

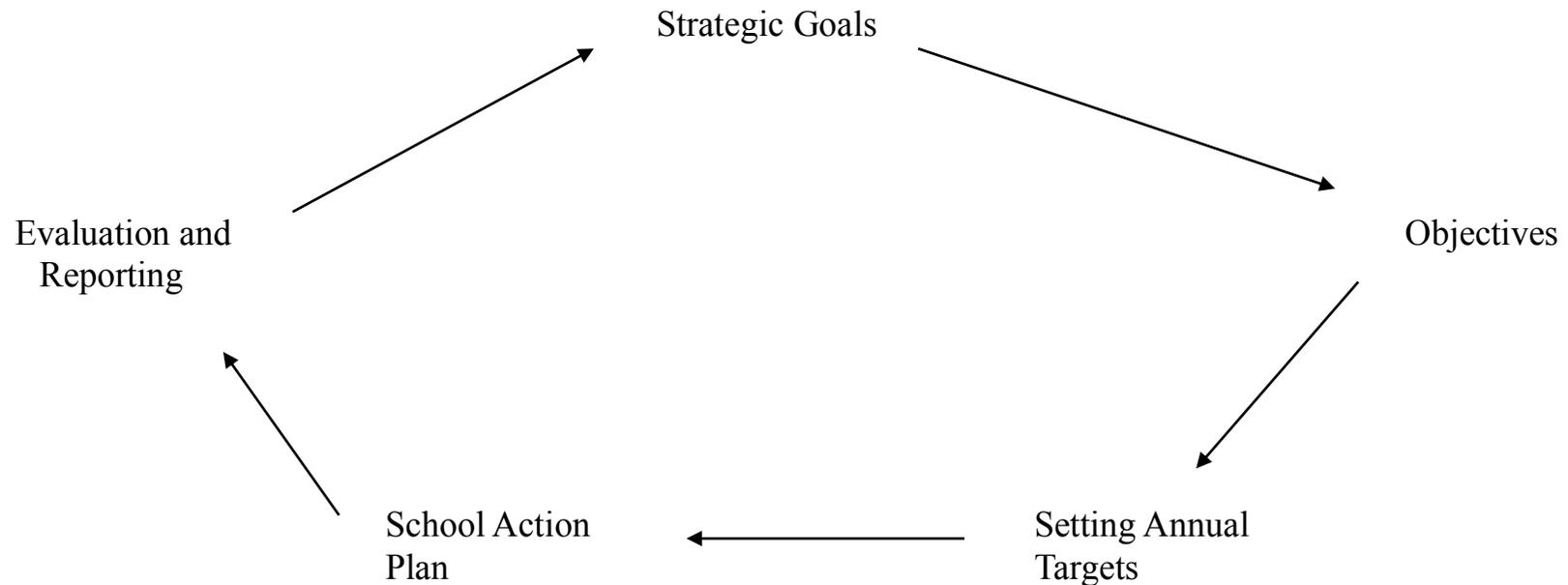


Annual Plan

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The planning and reporting cycle:

Vision / Mission



Annual Plan

1. Overview
2. National Education Priorities
3. School Annual Development Plan
4. Action Plan – Improving Student Achievement

ANNUAL PLAN

This is the Annual Plan and establishes the short term priorities aimed at lifting student achievement.

The goal areas, contained within the Charter and the National Administration guidelines, provide the chief information categories for gathering data.

Having gathered data about the school following consultation, it remains to analyse the information and establish priorities.

Once it has set targets the Board requires these to be achieved and reported upon. The Principal takes the targets and decides how best to achieve them within staffing, resource and time constraints, i.e. A School Action Plan.

In deciding upon specific actions the Principal will need to take into account a number of points.

- What are we already doing to achieve this target?
- What else will need to be done?
- What opportunities, initiatives are available to us?
- Who will be responsible for, or lead the action?
- What resource implications are there, how will we budget?
- What will be the timing or deadline for the action to occur?
- How will we know the action has been completed?
- How will we know it has been effective in helping meet the target?
- In what form will we report to Board and Ministry?

NATIONAL EDUCATIONAL PRIORITIES

At Grant's Braes School we meet the NEP's by...

* **Success For All**

Robust, child centred interactive programmes based on the NZ Curriculum Framework and National Curriculum Statements. Students work through school wide learning outcomes, which build upon each other.

* **A Safe Learning Environment**

A safe emotional and physical environment is maintained by monitoring, updating and regular review of school policies and procedures and practices.

* **Improving Literacy and Numeracy**

Emphasis on Literacy and Numeracy programmes occurs by ensuring regular review, Professional Development priorities, budgetary considerations, Performance Management systems, Reflective Practice and Attainment Monitoring.

* **Better Use of Student Achievement Information**

A systematic approach to assessment which incorporates high quality, nationally referenced assessments is employed that ensures evidence of progress, achievement of students and is used to inform next teaching steps and programme priorities for the future. This information will be collected using a variety of tools and be compared to both school and National Standards.

* **Improving Outcomes for Students at Risk**

By using effective summative and formative assessment practices to identify and monitor students who may be at risk academically. Children who may be at risk in other ways will be identified through informal and formal means (such as observations).

Special learning programmes that cater for individual needs are developed using internal and external resources. This may be for extension or remedial purposes.

* **Improving Māori Outcomes**

Identification of Maori students to be made at time of enrolment.

Students academic needs will be sensitively and accurately recorded, monitored and reported, to ensure needs are met.

* **Reporting**

Students' achievement is reported on using a variety of methods, relevant to the group reported to. This may include BOT reports, Reporting to Parents and Community Reporting. Information is relevant and specific to the group reported to.

* **Learning Environment**

Maintaining an environment, which provides the resources for the 21st Century learners, is comfortable and conducive to focused learning and allows flexibility of learning style and approach.

STATEMENT OF INTENT – MĀORI STUDENTS

Grant's Braes School recognises the importance of dual instruction. Māori students will be identified on enrolment. Iwi affiliation will be determined. Māori programmes will reflect the needs and skills of students, ensuring coverage and skills are built upon. Progress is to be regularly and sensitively monitored. This will be reported on to relevant parties. Outside help from relevant community and parents will be used for guidance and programme ideas. Consultation with our Maori Community will be undertaken on a regular basis.

Grant's Braes School undertakes to provide, subject to the availability of appropriate resources, learning opportunities in Tikanga Māori and Te Reo Māori on request.

Such a request could be referred to the Resource Teacher of Māori for advice and assistance or referred to the Correspondence School.

SCHOOL ANNUAL DEVELOPMENT PLAN 2014

Goal 1 Curriculum

Objectives	Actions	Outcomes	Who	Resources	Date	Review
1. To increase the speed, knowledge and retention of the basic mathematical facts and strategies throughout the school with a special focus on the Senior classes	Daily maintenance work. Term monitoring tests for years 2 - 6 Home support Targeted teaching to identified gaps Use of online resources to reinforce in class teaching Extra small group sessions through SEG programme each morning for those identified as struggling	Improved Mathematical literacy Greater confidence Accelerated learning for identified students.	Teachers Principal Parents	Speed/Skill Successes in Basic Facts Numeracy Kits Games Flashcards Online Basic facts website for home and school use	Term 1-4	
2. Develop better understanding of the writing process across the school and moderation of writing assessments in an effort to accelerate learning in the area of literacy. ALL PLD	Participation in Ministry funded Accelerated Literacy Learning Programme. (ALL project) Small group targeted learning sessions Review writing programmes within classrooms Team meetings to discuss the writing process and practice Full staff sharing sessions on writing practice Peer review	Better understanding of writing process and expectations Consistency of practice across school Students more motivated to write Good balance in writing programme Better writers	Principal Teachers	First Steps Manual Accelerated Literacy Learning PLD Peers	On-going	
3. Expand the learning's around writing from 2013 into the remainder of the school and develop and maintain support groups in this area	Junior school to undertake ALL project in 2014. Small group targeted groups maintained in existing classes and developed in others Workshop approach to learning writing to be further explored and refined Development of a school wide action plan based on outcomes of this years ALL project.	Better results in writing for students Better understanding of the writing process for teachers Consistency of practice in teaching of writing across the school Higher levels of motivation for reluctant writers Greater home school partnerships in the area of writing.	Principal Lead teachers Classroom teachers Parents	ALL Project Ministry mentor Sara who completed last years project Research papers and books as recommended by ALL team	ongoing	
5. To identify those	Maintain an 'at risk' register for	Improved teaching and learning for	Principal	Vary according to	Review	

<p>individuals and Groups of students who are either at risk of not achieving or are not achieving to their potential and to address their needs through intervention programmes</p>	<p>all classes. Identify students within classes and complete SEG applications for extra assistance. Target programmes to address these needs using SEG and other funding where available. Selected withdrawal programmes. Board funded support programmes, as needed Initial basic facts based programme to support Group from the beginning of the year. ESOL support programmes for non-English speaking students. Report to the Board on progress made by children in SEG and intervention programmes each term.</p>	<p>all children BOT well informed to make decisions on funding of further programmes as necessary.</p>	<p>Teachers Teacher Aides SEG Team</p>	<p>needs e.g. G.S.E., D.C.E., R.T.L.B.</p>	<p>needs at the beginning of each term</p>	
<p>6. To identify those students who are defined as having special abilities and provide them with sufficiently challenging opportunities for learning at levels appropriate to their abilities.</p>	<p>Complete Gifted and Talented Survey for each class Identify children. Design and develop programmes to meet the needs of these students and to provide a range of extension experiences. Develop timetable for extension programmes Undertake structured evaluation of programmes and ensure feedback is given to classroom teachers Ensure BOT are informed of programmes being run in school and outcomes</p>	<p>Greater opportunities for extension with identified students. Teaching targeted to areas of ability</p>	<p>Teachers Principal G&T team Parents</p>	<p>Gifted & Talented - MOE - User Friendly Resources Resource people with talents in identified areas. E.g. artists, musicians, etc</p>	<p>Children identified by end of Term 1 Programmes to start Term 2 On-going through out year.</p>	
<p>7. Increase the number of students achieving at or above the National Standards for</p>	<p>Participation in Accelerated Literacy PLD</p>	<p>Higher levels of achievement Lifting of the tail More confidence and success for lower students</p>	<p>Principal Teachers</p>	<p>Ministry resources On National Standards Seg programmes</p>	<p>Ongoing</p>	

Reading Writing and Mathematics	<p>Target teaching of identified groups as per ALL intervention suggestions</p> <p>Record OTJ's against National Standards</p> <p>Analysis data and identify areas for intervention</p> <p>Have staff wide moderation sessions around OTJ's</p> <p>Set targets for struggling children.</p> <p>Implement interventions in identified areas</p> <p>Reassess</p>			Reading recovery programme Fellow staff members		
Goal 2 Planning, Reviewing, Reporting						
1. Familiarise teachers and review teams with the new curriculum review process using the revised format and meet the review timelines.	<p>Support form management team for review teams using the new reporting format for the first time.</p> <p>Follow current timetable set out in self-review documentation for both curriculum review and policy and procedures review.</p> <p>Have curriculum teams review practice as per policy and timetable and report back to full staff.</p> <p>Schedule curriculum meeting time for staff to go over review outcomes and give feedback to review teams on their findings</p> <p>Submit review reports with recommendations to the board.</p> <p>Inform community of review and make available for viewing and comment</p> <p>Ensure policies are online and encourage parents to complete</p>	<p>Practice will be refined and relevant ensuring best practice in this area.</p> <p>School policies and procedures will at all times be current and up to date</p> <p>Practice will be reflected on and updated to meet the needs of our students and community in line with our school vision</p> <p>Review practice will be consistent and relevant across the different review teams</p>	Principal BOT Staff	Policy folders Review templates Review policy	As set out in Review timetable	

	online feedback forms					
<p>2. Explore the use of Knowledge net and alternative options for connecting home and school with an aim for replacing student profiles with an online version, which enables greater parent input.</p> <p>Make a decision on what platform and format the school will commit to using for this purpose.</p>	<p>Explore the benefits and difficulties of using Knowledge net</p> <p>Look into other possibilities and compare product, price and user-friendliness.</p> <p>Take a full school approach to exploring and developing the system</p> <p>Examination of practice in other schools</p> <p>Explore parental access and online profile opportunities</p> <p>Develop resource pages for students to use from home.</p> <p>Develop in lead teacher classes then spread to rest of school.</p> <p>Have information session for parents to inform and education them on effective use of the portal and how this can benefit our students learning</p> <p>Evaluate whether this new system will meet our needs.</p>	<p>Streamlining of current practices</p> <p>Greater teacher confidence</p> <p>Greater home/school connectivity</p> <p>More access by parents to student learning</p> <p>Development of class resource pages</p> <p>School has a platform, which it is committed to using for home school sharing of students learning.</p>	<p>Principal</p> <p>Lead Teachers</p> <p>Staff</p> <p>Parents</p> <p>Students</p>	<p>Knowledge Net</p> <p>trainers</p> <p>Lead teachers</p> <p>Other schools</p> <p>Mahara</p> <p>Etap parent portal</p>	Ongoing	
<p>Undertake a review and sharing of teaching using Inquiry in the school</p>	<p>Sharing of practice via classroom walk through</p> <p>Team planning across whole school some for Inquiry units</p> <p>Curriculum meeting to discuss Inquiry strengths and weakness in our classrooms and what we are doing well</p> <p>Update the curriculum delivery documents on best practice in Inquiry teaching</p> <p>Attend Professional</p>	<p>Wider knowledge of teachers to practices in other rooms</p> <p>Bring Inquiry back to the forefront</p> <p>Greater sharing in units across the school</p> <p>Wider variety of ideas in planning</p> <p>Up to date documentation based on shared knowledge</p> <p>New ideas and practices that motivate students.</p>	<p>Teachers</p> <p>Management</p> <p>team</p>	<p>Kath Murdoch</p> <p>resource books</p> <p>Staff</p>	Ongoing	

	development courses as available to refresh our thinking					
Ensure reporting to the Board of Trustees is regular and informative with sufficient detail to assist decision making. Refer reporting timeline for schedule and areas for reporting.	Update the reporting to the Board timetable Consult with Board on any additions they would like to give them a full picture of achievement in the school Ensure reporting is consistent using reporting template Ensure timelines are kept	Board well informed of achievement in school Board able to direct extra funds to areas of need.	Principal Management team Teachers BOT	Policy paperwork Bot handbook	ongoing	
Goal 3 Personnel						
1. Develop greater staff knowledge and understanding in focus areas through quality Professional Development courses such as ALL PLD, Knowledge Net Training and available conferences.	Professional development for all staff in areas of need and interest. Participation of school in Accelerated Literacy Learning contract. School wide targets on the writing process Staff meetings focused on Writing practice Sharing with staff from another school Attendance by some staff members to a national conference	Greater understanding of motivation of staff Better practice being implemented More consistency of practice across the school Higher levels of achievement especially in writing	Teachers Lead teacher Principal	Cluster facilitators Conferences Fellow staff workshops	On-going	
Goal 4a Finance						
1.To write our Annual Financial Report for 2014	Complete and send to auditor by 31 March 2013	Present to Ministry	Treasurer Secretary BOT chair Principal	Auditor	Term 1	
2. To prepare a budget	Prepare budget in conjunction	Budgetary direction set for year	Treasurer	Education Circular	Term 1	

for 2014 that will best meet the needs of the students and school and operate within it.	with Treasurer for presentation to Feb BOT meeting		Principal Staff	Budget for 2011 Annual Report		
Goal 4b Property						
1. Continue with the development and furnishing of our modern learning environment. Explore and progress other environmental changes, which will benefit children's learning. E.g. furniture purchases, toilet upgrades, Room 9 revamp, food tech room, scooter track and storage facility.	<p>Progress property projects currently at the planning stage into reality with School support and Ministry property people.</p> <ul style="list-style-type: none"> -Toilet upgrade -Food tech/ learning space -Scooter track -Storage facility <p>Undertake a revamp of room 9 for opening in second half of year.</p> <p>Explore timelines and options for phase 2 of modern shared learning environment in a timely but efficient manner so as to get maximum benefits for the students.</p> <p>Ensure maintenance of school is well kept.</p>	<p>Establishment of upgraded facilities and improved teaching and resource areas for learning</p> <p>Variety of learning styles catered for.</p> <p>New opportunities from technology centre.</p> <p>Greater space for storage</p> <p>More challenge in the outside environment.</p>	BOT Project Managers Ministry	5 & 10 Yr Property Plans Other schools.	On-going	
Goal 5 Health & Safety						
1. Identify areas of the school environment that need maintenance, alteration or enhancement to	<p>Regular maintenance checks</p> <p>Evaluate use of spaces and identify potential improvements.</p> <p>Early intervention of areas identified as needing repair or maintenance</p> <p>Meet with property consultant</p>	<p>Safe environment for students to play and learn in</p> <p>Facilities keep up to date and well maintained</p> <p>Improvements made to give</p>	Principal Board Caretaker Contractors	Property Manual Special Education Services Occupational Therapists	On-going	

ensure safety of students and maximum benefit of use.	from ministry re alterations for inclusion of new students with physical difficulties	maximum benefits to students.				
Goal 6 Legislative Compliance						
1. To comply with regulatory and legislative requirements in a way that best meets the needs of our students and is realistic for the staff	Check relevant current compliance areas and action new ones as required Seek professional development in areas staff may be insufficiently trained. Ensure steps and approaches taken to meet requirements are to the benefit of our students.	School meets all regulations and requirements Students get the best possible education Staff get sufficient training to implement changes in line with requirements	Principal BOT Staff	NZSTA Handbook Ministry website Board Assurance Checklist	On-going	
Goal 7 Community Partnership						
1. Sample the Community on levels of satisfaction with the school. Areas of strength, areas of weakness. 2. Develop a culture of inclusion and belonging within the school family and wider community. 3. Survey students about their school experience and seek suggestions.	Encourage parents to visit the school, classrooms and wiki spaces. Keep well informed of what is happening. Have community wide events that involve parents school activities and develop a sense of community Survey students on their thoughts and feelings about school. Survey parents asking for feedback on the school Collate results and reflect at staff and board level. Weekly class emails from all classes. Community wide newsletters each term informing of school activities.	Community will feel greater ownership in the learning of our students Community will feel welcome, involved and informed.	BOT Principal Staff Parents	Current Community Partnership folder	Term 1 Term 3 survey	

	<p>Seek ideas from staff and parents on communication approaches. Continue to develop the Pre-School Bears programme as a familiarisation programme for both children and their families.</p> <p>Make facilities available for community groups. Liaise with local Kindys Run shared events for local Kindys. Organise community events.</p> <p>Develop online systems for sharing students learning with home.</p>					
Goal 8 Extra-Curricular						
1. Maintain existing extra curricular activities and develop a culture of in-school and interschool interactions in sporting, academic and cultural activities including camps	<p>Enter teams in current and new activities as available. Share out responsibility for organisation of activities Encourage parent support in coaching, camp parents and participation in other activities Participate fully in Peninsula school activities Get feedback from students and parents on experiences and value to help reflect on future involvement Maintain a programme of at least one visiting programme to the school each term in line with school goals.</p> <p>Build on the sports exchange</p>	<p>Children will have access to a variety of extra curricular activities</p> <p>Greater learning opportunities outside the normal classroom practice</p> <p>Activities will be well planned and prepared for according to the guidelines</p>	Principal BOT Staff	<p>Current Extra curricular documentation</p> <p>Safety and EOTC – A Good Practice Guide for New Zealand Schools</p>	Term 1 - On-going	

	with Palmerston School. Investigate incorporation of an activities day for Year 5 students outside of the school.					
Goal 9 Marketing						
1.To review, update and implement the school's marketing plan and materials in line with the strategic goals set by the board and report back to the Board progress on these objectives Increase the schools' profile in the community through efficient use of marketing strategies and resources.	Review and revise marketing plan in accordance with Board goals. Update school communications as necessary including newsletters, enrolment packs, website etc. Develop and produce a new marketing kit to sit alongside the enrolment pack, to be circulated to interested parents. Develop and enhance our profile in the community through interactions with kindys and other schools. Look at other forms of marketing and material we can develop to enhance the wider community awareness of our school. Coordinate and run community events. Pre-School Bears Programme Online home school portal Update school flags and banners to match other signage Explore new ideas and avenues as they present themselves.	Clearer more informed parents and community More awareness in community of school and it's vision and programmes Better relationship and communication with contributing kindergartens Increased number of families looking at the school as an option for their child	Principal Staff Community	School Marketing Plan School marketing monthly publication Outside marketing agency	On-going	
Goal 10 Cultural Diversity						
1. To maintain and develop recording of	Gather data throughout the year in line with assessment plan.	Achievement levels and progress of Maori students can be clearly	Principal Teachers	Etap	On-going	

achievement levels for Maori students, particularly in numeracy/literacy	Develop a reporting to the Board template that provides the Board with consistent information on progress for Maori and Pacifica students along side other students.	identified and reported on.				
<p>2. To consult with Māori parents re curriculum and reporting</p> <p>Take on an advisor to the Board of Trustees who can advise both the Board of Trustees and the staff</p>	<p>Survey our Māori parents on their relationship with the school and ideas to improve delivery for their children</p> <p>Read Ka Hikitia and identify areas of relevance for our school</p> <p>Offer face to face meeting for consultation.</p> <p>Follow the lead of our Advisor on ways to effectively consult with this area of our community.</p> <p>Use the expertise of the advisor to advise us on ways we can enhance our programmes to cater to Maori and Pacifica students</p>	<p>Better informed on feelings, wants and needs of our Māori community</p> <p>Greater opportunity for Maori and Pacifica students to identify with their culture within the learning environment.</p>	BOT Principal Management Team Advisor	Parent Survey Parents of Identified Māori students Ka Hikita	Term 3	
3. Develop greater visual recognition of the cultural diversity within the school	<p>As a staff look closely at the different cultures represented in the school.</p> <p>Look for ideas and examples of respectful ways to visually represent this within the school</p> <p>Produce or purchase signs or displays as appropriate</p> <p>Consult with community on their ideas.</p> <p>Celebrate our diversity by discussing these new displays</p>	<p>Better representation on minority cultures in school</p> <p>Greater ownership and sense of wellbeing for different cultural groups</p> <p>Greater awareness by community of the different cultures within the school.</p>	Teacher Management team Principal Community Maori advisor	????	Ongoing	

	with students and parents					
4. To participate in PLD with a focus on better meeting the needs of Maori and Pacifica students.	Participate in follow up course on Ka Hikitia Explore strategies and approaches resulting from this PLD	Greater access to curriculum for Maori and Pacifica students Better understanding and wider range of strategies implemented to assist Maori and Pacifica students wit their learning success.	Principal Lead Teachers	Ka Hikita online training modules Maori Liaison	Ongoing	