

## Section 3: Annual Plan for 2020

This section of our charter identifies our aims and objectives for raising student progress and achievement for 2020. It consists of:

1. Four Annual Targets that are our most important goals for the year. These were set after consultation with staff and parents held in November-December, 2019.
  - Annual Target 1: To support the junior teacher
  - Annual Target 2: To upgrade the school curriculum document
  - Annual Target 3: To develop Te Ao Maori
  - Annual Target 4: To support teacher-learners to support, strengthen and develop our pedagogy
2. An Annual Plan that breaks down our Strategic Plan goals into achievable tasks and steps for 2020.



## Annual Target One: To support the junior teacher

The Principal will ensure that the new junior teacher receives the support that he needs to develop and deepen his understanding of our special character and to learn the skills needed to teach the Y1-3 curriculum and students.

### General outcome expected:

1. The junior teacher will feel supported, enabled, and inspired
2. Students will enjoy their learning with the junior teacher
3. Students will learn concepts and understandings through play and discovery as much as possible
4. Student's needs and interests will provide the basis for their learning

ACTIONS	EXPECTED OUTCOME
<b>SUPPORT</b>	
The Principal will work with the junior teacher to ensure that he receives adequate internal and external PLD throughout the year	1. The teacher receives training and ongoing support in foundation literacy
	2. The teacher receives training in the Timatanga Curriculum, particularly the stages of child development and the "hands" based curriculum for Y1-3 students.
	3. The teacher receives training in additional areas of interest as the budget allows
The board will allocate sufficient funds for the PLD needed	As above
The Principal will insure that staff meetings are inspiring, relevant supportive, and regular	1. The junior teacher will be self-reflective 2. The teacher will feel supported to be authentic and to undertake reflective practice 3. The teacher will feel able to support the development of the other teachers and to contribute meaningfully to their growth as reflective practitioners 4. Staff will identify personal, curricular and student needs as they arise and support each other to meet them
The Principal will ensure that the new teacher has adequate classroom help	1. The board will fund a teacher for junior maths 2. The principal will ensure adequate parent help 3. The principal will provide resources to the parent helpers, including training as needed
<b>CURRICULUM</b>	
Junior Teacher will develop units of work in response to student interests	1. Learning will be discovery based 2. Much learning will be play based
Junior Teacher will ensure that physical, emotional and academic development are included in curriculum planning	1. The curriculum is holistic 2. Pedagogy is holistic
Junior Teacher will meaningfully assess student understandings and abilities (physical, emotional, and academic) before and after a unit	1. Student growth is measured in holistic terms 2. Staff will be able to track student achievement, identify needs, and plan to meet them.
Outdoor experiential learning will be a regular and meaningful part of the junior curriculum	1. Junior students will learn through play and doing as much as possible .
	2. The primary teaching goal will be to develop rich sensory understandings in the students (upon which meaningful and authentic conceptual understandings can later be made.)
	3. The junior teacher will support the students' physical and emotional development as well as their academic development.

	4. Interest in the natural world in our place will stimulate student interest in scientific inquiry
Principal and teacher to coordinate planning	Junior learning will be more integrated with what the older students are learning—for example, following the same topics of interest, sharing together
	All the children in the school will have the regular opportunity to learn together, play together and teach each other.

## Annual Target Two: To upgrade the school curriculum

The curriculum document is the foundation for all student growth at the school. As such, it should be a comprehensive and authentic pedagogical pattern that expresses our fullest and most current vision and understanding of our special character in action. Currently however, the document is a simple adaptation of the pattern of the NZC with commentary on how we have adapted it. The board recognises the importance of upgrading our curriculum to at this time to futureproof the school's special character and to maintain a cohesive vision given the fact that there have been significant changes made to the NZC and the school has new staff. In the light of this, the board has decided to support the principal to do this important work in 2020.

### General outcome expected:

1. The curriculum will be rewritten
2. The curriculum will be the authentic and comprehensive blueprint for all teaching and learning at Timatanga school. As such, it will include sections on:
  - Our special character/pedagogical foundation
  - Stages of child development
  - Planning
  - Assessment
  - Annual Rythums
  - Curriculum areas
3. The new curriculum will:
  - be a more holistic expression of ako Maori than it is currently, with Maori pedagogy and spiritual understandings woven into its pattern
  - be holistic (hands, heart, head)
  - emphasize outdoor experiential learning as a meaningful learning context
  - place more emphasis on education for sustainability including education about climate change
  - include our pedagogical approach to the MoE requirement for digital technologies content

ACTIONS	EXPECTED OUTCOME
The Principal receives adequate support from the BOT to complete the task	1. The board allocates two-weeks paid leave time for the principal during the year in which she can write the curriculum
	2. The principal will also write the curriculum during the Term 1 school holidays and during principal's release as time permits
The Principal will ensure that the school community is consulted on the emerging curriculum document	1. The principal will create a workplan with dates for consultaion, reviews and finalisation of the new curriculum and submit this to the BoT
	2. The principal will share the draft document with staff at various stages to include their insigths and to ensure that it is comprehensive and clear
	3. The principal will share the draft document with parents to ensure that it meets their needs and that nothing has been missed out
	4. Maori and Pasifika parents will be consulted to ensure that their cultural being and understandings are part of the curriculum
The Principal will ensure that staff are trained in the new curriculum	1. Staff meeting agendas will include time to discuss the emerging curriculum document
The staff will ensure that parents are informed of the key changes in the new curriculum	Staff will hold an education evening for parents in which they present the new curriculum

## Annual Target Three: To develop Te Ao Maori at Timatanga School

The board has set this target in response to a desire from the parents that Te Ao Maori be a particular focus in 2020, and especially that Te Reo is taught more comprehensively across the school.

### General outcome expected:

A kaiako will be hired and taha and Te Reo Maori will be taught in more depth

ACTIONS	EXPECTED OUTCOME
Hire a part-time teacher aide to teach taha Maori and Te Reo one half day per week or one whole day per fortnight	A teacher aide has been hired and is ready to start by the beginning of Term 2 at the latest
<b>SUPPORT</b>	
The Principal will work with the kaiako to ensure that s/he receives adequate support to teach in a way that supports our special character	1. The kaiako will feel supported
	2. Curriculum will be holistic (hands, heart, head)
	3. Curriculum will be developed in response to student interests
The kaiako will support the principal	1. The kaiako will speak Te Reo with the principal and help her to use it
	2. The kaiako will help the principal to weave Maori tikanga and kaupapa into the pedagogy and life of the school
<b>CURRICULUM</b>	
Kaiako will teach Te Reo Maori level 1 to students Y1-6 and level 2 to Y7-8	1. Children will become comfortable to use simple conversational Te Reo at school
	2. Children will understand simple instructions in Te Reo
Kaiako will work with staff to teach tikanga and general taha Maori to students Y1-7	1. Children will gain a simple understanding of tikanga around food, bodies, democratic processes (meetings, council circle etc), respectful relationships, the living world of nature, and the spiritual realm in Te Ao Maori
	2. The existing kapahaka programme will be enhanced
	3. Senior students will develop personal mihi
	4. Students will be able to research, create and recite their pepeha using Te Reo for all or in part.
The curriculum will be developed in response to student interests (for example teaching about Nga tamariki o Tane if we are studying about the bush, or kapahaka for a celebration).	1. Learning will be discovery based
	2. Much learning will be play based
The principal will ensure that some NZ history, particularly in regards to Te Tiriti o Waitangi/The Treaty of Waitangi is taught this year	1. The principal will ensure that this occurs at every age and stage level
Kaiako will ensure that physical, emotional and academic development are included in curriculum planning (principal can support this)	1. The curriculum is holistic
	2. Pedagogy is holistic
	3. Student growth is measured in holistic terms
	4. Outdoor experiential learning will be a regular and meaningful part of the curriculum
Kaiako and principal will liaise with parents to ensure whanau involvement and support	1. Parents will be canvassed for ways that they can support this target, including curriculum planning (getting their ideas) parent help, planning outings with a Te Ao Maori focus, providing whanau connections (eg. to a marae), celebrating Matariki, kapahaka, korero, etc.

	2. Parents will be consulted about the developing programme including goal setting and evaluation
	3. There will be space given in parent meetings for parents to consider together why this target is important
Parent Meetings to follow kaupapa Maori	1. Meetings will begin and end with karakia and himene/waiata tautoko
	2. Meetings will be democratic and decisions will be reached by consensus.

## Annual Target 4: Support teacher-learners to protect, strengthen and develop our pedagogy

All parents, teacher aides and teachers are teacher-learners who can learn together from one another in the special environment that our school provides. We will actively develop our culture through sharing our knowledge about learning, and through reviewing our group processes.

**General outcome expected:** Parent and teacher understanding of our pedagogy will continue to develop, resulting in:

1. Continued high student achievement in numeracy and literacy
2. Continued growth in student understanding and use of the learning journey paradigm
3. Continued high level of learning support for Y1-3 students
4. Continued quality music programme for all students who are interested
5. Support for the new teacher to learn his job
6. Support for new whanau to integrate into the school culture
7. Self-reflective, responsive teaching
8. A cohesive culture of learning in which staff, parents and students teach and learn together and staff and parents work together
9. A high level of parental involvement in meeting the Charter Targets

ACTIONS	EXPECTED OUTCOME
<b>SUPPORT FOR STAFF</b>	
Principal to set weekly school staff meetings for 2020	1. Staff will have the opportunity to be self-reflective and to learn from one another in a supportive and confidential environment
	2. Student achievement will be tracked effectively
	3. The junior teacher will be supported to teach junior aged children for the first time
	4. Staff will track student's physical, emotional and academic/will development
	5. Principal can ensure that general outcomes 1-5 are met
Staff to provide daily list of potential activities that could be supported by parent help (based on current student interests)	1. Children's needs will better be served
	2. Parents will feel supported to be most useful on session, and to integrate into what has already been going on before they arrived
<b>SUPPORT FOR THE PRINCIPAL</b>	
Principal to encourage and demonstrate a sustainable work ethic and parents to support this by being emotionally and practically helpful to her and realistic in their expectations of what she can achieve	1. All staff to take 2 10-minute breaks in solitude throughout the day.
	2. Daily five-minute quiet rest period for all (students, parents, and staff) facilitated by a teacher-learner.
	5. BOT to support principal in developing a sustainable work ethic by setting appropriate targets together in her performance agreement
	6. Adults and children will respect the requirement not to come in or knock if there is a red stop sign on the office door. If the door is shut, adults may slip in quietly without engaging the principal but not children. This does not apply in an emergency.
	7. Parents will be respectful and caring towards the principal, which will include committing to communicate their needs and/or any issues honestly and as soon as possible.
<b>SUPPORT FOR PARENTS</b>	
Principal to set annual round of peer learning meetings; topics to be based on the Charter Targets, the annual review cycle for the Charter and the Parent	1. Charter targets will be reviewed regularly throughout the year and at the end of each term, and forward planning will be done to ensure that anything not yet met is handled.

Guide, and focus areas asked for by parents in 2019.	
	2. At the beginning of each term, parents will support term planning by discussing together how they can support what the children want to do and the staff are going to focus on
	3. Charter Targets are met effectively and sustainably because parents are involved
	4. The Parent Guide will form the basis of our peer learning sessions, with a different section to be focused on at each meeting throughout the year such that by the end of the year parents have studied, considered and reviewed the entire document and brought it to life together.
	5. Parents can ask for meetings to be based on certain topics or areas of need
	6. New whanau feel welcome and are integrated easefully into the school culture, being able to share their knowledge and experience with us, and to be introduced to our pedagogy authentically and at a sensible pace
	7. Parents will have the opportunity to be self-reflective in their teaching practice
After end of term evaluation meetings, measure the effectiveness of learning and parent satisfaction and set clear targets and goals for the following time period and circulate these to everyone	1. Concrete planning based on evaluation
	2. Good self-evaluation feeding forward into improvement
Parents to take ownership of Parent Meetings	1. Parents will set meeting Agendas (including the annual cycles of review provided by the principal)
	2. Parents will run the meetings
	3. Parents will train one another and actively learn together; evidence of this to be recorded in meeting minutes and reflected on at the last meetings of each school term.
Parents to review group practices and decision-making kaupapa	1. At the beginning of the year, parents decide on how meetings should be run for the year and how decisions should be made
	2. Chairpersons will set up meeting processes on this basis
	3. People will receive the training that they need (eg chairpersonss) from experienced parents or staff
	4. Parents feel empowered to run meetings and have more input into decision making throughout the year
	5. The principal has clear guidelines to follow in order to consult with whanau more comprehensively on decisions
Continue to capture and share our learning and student's current interests outside of the peer learning meetings	1. Staff and parents will use the Storypark platform to share learning stories, or observations of our special character in action, and their understanding of, and/or appreciation for, our special character will deepen.
	2. Principal will include short updates in the weekly newsletters
	3. "What's up?" on Parents whiteboard out front; parents and children to be encouraged to participate
Adults support learning through play by: -setting up a range of indoor and outdoor "provocations" throughout the week	Children are: 1. learning through play: attracted to use materials creatively, highly engaged, learning across the NZC, and peaceful
	2. increasingly independent: adapting and extending the initial set ups and highly motivated in meaningful play
	3. Pre-schooler siblings receive transition support: provocations help build bridges between preschool and school.
-keeping art and technology areas clean and tidy	Children are: 1. attracted to use materials creatively
	2. learning to value an orderly work area
-measuring the success of this conscious work	Learning stories become useful evidence of learning in accordance with the NZC and the basis for evaluations and planning forward in Parent Meetings
Parents to creatively integrate an interesting and varied range of PE and sporting activities	Students will be challenged and extended physically, and will learn skills and understandings related to particular sports. Children will learn about teamwork in a supportive and experiential way.
Parents to help plan outings (cultural and sporting)	Students will be extended and enriched by learning outside the classroom



Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>Vision 1: Curriculum</b>					
<b>1.1 Maintain or raise current levels of achievement in maths for all students</b>	<b>Assess</b> students in maths to monitor progress and analyse current needs	Assess against NZC using GLOSS, IKAN, JAM etc.	End of Term 1 and beginning Term 4	Jackie	n/a
		Assess any new students	Second week of attendance	Jackie maths	n/a
	Develop <b>maths</b> programmes to meet identified needs	Provide regular daily instruction at appropriate levels	T1-4	Jackie	n/a
		Y3-8 to continue daily maths drill	T1-4	Jackie, Eve	n/a (parents)
		Set up basic facts learning programme for Y4-7 and get parents to support/run it	T1-3	Jackie, Eve	n/a
	Provide specialised help to any children with additional learning needs	Identify children in need of learning support	T1, T4	Jackie	n/a
		Apply for learning support	As needed	Eve	n/a
See 1.7	Include Maori and Pasifika connections in planning	Uphold the principals of <i>Ka Hikitia</i>	T1-T3	Jackie	n/a
		Liase with parents to bring in relevant aspects of children's lives	T1-T3	Jackie	n/a
		Get PLD to integrate Te Reo into Maths	T1-T3	Jackie	Te Reo teacher budget
	Employ part-time Maths teacher for Y1-8	Create contract and Job description	January, 2020	Eve	
	Support teacher to be self-reflective and to achieve her goals	Teacher only days once a term T1-3	First week of term T1, T2, T3	Eve	
		Hold regular Teacher Meetings	Weekly	Eve	
		Identify goals and needs and communicate these to other staff	First day of term, T1, T2, T3	Jackie	
		Teacher self-reviews (reflective practice)	Ongoing; goals start of each term; evaluations at end	Jackie	
		Teachers appraisals	October	Eve	n/a
		Principals performance agreement appraisal	October	Eve	n/a
		Moderation support via TKI online examples	As needed	Jackie	n/a
		Moderation support at Hare Krsna School	T1, T3	Eve	
		Identify goals and needs and communicate these to other staff	First day of term, T-3	Jackie	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>1.1 Maintain or raise current levels of achievement in maths for all students</b>		Allow sufficient financial resources for PLD	Budget January 2020	BOT	n/a
	Provide an adequate set-apart space for Maths group learning	Maintain kitchen Maths space	Working Bees	Eve	n/a
		Develop and retrofit kitchen maths space	T1	Proprietors Reps	Policy One
	Continue the peer learning programme for parents	Plan annual cycle of Parent Meetings, ensuring that Maths is there	January	Eve	n/a
		“How to support Maths learning at home and at school” taught at Parent Meeting	Term 1 or T2	Jackie	n/a
		Maths resources for learning at home posted onto Storypark	February, and then as needed	Jackie	n/a
<b>1.2 Maintain and raise current levels of achievement in literacy for all students</b>	<b>Assess</b> students in writing and reading to monitor progress and analyse current needs	Assess against NZC using e-AsTTLE, PAT, school rubrics, running records, Probe	End Term 1 and start Term 4; Probe termly; regular running rec. Y1-3	Eve	n/a
		Assess any new students	Second week of attendance	Eve	n/a
	Do anniversary reporting for first 3-years	Assess and report to parents on children’s progress against 3 year requirement	Annually, as child turns 7	Eve	n/a
	Develop <b>writing</b> programmes to meet identified needs	Provide regular daily and weekly surface features instruction at appropriate levels	Terms 1-3	Eve, Shaun	n/a
		Continue with Creative Writing programme at all levels	At least once a week	Eve Shaun	n/a
		SSW daily Y1-4, at least weekly Y5-8 (not counting students own projects).	Daily	Eve Shaun	n/a
		Students write in a range of genres in the context of personal projects	Regularly	Eve Shaun	n/a
		Y7-8: Intermediate Club for 4 writing and topics	Once a week	Eve	n/a
		Y3-4 writing support will include targeted literacy groups, and morning parent help if needed	T1-4 3 mornings a week	Eve	
	Develop <b>reading</b> programmes to meet identified needs	Y1-3 reading support will include lots of story reading, Jolly Phonics, daily reading practice, sharing one’s own work by reading aloud	T1-4: daily	Shaun	n/a
		Y3-4 reading support will include reading in groups and comprehension activities 3x weekly; daily reading for student still on readers	T1-4	Eve	n/a
		Y5-6 reading support: weekly reading groups, daily self-guided reading comprehension activities	T1-4	Eve	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>1.2 Maintain and raise current levels of achievement in literacy for all students</b>	Develop <b>reading</b> programmes to meet identified needs	Y7-8 reading support: weekly reading groups, daily self-guided reading comprehension activities; Weekly Intermediate Club (CLOSE reading, groups reading of books, themes, etc.)	T1-3	Eve	n/a
	Provide specialized help to any children with additional learning needs	Identify children in need of writing or reading support and apply for learning support; co-construct programme of support with RTLB, parents, staff, child	T1, T4	Eve Shaun	n/a
See 1.7	Include Maori and Pasifika connections in planning		T1-T4	Eve Shaun	n/a
	Support teacher to be self-reflective and to achieve her goals	Teacher only days once a term T1-3	First day of term T1, T2, T3	Eve	n/a
		Hold regular Teacher Meetings	Monthly	Eve	n/a
		Identify goals and needs and communicate these to other staff	First day of term, T1, T2, T3	Eve Shaun	n/a
		Teacher self-reviews (reflective practice)	Ongoing; goals beginning of each term and evaluations at end	Eve Shaun	n/a
		Teachers appraisals	October	Eve	n/a
		Principals performance agreement appraisal	October	Matt	n/a
		Moderation support via TKI online examples	As needed	Eve Shaun	n/a
		Moderation support: Hare Krishna School	T1, T3	Eve	n/a
		Arrange visits to some other Primary schools	T1, T2, T3	Eve	n/a
		Allow sufficient financial resources for PLD	Budget January 2020	BOT	
See Target 4	Continue the <b>peer training</b> programme for teacher-learners	Timetable regular education about literacy into the annual round of parent meetings	January	Eve	n/a
		Literacy resources for learning at home posted onto Storypark	February; as needed	Eve	n/a
		Hold literacy training session at parent meeting	As needed	Eve	n/a
<b>1.3 Maintain or raise the current level of metacognitive understanding about learning for all students</b>	Continue to deliberately teach students about the learning journey and diverse ways to understand and apply the inquiry cycle	Planned lessons	Ongoing; at least once a term	Eve Shaun	
		Display: thinking board and thinking up on boards	ongoing	Eve	

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>1.3 Maintain or raise the current level of metacognitive understanding about learning for all students</b>	Continue to explore a diverse range of thinking strategies with students	Plan to ensure a range covered throughout the year	ongoing	Eve	
	Continue to support students to undertake rigorous personal inquiry and real life projects	Project based learning in class	At least once a term	Eve Shaun	
		Maximise real life projects (get parent help): Matariki celebration of our learning End of year performance Student run events (Halloween, Pet Day, etc)	ongoing	Eve Shaun	
	Explore responsive and creative ways for students to record and share their thinking about thinking, project planning, self-management, goal setting and evaluation, etc.	Record student-to-student and student-to-teacher conversations on film and post on Storypark		Eve Shaun	
		With students, continue to investigate ways for students to record their self-reflection about their learning, including journaling.		Eve	
<b>1.4 Enhance our Maori and Pasifika curriculum</b>	Plan units with interested parents and children	Balance pre-planning with responsive planning to ensure a cohesive spread through the year	Ongoing; before each new term	Eve Shaun	
		Consult with parents, whanau	Ongoing; before each new term	Eve Shaun	
		Liaise to ensure connections and integration through the curriculum	Ongoing; teacher-only days	Eve Shaun	
		Integrate Te Ao Maori into Science—similarities and differences between this world view and the materialist world view.		Eve Shaun	
		Plan unit with a Maoritanga focus leading up to Matariki (unless student led inquiry learning is occurring and should not be interrupted)	T2 Holidays	Eve	
	Fund the employment of a teacher aide kaiako for Maori tikanga and Te Reo for Y1-8	Write job description, advertise, interview, hire	February-March 2020	BoT	
	Teach Te Reo and Taha Maori	Teachers maximise use of Te Reo and Taha Maori as a natural part of the school day		Eve, Shaun New Teacher	
		Kaiako teaches units holistically as per Charter Target 3	Ongoing T2-4	Eve New teacher	
	Incorporate whenuatanga, including all the cultures that the children belong to, into our learning and school culture			Eve	

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>1.4 Enhance our Maori and Pasifika curriculum</b>	Use the Ka Hikitia principals in all formal review processes (principal, teaching staff, BoT)	Incorporate the Ka Hikitia Review tool into review processes; evaluate effectiveness	Parent Meetings: Termly; Staff appraisal: October	Eve	n/a
	Further extend the principals of <i>Ka Hikitia</i> into school documents, planning and pedagogy	Curriculum rewrite	January	Eve	n/a
		Workshop at staff meeting	Teacher only Days: self-reflection	Eve	n/a
<b>1.5 Ensure that our curriculum is an expression of our special character and current pedagogical understandings, and that it weaves the NZ Curriculum into our school in a way that targets and embraces each child's interests and supports our special character</b>	Rewrite the Timatanga Curriculum document as per Charter Target 2.	Create a workplan with dates for consultaion, reviews and finalisation of the new curriculum and submit this to the BoT	February 2020	Eve	
		Allocate paid leave time for the principal during the year in which she can write the curriculum	January 2020 Budget	BoT	
		Conduct the rewrite	T1 holidays Last two weeks T1	Eve	Teacher relief
	Consult the BoT and school whanau on the evolving new curriculum document	Create workplan.	February 2020	Eve	
		Conduct consultation rounds	As per workplan	Eve	
	Share new curriculum with parents	Set up a special meeting	As per workplan	Eve Staff	
	Ensure that literacy, numeracy and Key Competencies are being developed in each child while they are choosing the content and context		Ongoing	Eve Staff BoT (governance overview)	
<b>1.6 Ensure that parents' talents and skills are effectively used to support the curriculum</b>	Draw up a roster of parents' help time and talk to each about how they can contribute		First week of each Term	Eve, parents	n/a
	Involve parents in learning review and forward planning sessions	Hold meetings Ensure that goals are set and circulated	Monthly parent meetings	Parents	n/a
		Ensure that peer learning time is adequate and well facilitated	Peer learning meetings	Eve	n/a
	Support parents with advice, teaching materials, timetables and student groups to ensure success.		Ongoing as needed Parent education meetings	Eve	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
	Ensure that peer learning time in Parent Meetings is adequate and well facilitated.	Ensure adequate release time for Principal; administration support from parents		BoT	n/a
		Continue to evaluate effectiveness of every meeting after every meeting		Current chairperson	n/a
<b>1.7 Ensure that students with special education needs are catered for within our pedagogy, in a way that supports our special character</b>	Identify special education needs and consult with whanau and RTLB if needed.	Regular formative and summative assessment in class	Ongoing	Eve in consultation with staff and parents	n/a
		Report needs and strategies at Child Focus meetings (with parent consent)	Twice a year	Eve	n/a
		Special meetings with child's parents	As needed	Eve	n/a
		IEP for child who needs one, created in consultation with parents, teachers, and RTLB. As/if child becomes more interested in self-management, they will play a larger part in setting their own goals	Beginning of each term	Eve	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>Vision 2: Staff and Administration</b>					
<b>2.1 Fund the employment of a teacher aide for Te Ao Maori Y1-8</b>	Raise \$10,000 to pay for this through donations	Consult with parents as to donations (they are asking for the teacher)	Finalise January	BoT	\$10,000
		Set donations for 2020	January 2020	BoT	
		Advertise the position	March 2020	BoT	
		Hiring process		BoT	
		Start in T2		BoT	
<b>2.2 Hire a teacher for Mathematics Y1-8</b>	Continue to hire Jackie Howard	Contract and job description	January 2020	Eve	.3 OG .3 TS
<b>2.3 Provide targeted PLD and support to teacher-learners</b>	Provide <u>external</u> PLD	Find out what staff want and need	Term 1	Eve	PLD budget: \$2,400; reliever nil
		Find the right courses to meet the need if possible	Ongoing	Eve Shaun Jackie	As above
		Assess afterwards how effective it was		Eve	n/a
		Support staff to put what they learned into reflective practice		Eve	n/a
	Provide ongoing <u>internal</u> formal staff PLD and support	Weekly staff meetings Teacher only days	Weekly Termly	Eve	n/a
		Support staff to put what they learned into reflective practice	Ongoing	Eve	n/a
	Provide ongoing <u>internal</u> parent PLD support	Use Parent Guide in peer education	Monthly parent meetings	Eve	n/a
	Provide ongoing <u>internal</u> parent PLD support	Hold peer education seminars at the Parent Meetings; pre-set topics with parents. At end of each meeting, and at the end of the year, review this practice with school community; make changes as necessary	Monthly	Eve	
		Meet with parents privately as necessary and at formally established times	As needed; once a fortnight	Eve; parents	n/a
<b>2.4 Hire a service provider to administer the accounts</b>	Continue with Leading Edge Services	nil		BoT	\$6,000
<b>2.5 Hire Support Staff person to administer wages and family accounts</b>		Prepare contract and job description for Jackie	January	Eve	n/a
		Hire for 2020	December	Eve	\$3,250
		Wages person set up payment	January	Jackie	n/a

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>Vision 3: Property and Finance</b>					
<b>3.1 Manage finances in accordance MOE accounting recommendations</b>	Continue to draw up a budget to allocate resources according to identified needs and goals.	Finalise Budget	January 2020	BOT	tbd
	Continue to balance monthly reports against the budget and produce an annual report		Monthly; Dec— March	Fiscal service Provider	tbd
	Continue to receive an unqualified audit		Nov— May	Fiscal service Provider	\$4,020
<b>3.2 Allocate financial resources to meet strategic goals</b>	Employ fiscal service provider to manage accounts (2.4)	Nil.	Contract is ongoing	BOT	\$6,000
	Employ Maths teacher Y1-8 (1.1)		January	Jackie	\$22,560
	Employ Te Reo teacher		T1-T2	Eve	\$10,000
	Allow sufficient financial resources for staff PLD	Finalise Budget for staff PLD	January	BoT	As above
	Allow sufficient financial resources for property	Finalise Budget	January	BoT	
<b>3.3 Fundraise \$10,000 per annum for staffing</b> See 2.1	BOT sets donation amount to cover this sum (in consultation with parents and staff end of prior year)	December consultation meeting BoT set donation	December 2019 and January 2020	Eve; Jackie collection	See 2.1
<b>3.4 Fundraise \$20,000 for a music room</b>	Apply for grants for this sum	Liase with Kirsty Research grants Apply	T1	BoT	n/a
<b>3.5 Ensure that property maintenance and development plans are well managed and carried out in a timely fashion</b>	Employ a caretaker 2 hours p/w	Finalise buget	January	BOT	n/a
		Contract and job description for Fay Collins	Before T1 commences	Eve	
	Create 2021 10 Year property plan in conjunction with caretaker/Proprietors		September	Eve Fay	
	Finalise a project process for all property tasks that includes tasks and time frames for Proprietors, Principal and Board and that follows the relevant Property Policies.		February	Proprietors Reps, BoT: Matt, Elaine, Gary	
	Conduct property reviews as per procedures and policies in Property folder		Monthly	Eve Fay	



Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>Vision 4: Environment &amp; Pastoral</b>					
<b>4.1 Continue to consult with families about meeting their children's needs</b>	Hold formal Parent Meetings for the parents and teachers	Create an annual cycle of meetings for 2020	January	Eve	n/a
		Ensure that meetings are meeting parents' needs	Monthly Nov evaluation	Parent chair Eve	n/a
	Principal to meet with whanau as needed	Continue fortnightly set times for parents to meet with Principal Continue with special meetings after school	T1 newsletter	Eve	n/a
<b>4.2 Continue to provide inclusive support to children with special education needs and their families</b>	With support from RTLB and others, principal to meet as needed with parents to problem solve, reflect and plan, etc.	IEPs to come from this consultative process.	Beginning of each term	Eve	n/a
	Continue to live a culture of inclusion, tolerance and peer support		Ongoing	Eve, staff, parents	n/a
<b>4.3 Continue to develop the premises and gardens so that they reflect our targets, and are beautiful, interesting and child friendly; and demonstrate sustainable practices interesting, exciting, child friendly and demonstrate sustainable practices</b>	Care for children's vegetable gardens.	Person responsible for children's vegetable gardens will develop them with the children, empowering the children to feel involved in the yearly gardening cycle Hold meetings with the children, develop plans and put them into action; get support from the Principal as needed	Ongoing	Eve	Seeds etc. from Learning Needs budget (110): \$50 p/a
	Complete garden mural and pizza oven			Eve	
See 3.5	Complete all interior and exterior property tasks according to bi-annual maintenance reports			Eve Fay	
	Develop school and grounds in accordance with our 10YPP	Prepare 10YPP and Property Plan for the following year and submit to BOT for approval	October	Eve	
		Submit 10YPP to Proprietors for approval	February	Proprietor's Reps	
	Complete all outstanding interior and exterior property tasks according to 2019 10YPP		January School holidays	Proprietor's Reps	tbd
	Complete all interior and exterior property tasks according to bi-annual Maintenance Reports	See 10YPP, and Maintenance Reports	January School holidays	Proprietor's Reps	tbd

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
<b>4.4 Continue to develop our sustainable recycling programme</b>	Continue with recycling programme	Continue to process worm food, compost, paper for trees, tins, plastic and paper	Ongoing	Ines, Tony; all interested	n/a
		Include any updated information about our recycling programme in "Guide for Timatanga Teacher-Learners"	February	Eve	n/a
	Delegate responsibility for worm farm		February parent meeting	Eve	n/a
	Investigate further sustainable practices for the school		ongoing	Property team	n/a
<b>4.5 Continue to upgrade Health and Safety policies and procedures to align with the current Health and Safety legislation</b>	Work through the list of tasks identified during ERO review (Nov 2016) and added to 2017 Annual Workplan and policy review cycle		January	Eve	n/a
<b>4.6 Continue to develop the school playground and outdoor school</b>	Draw up phase 2 plan, taking in changes to curriculum		February	BoT	
	Assign a project manager for 2020		February	BoT	
		Look up all possible grants	End February	Project manager	
		Approve Jackie to apply for these grants	March	BOT	
		Apply for grants	tbd	Jackie	
		Hold a fundraising event to fund upgrade as needed	tbd	Tbd someone on the BOT	
		Use parent help as much as possible		Eve	
	Ensure that ample loose parts are provided to the children to enhance playground play and discovery	Ask whanau and community to help us to complete current loose parts list		Eve	