

Annual Plan Goals	Action required	Tasks	Timing	Person Responsible	Budget
Vision 1: Curriculum					
1.1 Maintain or raise current levels of achievement in maths for all students	Assess 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 maths 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
		Self-evaluate	Ongoing; end term	Jackie	n/a

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1.1 Maintain or raise current levels of achievement in maths for all students		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
1.2 Maintain and raise current levels of achievement in literacy for all students	Assess 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 writing 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 reading 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

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1.2 Maintain and raise current levels of achievement in literacy for all students	Develop reading 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 peer training 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
1.3 Maintain or raise the current level of metacognitive understanding about learning for all students	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	

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1.3 Maintain or raise the current level of metacognitive understanding about learning for all students	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	
1.4 Enhance our Maori and Pasifika curriculum	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 throughout 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	

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1.4 Enhance our Maori and Pasifika curriculum	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
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	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)	
1.6 Ensure that parents' talents and skills are effectively used to support the curriculum	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		Ongoing as needed Parent education	Eve	n/a

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	groups to ensure success.		meetings		
	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
1.7 Ensure that students with special education needs are catered for within our pedagogy, in a way that supports our special character	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

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Vision 2: Staff and Administration					
2.1 Fund the employment of a teacher aide for Te Ao Maori for Y1-8	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	
2.2 Hire a teacher for Mathematics Y1-8	Continue to hire Jackie Howard	Contract and job description	January 2020	Eve	.3 OG .3 TS
2.3 Provide targeted PLD and support to teacher-learners	Provide <u>external</u> PLD	Find out what staff want and need	Term 1	Eve	PLD budget: \$2,400; relief 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 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
2.4 Hire a service provider to administer the accounts	Continue with Leading Edge Services	nil		BoT	\$6,000
2.5 Hire Support Staff person to administer wages and family accounts		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

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Vision 3: Property and Finance					
3.1 Manage finances in accordance MOE accounting recommendations	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
3.2 Allocate financial resources to meet strategic goals	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	
3.3 Fundraise \$10,000 per annum for staffing 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
3.4 Fundraise \$20,000 for a music room	Apply for grants for this sum	Liase with Kirsty Research grants Apply	T1	BoT	n/a
3.5 Ensure that property maintenance and development plans are well managed and carried out in a timely fashion	Employ a caretaker 2 hours p/w	Finalise buget	January	BOT	n/a
		Contract and job desclption 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	

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Vision 4: Environment & Pastoral					
4.1 Continue to consult with families about meeting their children's needs	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
4.2 Continue to provide inclusive support to children with special education needs and their families	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
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	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
4.4 Continue to develop our sustainable recycling programme	Continue with recycling programme	Continue to process worm food, compost, paper for trees, tins, plastic and paper	Ongoing	Ines, Tony; all interested	n/a

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		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
4.5 Continue to upgrade Health and Safety policies and procedures to align with the current Health and Safety legislation	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
4.6 Continue to develop the school playground and outdoor school	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	