

# MARSHLAND SCHOOL Strategic Goals: ANNUAL ACTION PLAN 2016

This plan reflects how Marshland School gives effect to the NEGS (National Education Goals) and NAGS (National Educational Guidelines)

Strategic Goal	Aims	How will we achieve this? Timeframe/responsibility	Expected Outcomes
<p><b>Strategic Goal</b></p> <p><b>Our Learners:</b></p> <p>Students</p> <p>To ensure that all students achieve to the best of their ability in literacy and numeracy at or above the National Standards or receive learning support to reach an improved level. "Success for every Child"</p> <p><b>Teachers:</b></p> <p>Staff receive professional learning development to ensure they are competent and confident in their collaborative planning for working in the newly designed ILEs. Whole school approaches for working in ILEs are planned and adopted. New staff are mentored through an Induction programme.</p>	<p>The National Standards are Implemented and reported against to the BOT and whanau twice a year Information is used to lift achievement</p> <p>All students will make at least 1 sub-level of progress to meet or exceed the National Standards. Children on accelerated programmes will make up to 2 sublevels progress (Principal and teachers, terms 1 4)</p> <p>To embed our school-wide pedagogical framework that is aligned with the school's curriculum and assessment plan and uses the Spiral of Inquiry approach to its development. To raise teaching quality and leadership</p> <p>All new teachers are supported to embrace our culture of continuous improvement.</p>	<p>All teachers analyse student achievement data to determine effectiveness of programmes and adapt or change teaching strategies through the teaching as Inquiry Cycle. Pastoral Care will be a focus of Leadership and Team meetings with follow up actions. (Team Leaders/Principal)</p> <p>Associate Principal, Teachers and Principal terms 2 and 4</p> <p>Students identified through assessment data as at, below or well below the standards will be targeted for acceleration programmes such as MST and AL. Lead Literacy teacher Lead mathematics teacher</p> <p>Associate Principal</p> <p>Introduce STEM curriculum Year 7 /8 Team Leader</p> <p>Parklands Learning Cluster PLD programme MOE terms 1-4 Team Leaders Terms 1-4 Principal Terms 1-4 IT leader: Terms 1 - 4</p> <p>Professional Learning Development Programme Full day workshops with Learning Cluster Effective induction programme for new staff. (Term 1 -4) Associate Principal</p>	<p>Every child will make at least one sub-level of progress against the National Standards in Literacy and Mathematics. Every child will experience success socially, academically and develop a healthy sense of wellbeing</p> <p>Priority Learner programmes will successfully support children to reach an improved level against the National Standards by providing accelerated programmes with an expert teacher for identified priority students.</p> <p>Teachers will use digital technologies and e-Learning appropriately in their practice to develop effective learning environments for all students. Maker spaces will be well utilised</p> <p>Teachers will develop an understanding of the philosophy and evidence supporting current thinking about innovative learning environments.</p> <p>Teachers will explore the pedagogical practices that are appropriate within these modern learning environments. Teachers will advance their learning through on-line learning and papers supported by the school for theory to practice.</p>

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<p><b>All Maori and Pacific Island students at Marshland School will achieve at the same level as their peers</b></p>	<p>Maori and Pacifica children will enjoy success within the school as Maori.</p> <p>Teachers will integrate te AO and te Reo Maori into their classroom programmes and engage with the practices of Ka Hikitia</p>	<p>Kapa Haka Group (Year 5 – 8) Kapa Haka Group (Year 1 – 4) Regular leadership and student voice opportunities Consultation with Iwi and whanau to carry out an annual cultural audit. Associate Principal and Principal</p> <p>Develop a school karakia Associate Principal</p> <p>Whole school Maori phrase and kupu each week modelled at assembly Principal</p> <p>Workshops Grow Waitaha (Staff)</p> <p>Workshop with Ngai Tahu representatives and Marshland whanau Principal and Associate principal, team leaders</p>	<p>All children will understand the importance of our dual cultural heritage</p> <p>Teacher competency when using or referencing te Ao and te Reo Maori will increase.</p> <p>Maori and Pacifica whanau will feel welcome and an important part of our culture.</p> <p>Te reo me Nga tikanga Maori will be integrated throughout all we do.</p>

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<p>Strategic Goal</p> <p><b>Our Community</b></p> <p>A clear, future-focused vision is embedded with all stakeholders for our new school.</p> <p>A succession plan is in place to ensure any new members of our BOT are transitioned well.</p>	<p>Parents will develop their understanding of the philosophy behind our Learning Model The parent community will be involved in embedding our future focused vision for our new school.</p> <p>Effective communication flow will be enhanced by digital technology.</p> <p>New parents will feel part of our whanau and assimilate into our community as partners in their child's education. Parents and whanau will gain an understanding of the role of the Board.</p>	<p>Parent Voice: BOT Survey to Parents in 2016.</p> <p>Regular parent information giving and gathering around ILE and future proofing our school through:</p> <p>On-line Emails Open Days to meet the teachers and learn about the programme</p> <p>Information at parent teacher gatherings and sporting events where we get the biggest crowds Teachers and principal Parent walk through of new learning environment facilitated by principal</p> <p>Regular information to parents about digital citizenship, and cyber safety Regular surveys of parent voice. A general survey of the community is due this year.</p>	<p>Parents will feel consulted and be behind the school as it manages its transition to a new school environment</p> <p>Learning areas fully explained in terms of their purpose and how they will improve student achievement.</p> <p>Parents and Caregivers will understand the concept of blended learning, and how to help and support their children at home</p> <p>Parents and whanau will feel consulted and that they have a voice.</p>

		Teachers, Associate Principals and Principal (throughout the year)	
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<p><b>Our Resources</b></p> <p><b>Assets/Finance/Property</b></p> <p><b>Health and Safety</b></p> <p><b>Health and Safety</b> To provide children with a safe physical and emotional environment</p> <p><b>Property</b> To maintain and care for our new school environment</p> <p><b>Finances</b> To prudently use financial resources to improve student achievement and wellbeing</p>	<p>Carry out our hazard management plan in accordance with new Health and Safety Regulations</p> <p>All children feel physically and emotionally safe</p> <p>Develop and care for our new school site. Create outdoor learning areas as Stage 2 of our building is completed</p> <p>Target resources to address disparity in achievement. Each learning hub will have one Teacher Aide each for 15 hpw.</p> <p>Funding will be sort from other sources to support individual students as appropriate (RTLb, IRS etc)</p>	<p>Regular weekly hazard checks to ensure all buildings and playgrounds are safe. Caretaker, Principal and BOT Property (all year)</p> <p>Establish culture of respect and responsibility. No Bully programme Restorative practice approach to all incidents Work with both victim and bully Regular identification of hazards. Leadership Team closely monitors student welfare and this is discussed at every meeting.</p> <p>Keep school in a tidy and clean condition. Develop outdoor learning areas such as community gardens etc. once stage 2 of new build is completed. Develop our natural adventure playground. Continue planting and enhancing our gardens (Principal)</p> <p>Monthly analysis of variance on budget and the impact it is having on student achievement Strategically resource school to keep accelerated programmes And provide Teacher Aide Support for the settling in at new school. Provide extension programmes In a range of curriculum areas. (Finance Subcommittee)</p>	<p><b>We comply with the new Health and safety Legislation.</b></p> <p><b>All children are provided With a safe physical and Mentally safe learning Environment.</b></p> <p><b>School remains in pristine condition.</b></p> <p><b>Children are provided with stimulating learning Environment both inside And outside.</b></p> <p><b>Children with special learning will receive extra support Within the learning hubs On a daily basis.</b></p>