEGISLATION & NAG 7 & 8 NATIONAL STANDARDS/CHARTER 2016-2018** |
| STRATEGIC DIRECTION | **2016 PRIORITIES** | **2017 PRIORITIES** | **2018 PRIORITIES** |
| Compliance with all current legislation  | Charter – Annual Planning and Reporting Consult with community re Health & PE programme | Charter – Annual Planning and Reporting  | Charter – Annual Planning and Reporting Consult with community – 2019-2021 strategic plan |

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| **NAG 6: LEGISLATION & NAG 7 & 8 NATIONAL STANDARDS/CHARTER ACTION PLAN 2018** |
| **Planned Priorities** | **Who** | **When** | Expected Outcome | **Actual Outcome**  |
| Planning and Reporting  | Principal | T1 | Annual Plan reflects school’s prioritiesAnnual Plan & Report submitted to Ministry of Education |  |