

# LOWER MOUTERE SCHOOL ANNUAL PLAN—2016

## LEARNING ENVIRONMENT

### WHAT WE DO...

- ⇒ *Classrooms reflect the school vision—begin to embed 'to be the best we can be' across all practices in the school*
- ⇒ *Develop greater consistency across school—planning, assessment & reporting*
- ⇒ *Collaborative practice—across school*
- ⇒ *Discuss cultural environment of the school, reflecting Te Taiako—what does a culturally responsive school / classroom look / sound like?*
- ⇒ *Walkthroughs, shared staff meetings across school—develop collaborative and open learning spaces*
- ⇒ *Develop action plan for staff as result of Online Inclusive Practice tool survey*
- ⇒ *Support the PLG programme*
- ⇒ *Review and redevelop the Relationship procedure for behaviour etc.*
- ⇒ *Develop syndicates—greater ownership by staff*

### PROPERTY

- ⇒ *Refurbishment of Rooms 7 & 8 to allow for greater collaboration*
- ⇒ *Relocate classes and redesign the school library in Room 6 (current)*
- ⇒ *Special Needs upgrades—fencing and showering facilities*
- ⇒ *Clean down clearlights and peeling paint on Room 7 & 8*
- ⇒ *Landscaping plans for school—including creating environmental learning spaces, school orchard and planting oak plants.*

## COMMUNITY PARTICIPATION

### WORKING WITH OTHERS

#### PARENT COMMUNITY

- ⇒ *Update the school handbook to go out for school families—attach to the school website.*
- ⇒ *Survey parents / caregivers regarding school concert times, reporting and other areas where parent voice is needed.*
- ⇒ *Reporting to parents—trial new format and seek feedback*
- ⇒ *Parent support at school events—review the times for these to allow greater access*
- ⇒ *Working Bees—fewer with more support—look at the 'experts' in the school community*
- ⇒ *School identity—preschool providers and beyond*
- ⇒ *Parent education—Maths, Reading Together*
- ⇒ *Raise awareness of school fundraising group*
- ⇒ *Develop BOT governance manual*

#### STAFF

- ⇒ *Employ staff who will compliment and add to the expertise that is currently on the staff*
- ⇒ *Collaborative practice—staff at school will work in this way, across the school—team focus and team ownership of learning*
- ⇒ *Support staff with initiatives that will enhance the school culture—learning and relationships within and beyond the school*
- ⇒ *Staff induction*
- ⇒ *Communities of Schools—develop*

## ENGAGING CURRICULUM

### PEDEAGOGY

- ⇒ *Student achievement—track, support and monitor students at risk—of not reaching their potential.*
- ⇒ *Differentiate programmes for those who need so—ensure that learning programmes reflect the need of the learner—not the teacher.*
- ⇒ *Curriculum to reflect the aspirations of the school community and reflect the vision.*
- ⇒ *Quality planning, teaching, assessing and reflections.*
- ⇒ *Write a staff handbook.*
- ⇒ *PLD—ALiM, Reading Together and Writing.*
- ⇒ *School curriculum—review and rewrite*
- ⇒ *Appraisal—review and develop further to reflect the needs of the staff—not a process*
- ⇒ *Cultural focus developed to a deeper level and authentically integrated in school*
- ⇒ *SOLO—across the school practice—use as tool to gather info for "Topic" studies*
- ⇒ *Collaborative practice within cluster and school*
- ⇒ *Address recommendations from ERO review 2014*

### STUDENT TARGETS 2016

- \* *To monitor, raise and accelerate student achievement for groups of students below and well below standard, in particular Maori and Pasifika students, across the school.*
- \* *To raise the rate of progress for all students deemed at risk of not achieving the National Standard, in particular Maori and Pasifika students.*
- \* *To raise and accelerate student achievement for all students at risk of not achieving National Standard in writing, in particular, Maori and Pasifika students, and males.*