

2017

North Loburn School Charter



MOE Numbe

3447

Planning Year Ends:

31st December

Reporting Date:

1st March

Charter Approved by BOT

February 2017

North Loburn School Charter 2017 and Strategic Plan

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Our School and Community

North Loburn is a decile 9 U3 rural full primary school located in North Canterbury. The school has a growing roll fed by a subdivision of local farmland into 'lifestyle blocks'.

The school community is made up of a mix of families who have long historical connections to the area and to the school, and a growing number of new residents to the area (of whom a significant number are also new residents to New Zealand)

The school is the hub of the community and enjoys active support from attending families and the wider community. Parental involvement in learning, property maintenance, fundraising and promotion of the school are special traits, which the Board of Trustees wish to nurture and maintain as the school grows and develops. North Loburn has facilities available for use by the community. These include the Karetu Hall, the North Loburn swimming pool and the front tennis and basketball court. We welcome the use of our facilities by community members

The school is well lead by a dedicated Board of Trustees. Many of the current board are new to this position. They are reflective of the role they play and place a great deal of emphasis on quality governance of our school.


Our Home and school group provide the impetus for fundraising. They are a friendly and welcoming group of parents who meet throughout the term to plan, organise and run fundraising events for the school. The staff are regularly consulted on how best to use the funds that are raised to benefit the children of North Loburn School.

The school has a well-established focus on supporting innovative, quality teaching using digital technologies to maximise student achievement, engage the community and remove barriers presented by geographical isolation. A carefully thoughtout ICT strategic plan is in place to support this learning. This plan is due for review this year.

North Loburn is a Green/ Gold enviro school. This is an important feature of our school. All students, staff and community members are encouraged to play their part in knowing about, caring for and continually developing our environment through sustainable practices.

2017 is a significant year for North Loburn School as we begin the journey as a member of the Puketeraki CoL along with 17 other schools. The emphasis we already place on collaboration will ensure we are able to play our part in this group.



Vision and Values		Mission Statement
<p><i>To nurture well-rounded citizens of the future with a lifelong passion for learning.</i></p>		<ul style="list-style-type: none"> ▪ To realise all students full potential in knowledge, skills and attitude. ▪ To equip each student with the knowledge, confidence and skills to continue learning throughout their lives. ▪ To develop empathy, respect and tolerance for others. ▪ To engage parents and the wider community in the students' learning and the school's vision. ▪ To provide a safe and stimulating educational environment. ▪ To maintain and develop the caring, sharing North Loburn School 'family' spirit. ▪ To recognize New Zealand's cultural diversity, in particular tikanga Māori and Te Reo Māori
<p style="text-align: center;">PRIDE</p> <p>P - Personal Best + Perseverance</p> <p>R - Respect + Responsibility</p> <p>I - Integrity + Innovation</p> <p>D - Determination + Diversity</p> <p>E - Enjoyment + Excellence</p>		

Cultural Diversity and the Treaty of Waitangi

North Loburn Primary School Board of Trustees, through its policies and programmes, respects and values New Zealand's diverse cultural heritage. The guide lines of our policy are:

- + Every student and staff member who attends North Loburn School will have the opportunity to engage with, learn about and practice Māori culture.
- + North Loburn School will work towards ensuring proactive engagement of Māori parents , in making decisions and Māori education including the school vision, values, strategy and curriculum.
- + Ensuring active Māori representation on, or participation in, school Governance
- + Providing staff the opportunity for PD in Te Reo me ona tikanga Māori (language and customs) and providing opportunities and/ or relief for willing staff to take cultural leadership roles in the school.
- + Engage and promote positive Māori role models within the school and wider community.
- + Provide all students in the school with opportunities to learn and practice tikanga, basic reo toi Māori (Māori arts), by following the school wide plan
- + Providing opportunities for interested students to become fluent in te reo including mātauranga (knowledge / understanding), tikanga and reo in all curriculum areas
- + Integrate Māori values in school life on a daily basis, including relationships.
- + Observe tikanga in formal school events and wherever possible, developing a sustainable relationship with local Marae / Hapu

North Loburn will plan, monitor and review its progress against the guidelines listed above on an annual basis. External assistance and expertise will be called upon when needed to ensure North Loburn is meeting the needs of our Māori students and whanau.

North Loburn School will regularly consult with the Maori community.

Communication methods may include:



- + Parent Interviews
- + Community Meetings
- + Newsletter
- + Surveys
- + Informal Dialogue – family / whanau gatherings



North Loburn School Ethnic Groups

16% Māori.
75% NZ European
1.5 % Pacifica
7.5% Other
(as of end of 2016)

Inclusiveness

<p>An inclusive school culture which:</p> <ul style="list-style-type: none"> ✚ has shared values ✚ is welcoming of all ✚ fosters collaboration and respect 		<p>Practices which are inclusive by:</p> <ul style="list-style-type: none"> ✚ engaging all children fully in the New Zealand Curriculum ✚ expecting all teachers to take responsibility for the learning progress of all students ✚ teachers modelling that they are also learners ✚ Effective communication with all stakeholders (<i>Puketeraki CoL – Communicate...share / consult with all stakeholders</i>)
<p>Cultural Practices which are inclusive by:</p> <ul style="list-style-type: none"> ✚ recognising, supporting and providing for the learning needs of Māori, Pasifica and children of other ethnicities ✚ acknowledging and accepting the cultural differences of Māori, Pasifica and children of other ethnicities ✚ expecting all staff to understand Tataiako and the value of meeting the needs of all learners 	<p>At North Loburn School, we recognise the languages, talents, and abilities of our students and affirm them with the following practices:</p> 	<p>Inclusive school systems and processes which:</p> <ul style="list-style-type: none"> ✚ Are linked to an agreed definition of what constitutes Special Education ✚ Have input from and are directed by all staff members (principal, management, teachers, SENCO, teacher aide) ✚ promote effective transition for all learners and ensure that this is monitored for all

North Loburn School 2017 Theme - The Power is with you!

<p><u>Term One – Harnessing the Power (Science and Technology)</u></p> <p>The knowledge: <i>students will gain an understanding of the challenges, issues and opportunities of the physical world, eg energy, heat, waves, forces</i></p> <p>The Values: <i>Responsibility and innovation</i></p> <p>Respect Focus: <i>The Environment</i></p> <p>School Wide Events: <i>Swimming sports, flower show, famine camp, summit climb, Elgregoe, Collaboration challenge – Make something go!</i></p> <p>Key Competency Focus: <i>Managing self</i></p>	<p><u>Term Two – Be the Power House (Health and P/E)</u></p> <p>The knowledge: <i>students contribute to healthy communities and environments by taking responsibility and critical action</i></p> <p>The Values: <i>Perseverance and Diversity</i></p> <p>Respect Focus: <i>Other People</i></p> <p>School Wide Events: <i>Life Ed, Down the back paddock, cross country</i></p> <p>Key Competency Focus: <i>Relating to others</i></p>
<p><u>Term Three – The Power of Performance (The arts)</u></p> <p>The knowledge: <i>students will transform creative ideas into expressive works through movement, sound and image</i></p> <p>The Values: <i>Personal Best and Enjoyment</i></p> <p>Respect Focus: <i>Showing appreciation</i></p> <p>School Wide Events: <i>Winter sports, Take the floor, Kapa Haka Festival, Production</i></p> <p>Key Competency Focus: <i>Participating and Contributing</i></p>	<p><u>Term Four – The Power of the people (Social Sciences)</u></p> <p>The knowledge: <i>Students will learn how people can participate as critical, active, informed and responsible citizens</i></p> <p>The Values: <i>Integrity and Determination</i></p> <p>Respect Focus: <i>Manners and Personal property</i></p> <p>School Wide Events: <i>Pet day, Athletic sports, community breakup</i></p> <p>Key Competency Focus: <i>Thinking</i></p>

Overview of student achievement

Percentage and number of students **at** or **above** National Standards

Reading	2013	2014	2015	2016
All	119 (91.6%)	108 (91.5%)	106 (93%)	103 (85.1%)
Maori	17 (89.5%)	19 (86.4%)	18 (90 %)	16 (84.2%)
Pasifika	1 (100%)	1 (100%)	1 (100%)	2 (100%)
Writing	2013	2014	2015	2016
All	107 (82.3%)	98 (83.1%)	97 (85.1%)	91 (75.2%)
Maori	17 (89.4%)	17 (77.3%)	15 (75 %)	12 (63.1%)
Pasifika	1 (100%)	1 (100%)	0	1 (50%)
Mathematics	2013	2014	2015	2016
All	110 (84.6%)	96 (80.7 %)	95 (83.3%)	96 (79.3%)
Maori	127 (89.4%)	14 (63.7 %)	16 (80%)	15 (79%)
Pasifika	1 (100%)	1 (100%)	1 (100%)	2 (100%)

Meeting the National Education Guidelines at North Loburn

While meeting and implementing all the requirements of the National Education Guidelines our particular focus at North Loburn in 2017 will be on:

<p>NAG 1 - Curriculum Ensuring that we have curriculum delivery, implementation of our learning programmes and assessment that is effective and provides opportunities for all children to continually make progress. The undertaking of constant self-review in all of these areas will ensure that we are continually improving, as will a focus on The Teaching as Inquiry model. The development of a Raising Achievement Plan will also be an important outcome. Student agency will also be a focus in 2017.</p>	<p>NAG 2 - Documentation The strategic plan and goals for the next 3-5 years have just undergone redevelopment through work carried out by the staff, the Board of Trustees and consultation with the community and whanau. All aspects of the strategic plan will be reviewed regularly. The Board of Trustees will continue to maintain effective and thorough self-review of all policies, plans and programmes. Reporting to the BOT and our community will continue to remain a priority</p>	<p>NAG 4 –Finance and Property A key area of focus for 2017 will be on the systems used to manage our finances. Current practices are being reviewed, and after consultation with our accountant we are looking at moving across to Xero as our accounting system. Streamlining of our current budget and reviewing key areas of performance within the budget will also be priorities. A new building project will also be taking place with development of two current classrooms into an ILE.</p>	<p>NAG5 – Health and Safety With the changes to Health and Safety legislation, the Board of Trustees will be focusing on ensuring that we are meeting all of the requirements within this NAG. We will continue to deepen our understanding of what is required of us, and will ensure that North Loburn School is a safe and healthy environment for all who attend or visit.</p>
<p>NEG 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals.</p>	<p>NEG 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</p>	<p>NEG 5 A broad education through a balanced curriculum covering essential learning areas. Priority will be given to the development of high levels of competence (knowledge and skills) in writing, as well as reading and maths, science and technology and physical activity.</p>	<p>NEG 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p>

The Classroom Programmes

Classroom programmes are guided by the needs of the individual student, and groups, within the classroom. Classroom teachers undertake regular in-depth analysis of current student achievement information. From this information, teachers identify the specific learning needs of the students.

We have a collaborative school culture and achievement information is regularly discussed and reviewed at staff meetings, as well as being reported to the board.

The students and parents receive regular feedback on:

- ✚ Their current progress towards their goals.
- ✚ Areas to focus on in their learning.

Using the achievement information, teachers develop / plan / organise engaging, flexible and meaningful learning opportunities. A current focus is on developing programmes that will allow the students to have control and direction over specific areas of their learning throughout the day. (student agency)

Teachers are encouraged to regularly inquire into their own teaching practice and knowledge to ensure they are meeting the needs of all their students.

While Literacy and Mathematics are the cornerstones of our learning programme, all areas of the New Zealand Curriculum are interwoven through the classroom programmes. The programmes regularly make use of the local environment and other resources in the community.

Students with Special Learning Needs

The teaching staff and Board of Trustees are committed to ensuring **all** students reach their potential. They place a great deal of importance on staff being a valuable asset within the school. To ensure this happens they provide resourcing and extra staffing to cater for students with specific needs.

If a student is not making the expected progress within the classroom programme the school has a number of support and alternative programmes that are available to try and help address the student's needs. Teacher Inquiry Action Plans and IEPs are used to identify the support required.

The school is proactive which is demonstrated through:

- ✚ Continual up skilling of teachers.
- ✚ Researching and refining the programmes that are currently utilised.
- ✚ Seeking help from educational experts.
- ✚ Conducting trials of new strategies.
- ✚ Consulting with and supporting parents / whanau (and students).
- ✚ Looking for ways to improve.
- ✚ Utilising a wide range of assessment tools to gather information.
- ✚ Going the extra mile if needed to ensure that all of our students are provided with the learning opportunities they need.
- ✚ Never giving up.

The Summit Challenge Homework Programme

This programme was designed as a new approach as to how we view homework. It:

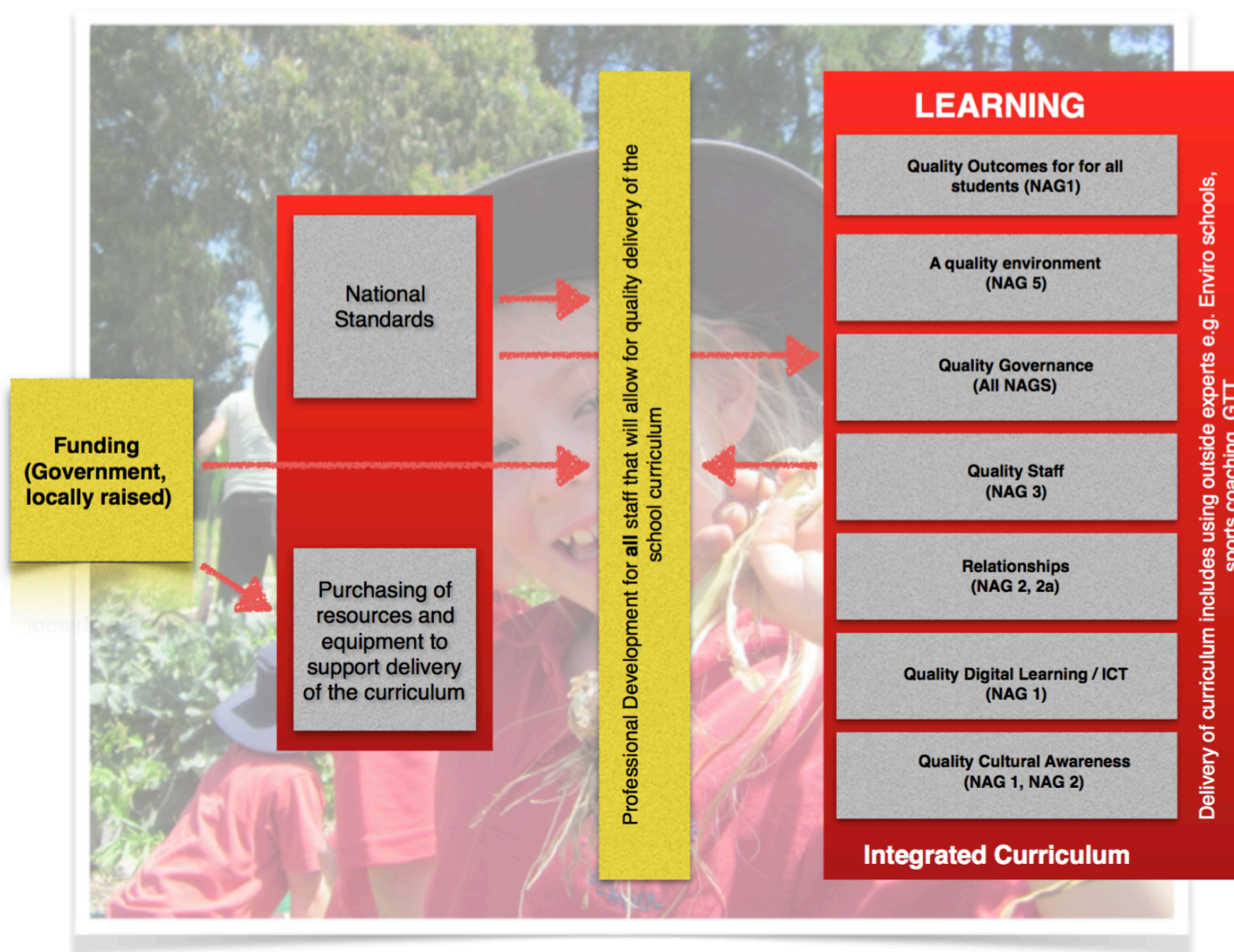
- is aimed at removing the home stress that can be associated with homework
- reinforces and values life skills
- recognises that learning opportunities are not all academically based
- accepts that some parents indicate they want more homework for their children
- aims to move children from an 'I want' attitude to a more giving approach for others
- recognises those children who do a lot outside of school that is not acknowledged as homework / learning

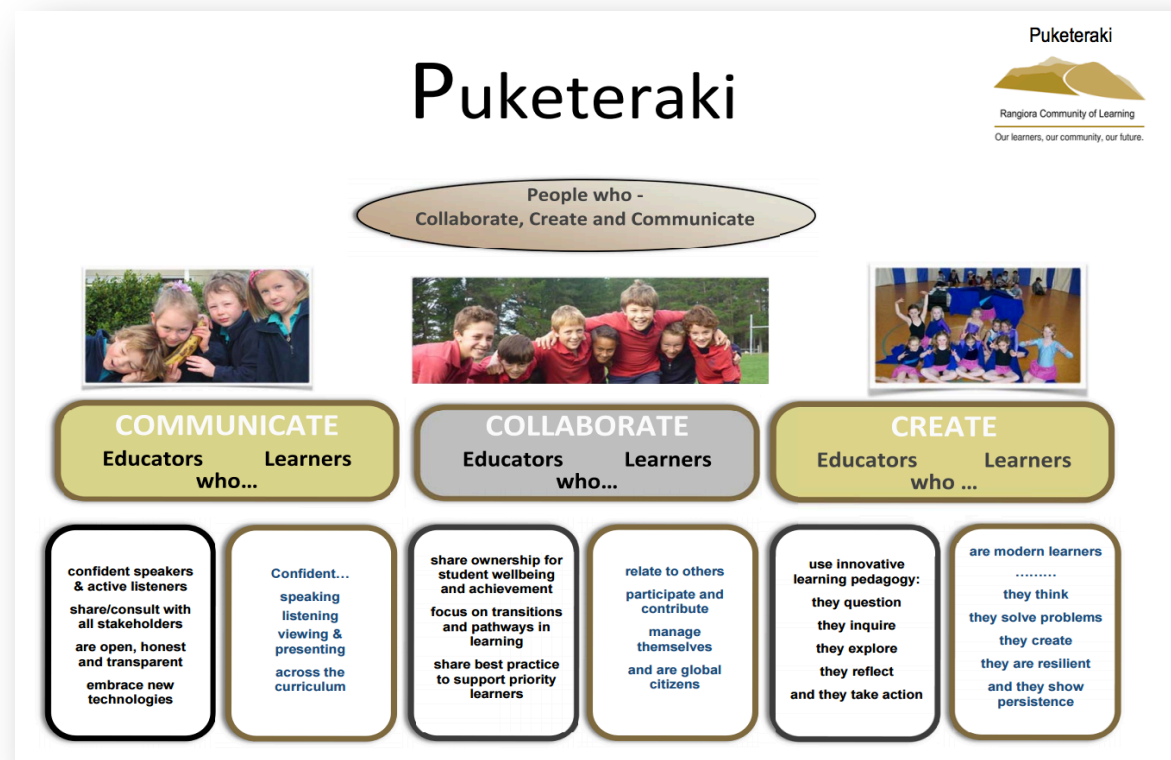
Family Environment

The family atmosphere and orientation of the school is actively encouraged and promoted by / through:

- ✚ Student Leaders across a number of activities.
- ✚ Whole school activities such as Jump Jam and singing
- ✚ Whole school sporting / cultural trips and camps.
- ✚ Buddy system for younger and new students.
- ✚ Using teacher strengths for specific subjects – e.g. Arts and P.E.
- ✚ Community involvement in the school – support in classrooms, events.
- ✚ Use of parents and experts in a number of programmes.
- ✚ Regular communication via a variety of means.

North Loburn School - Strategic Direction Overview 2017 - 2020





North Loburn School and the Puketeraki CoL

Communicate	Collaborate	Create
At North Loburn we value clear and open communication amongst all stake holders. We value the importance of sharing, discussing and critiquing ideas to ensure we are meeting the needs of all our learners.	Collaboration plays a key part in the learning at North Loburn School. Teachers work closely together in all areas of the school. Information on student achievement is regularly shared. Students are expected to work together and to develop the skills to be highly effective self managers,	Use of digital technology in the daily learning of our students is an important part of what we do at North Loburn. We aim to create learning opportunities that are engaging, challenging and provide for authentic learning. Students are encouraged to think and show perseverance. Staff are expected to be constantly inquiring into their own practice.

Quality Outcomes for all students NAG 1	Quality Staff NAG 3	Quality Environment that is safe NAG 5
<p>We will have:</p> <ul style="list-style-type: none"> students who achieve at or above the appropriate National Standard in reading, writing and maths students with specific learning needs (including special needs and / or gifted and talented) making progress towards or achieving their individual learning goals as identified within the NZ curriculum our Māori students proudly achieving as Maori all students at North Loburn knowing where they are at and what their next step is in reading, writing and maths (student agency) students being able to talk about our school values a Garden to Table programme that is delivered across more levels students who are provided with opportunities for learning across a range of curriculum areas (singing, dance, drama etc) students who are well prepared for High school opportunities for authentic learning across all curriculum areas. a curriculum that is strong and makes use of the environment we work in. children gaining an understanding of the world around them through science / social science students aiming for excellence with their learning and celebrating their progress all children being proud of their whakapapa students who learn to and want to care for each other a curriculum that also allows for the passions of individual children to be acknowledged and followed. opportunities for our students to be leaders – in their learning and in / out of the classroom a strong sense of collaboration within / across the classes, and within / across the schools. students who continue to show an understanding and strong belief in the kaupapa associated with being an ENVIRO school students co-constructing the learning with their teachers through collaborative practices 	<p>We will have:</p> <ul style="list-style-type: none"> staff (teachers and support staff) who believe that all students can achieve to their potential and that no two individuals learn in the same way all staff at the forefront of excellent practice and who model lifelong learning all teachers meeting or exceeding all relevant professional standards professional development (both individual and whole staff) that provides opportunities for professional growth, fresh ideas and fun teachers who are supported in their own professional learning teachers who are confident in their ability to use the Teaching as Inquiry cycle and see learning as a 2 way process an appraisal system that is built on personal reflection, peer support and leadership support support staff who are at the forefront of excellent practice, no matter what their role. a continued focus on providing support staff for our students to ensure they are meeting their individual needs. staff who have a strong rapport with all the students at North Loburn and a strong sense of collaboration amongst each other staff who confidently and regularly communicate with parents staff who willingly participate in Professional Development that is focused on the goals for North Loburn School students and provides opportunities for continued learning staff who willingly participate in Professional Development that is focused on the goals for our Puketeraki Community of Learning children's learning being facilitated through the use of modern learning pedagogies teachers who are honest in their assessment of their own teaching staff who are actively involved in the North Loburn self review process Development of the use of GAFE with all staff 	<p>We will have:</p> <ul style="list-style-type: none"> students engaged in learning and who feel safe and secure in the school environment teachers who role model the PRIDE values a consistent approach to the way staff deal with all students a focus on values by board, staff and students students who are able to manage their own day to day behaviour and have strategies to cope with any conflicts that arise students who feel safe and confident with their peers outside the school environment (e.g <i>camp, technology, cross country</i>) clear guidelines and open communication between school leaders and staff learning environments that provide students with opportunities to work collaboratively and to show leadership of their learning a school environment that reflects and celebrates the work that our students and staff are doing (art works, gardens, murals etc) an environment that has been developed by and with our students, and where they are in control of it , have respect for it and help take care of it (Kaitiaki Tanga) - Enviro Schools an Eco Trail that allows visitors to celebrate the learning that our students have been involved in through the use of digital technologies an environment – both in and out of the classroom that clearly demonstrates our commitment to ensuring our students receive the very best education possible an environment that encourages challenge, and play (Wilderness area, playgrounds, markings etc) the school pool being well utilised by school and community throughout the season and that allows for the development of children who are strong and confident around water clear health and safety guidelines and practices to ensure the safety of our students within the environment the development of the PB4L programme to assist with reviewing, creating and maintaining a positive learning environment

Quality Relationships NAG 2,2a	Quality Digital learning / ICT NAG 1	Quality Cultural Awareness (NAG 1, NAG 2)	Quality Governance (All NAGS)
<p>We will have:</p> <ul style="list-style-type: none"> • effective and high quality communication with parents and community (web-site, newsletters, School Apps, Facebook) • well supported school events • the development of digital communication (live streaming of assemblies as an option) • culturally responsive programmes, processes and practice • a community that is proud to be connected to and involved with North Loburn School • strong working relationships with external and support agencies • a school that values the support given by parents in many activities, and works hard to maintain these relationships for the benefit of our students • PB4L running alongside our classroom programmes and being facilitated by RTLB and the staff • students from within our 4 school cluster working closely together on a range of programmes and events throughout the year • regular communication between the BOT and the community to ensure that the community are informed • key meetings arranged with parents to share important information and to foster strong support for the school (meet the teacher, camp meetings, parent interviews etc) • children being explicitly taught communication skills that will enable them to solve issues and navigate their way through their lives as they grow up • fostering of the 'family' feel at North Loburn through collaborative learning activities including whole school events 	<p>We will have:</p> <ul style="list-style-type: none"> • a school ICT vision that is realistic and practical and supported by the staff, students and community <p><i>North Loburn School will provide a learning environment where connected, confident, active learners work together to prepare for their futures.</i></p> <p><i>Learning outcomes for all North Loburn School students will be improved through the use of digital technologies.</i></p> <ul style="list-style-type: none"> • a school wide community that understands the importance of, and how to use ICT safely and responsibly (cyber safety) • ICT that is used to support and enhance the learning and is integrated into everyday learning • fair and equitable use of all ICT resources within the school • sufficient hardware to provide the opportunities of use for all children • explicit teaching of keyboard skills within the classroom programme at certain levels • use of GAFE as a way of gathering responses and information from the community • an ICT programme that allows students with particular interests to develop these further (programming, coding etc) • staff professional development opportunities to ensure that they are being upskilled in the use of ICT • the use of ICT within collaborative practices (in school and across schools) • hardware that is updated where possible and supports new operating systems) • a website that is functional and provides key information to the community • an effective and efficient student management system • the use of Google Docs, Forms etc for planning and communication with staff 	<p>We will have :</p> <ul style="list-style-type: none"> • investigation of the cultural narrative of our area through the assistance of local experts • the development of a Māori name for our school • students, staff and community who know the cultural history of the North Loburn area • all students and staff knowing and being able to confidently deliver a well rehearsed mihi • special visitors to North Loburn school being welcomed through the Mihi Whakatau process • kapa haka tuition for our Year 4-8 students (two terms) • the opportunity for our students to choose to be involved in the Kapa Haka cultural festival including training for this (Two terms) • celebrations of significant Māori dates in the calendar (Parihaka, Mataariki etc) • regular communication and consultation with our Māori community • celebrations of all cultures within the school through a variety of events (sports events, assemblies, colour festivals etc) • all students' cultures being acknowledged • A Māori achievement plan that clearly outlines the goals and plans for raising achievement • Māori students achieving 'at' or 'above' the National Standards in reading, writing and maths 	<p>We will have:</p> <ul style="list-style-type: none"> • a board of trustees that is known to the community and in particular, the roles they play on the board • professional development opportunities available for the board based on review of our performance and the needs of the members • effective meetings • a board that is fully aware of legislation in education • a board that Governs the school through informed decision making and honest discussions • regular opportunities for the community to be consulted • a quality principal's appraisal system in place • policies that are up to date and reflect the current needs and trends in education • regular communication of what the board is doing through the school newsletter • a board that is realistic about the needs of the school in terms of health and safety • a board that is committed to quality education for all the students and to quality governance of the school.

Strategic Plan 2017 - 2020

Strategic Goals 2017 – 2020			
Goal	Looks Like	Strategies	Measures
Quality Outcomes for all students (NAG 1)	We will have: <ul style="list-style-type: none"> students who achieve at or above the appropriate National Standard in reading, writing and maths students with specific learning needs (including special needs and / or gifted and talented) making progress towards or achieving their individual learning goals as identified within the NZ curriculum our Māori students proudly achieving as Maori all students at North Loburn knowing where they are at and what their next step is in reading, writing and maths (student agency) students being able to talk about our school values a Garden to Table programme that is delivered across more levels students who are provided with opportunities for learning across a range of curriculum areas (singing, dance, drama etc) students who are well prepared for High school opportunities for authentic learning across all curriculum areas. a curriculum that is strong and makes use of the environment we work in. children gaining an understanding of the world around them through science / social science students aiming for excellence with their learning and celebrating their progress all children being proud of their whakapapa students who learn to and want to care for each other a curriculum that also allows for the passions of individual children to be acknowledged and followed. opportunities for our students to be leaders – in their learning and in / out of the classroom a strong sense of collaboration within / across the classes, and within / across the schools (Clusters / CoL) students who continue to show an understanding and strong belief in the kaupapa associated with being an ENVIRO school students co-constructing the learning with their teachers through collaborative practices 	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> Establish and encourage high expectations for all learners Continue to promote the use of the PRIDE values Provide opportunities for collaborative practice that is focused on quality learning outcomes Ensure that all children with special needs are identified as early as possible and are provided with the support they need to progress Ensure the provision of additional resources to support the learning of students with specific needs Provide a teacher aide programme that is aimed at quality outcomes for students Provide PD for all staff in keys areas (student agency, ILP etc) Promote the use of teaching strategies that are targeted towards engaging learners Promote and implement the Teaching as Inquiry cycle to ensure the needs of all students are being met Collect, collate, analyse and discuss all student data (when appropriate) and use this to help inform our teaching Ensure all staff understand the specific learning needs of our Māori students and work to ensure they are engaged, progressive learners Ensure effective use of funding to provide PD and resources that will result in quality learning outcomes of all students Engage with whanau groups Ensure that students and whanau are informed through the use of a variety of tools and resources Provide a curriculum that is centred around the students and their community, and that offers a broad range of learning opportunities 	<ul style="list-style-type: none"> students attaining 'at' or 'above' the appropriate NS in reading, writing and mathematics. Improvement in the number of students achieving progress towards their individual goals Improvement in achievement outcomes of students identified as having specific learning needs Accurate assessment data that is discussed and reviewed Targeted students tracked via TIA plans and IEPs. Regular review and discussion of these plans) Data and evidenced based tracking of Māori achievement. Tracking and analysis and resource allocation Student acknowledgement and understanding about their learning and their next steps including review of their ability to self-direct their learning Students who are able to converse with teachers and parents about their learning achievements and goals. Students who are able to apply their knowledge to real-life situations. Students who are able to appreciate skills learned outside the classroom environment.

Quality Staff (NAG 3)	<p>We will have:</p> <ul style="list-style-type: none"> • staff (teachers and support staff) who believe that all students can achieve to their potential and that no two individuals learn in the same way • all staff at the forefront of excellent practice and who model lifelong learning • all teachers meeting or exceeding all relevant professional standards • professional development (both individual and whole staff) that provides opportunities for professional growth, fresh ideas and fun • teachers who are supported in their own professional learning • teachers who are confident in their ability to use the Teaching as Inquiry cycle and see learning as a 2 way process • an appraisal system that is built on personal reflection, peer support and leadership support • support staff who are at the forefront of excellent practice, no matter what their role. • a continued focus on providing support staff for our students to ensure they are meeting their individual needs. • staff who have a strong rapport with all the students at North Loburn and a strong sense of collaboration amongst each other • staff who confidently and regularly communicate with parents • staff who willingly participate in Professional Development that is focused on the goals for North Loburn School students and provides opportunities for continued learning • staff who willingly participate in Professional Development that is focused on the goals for our Puketeraki Community of Learning • children's learning being facilitated through the use of modern learning pedagogies • teachers who are honest in their assessment of their own teaching • staff who are actively involved in the North Loburn self review process • Development of the use of GAFE with all staff 	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • invest in quality professional development for all staff in areas that are seen as being key for the learning needs of our students and community • continue our participation in the LCC cluster • become actively involved in the Puketeraki CoL • ensure there is a robust, effective and useful staff appraisal programme that also allows for self review • use feedback and questioning to assess goals and improve learning outcomes. • teach to and assess on, the New Zealand Curriculum. • plan collaboratively, through Google Docs to ensure that we are meeting the needs of all of our students • select appropriate tools and programs for teaching, assessment and reporting. • provide and encourage access to support networks and like-minded 'think tanks' e.g Facebook for teachers • acknowledge and celebrate success in excellence of all staff and individuals. • ensure staff undertake duties which are appropriate for their role and future development. • ensure the selection process for new staff is rigorous, follows policy guidelines and provides clear information on the needs of North Loburn School for future employees to consider • have teachers who use current research to ensure that they are displaying best practice • engage the staff in the PB4L contract • have staff who are aware of and willing to use and reflect on Innovative Learning Practices • have staff who are adept at using the Teaching as Inquiry Cycle to develop and enhance their teaching and learning programmes • Opportunities presented to develop knowledge and ability to use GAFE (U Learn??) • Provide leadership opportunities for staff (in-school leaders, DP etc) 	<ul style="list-style-type: none"> • staff being invited to share and contribute to the professional development of other teachers in our school and across the cluster and CoL • all staff meeting and exceeding the relevant professional standards • teachers making effective use of questioning and feedback to assess student goals and improve learning outcomes • the use of learning strategies that are evidence based • continued high levels of engagement from parents / whanau • effective use of assessment in being able to establish learning goals for students • planning that demonstrates teacher's knowledge of the curriculum and their ability to set appropriate goals at the appropriate level • reporting and providing feedback to students is timely and effective • evidence of teaching is gathered within their own online portfolio • teacher Inquiry Action Plans demonstrate that students are progressing towards the goals that are set • a staff that is happy, motivated and enthusiastic.
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A quality environment that is safe (NAG 5)	<p>We will have:</p> <ul style="list-style-type: none"> • students engaged in learning and who feel safe and secure in the school environment • teachers who role model the PRIDE values • a consistent approach to the way staff deal with all students • a focus on values by board, staff and students • students who are able to manage their own day to day behaviour and have strategies to cope with any conflicts that arise • students who feel safe and confident with their peers outside the school environment (e.g <i>camp, technology, cross country</i>) • clear guidelines and open communication between school leaders and staff • learning environments that provide students with opportunities to work collaboratively and to show leadership of their learning • a school environment that reflects and celebrates the work that our students and staff are doing (art works, gardens, murals etc) • an environment that has been developed by and with our students, and where they are in control of it , have respect for it and help take care of it (Kaitiaki Tanga) - Enviro Schools • an Eco Trail that allows visitors to celebrate the learning that our students have been involved in through the use of digital technologies • an environment – both in and out of the classroom that clearly demonstrates our commitment to ensuring our students receive the very best education possible. • an environment that encourages challenge, and play (Wilderness area, playgrounds, markings etc) • the school pool being well utilised by school and community throughout the season and that allows for the development of children who are strong and confident around water • clear health and safety guidelines and practices to ensure the safety of our students within the environment • the development of the PB4L programme to assist with reviewing, creating and maintaining a positive learning environment 	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • develop strategies to help our students work through conflict • understand our school identity through the mission statement and PRIDE values • carry out regular inspections of property / playground, which includes timely identification and rectification of hazards • maintain an up to date hazard register • employ a caretaker who is able to maintain the school based on the needs we identify (part time) • ensure all visitors sign into the visitors book • carry out emergency drills on a regular basis • encourage a school-wide culture of caring for others (PB4L) • adhere to the school policy governing behaviour and expectations of a safe learning environment • provide a complaints process that outlines correct and fair procedure for addressing problems and ensure parents are informed of this • at least twice a year, remind parents of the complaints process • all EOTC activities are documented using the schools Risk Matrix and signed off • staff have first aid training and this is kept up to date • maintain a clean environment for the children to learn in • continue to promote ourselves as a Green / Gold Enviro school and work towards maintaining this • work together to develop some learning spaces into ILE spaces and provide students and staff with the learning and development needed to make the most of these areas • continue to ensure the sustainability of the school gardens / environment with the help of our enviro leaders, and by the encouragement of sustainable practices. • Provide opportunities for our enviro leaders to take the lead in certain projects • Continue to develop and build on to the existing Garden to Table Programme. • Make use of community within working bees so that the environment remains in great condition. 	<ul style="list-style-type: none"> • student absence will be low with children remaining healthy and being keen to attend school • satisfaction surveys that include student well being, safety etc • low number of injuries • appropriate allocation of resources to ensure safe physical environment • clear and simple guidelines for behaviour both in and out of the classroom • students / staff able to demonstrate safe practices in and around school • Students and whanau encouraged to be active and make healthy choices • an environment where students want to take their parents and share the part they have played in sustaining what we have grown and created (art, plantings etc) • community wanting to make use of the grounds and resources in the weekend • a successful review of our Green / Gold status as an enviro school
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Quality Relationships (NAG 2,2a)	<p>We will have :</p> <ul style="list-style-type: none"> • effective and high quality communication with parents and community (web-site, newsletters, School Apps, Facebook) • well supported school events • the development of digital communication (live streaming of assemblies as an option) • culturally responsive programmes, processes and practice • a community that is proud to be connected to and involved with North Loburn School • strong working relationships with external and support agencies • a school that values the support given by parents in many activities , and works hard to maintain these relationships for the benefit of our students • PB4L running alongside our classroom programmes and being facilitated by RTLB and the staff • students from within our 4 school cluster working closely together on a range of programmes and events throughout the year • regular communication between the BOT and the community to ensure that the community are informed • key meetings arranged with parents to share important information and to foster strong support for the school (meet the teacher, camp meetings, parent interviews etc) • children being explicitly taught communication skills that will enable them to solve issues and navigate their way through their lives as they grow up • fostering of the 'family' feel at North Loburn through collaborative learning activities including whole school events • quality learning conversation taking place between staff / students and staff / staff 	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • ensure that North Loburn School remains at the centre of the community and is well supported • acknowledge and celebrate the achievements of the North Loburn Students at Prize giving and assemblies, and through the newsletter and other communication to parents and whanau • encourage community and whanau to come together for social, sporting and fun events • maintain meaningful communication and consultation with community and whanau • ensure that the North Loburn Curriculum has a focus on authentic learning and utilises the community • have parents of new students and target students encouraged to meet and discuss goals and achievement • follow up visits for students whose absense is a concern • specific requests for parental involvement at events and outings • opportunities to involve the community with fundraising for common causes and encouragement for our parents to be involved in the Home and Schools • Close working relationship with our cluster schools (LCC) • The development of a positive working relationship with the Puketeraki CoL schools • A BOT / Home and School groups who are supported by staff, students and community to ensure the best outcomes for our students. • Have students who are skilled at conflict resolution • Have students who support, nurture and look after each other • Provide opportunities for collaboration within the school, and across the school (cluster) • Encourage effective communication via newsletter, website, emails and social media 	<ul style="list-style-type: none"> • Increased number of community members attending school events. • an increase in the number of events that are being led by the students • community and whanau members continuing to provide feedback. • Interaction via social media and website • parental help and support at events and outings continues in the manner we are used to • students developing strong friendships • Quality Learning outcomes as a result of cross school / within school collaboration • Students who are eager to attend school • Students who are willing to share their ideas and take a lead in the learning • Leadership that supports both the staff and students in their learning
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		<ul style="list-style-type: none"> Ensure the focus is on the learner being at the heart of everything we do 	
Quality Digital learning / ICT NAG I	<p>We will have:</p> <ul style="list-style-type: none"> a school ICT vision that is realistic and practical and supported by the staff, students and community <p><i>North Loburn School will provide a learning environment where connected, confident, active learners work together to prepare for their futures.</i></p> <p><i>Learning outcomes for all North Loburn School students will be improved through the use of digital technologies.</i></p> <ul style="list-style-type: none"> a school wide community that understands the importance of, and how to use ICT safely and responsibly (cyber safety) ICT that is used to support and enhance the learning and is integrated into everyday learning fair and equitable use of all ICT resources within the school sufficient hardware to provide the opportunities of use for all children explicit teaching of keyboard skills within the classroom programme at certain levels use of Google Docs as a way of gathering responses and information from the community an ICT programme that allows students with particular interests to develop these further (programming, coding etc) staff professional development opportunities to ensure that they are being upskilled in the use of ICT the use of ICT within collaborative practices (in school and across schools) hardware that is updated where possible and supports new operating systems) a website that is functional and provides key information to the community an effective and efficient student management system the use of Google Docs, Forms etc for planning and communication with staff 	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> continue to plan for and research the best tools and methods of delivering an effective ICT programme have an ICT vision and strategic plan that sets out the direction for our school in terms of digital learning continue to use and further develop the use of Google sites and DOCS with our Year 4-8 develop the use of Google Apps for Education across the staff provide PD for teachers that will challenge them and allow them to further develop their digital learning skills and knowledge (eg U Learn, Google) Provide a leadership opportunity for a staff member to lead ICT within the school Promote the use of Google Docs by encouraging the community to attend sessions on the use of these and benefits of them for our students. Plan for and run cyber safety sessions Provide opportunities for digital collaboration within the school, and between schools Provide access to google accounts for our students and encourage the use of these as a method of communication with each other and their teacher Ensure that we update the hardware within the school using a range of funds. Provide learning opportunities using digital technology that both enhance the learning and challenge the learning Stay up to date with the latest thinking in terms of digital learning through the use of current research Encourage the students to develop their keyboard skills 	<ul style="list-style-type: none"> ICT embedded in every classroom and used naturally as a valuable tool for learning ICT use progressing naturally through the classrooms and levels students having access to and using a variety of ICT tools students being competent users of digital technologies administrators using ICT for communication and engaging the wider community Increased use of ICT for communicating with family, community and other schools during school time a school community who is able to safely and responsibly use ICT to its full advantage the ICT strategic plan for the school mirroring the practices in the classroom the wider community engaging with the school through the use of digital technologies

<p>Quality Cultural Awareness (NAG1, NAG 2)</p>	<p>We will have :</p> <ul style="list-style-type: none"> • investigation of the cultural narrative of our area through the assistance of local experts • the development of a Māori name for our school • students, staff and community who know the cultural history of the North Loburn area • all students and staff knowing and being able to confidently deliver a well rehearsed mihi • special visitors to North Loburn school being welcomed through the Mihi Whakatau process • kapa haka tuition for our Year 4-8 students (two terms) • the opportunity for our students to choose to be involved in the Kapa Haka cultural festival including training for this (Two terms) • celebrations of significant Māori dates in the calendar (Parihaka, Mataariki etc) • regular communication and consultation with our Māori community • celebrations of all cultures within the school through a variety of events (sports events, assemblies, colour festivals etc) • all students' cultures being acknowledged • A Māori achievement plan that clearly outlines the goals and plans for raising achievement • Māori students achieving 'at' or 'above' the National Standards in reading, writing and maths 	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • Engage the services of local experts to enable us to explore the cultural narrative of our school and area • Develop, use and review a school action plan that outlines the key steps for the school in terms of developing Te Reo and knowledge of Maori culture within the school • Greet important visitors to the school through a Mihi whakatau process • Provide opportunities for students to research, write, learn and recite their own mihi • Use our assemblies as an opportunity to explicitly teach the correct pronunciation of Māori words and phrases that are topical to what we are learning • Through the use of experts, develop a Māori name for our school • Continue to provide our students with the opportunity to learn Kapa Haka • Look to enter the Kapa Haka festival and provide a group of children for this who are eager and skilled in the delivery of the programme • Continue to celebrate the Māori culture • Ensure all cultures within the school are acknowledged and provide opportunities for these students to tell their own stories • Provide opportunities for Māori students to learn as Māori • Regularly consult with the Māori community and whanau • Make use of "phrase" a day approach with staff 	<ul style="list-style-type: none"> • students and staff who are confident in their use of Te Reo • a narrative that has been developed for our school that identifies the history and other key aspects of our area • confident delivery of our mihi from students and staff • visitors confidently welcomed onto the school grounds through the Mihi whakatau • Our first involvement in the Kapa Haka festival • Māori students who are achieving at or above the national standards • Students who are proud of their culture and can outline what we as a school have done to foster this pride. • Students who demonstrate a high level of engagement in our Kapa Haka sessions • A new Māori name that is specific to our school and symbolizes who we are as a school
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Quality Governance (All NAGS)	<p>We will have:</p> <ul style="list-style-type: none"> • a board of trustees that is known to the community and in particular, the roles they play on the board • professional development opportunities available for the board based on review of our performance and the needs of the members • effective meetings • a board that is fully aware of legislation in education • a board that Governs the school through informed decision making and honest discussions • regular opportunities for the community to be consulted • a quality principal's appraisal system in place • policies that are up to date and reflect the current needs and trends in education • regular communication of what the board is doing through the school newsletter • a board that is realistic about the needs of the school in terms of health and safety • a board that is committed to quality education for all the students and to quality governance of the school. 	<p>At North Loburn School we will:</p> <ul style="list-style-type: none"> • Ensure all meetings have a clear agenda, a major focus and are run efficiently • Provide all BOT members with 'to do' list following each meeting • Look for and attend PD opportunities that have been identified through self review as a board • Communicate with the community through a regular BOT spot in the newsletter • Make effective use of the community liaison officer on the board. • Ensure that the principal is meeting the requirements of the job description through a robust appraisal system • Have students data reported and shared at BOT meetings. Questions to be asked • Monitor the school accounts through the principal. • Address health and safety needs as soon as they are raised • Share the complaints policy with the community • Participate in a meet the teacher / BOT evening • Look to use local expertise to support projects throughout the year • Continue to monitor policy review through the school DOCS system • Share minutes from the BOT meetings via the website and notice boards • Have portfolios for board members • Use NZSTA to support the ongoing running of the board. • Have all documentation distributed to the BOT prior to meetings via Google docs • BOT chairs from the cluster schools will meet together • Cluster schools will invite BOT chair and principal to their meetings • Regularly review our own performance as a BOT • Regularly consult with the community around subjects such as health, EOTC, well-being etc • Report findings of community consultations back to the community 	<ul style="list-style-type: none"> • BOT meetings will run efficiently and be completed according to the times we set. • BOT members will be able to articulate clearly the role of Governance vs Management • Projects within the school will be run efficiently • BOT members with portfolios will have a clear picture of what is happening • The community will feel informed based on the communication we are able to provide • The BOT chairs will have met regularly and will be developing some common thinking. • Cluster school BOT meetings will have been attended. • Self review will show that the BOT is continuing to grow in their knowledge and Governing of the school – aiming for quality governance informed decisions and changes, where needed, will have been made as a result of analysis of community consultation
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North Loburn Annual Plan 2017

Goals for the 2017 Annual plan are selected from the strategic plan as outlined on previous pages.

Strategic Area: Quality Outcomes for All Students (NAG 1)					
Aims for the Year:					
<ul style="list-style-type: none"> • Explore ‘student agency’ as a method for improving student achievement through staff Professional Development • Encourage the concept of ‘High Expectations’ across the school for all students • Gather, collate and discuss students data with the aim of using this to inform our teaching • All students making progress towards their individual learning goals and National Standards as set out in the NZ curriculum • Begin participation in the Puketeraki CoL with a focus on collaboration and work towards meeting the achievement aims set out • Provide a wide range of extra curricula opportunities for all children – with a focus on the Power of Choice • Students who are aware and demonstrate the school PRIDE values, and who are developing the key competencies as set out in our planning • Ongoing commitment to our status as an ENVIRO school including a successful review 					
Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe	
<ul style="list-style-type: none"> • Student agency - Students will be encouraged to set their own goals, to discuss these with their peers and teachers. Students will be used in the process of analysing data and using this to provide the next steps in their learning 	Students will learn to develop their own goals and become self-regulated learners (student agency)	Principal Teaching staff	??	Ongoing	
<ul style="list-style-type: none"> • Students to co-construct the learning in a number of areas. Staff to demonstrate that they too are learners when working alongside them 	Students to become the leaders of their learning, to be able to share and collaborate	Teaching staff Students	Nil	All year	
<ul style="list-style-type: none"> • All students will be actively engaged in the learning and the process of learning to learn. Students and staff will work closely together to develop a clearer understanding of the importance of High expectations (Mindset reading) 	Students will demonstrate knowledge of learning to learn, and will have High expectations on their learning	Principal Teaching staff	\$360 PD budget	Ongoing	
<ul style="list-style-type: none"> • As opportunities come into the school, staff to be involved in the discussion and decisions made as to what we can offer that will provide a broader range of learning activities. “Choice” will need to be discussed as a school 	Students being offered the opportunity to explore a wide range of activities and learning to learn in new settings	Principal Teaching Staff	May involve parent input or extra funding	As the year progresses	
<ul style="list-style-type: none"> • A school wide ‘data gathering’ timetable will be used. Data will be stored in Assembly, discussed at staff meetings with decisions being made in regards to teaching and learning, and the BOT informed 	Students will be challenged and will continue to make progress	Principal AP Teaching staff	Assembly fees	ongoing	
<ul style="list-style-type: none"> • The school values (PRIDE) to be discussed as a result of findings from PB4L. Some refining to what we have, perhaps looking at simplifying for our juniors. Look at ways of making them more visible in the playground 	Students who are all demonstrating their knowledge / belief in our school PRIDE values	Teaching Staff students	\$100- \$200 for materials - visible values	Set early in year	
<ul style="list-style-type: none"> • This is a review year for ENVIRO school. Continue to promote this status and to ensure we are using sustainable practices in and around the school. Develop a digital enviro trail 	Students who clearly demonstrate the kaupapa associated with being an ENVIRO school	ENVIRO leaders ENVIRO teachers	As needed	Trail completed by end of 2017	

Strategic Area: Quality Staff (NAG 3)**Aims for the Year:**

- **Teachers who believe and also encourage the concept that all children can achieve to their potential, can meet high expectations and that no two individuals learn in the same way**
- **Teachers / support staff who are at the forefront of excellent practice and who model lifelong learning**
- **Teachers who are confident in using the Teaching as Inquiry cycle at a staff level and an individual level and monitored through their appraisal**
- **Staff to participate in a range of professional development opportunities – as a school, cluster, CoL**
- **Development of the use of Google Apps for Education across the staff**
- **Develop an appraisal system that allows for all staff to observe teaching, share ideas and review (both self and schoolwide) our practices**
- **Teachers to develop a greater understanding of ILP – our focus being student agency as a starting point**

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> • Teachers to participate in readings, and staff meetings that have a focus on high expectations. Continued discussion on the needs of all our students and the resourcing we can provide for them 	Students will develop the knowledge that they can do things through high expectations.	Principal Staff	PD budget for reading	Ongoing
<ul style="list-style-type: none"> • Teaching as Inquiry will continue to remain a focus - both at an individual level and as a whole staff. Student data will be used to drive the TAI cycle for the staff. • Teacher Inquiry Action plans will be introduced in Term 1 2017 and used for children allowing for a wider range of needs to be addressed. • Data will continue to be shared and discussed, and decisions made about our teaching and learning programmes based on this data. 	Student achievement will continue to be closely monitored and OTJs for the students made with the knowledge that all teachers clearly understand the NS.	Principal Teaching Staff	From within the PD budget depending on what staff wish to do	On-going – data discussions as least once a term
<ul style="list-style-type: none"> • PD focus for this year as a school is Student Agency to start. This will be followed up with our own discussions around ILP. • The CoL achievement aims will result in PD around those (writing) • Sue Graham to continue working with our staff 	Students will demonstrate the ability to lead their learning and know their next steps.	Principal Staff CoL Sue Graham	LCC cluster CoL	Throughout the year
<ul style="list-style-type: none"> • The appraisal system will be streamlined to provide greater staff ownership • Staff meetings put aside to discuss RTC that we are focusing on. • Staff to be given observation times 	Student progress will be monitored and discussed in line with changes we are making	Principal staff	Nil	On-going
<ul style="list-style-type: none"> • Teachers to develop the use of Google Apps for Education – already using a number of these but looking for opportunities to develop further • PD provided for staff (U Learn / Google Summit if possible) • Lead teachers within the school to support all staff 	Students will be working on Google Apps within their classroom. Hapara will be used to monitor their progress	Teaching staff AP	\$399 per staff member attending Grant for U Learn	On-going

Strategic Area: A quality environment that is safe(NAG 5)

Aims for the Year:

- **Through the PB4L programme, students to develop strategies that will enable them to manage day to day conflict**
- **Learning environments that foster collaboration and leadership of learning**
- **Strong focus on the PRIDE values**
- **Buildings to be maintained to a high standard**
- **New breakout spaces and updated learning spaces to be provided for the students**
- **Creating an environment where the children can be challenged in their play (wilderness, tyre swings etc)**
- **Creation of an Eco trail using digital technology that celebrates our ENVIRO status**

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> • PB4L is new this year. The data gathered will be used to establish guidelines for the students and staff 	The students will demonstrate positive behaviour that is beneficial to their learning	Principal Teaching staff RTLb	PD budget	Ongoing
<ul style="list-style-type: none"> • Teachers to explore the environment they are working in and to continue to encourage collaboration • Development of the breakout space between Kauri and Kahikitea 	Students to be able to have 'choice' in terms of learning space and areas that promote the ability to work together	Principal Teaching staff LOGIC group	5YA	End of Term 2 for classroom development
<ul style="list-style-type: none"> • Regular building checks to be carried out • MOE contacted about minor earthquake repairs • Ensure Health and safety register is being completed • Caretaker's book to be maintained 	A safe and comfortable working environment maintained for our students	All teachers BOT Caretaker	As required	Ongoing
<ul style="list-style-type: none"> • As a result of the PB4L analysis, the PRIDE values to be discussed at staff meeting – the idea being to discuss the importance of streamlining them. • Discuss with children other ways of making the PRIDE values visible around the school 	Students with a clear understanding of the values in our school, what they do to improve them	Principal Teaching Staff RTLb	PD budget for staff to attend PB4L sessions	ongoing
<ul style="list-style-type: none"> • The development of an ECO trail that promotes the work we have done as an ENVIRO school • Enviro leaders to continue to take the lead in projects around the school 	Students to be able to lead the school in maintaining the Kaupapa around being an ENVIRO school	Teaching staff ENVIRO leaders	From garden budget	All year
<ul style="list-style-type: none"> • Take the opportunity to explore and review the areas for play. In particular the need to get the tyre swings back up and also the wilderness project. • Planning through ENVIRO leaders, staff, BOT 	Areas within our school developed that encourage challenge, and safe risk taking within their play	Teaching Staff Principal Enviro leaders	\$ - for materials – possibly through grants	ongoing

Strategic Area: Quality relationships. (NAG 2, 2a)

Aims for the Year:

- **PB4L running within the school and helping to foster positive working relationships amongst the students**
- **Exploration of Quality learning conversations that will enable the facilitation of 'student agency'**
- **Regular, effective and meaningful communication with our parents and community from staff and BOT**
- **The development of digital communication with the community (streaming of assemblies etc)**
- **The development of the working relationships within the CoL that leads to the sharing of best practice**
- **Continue to encourage support from the community for events and use of our resources (pool, hall, PET day etc)**
- **Maintaining the 'family' feel at North Loburn from within the school to the community**
- **Provide leadership opportunities for students which helps to support the teachers (office, ENVIRO etc)**
- **New format for meet the teacher with BOT included**

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> • The school remains at the centre of the community. Look to provide opportunities for the community to gather using the school as the meeting point with the aim being to create a strong family feel. • Have the pool up and running for the community 	Students being given the opportunity to meet new people	Principal Community members	Pool maintenance costs	Throughout the year
<ul style="list-style-type: none"> • Through the PB4L programme, develop the skills of being able to problem solve and work closely together. • Investigate strategies (as suggested by the students) they can use in the playground 	Students who are able to work closely together and support each other to solve every day issues	Principal Teaching staff RTL	PD budget	Ongoing
<ul style="list-style-type: none"> • Newsletters will continue to be distributed weekly in digital format. • The website will be redeveloped and launched • Facebook page continuing to be used • Parent Teacher App put in place and parents encouraged to download and use this facility as a means of communicating • Explore the idea of streaming assemblies live (if possible) • BOT communication through newsletter, website etc 	Students and families able to stay up to date with events and to know what is coming up	All teachers Admin staff BOT	Website costs	Ongoing
<ul style="list-style-type: none"> • Hold a meet the teacher evening that has a new format, allowing for the introduction of BOT members 	Parents will have a better understanding of the programmes being run for their children	Principal Teaching Staff BOT	Nil	Term 1

Strategic Area: Quality Digital learning / ICT (NAG 1)

Aims for the Year:

- **Revisit the school ICT vision and strategic plan. Get feedback from staff, students and community**
- **Continue the use of Google sites for the staff appraisal**
- **Continue to build onto the practice of using Google Docs and other Google apps with the students**
- **Further develop the use of Google Docs and other Google apps as planning tools for staff**
- **Ensure that the SMS (Assembly) is user friendly and supporting the school in storing and reporting on student results and needs**
- **Updating of hardware for the students**
- **Establishment of a new website that is functional and easy for staff to use.**
- **Provide professional development opportunities for staff to upskill in ICT / digital technology skills**

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> • As a staff – discuss the current ICT vision – what it means, what has changed, what is changing • Develop an updated strategic plan in ICT that mirrors what the changes are we see. • Consult students and staff for the ICT strategic plan 	Teachers having the skills and knowledge to deliver the plan – students able to enhance their learning through the use of the plan	Principal Staff	\$per app if needed to meet the needs of the plan	Throughout the year
<ul style="list-style-type: none"> • Google sites to be continued as a means of providing online learning opportunities (appraisal) • Staff meetings to be set aside to work on the sites and to discuss issues • (long term –appraisal sites for the support staff as well) 	Staff to be able to reflect and inquire online focusing on students' progress and their own progress through their appraisal site	Principal Teaching staff	Nil	ongoing
<ul style="list-style-type: none"> • New iPads and Laptops to be purchased. (seeking a grant) • Explore the purchase of Beebots to support the teaching of coding and programming • Apple TV to be installed in rooms that do not have it • Using external assistance, explore the notion of streaming assemblies 	Students being able to have a wider range of hardware to work with, and learning new skills	All teachers	See budget sheets	Term 1
<ul style="list-style-type: none"> • Staff to continue to work with Assembly and to feedback the effectiveness of it to date. • Data to be stored online and reports used at staff and class level to make decisions on teaching and learning 	Staff competence in using Assembly will allow for improved use of data and more functional storage	Principal Teaching Staff Assembly	PD of needed	Ongoing
<ul style="list-style-type: none"> • Explore the option of staff attending U Learn and other Google PD 	Staff will be upskilled in knowledge and skills and this will impact the student's learning	Principal Teaching Staff Students	\$700 for registration if U Learn per teach (Grant??)	Explore early in year for October holidays

Strategic Area: Quality Cultural Awareness (NAG 1, NAG 2)

Aims for the Year:

- Investigate, through the use of local experts, the cultural narrative of our area
- Using the information from above, explore what a Māori name for our school would be
- Enter the Kapa Haka festival – make this optional for our students with the lead up being compulsory in Term 1 and 2
- Work towards all students / staff knowing and being confident in the delivery of their Mihi
- Explore events that will allow us to celebrate the culture of all our students
- Continue to employ Maka to work with our students
- Become confident in our ability to deliver a Mihi Whakatau when visitors arrive
- Establish a culture board in the office area that shows the various nationalities of the students in our school.
- Continue to teach correct pronunciation of Te reo both in class and assemblies

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> • Using local experts (Corban and Diane) from Mātauraka Mahaanui explore the cultural narrative of our areas • Explore what a new Māori name would be • Launch the name and a symbol with the community when completed. 	Teachers to be able to lead their own students through discussions based around the history	Principal Staff Mātauraka Mahaanui	PD budget LCC cluster funds	Throughout the year
<ul style="list-style-type: none"> • Make an entry into the Kapa Haka festival. • Children to opt into the performance level of this 	A new experience for our students and an opportunity to showcase their skills	Principal Teaching staff	Entry fee Grant for outfits	ongoing
<ul style="list-style-type: none"> • Set up a map of the world in the office and place the children around within their various cultural groupings. • Add to this as students appear 	The cultures of our children will be celebrated and acknowledged	Principal	Principal's discretionary	Term 1
<ul style="list-style-type: none"> • All students to continue to work on the preparation and delivery of their Mihi 	Confidence in the delivery of their Mihi	Teaching staff	Nil	Ongoing
<ul style="list-style-type: none"> • Student leaders to be chosen to assist in the delivery of Te Reo at school assembly. • Te Reo to play an integral part in classroom programmes 	Students to build their vocabulary and ability to use Te Reo confidently	Principal Teaching Staff Students	Nil	Ongoing

Strategic Area: Quality Governance (All NAGS)

Aims for the Year:

- **Present the members of the board to the community**
- **Using the self review from 2017, explore Professional development opportunities as a board**
- **Establish the principal's appraisal programme for this cycle – review and report back**
- **Ensure meetings are efficiently run and involve informed decision making at all levels**
- **Communicate with the community on BOT progress via newsletter, website**
- **BOT chair and principal to attend meetings from cluster schools**

Actions to Achieve the Annual Aim	Student Outcomes	Led By	Budget	Timeframe
<ul style="list-style-type: none"> • Early in Term 1, hold a meet the teacher / BOT meeting where we can introduce the members (given we have two new ones) 	N/A	Principal BOT	Nil	Term 1
<ul style="list-style-type: none"> • Review the self review from 2016. Use this information to find PD opportunities for the BOT. • Discuss at BOT meetings early in the year what our focus for PD could also be alongside, the review 	The PD will ensure that the BOT is providing quality governance, which in turn leads to staff being able to deliver the programme we want	Principal BOT	BOT costs	ongoing
<ul style="list-style-type: none"> • Establish the principal's appraisal fo 2017 • Principal to share progress being made towards the goals throughout the year • Final report presented and reported on 	The principal's leadership will enable quality outcomes for all students	Principal Nick Major	\$1750	Ongoing
<ul style="list-style-type: none"> • Communication from the BOT to the community to be established via newsletter and website (Community Liaison and BOT chair) 	Student's families will know what is happening around the school	Principal BOT	Nil	Ongoing
<ul style="list-style-type: none"> • Contact local cluster schools to arrange a time to attend their meetings • Chair to also meet with LCC cluster chair people 	N/A	BOT chair	Nil	Ongoing

Annual Targets 2017

North Loburn School Target – I ... 2017	
Strategic Goals: <ul style="list-style-type: none"> To ensure that we have quality outcomes for all students To have a high percentage of students who achieve at or above the appropriate National Standard in writing To ensure students with specific learning needs making progress towards or achieving their individual learning goals as identified within the NZ curriculum 	
Annual Aims: <ul style="list-style-type: none"> To increase the number of students achieving 'at or above' the National Standards in writing 	
Baseline Data: The data gathered for the past 4 years indicates the following percentages of children achieving at or above the National Standard in writing. 2013 – Writing 82.3%, 2014 – Writing 83.1% 2015 – Writing 85.1% 2016 – Writing 75.2 In 2016 we discovered that we had a very high number of boys who were not achieving at or above the standard. The Puketeraki CoL has already identified Boys writing as a focus area so we felt that this would be an ideal area for us to focus on. We currently have 36% of all of our boys at the end of 2016 achieving well below or below the standard. After viewing the data from 2016 and looking at who would be moving on, we have found we have 17 boys who we believe need to be targeted. One child who has moved was the only one well below and was an ORRS child We also feel strongly that the target should also allow focus on those students who are currently achieving at or above the expected level as they need to be monitored.	
Target Group: 17 students who are currently at North Loburn and are in Years 1-8 who are currently below the national standard in writing	Target: <i>Boys in Year 1-8 achieving below the National Standard for writing in 2016 will make at least 1 year of academic progress (accelerated progress) towards their individual goals and towards being at standard or will be at standard, for writing by the end of the 2017.</i> <i>Boys who are at and above standard for writing in 2016 will continue to make progress appropriate to their level with the aim to keep them at or above standard.</i>
Our Commitment: This group of targeted boys are from Years 1- 8 across the school. While they have been identified as working below the standards, their needs are varied. As a school we remain committed to making a difference to these children and supporting them to raise their achievement. As this target is also an achievement aim for the CoL we feel confident that the discussions and PD that the groups can engage in will enable us to make a difference. The teacher aides will be used to support the learning of these students where possible and based on the identified needs of the teachers. Teachers will also be able to use their Teacher Inquiry Action Plans to support the learning of these students. The parents of these families will be contacted early in the year to provide an indication that these students are within our target group.	

Actions to achieve the target	Led By	Budget	Timeframe
Teachers to review the schoolwide achievement data. From here we will be able to gather the information on the children we have targeted and what their needs are.	Principal AP	Nil	Term 1
Teachers to develop the use of Teacher Inquiry Action Plans to work alongside some of the target students. Some may also require an IEP	Principal and staff	Nil	Throughout year and reviewed staff meetings
Teachers to work together to form a timetable where teacher aide support can be provided.	Principal / Teacher aide	Teacher aide salary	Early in Term 1
In school CoL leader to attend CoL meetings and to report back on what other schools are doing to meet these needs.	Anne Hughes	Release day	Term 1 (2 meetings)
Student agency developed providing active engagement of students in developing their learning outcomes and next steps	Principal	Nil	Term 1
Staff meetings to be set aside to review the targeted students and their progress	Principal Inschool leaders Staff	Nil	At least 2 per term
Staff professional learning – supported through the CoL	All staff	Nil	Ongoing
Development of writing rubriks that are in child speak – allowing for children to set and review own goals	Principal Staff	Nil	Terms 1 and 2
Teachers to participate in moderation meetings within school and across the school	All staff	Nil	Term 2, term 4
Active engagement in the LCC cluster to assist in discussion	Principal, In school leader	Nil	Ongoing

Further information on how we intend to support these students in other ways can be found on the **Annual Plan** page. Teacher's personal appraisal will provide opportunities for them to reflect on the work they are doing.

Examples of Data Collection tools for OTJ

- **E –asTTle**
- **Student work samples**
- **Teacher Observation**
- **PAT results**
- **Moderation within and across schools**
- **Peer and self assessments**

North Loburn Target – 2 ... 2017			
Strategic Goals: <ul style="list-style-type: none">• To ensure that we have quality outcomes for all students• To have a high percentage of students who achieve at or above the appropriate National Standard in writing• To ensure students with specific learning needs are making progress towards or achieving their individual learning goals as identified within the NZ curriculum			
Annual Aims: <ul style="list-style-type: none">• To increase the number of students achieving ‘at or above’ the National Standards in writing			
Baseline Data: <p>The data gathered for the past 4 years indicates the following percentages of Māori students achieving at or above the National Standard in writing.</p> <p>2013 – Writing 89.4%, 2014 – Writing 77.3% 2015 – Writing 75% 2016 – Writing 63.1</p> <p>In 2016 we discovered that our percentages had dropped significantly. We had to take into account that a couple of our Māori students had special needs and a number of new students had arrived. Again the Puketeraki CoL had identified the need to focus on Māori students writing so we felt that this would be an ideal area for us to focus on. We have had a number of students move during the break and a large group of these students were Māori. We are fully aware that Māori students are considered a priority group and feel that we need to raise the achievement of this group to a higher level. In setting this target we felt it was best to set a percentage that we believe is attainable and would provide focus on all of our Māori students.</p>			
Target Group: <p>Those Māori students who are currently well below and below the standard in 2016 for writing, as well as those students achieving at or above.</p>		Target: <p><i>To increase the school wide result for Māori students who are at or above the National Standard in writing to 85%. (Currently 63.1%)</i></p>	
Our Commitment: <p>As stated in the previous target this group of students also have varied needs. As a school we remain committed to making a difference to all our students, and in particular the learning of our Māori students. We fully understand the importance of this group as a priority group and are committed to making a significant difference to the percentage of students achieving at and above. Resources, teacher aide support and PD (from CoL and staff) will provide opportunities for us to make a difference. The development of a raising Māori students achievement plan will be key.</p>			

Actions to achieve the target	Led By	Budget	Timeframe
Teachers to review the schoolwide achievement data. From here we will be able to gather the information on the children we have targeted and what their needs are.	Principal AP	Nil	Term 1
Teachers to develop the use of Teacher Inquiry Action Plans to work alongside some of the target students. Some may also require an IEP	Principal and staff	Nil	Throughout year and reviewed staff meetings
Teachers to work together to form a timetable where teacher aide support can be provided.	Principal / Teacher aide	Teacher aide salary	Early in Term 1
In school CoL leader to attend CoL meetings and to report back on what other schools are doing to meet these needs.	Anne Hughes	Release day	Term 1 (2 meetings)
Student agency developed providing active engagement of students in developing their learning outcomes and next steps	Principal	Nil	Term 1
Staff meetings to be set aside to review the targeted students and their progress	Principal Inschool leaders Staff	Nil	At least 2 per term
Staff professional learning – supported through the CoL	All staff	Nil	Ongoing
Development of writing rubriks that are in child speak – allowing for children to set and review own goals	Principal Staff	Nil	Terms 1 and 2
Teachers to participate in moderation meetings within school (and possibly across school clusters)	All staff	Nil	Term 2, term 4
Active engagement in the LCC cluster to assist in discussion	Principal, In school leader	Nil	Ongoing
Teachers to review the schoolwide achievement data. From here we will be able to gather the information on the children we have targeted and what their needs are.	Principal AP	Nil	Term 1
Teachers to develop the use of Teacher Inquiry Action Plans to work alongside some of the target students. Some may also require an IEP	Principal and staff	Nil	Throughout year and reviewed staff meetings

Further information on how we intend to support these students in other ways can be found on the **Annual Plan** page. Teacher's personal appraisal will provide opportunities for them to reflect on the work they are doing.

Examples of Data Collection tools for OTJ

E –asTTle

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- **PAT results**
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- **Peer and self assessments**

North Loburn Target – 3 ... 2017

Strategic Goals:

- To ensure that we have quality outcomes for all students
- To have a high percentage of students who achieve at or above the appropriate National Standard in maths
- To ensure students with specific learning needs are making progress towards or achieving their individual learning goals as identified within the NZ curriculum

Annual Aims:

- To increase the number of students achieving 'at or above' the National Standards in maths

Baseline Data:

The data gathered for the past 4 years indicates the following percentages of students achieving at or above the National Standard in maths.

2013 – Maths 84.6%,

2014 – Maths 80.7%

2015 – Maths 83.3%

2016 – Maths 79.3%

In 2016 our data showed a fall of 4%. While we acknowledge that we are a small school and that these numbers can change quickly this is still a drop. Puketeraki have an achievement challenge around Maths for Years 4-8. Our data showed the following percentages for children in Years 4 to 8 in 2016 as being at or above: Year 4 – 76.9%, Year 5 – 69.8, Year 6 – 85.7, Year 7 – 81.3 and Year 8 - 79%. This data demonstrates that we need to focus on these levels with the aim being to raise the percentage across these groups. 4 Māori students were below or well below the standard as recorded in the data at end of 2016. Data analysis at the start of 2017 showed that we would have a group of 10 students who were still attending North Loburn and in Year 4-8 who were well below or below the standard in maths. This group would be our target group.

Target Group:

10 students who are currently at North Loburn and are in Years 4-8 who are currently below the national standard in maths

Target:

The students in Year 4-8 identified as achieving well below or below the National Standard for Maths in 2016 will make at least 1 year of academic progress (accelerated progress) towards their individual goals and towards being at standard or will be at standard, for Maths by the end of the 2017.

The students in Year 4-8 who are at and above standard for maths in 2016 will continue to make progress appropriate to their level with the aim to keep them at or above standard.

Our Commitment:

This group of targeted students are from Year 4 - 8 across school. While they have been identified as working below or well below the standards, their needs are varied. As a school we remain committed to making a difference to these children and supporting them to raise their achievement. As this target is also an achievement aim for the CoL we feel confident that the discussions and PD that the groups can engage in will enable us to make a difference. The teacher aides will be used to support the learning of these students where possible and based on the identified needs of the teachers. Teachers will also be able to use their Teacher Inquiry Action Plans to support the learning of these students. The parents of these families will be contacted early in the year to provide an indication that these students are within our target group.

Actions to achieve the target	Led By	Budget	Timeframe
Teachers to review the schoolwide achievement data. From here we will be able to gather the information on the children we have targeted and what their needs are.	Principal AP	Nil	Term 1
Teachers to develop the use of Teacher Inquiry Action Plans to work alongside some of the target students. Some may also require an IEP	Principal and staff	Nil	Throughout year and reviewed staff meetings
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Staff meetings to be set aside to review the targeted students and their progress	Principal Inschool leaders Staff	Nil	At least 2 per term
Staff professional learning – supported through the CoL	All staff	Nil	Ongoing
Active engagement in the LCC cluster to assist in discussion	Principal, In school leader	Nil	Ongoing
Teachers to review the schoolwide achievement data. From here we will be able to gather the information on the children we have targeted and what their needs are.	Principal AP	Nil	Term 1
Teachers to develop the use of Teacher Inquiry Action Plans to work alongside some of the target students. Some may also require an IEP	Principal and staff	Nil	Throughout year and reviewed staff meetings

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