



**Summary of Actions taken in 2017**

**Goal 1: Student Achievement enhanced through an effective learning Community**

**Strategic Intention A:** *Embed the Learner Pathway that stipulates the desired knowledge, skills and values of a Year 8 Self-Agent Leaver at Tokomaru School.*

**Planned Action 1-**

*Finalise the 'description' for our Learner Pathway*

**Action Taken-** This is now complete and has been made into a professionally printed glossy handbook for parents and new staff and students. All teachers had shared how they use the Learner Pathway in their classroom at their level. All current families received a copy to keep.

**Possible Next Steps**

- Ensure that every new family who enrolls gets a copy of the parent handbook.
- Maintain our focus on achieving the skills of a Year 8 Leaver; as set out in the handbook.
- Ensure that there is consistent use of language throughout the school; teachers, students, teacher aides, support staff...parent helpers...etc.

**Planned Action 2-**

*Finalise displays and the 'success criteria' at each level of the school and each station (linking these with our school values)*

**Action Taken:** All graphics have now been finalised and completed, and classes each display the same base graphics, however in an individual way to suit the needs / age of the students.

**Possible Next Steps**

- Add a display to the new classroom and/or Library to ensure consistency throughout the school.

**Planned Action 3**

*Continue to refer to our Self Agent student description as our 'Leavers Profile'*

**Action Taken:** The Year 8 Leavers Profile forms an important part of our strategic direction in our Charter. This is where we are headed. It features in the Parent Handbook and in our Charter.

**Possible Next Steps**

- Create posters for display around the school so that parents and students will see the skills as a goal; 'Achieving Excellence'.

#### **Planned Action 4**

*Educate our parents further on what the Learner Pathway means*

**Action Taken:** The Parent Handbook has been a great way to educate new families (as part of their induction to the school by the Principal and the child's new teacher. We asked a range of parents (informally) about their understanding of the Learner Pathway, and their opinion (although these opinions were not recorded).

#### **Possible Next Steps**

- To deliberately include Learner Pathway 'titbits' in newsletters, notices, online etc in order to create 'everyday language' used at home as well as at school.
- Create a questionnaire for parents to feed back the impact of the Learner Pathway on their child(ren).
- Have a 'Pathway Afternoon' for new parents and to consolidate current parents.

#### **Planned Action 5**

*Write a Learner Pathway 'booklet' containing our purpose and processes*

**Action Taken:** See Planned Action 1

#### **Possible Next Steps**

- Ensure that we review and update (as necessary) annually in order to meet the needs of our community.

**Strategic Intention B:** *Actively enhance positive relationships with our parents, caregivers and community as partners in learning.*

#### **Planned Action 1**

*Staff will facilitate the setting of student goals with students in consultation with parents at 3-Way Conferences (Learner Agency)*

**Action Taken:** Parent Teacher Pupil Conferences (PTP's) were held in Term 1 with a goal setting focus. Teachers had children elaborate on Reading/Writing/Maths goals. Some had class discussions on possible goals prior to PTP's and recorded these onto Google Doc in preparation for the conferences. Room 4 children shared their goals and discussed the evidence of their progress with their parent(s) at their conference.

#### **Possible Next Steps**

- Have staff share how they build Learner Agency in their class and facilitate goal setting with their class.

#### **Planned Action 2-**

*Continue fortnightly newsletters, the increased use of the website (calendar) and Facebook. Set up an email / text option within eTAP & send out Community (RD4) Newsletter termly*

**Action Taken:** We have increased our posts on Facebook (all staff have editing access and use Facebook regularly as a way of sharing learning) and have introduced a new school App. Most notices (and all newsletters) are now available on the website and through the App.

#### **Possible Next Steps**

- Go digital to all and drop the paper copy – must request a paper copy?
- Add ALL notices to the App and website

- Promote email sign-up at enrolment – even automatically send emails electronically by default.

### **Planned Action 3-**

*Provide opportunities for the community to come together and support the school, and to strengthen the relationship between school/parent; Welcome Back BBQ, Trail Bike Ride, Working Bees, School Events like Swimming Sports etc*

**Action Taken:** This year, we held our Welcome Back BBQ and Working Bee with a great turnout and many helping hands! We didn't hold the Trail Bike Ride (it has been abandoned due to increased Health and Safety factors), but Home and School fundraised in the community to buy Kapa Haka uniforms and Chromebooks in particular. We continue to get parents along to school events (Assemblies, Swimming, Athletics, sports and cluster events) and better communication has helped this. The App has been a great way to send quick and unobtrusive reminders. The Harvest Festival didn't happen in 2017.

#### **Possible Next Steps**

- Ensure ALL school, community and cluster dates/events are recorded on the school calendar (online) and that it is up-to-date at all times
- Allow lots of warning for events to give parents sufficient notice
- Add dates to the newsletter as 'early warning'
- Post events on Facebook (including cancellations)
- Use the answer machine 'Notices' line regularly
- Harvest Festival / Jubilee / Community Hangi

### **Planned Action 4-**

*Conduct a Student Welfare survey to gather student voice about our school*

**Action Taken:** This year, the focus has been on developing the Learner Pathway, developing Learner Agency and seeing themselves as learners by setting personal goals with the teacher. See Goal One: Actions 1-5. However the Principal did survey the Year 8 leavers to find out what they thought we do really well, and what we could improve on.

#### **Possible Next Steps**

- Use the NZCER surveys as a starting point for our senior students. Create an 'exit interview' for our Year 8 leavers to complete.

### **Planned Action 5-**

*Seesaw App and Blogs*

**Action Taken:** Seesaw continues to be used regularly by all classes. Many children create the post themselves with minimal teacher input. There is increased use of video to share their learning.

#### **Possible Next Steps**

- Continue using Seesaw and have all classes create a new 2018 Seesaw Blog.
- Look at the requirements for 'number of posts' to ensure consistency across the school.

### **Planned Action 6-**

*Reporting to parents -Customise a report format using our new SMS, eTAP*

**Action Taken:** A possible template has been drafted and eTap Designers have it in order to provide a quote. However the template is on hold at present until we confirm what language we will be using as a result of the National Standards no longer being 'in force'.

#### **Possible Next Steps**

- We will wait and see what the MOE request schools move to before making any quick decisions.

### **Strategic Intention C: *Continue to demonstrate a commitment to Te Tiriti o Waitangi***

#### **Planned Action 1-**

*School Hangi- whole school experience to take place at School every second year*

**Action Taken:** Our School Hangi is now on the 5 Year Programme of Events in order for us to ensure that it is not missed.

#### **Possible Next Steps**

- That a School Hangi become a fundraiser for the school and a wider community event.

#### **Planned Action 2-**

*Kapa Haka-raise the expectations of our tamariki in their practices and performances by ensuring they have consistent expectations for behaviour and performance*

**Action Taken:** Our School Kapa Haka group was re-established early on in the year and led ably by Lau Daniela (parent). The Principal supported the group with meetings, notices and organising practice times.

We set up regular Kapa Haka practices during school time, and allowed opportunities for our Kapa Haka to perform for other audiences and purposes (ie; Mihi Whakatau, the Cluster Kapa Haka Festival, and at the Christmas Concert). We also were fortunate enough to purchase uniforms (designed by Sara-Lee Armstrong to replicate our Horseshoe Logo), and poi due to the hard-working parents in our Kapa Haka (mainly our Grants Officer).

#### **Possible Next Steps**

- That we purchase more Kapa Haka uniforms as funds allow
- That we visit other local Kapa Haka groups to see them perform
- That we attend the Cluster Kapa Haka Festival again in 2018

#### **Planned Action 3-**

*Integrating Te Reo into our class programmes*

**Action Taken:** Te Reo Maori continues to be an integrated language in all of our classrooms, in particular at the start of the day, for greetings, basic commands and days of the week/months of the year. Teachers have planned for Te Reo Units as part of our Long-Term plan and the units are integrated where possible to best fit the current theme/topic/priority. Teachers have willingly shared resources and knowledge with each other.

### **Possible Next Steps**

- That we introduce a weekly 'phrase' or 'word' in all classrooms so that we may share the learning and support each other more easily.

## **Goal 2: To deliver high quality teaching and learning as evidenced by student progress and achievement**

**Strategic Intentions A:** *Promote continuous improvement in all areas of the curriculum, achieving the highest levels of achievement and progress in Reading, Writing and Mathematics*

### **Planned Action 1-**

*Whole school professional development with a focus on Writing. Focus is on improving teaching pedagogy, supporting students understanding of writing progressions, and guiding teachers to make better OTJ through moderation*

#### **Action Taken-**

As a staff we spent Call-Back days and after school sessions with Rita Palmer and Bek Galloway, looking at Literacy learning; approaches to teaching and learning, as well as the reading/writing links. This helped build our understanding of Learner Agency within Literacy also. We consistently used e-asTTle to mark where children were at with their Writing, and converted the rubrics into kidspeak.

#### **Possible Next Steps**

- Continue to use an Action Plan for Target Students in the area of Writing.
- Continue to have targeted time at Staff Meetings for professional discussions about specific students, resources, issues etc.
- Look for specific PD that supports ongoing development in Literacy
- Moderate a selection of writing (samples) at least twice a year.

### **Planned Action 2-**

*Explore PaCT assessment tool for Writing, guiding teachers to make better OTJ through moderation*

**Action taken-**After the many issues we faced with the Maths PaCT, and issues with PaCT 'talking' to Assembly (and then eTap), we decided to focus on e-assTTle Writing instead. It gives us the information we need, and the tracking sheets that we created help clearly identify the child's next steps.

#### **Possible Next Steps**

- Continue to use e-assTTle Writing and become more familiar with e-assTTle Maths and Reading.

### **Planned Action 3-**

*Have Action Plans for Maths and Writing (areas of improvement)*

**Action taken-**We once again created Action Plans for our Target Students in the areas of Writing and Maths. These target groups were added to as new students were identified throughout Term One.

### **Possible Next Steps**

- Continue to use Action Plans to identify and track the progress of our students who are at risk of not achieving. These target students are then identified on teacher's appraisals, planning and assessment.

**Strategic Intentions B:** *Continue the professional development of staff to ensure consistency and excellence in formative teaching practice and leadership capabilities*

### **Planned Action 1-**

*Principal to maintain contact with First Time Principal's group (est. 2016) & maintain and build on relationships with Cluster Principals*

**Action taken-**Sonia attended all Cluster meetings and events, as well as CoL meetings. Sonia maintained a close professional relationship with most of her FTP group colleagues; using them for professional support when needed. Sonia also worked closely with Principal's and DP's in our Cluster; Geoff Franks in particular (who she shared the costs of Banked Staffing PD with).

### **Possible Next Steps**

- A new PLG has been set up for 2018, facilitated by Carol Lynch (edLead) which included some FTP's and some with more experience (as well as a mix of urban/rural/small/large schools). The PLG group will meet each term.

### **Planned Action 2-**

*Continue to up-skill with the use of the PaCT Tool (Maths & Writing)*

**Action taken-** See Goal Two above; Strategic Intention A

### **Planned Action 3-**

*Further explore eTAP and run training sessions for staff.*

**Action taken-**We incorporated eTap training into TOD's and Staff Meetings. We focused on small easy-to-follow, just-in-time learning. Gradually we built up to adding data and creating numerous Markbooks and groups for use in 2018. Sonia and Mel had a further training day late in 2017 in order to set up the Guidance side of eTap; where we now record SENCO information and Behaviour.

### **Possible Next Steps**

- Review the assessment guidelines to ensure that all data required for eTap has been stated (and that eTap has the capacity to record said information).
- Follow-up the quote that was asked for in 2017, to put our school reports online.

### **Planned Action 4-**

*Encourage BoT to attend governance training and development (NZSTA)*

**Action taken-** Each term when NZSTA put out the list of workshops on offer, BOT members were encouraged to enrol and attend the sessions. Many were taken up and there were often at least three members (including the Principal) of us in attendance.

### **Possible Next Steps**

- Continue to advertise the workshops offered, and ask members for feedback after attending said workshops.

**Strategic Intentions C:** *Continue to engage with our families to help them understand how they can support and celebrate their child's learning*

**Planned Action 1-**

*Update the Tokomaru NS Booklet, website and availability of newsletters online*

**Action taken-** The Tokomaru School Parent Information Book has been extensively updated by the staff (and critique by two parents. A National Standards 'Student Achievement (Community) Booklet is being prepared to go out in the first term of 2018. The website has been extensively updated and all newsletters and notices are now online. Seesaw is still being used to communicate with parents and showcase learning. Our school App is proving a popular way to communicate quickly and easily with parents. Parents are able to subscribe to their child's class notification, or sports groups etc.

**Possible Next Steps**

- Continue to develop the website, use of email and explore text and email options within eTAP. This could also include social media such as Facebook and the eTAP app. Further encourage the use of our App, by teachers and parents, on a more regular basis. See also Goal 1, Strategic Intention A.

**Planned Action 2-**

*Hold 3-Way Conferences*

**Action taken-** These are now called Parent Teacher Pupil Conferences (PTP's) and students are all expected to attend their conference.

See Goal 1, Strategic Intention B; Planned Action 1

**Planned Action 3-**

*Develop new reporting systems (including anniversary reporting)*

**Action taken-** The existing Word document report template was extensively resigned and use in 2017 (until the template through eTap could be finalised). This draft in Word was what enabled us to take our ideas to the eTap design team.

See Goal 1, Strategic Intention B; Planned Action 6

**Possible Next Steps**

- Finalise the eTap template and trial its use in 2018.

**Planned Action 4-**

*Introduce Seesaw for every child and explore the option of paper portfolios for other assessment and work samples*

**Action taken-** All students now have a Seesaw 'folder'. Work samples; photos/video/messages are shared (with parents) regularly through this. It was decided that we would not gather further paper samples (other than the current reading/writing/numeracy data already gathered) due to the fact that Seesaw was such a successful and visual record of each child's journey (that the parents see in real time over the course of the school year).

### **Possible Next Steps**

- Decide as a staff, how many Seesaw 'samples' we expect at each level (ie; how often, what content/context etc).

### **Planned Action 5-**

*Continue developing the school website/Facebook and updating notices, newsletters, and "What's Happening?" page*

**Action taken-** See Goal 2, Strategic Intention C; Planned Action 1

### **Possible Next Steps**

- Add a link to the Jubilee Website to the "What's Happening?" page of our school website.

### **Planned Action 6-**

*Explore the use of email via our SMS, eTAP*

**Action taken-** Due to the focus on developing our report template, and Bridging the Gap no longer offering eTap training (a new provider has been appointed) we put this on hold this year

### **Possible Next Steps**

- Explore the use of email via our SMS, eTAP to send notices, newsletters, sports draws etc.

**Goal 3: To ensure we are well-resourced in order to implement a strong vision for FUTURE FOCUSED LEARNING including ICT, student agency and a flexible learning approach to teaching.**

**Strategic Intention A:** *Ensure we are financially sustainable, enabling the delivery of the identified strategies in our Strategic Plan*

### **Planned Action 1-**

*Meet twice a term with Treasurer*

**Action taken-** Treasurer and I met regularly (as well as phone and email) to ensure budget was on target and that we were able to meet our needs within our strategic plan, with ICT and Capital expenditure in mind. We were able to increase the capital budget in order to fulfil the tasks we had set as priorities for learners. Having moved our finances to Education Services (half-way through the year), the Principal and Treasurer feel that we have a better handle on our financial position and spending. It has been a very cost-effective decision, and enabled us to review what we currently had in place. Being able to see each budget balance in real time has made timely purchases possible.

-Refer to 2017 Audit and annual budget- the school is in a sound financial position, and we are looking ahead to what our priorities are with regard to expending the budget.

### **Possible Next Steps**

- Look ahead at ways to cater with our growing numbers of students and have a larger working budget for curriculum areas. Set aside money for future development of the grounds and buildings (landscaping in particular for the Jubilee celebrations at Labour Weekend 2018).

### **Planned Action 2-**

*Review financial policies and procedures*

**Action taken-** See Goal 3, Strategic Intention A; Planned Action 1.

The Review Timetable was strictly followed and we ended the year on target. Education Services were able to advise us on appropriate policies to have in regard to finances. The Board Self-Review Calendar (established in 2016) has ensured policies were reviewed and actioned in a timely manner.

**Strategic Intention B:** Provide resources and support so that all students are able to actively engage in learning programmes

### **Planned Action 1-**

*Provide teacher's aide hours to support Well Below and Below learners*

**Actions taken-** Mel Bismark (SENCO) established a termly timetable based on needs, and prioritised learners after talking with the classroom teacher and reviewing data (Action Plans). As a staff we regularly reviewed student progress and adjusted Teacher Aide time and classroom programmes as a result of progress reports and outcomes. Most of the children in our Target Groups (on Action Plans) were catered for via TA time, or RTLB interventions.

#### **Possible Next Steps**

- Continue to fund Teacher Aide hours, over and above and MOE or RTLB contribution, in order to target those most at risk.
- Maintain our commitment to targeting children as soon as any issue arises (ie; in their first three years at school)
- Continue to target 'Well Below, Below and At Risk students with Board funded Teacher Aide Time.

### **Planned Action 2-**

*Provide extra-curricula activities for children to be involved in, and to represent our school at*

**Action taken-** We provided a range of extra opportunities for children to be extended or enriched in an area of interest or strength (Mathex, Rotary Speech Festival, Writing Competitions, ICAS, Talent Quest, Student Leadership-driven initiatives, Kids' Lit Quiz, EPro8, National Young Leaders Day,) as well as a variety of sporting opportunities across our Cluster. We developed a 'Self-Agent Leaver's Profile' with our Learner Pathway, including graphics (posters) that can be used in classrooms.

#### **Possible Next Steps**

- Keep providing opportunities for children to represent our school in an area of strength/interest.
- Continue to develop the Student Leadership team and the tasks they are involved in.
- Have the 'Self-Agent Leaver's Profile' posters printed and laminated for each learning space around the school.

### **Planned Action 3-**

*Purchase new licences for IXL and Reading Eggs*

**Action taken-** We once again paid for and set up IXL Licences for all of our students (an online Maths learning programme). WE decided in 2017, that we no longer needed Reading Eggs (an online Literacy learning programme), instead we felt that extending the

Early Words programme to all Year 1/2 children who needed it was better use of our resources. We compared the costs of IXL and Mathletics, and decided to stay with what we had as it was much more cost effective.

### **Possible Next Steps**

- Sign up for three years with IXL to benefit from reduced prices.
- Develop an ICT Wishlist / Development Plan alongside a skills development document.

### **Planned Action 4-**

*Review Positive Behaviour Programme*

**Action taken-** We reviewed the use of the Restricted Playground method and created a digital document in order to track behaviours / individuals. This will help us identify any hot-spots in the playground, or potential clashes of children. We also added a Behaviour Entry Form to eTap within the Guidance section. This enables us to keep very concise records of any altercation/incident with any child in the school. It is an easy way to retrieve details should we need them in the future.

**Strategic Intention C:** *Maintain and enhance facilities to support a modern learning environment.*

### **Planned Action 1-**

*Review 5YA and access contingency money to fix issues in Room 3/4 block*

**Action taken-** We were able to use the unused monies from our last 5YA to repair the Room 3/4 block; replaced rotten floorboards and new entry carpet to both rooms, new aluminium exit door and heatpump in Room 3. Although it was a very long process, the results speak for themselves.

### **Planned Action 2-**

*Develop e-Learning Plan*

**Action taken-** A new document called "Tokomaru School ICT Kids" has been drafted in line with our four school values. It outlines the skills needed at each year level/group. We gathered student voice; asking a range of children what we could do better. Our ICT buying plan/ wishlist sits alongside that. Both are living documents and will change and evolve over time as we establish the needs of our pupils.

### **Planned Action 3-**

*Establish a clear system for monthly property checks*

**Action taken-** The Hazards Register was maintained and all staff regularly reminded to use it as needed. The DP now completes a monthly check (recorded on the newly developed check sheet) but all staff still continue to be responsible for identifying hazards and notifying the principal when one is logged. The Caretaker regularly checks the Hazards Register and completes tasks as appropriate. A Property Maintenance Plan was developed by the Principal, in consultation with the Caretaker, and outlines key tasks that need to be completed throughout the year in order to maintain the school buildings and grounds at a satisfactory level.

**Strategic Intention D:** *Develop teachers understanding of modern learning pedagogy to help implement student agency.*

### **Planned Action 1-**

*Develop a Tokomaru School Year 8 Self-Agent Lever's Profile*

**Action taken-** This is now complete and is included in our Learner Pathway Parent Handbook.

See Goal 1, Strategic Intention A; Planned Action 1, 2 and 3

### **Planned Action 2-**

*Continue working on a school inquiry model*

**Action taken-** With our results from the Learner Pathway being so successful (in developing Learner Agency) we felt that we would be better off doing further work with learning styles and developing Growth Mindset. We trialled a whole-school unit based around the Multiple Intelligences, which was hugely successful.

See Goal 1, Strategic Intention A; Planned Action 1, 2 and 3

### **Planned Action 3-**

*Consult with community (seek feedback) regarding our developing School Inquiry Model and associated skills for Self-Agent Learner*

**Action taken-** As well as feedback from parents (informally), the Principal asked all Year 8 leavers to share the following; 1. The best attribute of Tokomaru School, 2. One thing that we (the school) could do better. The Learner Pathway featured in the majority of cases as our best attribute. The school Values were also highly regarded by this group of students.

Also see Goal 1, Strategic Intention A; Planned Action 4 and Goal 1, Strategic Intention B; Planned Action 1

### **Possible Next Steps**

- Develop an 'Exit Interview' that contains questions that we can ask of ANY student who leaves our school.

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of **\$1003.00 ex. GST**.

The funding was spent on PE Gear and swimming pool equipment to support the classroom programmes. It was also used for transporting students to sporting events (Cluster), and for our contribution for use of the Massey Athletics Track (as a Cluster). The funding also enabled us to purchase new basketballs, pumps and associated equipment for our 2017 Basketball Team, as well as an air compressor for the PE Shed.

***Sonia Mudgway***  
***Principal***