Leamington School
Annual Plan
2013

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Area	Background	Focus Areas / Things Wanting to Achieve	Outcome
Continue to monitor student achievement in literacy and numeracy and target programmes appropriately, with a particular emphasis on Maori and boys.	Literacy and Mathematics has been identified as part of the core business for Leamington School. Assessment data in recent years show variance in results from term 1 to 4. Investigations into disparity between Maori and non-Maori student achievement is on-going. Pre-literacy skills seem to be a factor, engagement of boys in particular.	1.1. Continue to closely monitor student achievement in literacy and numeracy and provide targeted interventions as required (including Booster Groups). 1.2. Raise achievement in Literacy and Numeracy, particularly focusing on those children who are having difficulty accessing the curriculum – (targets to be set once achievement data for 2013 has been gathered early in Term 1.) 1.3. Implementation of curriculum implementation plans 1.4. Induction of new staff members to become familiar with school implementation plans. 1.5. Closely monitor children underachieving and put in place programmes to raise their achievement. 1.6. National Standards Targets 1.6.1. Reading Target = 80% 1.6.2. Writing Target = 80% 1.6.3. Mathematics Target = 80% at or above the National Standard	See National Standards Analysis of Variance
ICT	From 2007 to 2009, the school was involved	2.1. Evaluation of possible	2.1 - The School is going to transition to

	in an ICT cluster. In 2010 the school consolidated progress made. A major area of development is to continue to incorporate digital learning opportunities into normal classroom practise, particularly through the installation and use of Interactive Whiteboards. In 2012, the school made considerable progress with the implementation of iPads across the school that has caused us to relook at our ICT strategic direction. There is considerable teacher buy-in in the area of iPads. Teachers are also becoming interested in using Apple Computers. The link with the University of Waikato has opened our eyes as too many directions ICT within the school can take.	transition to Apple Computers across the school as we become aware of our current PC fleet getting to the end of its life. 2.2. Evaluation of iPad class and if this should continue in 2014. 2.3. Investigation into different forms of technology and what may be beneficial as future steps for the school (linked with Principal Sabbatical). 2.4. Strategic plan updated to reflect the direction of the school. 2.5. Upgrade of administration computers. 2.6. iPad staff professional development to integrate iPads into the classroom programme effectively, including equipping teachers with their own person iPads. 2.7. Evaluation and extension of iPad initiatives within school.	using Apple computers across the school as the life of the Apple Computer is significantly longer than for a PC and they require less ongoing maintenance. This makes the computers more cost-effective over their life. 2.2 - The iPad class was extremely successful and as such there is high parent demand to expand this initiative. The School is going to expand to 3 1:1 classes and 3 1:2 classes in 2014. 2.3 - Deferred to 2014. 2.4 - Not complete. Most decisions have either been made or are still in ongoing discussion. These have not been transferred to the written strategic plan. this should be achieved early in 2014. 2.5 - Complete. 2.6 - Complete. Weekly morning sessions lead by staff were effective and well attended. Review in 2014 regarding the best time to hold these would be beneficial. 2.7- Ongoing. The motivation by students and teachers to expand this area is seeing a lot of innovative practise coming to the fore.
Sport	Sport continues to be a vital area of the school. In recent times the school has experienced success on the sporting field, with many children playing sport both during and after school.	3.1. Induction of new Sport Co-ordinator. 3.2. Successful running of Sporting Body Committee. 3.3. Variety of sports taking place across the school with the aim to have all	3.1 - Complete. 3.2 - Still a work in progress. We have put in place the building blocks to make this work, but code convenors still tend to make contact with the Principal first rather than the Sport Co-ordinator. An area to develop further in 2014 so we realise the fuller potential of this.

		children involved in sport of some type.	3.3 - Complete.
National Standards	National Standards were introduced in 2009 as a vehicle to lift student achievement. 2010 saw the roll-out of this policy, but confusion was rife about how schools were to implement this policy. The BOT wrote to the Minister expressing their concerns that were shared by the Community around this issue. The Minister replied saying a working group was working on addressing some of the issues that the BOT had.	4.1. Compliance with OTJ requirements. 4.2. Finding ways to ensure the processes across the school do not double up or create unnecessary workload in this "High Compliance" environment. 4.3. Revising current assessment practises to maximise benefits to students in line with National Standard Requirements.	See National Standards Analysis of Variance.
Reporting to Parents	The Community Survey from 2010 indicated parents were happy with the reporting format the school was using, but expressed a desire to have more formal opportunities to discuss progress with the teacher.	5. Trialling of Student Led Conferences with the goal of a school wide roll-out in 2014.	Teachers had the choice of either SLC or traditional interviews in Term 2 with most opting to trial SLC. As a result of positive feedback from staff and parents, the whole staff opted to take part in SLC in the 4th term. Completed ahead of time.
Leamington Learners	The school survey in 2008 identified some core goals that parents wanted to see developed for all children. These have been developing over recent years, but momentum stopped in 2010 due to time spent on National Standards implementation. In 2013 the focus will be to continue work to embed Core Goals for all children into classroom practise as the vehicle to deliver the NZ Curriculum. 2013 will also see this take a new direction where we look at increasing student voice / empowerment across the school to encourage children to take more responsibility for their own learning.	6.1. Continue with implementation of Progressions across the school. 6.2. Trying ways to make the learning process more visual for the children. 6.3. Continuing to share successful practise with teachers across the school. 6.4. Continuing to find ways to	6.1 Progressions in core curriculum areas implemented after tweaking to make them our own. 6.2 Ongoing. Teachers being very creative in how they are attempting this. Many teachers have this as one of their goals in our PLICs. 6.3 Ongoing. Regular discussions both formal and informal are happening around the school as teachers are eager to share their ideas. 6.4 Ongoing. Teachers being very

		allow the children to take more ownership of their learning. 6.5. Continuing to find ways to integrate our Leamington Learners with their COGS into all areas of learning. 6.6. Continue to find ways to embed our Leamington Learners into all school learning. 6.7. Highlight the link between the Leamington learners and all areas of learning the children are involved in.	creative in how they are attempting this. Many teachers have this as one of their goals in our PLICs. 6.5 Ongoing. Teachers being very creative in how they are attempting this. Many teachers have this as one of their goals in our PLICs. 6.6 Ongoing. Teachers being very creative in how they are attempting this. Many teachers have this as one of their goals in our PLICs. 6.7 Ongoing. All teachers/staff are aware of it's importance and this is reflected in the emphasis it has received in PLICs.
Buzz Group	In 2011 the School Buzz Group was formed to work on ensuring there was always a buzz around the school with what was happening. This work will be continued in 2013.	7.1. Re-energise of Buzz Group with more targeted actions. 7.2. Focusing actions of the Buzz Group to create excitement of school activities by all members of the Leamington School Community i.e. students, staff, parents, and Leamington Community. 7.3. Generate awareness in Community of special things taking place. 7.4. Promote areas of the school that traditionally the Community does not see as strengths.	7.1 - The year started with a group of focused people who all had ideas about how to extend this further through the school. Sadly, after a great first meeting and each person setting goals of what each would work on, we all got consumed with the busy nature of school and did not achieve a fraction of what we had thought was possible. While it would be fair to say we still worked to be present in the paper, and create excitement across the school, we did not achieve this to the extent we would have liked . This is still an area to develop in 2014 as sadly there are still a lot of people in the Cambridge Community who do not perceive Leamington accurately, and it would be good to change these misconceptions.

Whaia te Matauranga	The school has not been able to have a bilingual class for several years due to numbers. The school is now taking a different direction where we are looking to incorporate things Maori and see our Maori students achieving in all classrooms across the school. The BOT is also returning each year to ascertain if there is a need for a bilingual class to be reinstated.	8.1. Continue to embed the work of the Whaia te Matauranga group. 8.2. Building links between the school and Maungatautari Marae through our Kaumatua. 8.3. Re-culturing of the school to allow local kawa to be part of what we do, who we are.	8.1 - The Whaia te Matauranga group worked away on their annual plan over the year to continue to develop the areas of Strategic Interest for the school. Work on this will continue and will develop further through the 2014 school year. 8.2 - A stronger link has been built with our Kaumatua however no link has yet been established with the Maungatautari Marae. 8.3 - This continues to be a strength of the school and something to build on. The powhiri and following local kawa is now looked on as a strength by our Kaumatua and is highly valued. Building on this from year to year is now the focus.
Community Survey	In 2010 the school conducted its last Community Survey, with 76% of the community responding. This gave the BOT a clear direction about areas to pursue in its three-year term. 2013 is scheduled for another survey to get an indication of how well the school is progressing and to identify areas to continue to move the school forward.	9.1. Community survey to give the BOT an indication of areas to focus on for the next three years. 9.2. Review of how well we have done over the last three years. 9.3. Identify areas to include in the strategic plan in the immediate future. 9.4. Conduct to maximise timing with BOT elections to be able to review effectiveness of previous BOT and provide focus for new BOT.	Complete. See Community Survey results for details.
Hall heating	The hall is a great resource that has minimal use in winter due to inadequate heating options. The community has indicated that heating the school hall is a priority.	10.1. Explore viable options to heat the school hall. 10.2. Fundraise to heat the	Ongoing - the PTA has raised approx $20,000 to put towards this project. Together with money from the

		school hall. 10.3. Sub-committee of the community established to lead Hall Heating fundraising and priority areas. 10.4. Involvement of Council to assist with modernisation.	Ministry and potential grant money, we should be able to have heating for the school hall for the winter of 2014. Once this is complete, it will still be worthwhile to identify what needs to be done "next" on the hall to ensure we do not leave a legacy of something that needs a major overhaul.
5YA	The school signed a new 5YA in 2011. This will see the continued modernisation of classrooms across the school.	11.1. Complete tasks outlined in the 5YA. 11.2. Modernisation of Rooms 11,12, 14,15. 11.3. Insulation of roof and underfloor in Rooms 1-10. 11.4. Roof nails replaced to address leaking issues.	11.2- Complete 11.3 - Complete 11.4 - not complete 11.1 - The 5YA indicates replacing roof nails in Room 1 through Admin and also replacing the wooden doors in Room 1 though Admin. It may be beneficial to try and bring forward the replacement of doors in Rooms 5 - 9 so the projects can all be completed at the same time.
Enrolment scheme	In 2012 the school has had to implement an enrolment scheme to cater for the growing roll. 2013 will be the second year of implementation.	12.1. Ensure the school manages the enrolment scheme to avoid overcrowding. 12.2. Possibility of building a new classroom.	12.1 - Complete. 12.2 - The school is in the throes of designing and building two classrooms to be completed mid 2014.
BOT elections	The triennial BOT elections take place in 2013. At least 2 BOT members will not re-stand due to the age of their children. The BOT knows that a smooth hand over of the BOT ensures the school continues to run smoothly.	13.1. Plan how to ensure a smooth handover from one BOT to another. 13.2. Invite interested Community members to attend BOT meetings. 13.3. BOT information evening outlining how the BOT functions. 13.4. BOT newsletter inviting people to stand for the	Complete.

		BOT elections. 13.5. Induction of new BOT members to ensure cohesive functioning of BOT. 13.6. Run a smooth BOT election campaign with community fully involved.	
Banked Staffing	In 2012 the Government indicated a change to the way Banked Staffing would function. This has serious implications for the way the school runs, being especially mindful of the potential to spend considerable money on relievers. Close monitoring of the Banked Staffing situation will be necessary to prevent budget blow outs while ensuring other programmes continue to take place.	14.1. Monitor staffing usage closely to avoid budget overspends. 14.2. Keep up-to-date with the most efficient way to manage staffing. 14.3. Ensure teachers are moved to Bulk Grant if it is more financially viable to do so.	Complete. The Banked Staffing situation has ended up far better than expected due to the roll increase.
Induction of new staff members	With a school the size of Leamington, turnover of staff is inevitable. Continuing to induct new staff members into our culture and organisation is important for consistency to ensure impetus is maintained.	15.1. Induction days for new staff members – teachers. 15.2. Close support of new staff members by existing staff to allow smooth integration into the culture of the school. 15.3. Empowering existing staff members to take control of the induction process so that it is a "its our ship" model.	Complete.
Implementation of Curriculum Implementation Plans	Over the years the teams have put together implementation plans that outline what they believe is too important to leave to chance in the learning progress. These ensure consistency effective teaching approaches across teachers and year groups.	16.1. Current and new staff members are familiar with implementation plan expectations. 16.2. Monitoring of classroom	16.1 Ongoing. Induction Day covers the introduction to new staff. Discussions about and reference to at team/syndicate levels needs to be maintained to ensure that all staff

		programmes to ensure consistency across the school. 16.3. Sharing of effective practise at team levels as to how to best deliver the key messages contained in implementation plans.	remain familiar with the expectations. 16.2 Ongoing. This has been constantly reviewed over the year as job roles have changed. 16.3 Target children are identified and referred to at each meeting. Discussions are held regularly around best practise and how to help these children. PLIC meetings have enabled more discussion and meant better and pedagogy.
Emergent Leaders	There are many emergent leaders appearing across the school who want to be challenged and extended. At the same time we have existing leaders across the school that are signalling they are wanting to take a step back. Building these up and coming leaders will ensure the school does not experience a vacuum while also building capacity with emerging leaders who are looking for opportunities.	17.1. Explore ways to develop our emergent leaders across the school. 17.2. Identify emergent leaders within the school and get a gage on what their future goals and aspirations are. 17.3. Provide these emergent leaders with opportunities to grow and challenge themselves. 17.4. Provide professional development opportunities for these leaders to extend themselves, thus creating more dynamic leadership across the school.	Complete. Through the year as different opportunities have emerged the people who we had identified as emergent leaders have continued to step up into new roles and lead the school. The inclusive nature of the staff leading the strategic areas of the school is becoming a clear strength and something the school will continue to benefit from. The PLIC initiative has built on this further. Looking for ongoing ways to deliberately develop our young leaders and continue to draw on the wisdom of our more experienced leaders who are moving to different roles will ensure the ongoing success of the school.
Resources	Over the years schools acquire resources that get used and never put away correctly. This cumulative effect over the years means things get chaotic. Compounded with this, resources also become dated and no longer relevant. Spending time to review what we have ensures the most up-to-date resources	18.1. Re-organise and tidy the resource room and Maori Resource Room, removing items that are no longer relevant.	Our team has finished sorting through all the curriculum resources and journal resources in the main resource room beside Room 4. We have culled a significant amount of

			out-of-date material. We have created some extra storage space in this area. Some items (i.e. school journals) have been donated to the Rata Foundation for use in overseas schools with limited resources. We have not been able to attack as many areas as we had planned this year. This is due to the large scale of the project, small group of teachers on our team and time constraints. Next year we will continue on our priority areas and ask for assistance from the syndicates to take on various rooms i.e. Junior shed, Maths resource room, Senior resources, Te Reo resources.
Social Club	The team at Leamington like to do things socially together, but the busy nature of our roles means that finding time to plan things to do can be a challenge. We are aware that while morale is extremely high, this should never be taken for granted and is something to continually develop and nurture.	19.1. Social Club organises at least one staff function after school per term. 19.2. Opportunities for staff to socialise at the end of the week. 19.3. Activities planned for during school time to bring staff together to socialise and have fun.	Complete. - The extremely high morale and collegiality evident amongst the staff is effectively complemented by all staff members being able to interact socially. The initiaitives as outlined in the BOT end of year report have proved extremely effective and something we will look to continue through 2014.
Appointment of Deputy Principal	In 2013 our Deputy Principal has won a Principal position. The BOT has not had to appoint a DP for 13 years, and the majority of the current BOT has not had to appoint a Principal, so special attention and care needs	20.1. Appoint a consultant to assist with the appointment process.	Complete. - The appointment process was extremely robust, however, the successful appointment of our new DP

	to be taken to ensure a robust process is followed to ensure the BOT recruit the most capable candidate.	20.2. Establish a special appointments committee to appoint DP. 20.3. Involve as many stakeholders as possible to have input into the qualities we would want in our DP. 20.4. Integration of a new DP into our school. 20.5. Distributing the roles our DP currently holds until a new DP is in place. 20.6. Managing the appointment of a DP across BOT terms of office.	is already showing rewards. The involvement of as many people as possible through the process has meant that all expectations are being met. The way existing staff members stepped into new roles reflected the strength of the staff and commitment to the school. An extremely powerful and effective process that should be repeated in the future.