

Leamington School Annual Plan - 2017 Outcomes



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Area	Background	Focus Areas / Things wanting to achieve				Who?	When reporting to BOT	Outcome	NAGS
		New Initiative	Development Area	Consolidation Area	Maintain Area				

Initiatives specifically targeted at raising achievement

<p>Continue to monitor student achievement in literacy and numeracy and target programmes appropriately, with a particular emphasis on:</p> <ul style="list-style-type: none"> - Maori - Boys - Year 5 Boys 	<ul style="list-style-type: none"> Literacy and Mathematics has been identified as part of core business for Leamington School. Assessment data in consistently shows variance in results from term 1 to 4. Investigations into disparity between Maori and Non Maori student achievement is on going. Challenges in achievement suggest pre-literacy skills, and engagement for boys and Maori in particular. Involvement in CCoL has identified shifts in writing achievement for Maori and boys as an outcome. 	Continue to closely monitor student achievement in literacy and numeracy and provide targeted interventions as required (including Booster Groups).					Sunny / Dee / Paula / Pip	<p>Reading</p> <p>Math</p> <p>Writing</p> <p>Teacher OTJ Evaluation</p> <p>Results</p> <p>Boys Reading 81%</p> <p>Boys writing - 79%</p> <p>Boys math - 87%</p> <p>Maori Reading - 73%</p> <p>Maori writing - 75%</p> <p>Maori Math - 75%</p>
		Raise achievement in Literacy and Numeracy, particularly focusing on those children who are having difficulty accessing the curriculum					All teachers / Sunny / Dee / Paula	
		Closely monitor children underachieving through short grained TAI to raise achievement.					SLT team / All staff / Pip	
		In depth investigation into the achievement of Year 5 boys in writing to better understand the challenges that inhibit progress.					COL team	
		<p>National Standards Targets</p> <p>Reading Target = 85% for both boys and Maori</p> <p>Writing Target = 85% for both boys and Maori</p> <p>Mathematics Target = 85% for both boys and Maori</p> <p>(At or above the National Standard)</p>					Sunny / Dee / Paula	

<p>Booster Groups</p> <ul style="list-style-type: none"> Achievement data shows that children that have had booster group intervention make accelerated progress. However, due to the administrative responsibilities of those that do booster groups, these often fall away at times through the year. Staff specifically employed to run booster groups prevent this fall away factor. The purpose of a booster group is to allow a short boost to help a student maintain momentum in a typical class program and increase self-efficacy. 	Continue the effective implementation of booster group program in literacy and numeracy.					Pip, Sunny, Vanessa	<p>Complete.</p> <p>Reports through year and end of year results suggest booster groups are having a positive impact on both achievement and self efficacy.</p>
	Put in place a plan to maximise the booster group opportunity.					Sunny / Pip / Vanessa	
	Use data to monitor the ongoing effectiveness of the booster group program.					Sunny / Pip	

		Make a recommendation to the BOT about the continuation of the booster group program into future based on data.					Sunny / Dee / Paula / Pip	
		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.					Pip / Sunny / SLT	Not started. Redesign of assessment practices will collect this data. Records of children who have been involved can be collected in 2018 to support this inquiry.

Effective use of assessment data	<ul style="list-style-type: none"> ➤ We collect a wide range of assessment data to allow us to make informed decisions on student achievement. ➤ Ongoing reflection on how to use this information to form hunches about future action ensures effective intervention 	Use assessment map to spread assessment over year					Paula / SLT	Teachers were involved in analysis of assessment data and identifying next steps. A redesign of assessment practices to extend the cohesiveness of teams to support the analysis of data to measure impact of practice will take place in 2018. CRT initiative proved successful in allowing teachers to inquire into practice and its impact. Creating a database to illuminate gaps that are common across all identified students underachieving will be designed in 2018.
		Develop a one page assessment overview that narrows down essential next steps for team and achievement challenge students					Sunny / Paula / Dee / SLT	
		Teachers involved in analysis of assessment data and identifying next steps in team meetings - particularly CRT release initiative.					Paula / Sunny / Dee / SLT	

Digital tools to enhance learning	<ul style="list-style-type: none"> ➤ Between 2007 and 2011 the school trialled various technologies to enhance student learning. ➤ Mobile technology reduced in price in 2012 meaning that families were able to start purchasing digital tools for their children to support their learning. ➤ 1:1 classes began in 2013 and has continued to develop in subsequent years. ➤ The increased focus on authentic learning and global learning opportunities in real time will continue to see 1:1 digital learning opportunities expand in the 	Continual Evaluation of 1:1 initiatives and effective integration of our 6 "C"s in Future Focused Learning Environments.					Dee / 1:1 Teachers / SLT / BOT	1:1 in all Year 5 / 6 classes from 2018. Opportunities to extend this area further in 2018 now present based on things learnt and how task design and 21st century pedagogy can amalgamate further and
		Moving towards 1:1 for all students in Year 5/6 from 2018					Communication Strategy Team	
		Strategic plan continually updated to reflect the direction of the school / pedagogy developments / technology developments					Tonia / ICT team	
		iPad staff professional development to integrate iPad's into the					Tonia /ICT	

	coming years which will see a clear vision for the school developed and built on.	classroom programme effectively.					Team	extend.
		Evaluation and extension of iPad initiatives within school.					Tonia / ICT Team / SLT / BOT	
		Upskilling of all teachers across the school in how to use technology to enhance pedagogy to support the children as they move into 1:1 environments.					Tonia /ICT Team	
		Meet as a group regularly to share effective practise					Tonia /ICT Team / All teachers	Not completed as often or as structured as we anticipated. "Pop Ups" planned as part of our PLD plan for 2018 will strengthen this initiative to make it less vulnerable to falling by the wayside.
		Work with parents to educate and up skill to support their child at home.					Communication Strategy Team	This is an area that needs further strengthening. The material we once supplied to parents presents opportunities to share new findings and understandings.

Implementation of making a difference plans to continue to establish outside learning spaces	<ul style="list-style-type: none"> ▶ Learning contexts that are authentic and create connectedness enhance engagement. ▶ Coupled with the awareness of adaptive expertise and ubiquity, creating spaces where the children can be engaged in learning outside the classroom will enhance engagement that leads to success. 	Each team working on a making a difference plan through the year.					SLT team	Complete - this area did not progress as much as anticipated due to a closer inspection into play based learning and the resultant impact this could have on the making a difference plans we should explore. The Passion Projects the Yr 5 and 6 children are part of contributed to this. The school is re-engaging with the Enviroschool group in 2018 to help support this initiative.
		Re-development of a school wide plan for the grounds that blend play and learning.					Mike / BOT / Community	
		BOT creating a fund to help support Making a difference plans for teams.					Mike	

<p>Whaia te Matauranga / Cultural Competencies</p>	<ul style="list-style-type: none"> ➤ The school has made a deliberate choice to incorporate things Maori into classes. ➤ Embodying local kawa into classes is a focus for whanau. 	Continue to embed the work of the Whaia te Matauranga group.					All Staff	<p>Complete. The embedding of kawa into things around the school continues to develop and is taking large strides to become self sustaining. The completion and PLD with teachers about culturally responsive practice, including the Possibilities of Practice tool being used by the COL has helped to shape an understanding of success for ethnic groups. Engagement with the wider community through the COL about Maori achieving success as Maori is a next step for the COL.</p>
		Explore building links between the school and Maungatautari Marae and / or the Community Marae through our Kaumatua.					Sunny / All Staff	
		Maintaining the culture of the school to allow local kawa to be part of what we do, who we are.					All staff	
		Extend vocab of children across the school through an integrated and deliberate approach.					Focus group	
		Align work with understandings of cultural competencies and engaging community within CCoL					Sunny / Focus group	
		Develop a definition of what Maori achieving success as Maori embodies for the community, BOT and teachers.					COL team	

<p>Cambridge community of Learning</p>	<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. 	Raise boys achievement in writing to 85% by 2018.					Paula	<p>Efforts in 2017 revolved around creating the conditions to support collaboration and the tools teachers could use to inquire into their practice in deep ways that focused on aligning impact with intent. The strengthening of this across schools is set to take further steps in 2018.</p>
		Raise Māori achievement in writing to 85% by 2018					Paula	
		Explore ways to increase achievement by addressing achievement dips that arise through lack of engagement, key transition points, parental involvement and community progressions.					Mike / SLT / Within and Between School Teachers and Leaders.	
		Develop collaboration between schools to challenge the “tribal” way of thinking about individual schools.					Mike / SLT / Within and Between School Teachers and Leaders.	
		Develop achievement challenges between schools to address the most difficult achievement issues.					Mike / SLT / Within and Between School Teachers and Leaders.	
Teachers engage in a PLIC process focuses around Achievement Challenge.								
Work collaboratively with teachers within school and between school to share practice.								

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<p>Co-teaching to enhance learning opportunities</p> <ul style="list-style-type: none"> ➤ Through the building of several new buildings across the school we have the opportunity to trial several modern learning environments. ➤ Further research into what MLE comprises, pedagogy that is associated with this and best practise indicate that this aspect of learning is going to continue to grow exponentially in the foreseeable future as it is able to best cater for children's learning needs. 	<p>Develop ILE shared pedagogy / vision / non-negotiables across the school to strengthen effectiveness for meeting children's learning needs.</p>					COL team	<p>Ongoing. A shared pedagogy / vision / non-negotiables across the school to strengthen effectiveness for meeting children's learning needs is developing. This will be further strengthened with the development of a play based learning inquiry and a shared understanding around practice emerging. Seeking opportunities to exploit the smaller group settings that are only possible within co-teaching spaces that extend our current understandings are a next step to pursue. A great deal has been learnt about how to support co-teaching teams, to strengthen the team bond beyond initial enthusiasm and also how to move through conflict that emerges.</p>
	<p>Share with teaching staff findings from ILE / Flexible Learning Spaces initiatives</p>					COL team	
	<p>Visit schools who have effective ILE / FLS running to glean lessons that can be applied at Leamington.</p>					COL team	
	<p>Explore ways our existing classes can be best utilised to create ILE / FLS spaces (changes to classes, furniture etc.)</p>					Mike	
	<p>Engage in PD to help develop ILE / FLS Pedagogy</p>					COL team	
	<p>Develop the revised School Vision that compliments our Leamington Learner concept.</p>					Sunny, Paula, Dee / All teachers / COL team	
	<p>Community education into the benefits of collaborative learning spaces to shape community misconceptions.</p>					Communication Strategy Team	
	<p>Inquiry into effective practises to enhance relationships and engagement.</p>					COL team	
	<p>Report to Bot on findings.</p>					COL team	

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Second Language Options	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.					Sunny /	Limited opportunities presented in 2017. Multiple opportunities to learn Mandarin are strengthening across the community which present opportunities for Leamington to become involved in 2018 for minimal cost.
		Pursue ways to effectively integrate these opportunities into the opportunities available for children.					Sunny / Teachers	

Initiatives specifically targeted at developing people

CRT Initiative	<ul style="list-style-type: none"> ➤ The BOT is investing \$27 000 in staff / team professional development ➤ This is to better focus in on achievement challenge children using achievement information to target learning initiatives. 	<p>1 day per term per teacher allocated to engage in team professional development to focus on raising student achievement and enhance teaching practice</p> <p>Readings / research into how to better utilize achievement data to facilitate accelerated progress.</p> <p>Careful monitoring of resource to ensure not used for administrative demands.</p>					Mike / Sunny / Dee / Paula	Complete.
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Team health	<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. 	Continually bring team health to the forefront of effective leadership.					Mike	Complete and continuing into 2018. We learnt a great deal about how to extend the understanding of a healthy team vs being in a cooperative team. The impact on the team to deal with challenges, particularly conversations and behaviours that do not resonate with our school culture is noticeable.
		Develop a questionnaire that measures team health					Mike	
		Insert team health as a core component of leadership job descriptions					Mike	
		Explore ways to maximise meeting effectiveness.					Mike	
		Social Club organises at least one staff function per term.					Mike	
		Opportunities for staff to socialise at the end of the week.					Social Club	
		Activities planned for during school time to bring staff together to socialise and have fun.					Social Club	

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<p>Induction of new staff members</p>	<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 induction systems. 	<p>Induction of new staff members through a coaching model with BOB team.</p> <ul style="list-style-type: none"> ○ Cogs ○ Virtues ○ Progressions ○ Language of learning ○ PLIC <p>Spend time with new teachers to find what we can learn from other schools they have been in to enhance our practice. Support New Team leaders</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>Mike / Sunny / Paula / Dee / SLT/ PLIC Coaches / Teaching team / Office Team</p>	<p>Complete. The use of our Baby on Board Team to induct and support our new team members was significant in accelerating their effectiveness within our school for our learners.</p>

<p>PLIC</p>	<ul style="list-style-type: none"> ➤ During 2013 the appraisal system was adapted based on work done with the Teachers Council Appraisal initiative. ➤ The PLIC process developed as a result. 	<p>Coaches work with teachers on PLIC goals</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>All Staff</p>	<p>Complete. Meeting with teachers in their point in time meetings has identified ways to further strengthen this process that will have further impact for our teachers to inquire into their practice. The formation of “Pop Ups” and a synthesis of PLIC each term is being tested to extend impact of practice.</p>
		<p>Teachers set PLIC goals inline with Teacher Progressions, COL focus areas, school focus areas and Achievement challenge</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>All Staff</p>	
		<p>Sharing practice between teachers</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>Coaches</p>	
		<p>Observations in class by principal / PLIC coach to support teachers PLIC goals</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>Mike</p>	
<p>Meeting with teachers to hear first hand success made with PLIC.</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>Mike, Sunny / All teachers</p>			
<p>Develop more PLIC coaches to better support teachers.</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #00FF00;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>Mike, Sunny</p>			
<p>Upskill PLIC coaches in coaching methodology.</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #00FF00;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>PLD funding</p>			
<p>Report to BOT on PLIC progress.</p>	<table border="1"> <tr> <td style="background-color: #00FF00;"></td> <td style="background-color: #FFFF00;"></td> <td style="background-color: #FFD700;"></td> <td style="background-color: #D2B48C;"></td> </tr> </table>					<p>Mike</p>			

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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. 	Develop a plan and rationale for a Sport Co-ordinator				Fraser, Jacqui, Mike, parents	Complete. Continuing into 2018.
		Appointment of a sport co-ordinator				Appointments panel	
		Monitor effectiveness of sport co-ordinator and develop a measure of success.				Fraser, Jacqui, Mike, parents, teachers.	

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. 	Develop a plan and rationale for a librarian				Helen, Alison, Mike, parents	Complete. Continuing into 2018. Opportunities to use the library further have developed as a result.
		Appointment of a librarian				Appointments panel	
		Monitor effectiveness of librarian and develop a measure of success.				Helen, Alison, Mike, parents, teachers.	

Initiatives specifically targeted at developing school vision

Leamington Learners	<ul style="list-style-type: none"> ➤ The school survey in 2008 identified core goals that parents wanted to see developed for all children. ➤ These have been developing over many years with considerable momentum gained in recent years. ➤ 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. ➤ This will also see the continuation of focusing on increasing student agency / voice / empowerment across the school to encourage children to take more responsibility for their own learning. 	Continue with implementation of Progressions across the school.				COL team	Complete and ongoing.
		Trying ways to make the learning process more visual for the children.				COL team	
		Continuing to share successful practise with teachers across the school.				COL team	
		Extending ways to allow the children to take more ownership of their learning.				COL team	
		Continuing to find ways to integrate our Leamington Learners with their COGS into all areas of learning.				COL team	
		Continue to find ways to embed our Leamington Learners into all school learning.				LL Leaders / Focus Group	
		Highlight the link between the Leamington learners and all areas of learning the children are involved in.				LL Leaders / Focus Group / All staff	

Implementation of revised Leamington Learner vision for school	<ul style="list-style-type: none"> ➤ In 2015 the teaching team attended various professional development opportunities that heighten our pedagogical awareness of future focused learning. ➤ This resulted in the draft formation of an expanded school vision that would deepen the impact of the Leamington Learner vision within the school. ➤ As we continue to develop this concept, it is evolving and new understanding integrated into the vision. 	Expand existing school vision to incorporate key themes from the OECD Nature of Learning report.					COL team	Ongoing - the Possibilities of Practice tool was based on the NOL report. Further exploration of this in 2018 will continue.
		Engage in reading with teaching team to deepen understanding of future focused education before establishing Focus Groups.					COL team	
		Gather picture of current practice across school to determine next steps in strategic plan and teacher support.					COL team Teaching Team / SLT	

Communication Strategy	<ul style="list-style-type: none"> ➤ With the many changes happening in education, keeping parents involved, informed 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. 	Develop and implement a communication plan that includes face to face meetings, web resources, newsletter resources etc.					Paula / Dee / Mike / SLT / BOT	This area did not expand as far as anticipated. Further narrowing down of key initiatives and focusing on delegating specific responsibilities to key roles is going to be a critical component to support this into 2018.
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Initiatives specifically targeted at developing opportunities for children and families

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					Sunny / Mike	Complete and ongoing
		Consult with BOT on procedure before consulting with community					Sunny	
		Finalise procedure to be in place either late in 2014 or 2015					Sunny	

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.					Mike / Fraser / Jacqui	Complete and ongoing
		Variety of sports taking place across the school with the aim to have all children involved in sport of some type.					Jacqui / Fraser / Sporting Body Committee	

Initiatives specifically targeted at essential school infrastructure and operations

Funky Kids Club	<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. 	Ongoing monitoring of program. Meeting with Funky kids club staff regularly to oversee program. Appraisal of staff using a modified Progressions format to be developed in 2016 / 2017					Dee	Complete and ongoing. The appointment of a new AP in 2018 will see us reshaping the leadership structure of this key part of the school to allow us to be more responsive to needs, better support staff needs and development, and distribute
		Employment of new staff members to cater for increasing numbers of students.						

		Fencing around the school				Mike / BOT / Building Consultants	
		Signage around school to meet new health and safety requirements.				Mike	Not completed yet. Adding to 2018 plan
		Extend security camera coverage				Mike	Ongoing - budgeted for 2018
		Explore possible crossing on Lamb Street to support pedestrians entering Cowley Drive area				Mike / BOT /	Ongoing