

Leamington School Analysis of Variance - 2019



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Area	Background	Focus Areas / Things wanting to achieve <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: left;"> <p>New Initiative</p> <p>Consolidation Area</p> <p>2018 2019 2020 2021</p> </div> <div style="text-align: right;"> <p>Development Area</p> <p>Maintain Area</p> </div> </div>	<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="width: 20px; height: 20px; background-color: #8B4513;"></div> <div style="width: 20px; height: 20px; background-color: #D2691E;"></div> <div style="width: 20px; height: 20px; background-color: #FFD700;"></div> <div style="width: 20px; height: 20px; background-color: #90EE90;"></div> </div>	Who?	When reporting to BOT / Outcome <i>(Person with Responsibility reports to the BOT and is responsible for completing annual plan outcome)</i>
<ul style="list-style-type: none"> • R = Responsible = The person who performs the work or oversees the completion of the work. There must be one “R” on every row, no more and no less. “R” is the only letter that must appear for each task. • A = Accountable = The person ultimately accountable for the work or decision being made. Use this letter where appropriate, but not to excess – only when a key decision or task is at hand. There can be from zero to one “A’s” for each task, but no more than one. • C = Contribute = anyone with the ability to contribute proactively to support the team or task. It includes all the people who touch a particular process or issue. This includes to collaborate when needed. • I = Informed = Anyone who must be informed when a decision is made or work is completed. There can be as many “I’s” as are appropriate in each row. 					

New Initiative

Development Area

Consolidation Area

Maintain Area

Initiatives specifically targeted at having metrics of impact in areas our community values - Leesa - R																																					
<p>Continue to monitor student achievement and progress in literacy and numeracy and develop tools and metrics to purposefully grow hauora with a particular emphasis on:</p> <ul style="list-style-type: none"> ● Achievement Challenge Children ● Maori ● Boys 	<ol style="list-style-type: none"> Continue to closely monitor progress and success in literacy and numeracy through dashboard data and teacher referrals and provide interventions as able (including Booster Groups). Develop metrics to create clarity regarding impact with Hauora goals. Begin to monitor progress and success in Hauora and provide interventions as able (including Booster Groups) Identify and support children identified as having indicators of future underachievement which could lead to difficulty accessing the curriculum Metrics of impact <ul style="list-style-type: none"> a. 100% of Achievement Challenge children reaching their <u>learning goals</u> by extending current academic attainment levels for every individual student from the previous year - both Maaori and Non-Maaori in reading, writing and math. b. 100% of Achievement Challenge children reaching their Hauora (Leamington Learner) goal - Increase emotional intelligence and overall happiness for every child c. 85% of Year 6 students working within or above curriculum level 3 by the end of the school year in reading, writing and maths d. Dashboard data indicates 85% of year 4 students are on track to be working within or above curriculum level 3 by the end of year 6. Expand our database of potential early indicators of barriers to success that could help build a picture of causes of underachievement beyond easily recognisable markers. 	<ol style="list-style-type: none"> Complete. Linc Ed has allowed us to refine our way to understand progress and collect data in a more organic way. This has brought complications in changing assessment / data collection habits to ensure the data we are looking at is as accurate as possible. The tension between the data being iterative of lead indicators vs lag indicators through summative practices continues to cause discussion. However, the ways that we can easily pull out the data to inform practice for tomorrow and identify shifts in success continues to grow as our assessment practices evolve. Complete / ongoing. As above, we are now diving into the learner goals that children are wrestling with and providing more targeted support in this area. Complete. The work we are doing with Emotional Intelligence and supporting children to grow emotional resilience is changing the way we work with many children. We have realised there is far more unsettled emotions living just below the surface than we expected - for both adults and children. We have not got so far as creating reliable metrics, but our plan to extend this work into 2020 to include all children across all classes will see this work expand. Complete. The Understanding our Children document that we complete at the start of the year provides useful metrics, but the connection of if the things we are capturing are predictive or reflective is unclear. This information is interesting to collect, but we will think about if the time we put into it provides insights that are useful for the children or are we better to put our focus elsewhere. Metrics of Impact. Complete. <table border="1" data-bbox="1439 945 2240 1312"> <thead> <tr> <th colspan="5">Progress per Term</th> </tr> <tr> <th></th> <th>End Term 1</th> <th>End Term 2</th> <th>End Term 3</th> <th>End Term 4</th> </tr> </thead> <tbody> <tr> <td>Academic Goals</td> <td>90%</td> <td>70%</td> <td>65%</td> <td>76%</td> </tr> <tr> <td>Leamington Learner Goal</td> <td>70%</td> <td>85%</td> <td>70%</td> <td>88%</td> </tr> <tr> <td>Year 6 Reading</td> <td>60%</td> <td>78%</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>Year 6 Writing</td> <td>40%</td> <td>57%</td> <td>77%</td> <td>78%</td> </tr> <tr> <td>Year 6 Maths</td> <td>78%</td> <td>84%</td> <td>93%</td> <td>95%</td> </tr> </tbody> </table> On going - other pieces of work took much longer to complete than expected meaning we have not started a formal database in this area. 	Progress per Term						End Term 1	End Term 2	End Term 3	End Term 4	Academic Goals	90%	70%	65%	76%	Leamington Learner Goal	70%	85%	70%	88%	Year 6 Reading	60%	78%	86%	88%	Year 6 Writing	40%	57%	77%	78%	Year 6 Maths	78%	84%	93%	95%
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<p>Booster Groups</p>	<ol style="list-style-type: none"> Continue the effective implementation of booster group program in numeracy. 	<ol style="list-style-type: none"> Complete. We continue to see strong results in both confidence and competence with those children involved in 																																			

New Initiative

Development Area

Consolidation Area

Maintain Area

	2. Expand the implementation of the numeracy booster group program into literacy.	<p>Math Booster groups through information regularly reported to the BOT.</p> <p>2. Complete. We were only able to extend this into Term 1 and 2 due to staffing implications. The lessons learnt pointed to times of the day and week that were more useful than others to maximise impact.</p> <p>3. Complete. Reports to the BOT through the year indicate the impact of these programs and the barriers.</p> <p>4. Complete. In 2020 we are able to provide both Math and Literacy booster groups. This is in a large part due to the economies of scale of a larger school.</p> <p>5. Incomplete. We have not got to this part yet to accurately monitor progress over several years, nor agreed what are the metrics we want to monitor.</p>
	3. Use data to monitor the ongoing effectiveness of the booster group program.	
	4. Make a recommendation to the BOT about the continuation of the booster group program into future based on data and budget recommendations.	
	5. Longitudinal data collected on students who are involved in Booster groups to monitor their progress over time to help better understand their progress post intervention.	

Effective use of impact metrics	1. Use assessment map to spread assessment over year	1. - 3 Complete and ongoing. Work continues on this to find the best times of the year to complete assessments to have maximum subsequence impact to inform the next steps. Creating a life cycle of each assessment item so that within a few weeks the assessment is initiated through to fully analysed and new understanding alive in the classroom.
	2. Redevelop assessment analysis tool to support teaching that identifies hitches, next steps and impact of interventions for class, team and achievement challenge students	
	3. Teachers involved in analysis of impact metrics and identifying next steps for individual and collective impact	

Linc Ed Implementation - Working with all stakeholders to ensure the roll out of Linc Ed exploits the potential of the tool to maximise effectiveness for teachers, administration, reporting to parents, assessment - Leesa - R

	1. Implement Linc Ed Student management system across the school to better support student learning through progress and assessment	1. Complete / ongoing
	2. Teachers upskilled with how to use the tool to its potential	2. Complete / ongoing
	3. Scales and progressions set up within the tool to match Leamington learning expectations	3. Complete / ongoing
	4. Reporting to Parents component tested	4. Complete / ongoing

Initiatives specifically targeted at developing Pedagogy to enhance success as learners - Leesa/ Mel / Tonia- R

Leveraging Task Design to enhance and extend learning opportunities - Christy - R		
	Develop a shared vision, understanding and action plan of the function and its noticeable impact for the learner.	Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.
	Focus group established to harness the talents of teachers, capture best practice in literature and develop tools for mobilising practice across the school to support task design	
	Focus group road map continually updated to reflect the direction of the school / pedagogy developments / technology developments and strengthen cohesion across the school with other Focus group areas	
	Upskilling of all teachers across the school to focus on authentic, engaging task design within the three broad pedagogical approaches and 6 "C"s in curriculum implementation	
	Meet as a group regularly to share effective practise and new learnings	
	Partner with parents to educate and up skill to have an understanding of the impact for future learning.	
	Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Task Design within Leamington.	
	Use the Possibilities of Practice tool to support the work of the focus group	

Leveraging cognitively responsive and developmental learning opportunities - Arie and Raewyn - R

	Develop a shared vision, understanding and action plan of the function and its noticeable impact for the learner.	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p>
Focus group established to harness the talents of teachers, capture best practice in literature and develop tools for mobilising practice across the school to support cognitively responsive practice.		
Focus group road map continually updated to reflect the direction of the school / pedagogy developments / understanding of cognitively responsive practice to strengthen cohesion across the school with other Focus group areas		
Upskilling of all teachers across the school to strengthen cognitively responsive practice within the three broad pedagogical approaches in curriculum implementation		
Meet as a group regularly to share effective practise and new learnings		
Partner with parents to educate and up skill to have an understanding of the impact for future learning.		
Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Cognitively responsive practice within Leamington.		
Use the Possibilities of Practice tool to support the work of the focus group		
Develop a plan to systematically develop a resource base to support cognitively appropriate experiences i.e. play, passion projects, makerspace etc.		

Culturally Responsive Practice to leverage and harvest the cultural capital of each learner into their learning environment - Kyla - R		
Culturally Responsive practice	Develop a shared vision, understanding and action plan of the function and its noticeable impact for the learner.	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p> <p>A significant development has been the exploration of a Reo Rua class within leamington and how to bring Te Ao Maaori more visale within our setting. This is seeing the re-establishment of a mana whenua whaanau group within the school to drive key poutama.</p>
	Focus group established to harness the talents of teachers, capture best practice in literature and develop tools for mobilising practice across the school to support culturally responsive practice.	
	Focus group road map continually updated to reflect the direction of the school / pedagogy developments / understanding of cognitively responsive practice to strengthen cohesion across the school with other Focus group areas	
	Upskilling of all teachers across the school to strengthen cognitively responsive practice within the three broad pedagogical approaches in curriculum implementation	
	Meet as a group regularly to share effective practise and new learnings	
	Partner with parents to educate and up skill to have an understanding of the impact for future learning.	
	Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Culturally Responsive practice within Leamington.	
	Use the Possibilities of Practice tool to support the work of the focus group	
	Develop a plan to systematically develop a resource base to support cognitively appropriate experiences i.e. play, passion projects, makerspace etc.	
	Continue to enhance and strengthen links between the school and Maungatautari Marae and / or the Community Marae through our Kaumatua.	
	Maintaining the culture of the school to allow local tikanga and kawa to be part of what we do, who we are.	
	Extend tikanga and verbal and visual te reo Maaori, across the school through an integrated and authentic learning experience approach.	
	Upskilling teachers on the principles of the Treaty of Waitangi and its impact on educational experiences within our school environment as well as the community and across schools.	
	Maintaining and further developing staff understanding of key documents such as Ka Hikatia, Tataiako and Mana Tu, Mana Ora (areas of Maori Giftedness.)	
Further develop practices (teacher efficacy) that strengthens deep knowledge of individual students, their whanau and wider community members.		

Leveraging Teaching as Inquiry to enhance and extend learning opportunities - Christy - R		
	<p>Develop a shared vision, understanding and action plan for the revitalization of PLIC and its noticeable impact for the learner and the teacher.</p> <p>Focus group established to harness the talents of teachers, capture best practice in literature and develop tools for mobilising practice across the school to support inquiry.</p> <p>Focus group road map continually updated to reflect the direction of the school / pedagogy developments / teacher reflection and use this to strengthen cohesion across the school with other Focus group areas.</p> <p>Redesign, refocus, creation of new tools in the PLIC process as needed to strengthen our teaching as inquiry approach.</p> <p>Meet as a group regularly to share effective practise and new learnings.</p>	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p>
	<p>Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Inquiry within Leamington.</p>	
	<p>Use the Possibilities of Practice tool to support the work of the focus group.</p>	

Emotional Intelligence - Mel - R		
	Train teachers to use emotional intelligence tools and work with children	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p>
	Develop some metrics about growth in emotional intelligence	
	Make recommendations to the BOT about next steps with developing and supporting emotional intelligence within the school	
	Work with parents to support their children as able	
	Work with teachers to allow them to better support the development of emotional intelligence within classes	
	Provide feedback to Roache Martin and the school about the emotional tools being used	
	Develop a clear understanding of resilience to share with the community and metrics of noticeables	

Leveraging digital tools to enhance and extend learning opportunities - Christy - R		
	Assist teachers with basic technical support to solve issues that arise.	In addition to the other pieces of work in this area, a significant piece of work has been the completion of a plan to replace our devices across the school and upskill teachers. A MDM is being put in place to easily maintain and monitor the devices in a way that supports expansion. The internet filtering service had minimal impact across the school and very little uptake. We will not continue with the filtering service in 2020 as the Network for Learning solution is sufficient.
	Develop a replacement asset and development plan to safeguard digital infrastructure currently in place to allow for budgeting.	
	Upskill teachers with ways to use digital tools to support focus group mahi.	
	Put in place an internet filtering service to provide an additional layer of security for children at school and home	
	Educate parents as to how they can support their children with internet safety while using their devices	

Second Language Options - Leesa - R	The community survey in 2014 indicated that parents would like to see second language options explored for children across the school.	Explore what second language opportunities for students exist.	On going. There is no call from families to pursue this as a priority. There is interest from families to strengthen Te Reo Waikato within the school.
		Pursue ways to effectively integrate these opportunities into the opportunities available for children.	

Kiwisport Initiative		Employ a sport coordinator to help create pathways for children into sport.	Complete. The School employed a sport co-ordinator at a cost of \$14 000. PE budget supplied sporting equipment for children to use during class and break time. A range of Sport Waikato experiences were provided to children to engage in a range of sporting codes.
		Provide Sporting Opportunities for children to engage in a range of sporting and physical exercise activities during both class and break times.	
		Continue to use funds to purchase sporting equipment for children to use across the school.	

Development of Outdoor learning areas - Mike - R

<ul style="list-style-type: none"> ➤ As we explore learner agency and self regulated learners, we become increasingly aware of the opportunities physical spaces both inside and outside of the classroom bring. ➤ Recent learning about cognitive development and appropriate learning contexts for early learners highlights the opportunities that present when learners are engaging in environments the provoke learning conversations, problem solving interactions and development of self efficacy and success for all. ➤ Physical restraints of classroom size are nullified when we can exploit outdoor learning spaces. ➤ Development of outdoor learning spaces allows children to engage in the creation and maintenance of learning spaces that can include rich cultural identity. 	Development of a water play based learning area to support play based learning programs.	Complete
	Development of a provocation based learning areas to support play based learning programs.	Complete
	Development of a "Kawa" garden area to deepen our interconnectedness to a bi-cultural NZ	Not started

Initiatives specifically targeted at developing people - Mike - R

Team health - Mike - R		
<ul style="list-style-type: none"> ➤ Healthy teams multiply intelligence. ➤ Many aspects of a normal team derail team health through the way they deal with conflict, manage time. ➤ Leadership that supports team health is going to be central to maximising student achieving possibilities. 	<ol style="list-style-type: none"> 1. Continually bring team health to the forefront of effective leadership. 2. Develop a questionnaire that illuminates team health 3. Insert team health as a core component of leadership job descriptions 4. Explore ways to maximise meeting effectiveness. 5. Social Club organises at least one staff function per term. 6. Opportunities for staff to socialise at the end of the week. 7. Activities planned for during school time to bring staff together to socialise and have fun. 	<ol style="list-style-type: none"> 1. Complete. Book study this year was effective in continually talking about effective leadership practice 2. Complete. Results indicate that team health and morale are high. 3. Complete. 4. Complete 5. Complete 6. Complete 7. Complete / ongoing

Onboarding of new staff members - Leesa - R		
<ul style="list-style-type: none"> ➤ As the school roll continues to grow, and we develop leaders who will take up opportunities in other schools the regularity of new staff members increases. ➤ Maintaining the strengths of the school can only be maintained through effective onboarding systems. ➤ With a school the size of Leamington there will always be people coming and going so effective onboarding will be essential to maintain previous lessons learnt and to retell our stories of development. 	<p>Induction of new staff members through a coaching and mentoring model</p> <ul style="list-style-type: none"> ○ Cogs ○ Virtues ○ Progressions ○ Language of learning ○ PLIC 	<p>Ongoing - we set things up in this space but then lost sight of intentionally supporting this. This is an area we need to strengthen and follow through in 2020.</p>
	<p>Redesign of Onboarding processes in the form of a passport of capture and support understanding of leamington tikanga.</p>	
	<p>Spend time with new teachers to find what we can learn from other schools they have been in to enhance our practice.</p>	
	<p>Support new leaders in their roles to reflect on effective leadership practice that multiplies the potential of those they work with</p>	

Coaching - Develop a team of coaches to support inquiry across the school - Mike - R			
	<ul style="list-style-type: none"> ➤ We have found that coaching that illuminates the impact of practice through the voice of the learner has the potential to cause significant shifts in practice. ➤ Strengthening and extending a team of coaches through the school so that every teacher thinks through a coaching mindset will strengthen our inquiry of practice. 	Develop a team of teachers as new coaches to support other teachers in their inquiry of practice.	This has taken a different direction through the year with the establishment of Thinking Partners. Each teacher is now involved in a thinking partner relationship which acts much the same as a coaching model. Strengthening how people support each other in this process is going.
		Privilege times for teachers to coach and be coached	
		Privilege supporting those who wish to become accredited coaches	
		Collecting voice of students about impact of practice to support coaching conversation	

Initiatives specifically designed to strengthen learning links with community - Mike - R

Partnering with community to help develop shared understanding of the things they would notice around Leamington School - Mike - R			
	<ul style="list-style-type: none"> ➤ With the many changes happening in education, keeping parents involved, informed and shaping the future of our school is critical to continual community ownership. ➤ Parents as ambassadors to the community of the educational benefits and innovations of the school is critical to the school being central to the community endorsement. 	<p>Oversee the development and implementation of a communication plan that includes face to face meetings, web resources, newsletter resources etc.</p>	Ongoing. This has been included in our new strategic plan moving into 2020.
		Engaging parents and BOT in the impact of school focus areas	

Cambridge Community of Learning - Mike - R			
	<ul style="list-style-type: none"> ➤ Involvement in Cambridge Community of Learning to help support Leamington Learner vision for school and wider into the community and support all learners educational pathways. 	Develop collaboration between schools to challenge the “tribal” way of thinking about individual schools.	This has taken an interesting twist in 2019. With a changing of the guard there is now a lack of clarity about what the shared focus will be moving forward.
		Engagement with the strategic direction of the Kaahui ako	

BOT Communication with the Community	Keeping the Community informed of developments within and across the school is a priority with all the changes happening both with property and educational practice.	BOT Newsletter each term.	Ongoing - this is something the new BOT is now positioned to take forward.
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New Initiative

Development Area

Consolidation Area

Maintain Area

Initiatives specifically targeted at developing opportunities for children and families - Leesa - R

Head Lice	The Community survey from 2013 received a clear indication from the community that they wanted a proactive response to dealing with Head lice.	Put in place a proposed procedure to check head lice routinely across the school	Ongoing
		Inform community via newsletter procedures in place for Head Lice and actions being taken to be proactive	

Sports Co-ordinator	<ul style="list-style-type: none"> ➤ Sport continues to be a priority for the community. ➤ The 2016 survey indicated support from the community for a sport co-ordinator. ➤ The BOT has ring fenced money to appoint a sport co-ordinator to help enhance sporting opportunities within the school. 	Monitor effectiveness of sport co-ordinator and develop a measure of success.	Complete / Ongoing. More children are involved in sport outside the school.
		Monitor impact of opportunities for children to engage in sporting opportunities	

Sport	Sport continues to be a vitally important 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.	Successful running of Sporting Body Committee.	Complete
		Variety of sports taking place across the school with the aim to have all children involved in sport of some type.	

Librarian	<ul style="list-style-type: none"> ➤ Literacy continues to be a priority for the community. ➤ The 2016 survey indicated support from the community for a librarian. ➤ The BOT has ring fenced money to appoint a librarian to support literacy programs and the establishment of a new library within the school. 	Monitor effectiveness of librarian and develop a measure of success.	Complete
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International Students	<ul style="list-style-type: none"> ➤ In recent times there has been increased interest from International Students to enroll at Leamington School ➤ The school has to engage in a conversation to determine the strategic place of International Students 	Develop a clear strategy for the place of International Students	Ongoing
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Initiatives specifically targeted at essential school infrastructure and operations - Mike - R

Funky Kids Club Journal	<ul style="list-style-type: none"> ➤ Before and Afterschool care continues to be an important service within the school for parents. ➤ Continuing to monitor the effectiveness of this program ensures parents can use this service with confidence. ➤ This service has continued to grow in recent years asking for a rethink of the way the FKC is supported within the school 	Overall Supervision of the liaison between FKC and Leamington School	Complete - the employment of a leader who works at FKC has seen a significant shift in the way the program runs and its effectiveness.
		Overall development of the FKC program to bring closer alignment with learning program experienced within the school	
		Appraisal of staff using a modified Progressions format to be developed in 2018	Ongoing
		Employment of new staff members to cater for increasing numbers of students.	Ongoing

New Initiative

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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.	Monitor staffing usage closely to avoid budget over spends.					Marianne - R Mike - A	Ongoing
		Keep up to date with the most efficient way to manage staffing.					Mike - R	
		Ensure teachers are moved to Bulk Grant if it is more financially viable to do so.					Mike - R Marianne - R	

Enrolment scheme	In 2012 the school has had to implement an enrolment scheme to cater for the growing roll. Maintaining a role of 75 or 90 students eases pressure on the makeup of classes in Year 3- 6	Ensure the school manages the enrolment scheme to avoid overcrowding.					Mike - R BOT - I	Ongoing
		Develop an enrolment plan / policy to meet demands being placed on spaces within school					Mike - R BOT - A	

Property Development	<ul style="list-style-type: none"> ➤ Over recent years the school has experienced roll growth, changes through first time enrolments and upgrading facilities around the school through the 5YA. ➤ Continually upgrading facilities to best fit the needs of the community and reflect current pedagogy maintains the schools status within the community. ➤ A new 5YA brings opportunities to allow property to follow pedagogy shifts within the school. 	1. Development of 5YA	<ol style="list-style-type: none"> 1. Complete 2. Complete 3. Complete 4. Will need to wait to next 5YA 5. Complete 6. Complete 7. Ongoing 8. Ongoing 9. In progress 10. Ongoing
		2. Essential infrastructure work completed – Recladding of roof areas in disrepair	
		3. Reconfiguration of Rooms 1 and 2 to create breakout spaces	
		4. Modernisation of Hall toilets to cater for new toileting expectations (removal of showers, addition of new toilets, replace old toilets, address leaking issues in ceiling, repaint.)	
		5. Refurbishment of Room 6 - 8, wall linings(BOT)	
		6. Refurbishment of Room 6 - 8, vault, and funky kids club with wall linings, carpet (BOT)	
		7. Signage around school to meet new health and safety requirements.	
		8. Extend security camera coverage	
		9. Explore possible crossing on Lamb Street to support pedestrians entering Cowley Drive area	
		10. Play based learning environment	

BOT elections

New Initiative

Development Area

Consolidation Area

Maintain Area