

## 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 insighths 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 deveop 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 liase 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 Guide, and focus areas asked for by parents in 2019.	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.
	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