



Annual Plan - 2019

How are we planning to achieve our annual goals?
 What will it look like when we have achieved our goals?

<p>Strategic Intention: To raise student achievement through a culture of continued improvement through developing teaching, learning and assessment capabilities in alignment with both the New Zealand Curriculum Framework and School Curriculum.</p> <p>Area of National Priorities</p> <p>(a) Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.</p> <p>(b) Maori students are engaged in their learning and are achieving with pride in their unique identity, language and culture.</p>	
<p>Annual Goals:</p> <ul style="list-style-type: none"> • Achieve equitable outcomes for all groups of learners in Mathematics, Reading and Writing. • Raise student achievement in Mathematics and Writing so that 70% of our learners are achieving at the required curriculum level for that of their age by the end of the year. <ul style="list-style-type: none"> ▪ Target Group 1 - Boys writing. 70% of our boys will be writing at the age appropriate level by the end of the year. ▪ Target Group 2 - Year 2 Reading. 70% of our year 2 learners will be achieving at or above their age appropriate level by the end of the year ▪ Target Group 3 - Year 7 Mathematics. 70% of our year 7 students will be achieving at or above the age appropriate level by the end of the year. 	
Planned Actions	Desired outcomes
<p>Progress and achievement data will be collected and analysed to add to our knowledge of students at our school; to ascertain trends, patterns, progress and achievement for individuals, groups and cohorts.</p> <p>A particular focus when looking at our data and student voice will be.....</p> <ul style="list-style-type: none"> • Achieving gender and cultural equity when talking about achievement, success and progress. • Our three school-wide target groups making accelerated progress. • Target groups in Mathematics, Reading and writing making accelerated progress. What value are we adding to these learners? 	<p>Our staff and BOT will make decisions based on what our data is telling us. We will evaluate the way we are planning, teaching and assessing as student data, student voice and observations are made. We will strive to create a system of learning which ensures that our learners achieve one year's progress during one year at school. Our system will be accelerating the progress of our target learners so that the gap can be reduced each and every year.</p> <p>Equity of outcomes, when looking at the achievement and progress of boys writing and reading (in comparison to that of the girls), will be improved and the current disparity will be reduced throughout 2019.</p>

Priority and target learners will be clearly identified, followed by deliberate tailored teaching and ongoing monitoring of progress and achievement throughout the year.

Learning progressions and illustrations will be communicated clearly to students, teachers, support staff and community.

Our students and teachers will use a visible wall of learning to track their learning journey and next steps.

Engage our learners - hook them in! Without this engagement, you have a 'shaky' foundation to build upon!

Continued explicit teaching of our Building Blocks.

Focus on our Building Blocks as a way of developing learners who possess the valuable key competencies so prevalent in today's society and the NZCF

Reading, Writing and Mathematics are core curriculum areas. Social Sciences, Health and PE, Technology and The Arts allow for valuable skills found in the core curriculum areas to be enhanced and integrated. Therefore, curriculum integration will be planned. Eg A science lesson will highlight the writing aspect as well as the science knowledge/content/skills.

We launch into our second year of PLD with Bruce Moody and Alison Crooks. Working alongside Bruce and Alison in classrooms and in our PLC (Professional Learning Community) will continue.

Teachers planning and teaching will include....

- Deliberate acts to engage our boys in reading and writing.
- Specific to learners needs and next steps

Monitoring and target documents will be created among staff. They will document target learners and groups, deliberate actions required and summary of ongoing 'value added' in the form of progress summaries. This will be reflected on through 2019 at our PLC meetings.

Students will be developing an understanding of 'I know my learning'. By this, we mean that students can talk about their learning. "I am learning to.....I will have achieved my learning goal when.....my next step is....."

Classrooms teachers will be implementing deliberate strategies to engage their learners. Teachers will focus on a target student as well as boy's writing. Student voice and collaborative teacher inquiry will increase our understanding and ability to engage our learners.

By the end of year eight, our students will have strongly cemented our School Building Blocks. This will see our children move onto their next school with the Key Competencies, skills and attitudes required for future learning and success.

Students will be able to clearly and confidently describe their learning journey and next steps as they refer to the visible wall of learning during their student learning conference.

A wide range of learning opportunities are available across the curriculum and used to support the learning of core curriculum. Students discover their passion and sparks through these extra-curricular opportunities. Teachers will be looking at the curriculum coverage each and every term as a basis for the following terms planning. Areas such as drama, technology and science are areas that we will include in 2019 planning based on our curriculum coverage assessment last year.

Teacher confidence and competency in the planning, teaching and assessment of Mathematics will continue to strengthen. Our maths learning programmes will be evident of our new learning from Bruce. Teaching as Inquiry for continue to develop throughout 2019. Our TAI will have us as educators collect information about engagement and adapt our practice, systems and processes to increase engagement.

<p>Our senior staff will take on a greater role of coach and mentor in their areas of expertise.</p>	<p>Ange to join the COL network for ALL and Christine will lead weekly peer coaching in Mathematics (starting term 2). Christine will be supporting teachers in their role as vital maths teachers.</p>
<p>National Priority (a) Planned Actions</p>	<p>Desired Outcomes</p>
<p>Build teacher capacity to differentiate programmes to meet the diverse needs of learners, including those with special education needs.</p> <p>Regularly monitor resourcing decisions to maximise outcomes for students.</p> <p>Forge strong relationships with outside agencies.</p> <p>Providing a Special Education Needs Co-ordinator (SENCO) role to prioritise outcomes for learners with special needs and design and oversee programmes.</p> <p>Providing regular professional learning opportunities for the SENCO and staff members to build their capacity to maximise opportunities and achievement for learners with special needs</p>	<p>The school provides a high quality education tailored to suit the individual needs of learners in a safe, respectful and inclusive learning environment.</p> <p>The input and aspirations of families of learners with special needs are valued and included in school programme development.</p> <p>Outside agencies enjoy working alongside us. Positive relationships result in the best outcomes for our learners.</p> <p>Children with special education needs are fully engaged in school activities and are making appropriate progress in their learning</p> <p>SENCO works closely with teachers and home to facilitate positive outcomes for students with special education needs.</p> <p>Our SENCO will seek opportunities to seek PD in areas that are of a priority for our current context.</p>
<p>National Priority (b) Planned Actions</p>	<p>Desired Outcomes</p>
<p>Widen our network with whanau, hapu and iwi within the school and across our community.</p> <p>Demonstration commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership, participation and protection is evident across the school.</p> <p>Further develop and practise the use of te reo and tikanga Māori in classrooms and school events.</p>	<p>The school is building connections with local whanau and will reach out to local iwi and our kaumatua more during 2019. (This is strengthening with each and every year). This year we will work along our kaumatua and iwi during matariki, ERO visit, Local Curriculum and end of year prize giving.</p> <p>We have a culturally responsive curriculum which is demonstrated in our relationships, interactions and local curriculum.</p> <p>Te reo maori, and tikanga maori are evident in each classroom's daily programme and class environment.</p> <p>Matariki will be a strong focus for our school during term 2.</p>

<p>Gather and analyse cohort achievement data, investigate trends and measure for equity of outcomes.</p> <p>Kapa Haka will continue to flourish this year with Whaea Terewai's guidance and mentoring.</p> <p>A 'working group' for at risk maori learners (name yet to be confirmed) will be established during term 1 with a small group of students. This group will meet once a day, receive mentoring, coaching and social skill building. Together with whanau, teacher and peer support, these boys will work towards achieving personal goals.</p>	<p>Provide learning opportunities for staff in Kahikitia - The Maori Education Strategy 2013-2017 and Tataiako - Cultural Competencies for Teachers of Maori Learners.</p> <p>Equity of outcomes will be achieved when comparing the achievement data in Maths, Reading and Writing.</p> <p>Student voice will be collated frequently and utilised to adapt our class programmes and teaching to ensure that our maori learners are engaged and feeling successful as maori learners.</p> <p>70% of our maori students will join our awesome Kapa haka group this year to further develop their identity and lead this area at our school.</p> <p>Boys will.....</p> <ul style="list-style-type: none"> • Increase their own personal self-worth and identity • Make positive changes in learning and behaviour • Contribute to their school community and culture in a number of positive ways. • Work from an appreciative basis.
<p>Budget allocations to support achieving our goals</p>	<ul style="list-style-type: none"> • PLD funding to take us through to the end of term 2. • PD budget of \$3000.00 • COL funding of \$4000.00 for ALL • Curriculum budgets attached to curriculum teams. • Class budgets of \$2000.00 to support further resourcing. • SENCO budget is allocated for. • Kapa Haka budget is allocated for. • There is funds available to pay Terewai for the wonderful work that she does with our school Kapa Haka group.

<p>Strategic Intention To develop a local school curriculum which enhances teaching and learning at our school while reflecting the aspirations of our New Zealand Curriculum Framework.</p>	
<p>Annual Goals:</p> <ul style="list-style-type: none"> • To develop a Galatea School curriculum - 'The Galatea School Way'. • To develop a school curriculum which provides a holistic approach to health and wellbeing. • To introduce and bring to life our 'Building Blocks'. 	
<p>Planned Actions</p>	<p>Desired outcomes</p>
<p>Our Local Curriculum will be a working document which is cohesive and aligns our mission, vision and aspirations for our school.</p>	<p>There is consistency within our school. The same language is used when discussing our learning and our curriculum between staff, students, BOT and our community.</p>

<p>Our Local Curriculum will be a working document which is gender responsive.</p> <p>Our Local Curriculum will be a working document which utilises our local resources and gives back to our community.</p> <p>Our Local Curriculum will be a working document which has a strong focus on ENGAGEMENT.</p> <p>Our Local Curriculum will be a working document which provides a holistic approach to health and wellbeing.</p>	<p>Re-branding of our logo and Building Blocks will strengthen the alignment of our mission, vision and aspirations - without changing for the sake of changing.</p> <p>Our teachers, board and whanau will contribute to our Local Curriculum.</p> <p>Our curriculum caters for the needs and interests of both genders. The desired outcome being reflected in equity of outcomes for both groups of learners.</p> <p>When planning and teaching, teachers will be looking at ways in which learning can draw upon the knowledge of our local experts, the natural features and the ways that we can care and give back to our local area. Examples of this Kaitiakitanga this year will include...</p> <ul style="list-style-type: none"> • Horomanga Planting • Water testing • Matariki • Airfield visit • EOTC • Kohututapu Lodge • Kaumatua involved in aspects of learning (Matariki, Prize giving, ERO visit) <p>Our reporting and sharing will include a range of opportunities so that parents can engage and learn about their child's' learning. These opportunities will provide parents with ways in which they can support their child at home in their learning.</p> <p>Engaging our learners is a KEY ingredient throughout 2019. This will be achieved everyday by....</p> <ul style="list-style-type: none"> • Planning purposeful, relevant and meaningful learning contexts. • Offering the element of choice in our learning programme. • Teaching children about engagement and how it helps them in their learning. • Using starter material to captivate and excite. • Having children develop a sound understanding of their own learning. <p>We value the Health and PE curriculum. Health and PE planning will develop within our children this year an understanding of....</p> <ul style="list-style-type: none"> • Positive identify • Mental, social, physical and spiritual health. The need to have this in balance. • Mindfulness • Participation and healthy competition
<p>Budget allocations to support achieving our goals</p>	<ul style="list-style-type: none"> • Branding/Graphic design allocation in the budget.

- Class budgets.

Strategic Intention:

- To have our parents and whanau engaged in their children's learning.
- To have our learners engaged in their learning.

Annual Goals:

- To have at least one event each term that promotes a home/school positive partnership.
- To have a Matariki festival during Matariki that invites our community into celebrate our learning around this event.
- Plan for the increased engagement of our boys in writing and reading.
- Have 70% of our Maori students join our school Kapa Haka group.

Planned Actions

Meet the teacher, L&P Meetings, Student Led Learning hui and written reports will share with parents and whanau their child's learning pathway.

School wide events each term will be planned to bring parents and whanau into the school gates to share in their children's learning.

Weekly School Wide Notices, Community School Newsletters, Skool Loop, School Website and social media will be used to make connections to all our stakeholders.

Teachers will plan units of learning that are relevant and motivating to our context of learners.

Our Year 7 and Students will have extra opportunities available to them throughout the 2019 year.

Desired outcomes

Parents and whanau have a variety of opportunities to hear, see and discuss their child's learning and progress across the school curriculum.

Positive relationships and connections will be made with parents and whanau by myself and teachers. Barriers to walking into the school gate will be broken and parents will get a strong sense of our school and what learning looks like.

Events will be well supported and parents will be once again proud of our tamariki, their achievements and the work that our staff does in pulling these events off. Engaging and creative school wide events (some old and some new) will be planned to engage our learners across the curriculum. These days will include but are not limited to Triathlon, Matariki festival, Ag Day, Decades Day, House Sport Day, Countries Day, Wheels Day, School Production and the list continues.

These forms of communication will keep our major stakeholders informed and excited about what it is our students are learning and doing at Galatea School. A positive vibe will be felt and an open door policy will be always encouraged.

Units of learning will be relevant and motivating to our context of learners. Teachers will think of ways to constantly capture and maintain the excitement of their learners. Teachers will strive to link with EOTC where appropriate so that learners can make connections in their learning. (Inside the classroom - meets outside the classroom).

Our year 7 and 8 students will participate in an overnight camp and bush walk in our local Whirinaki forest.

Our year 7 and 8 class will be attending careers day in Hamilton this year.

<p>Teacher understanding of Schlechty's level of engagement and strategies to increase engagement will be enhanced.</p> <p>Our teaching as Inquiry in 2019 will look for ways to further engage our learners throughout our school. Alison Crooks from Waikato University to facilitate.</p> <p>Students will learn what it is to be engaged and what it takes to be engaged in their learning.</p> <p>Our Kapa Haka will continue this year. Again all genders, ages and cultures are encouraged to participate. This year a particular focus will be to increase the number of maori students that join.</p>	<p>Our year 7 and 8 class will be attending Technology lessons in Whakatane for 15 weeks during term 3 and 4. The year 7 and 8 teacher will be creating a programme that is both challenging, engaging and appropriate to this year level.</p> <p>Classroom learning programmes will be enhanced by our growing understanding of engagement, the ways to achieve it and what our learners are telling us.</p> <p>Engaging our learners is a KEY ingredient throughout 2019. This will be achieved everyday by....</p> <ul style="list-style-type: none"> • Planning purposeful and relevant learning. • Offering the element of choice in our learning programme. • Teaching children about engagement. • Using starter material to captivate and excite. • Having children develop a sound understanding of their own learning. <p>Teachers will be collecting student voice and data around engagement and involving themselves in new learning. This new learning will bring about further understanding of engagement and ways to foster it within our school environment.</p> <p>Students will be able to explain what it means to be engaged, the importance of doing so and their own personal levels of engagements throughout different areas of school life.</p> <p>Our Kapa Haka groups performs throughout the year with pride and mana. Our target is to have 70% of our maori learners participating in our Kapa Haka group. Our Kapa Haka group are teaching other tamariki back in class a range of waiata.</p>
<p>Budget allocations to support achieving our goals</p>	<ul style="list-style-type: none"> • PLD Funding - 200 hours • Class budget

Strategic Intention:

To enhance our environment so that it is aesthetically pleasing and promoting teaching and learning opportunities in and beyond the classroom.

Annual Goals:

- Implement year 1 of our five-year annual plan.
- Modernise our classrooms in block A.
- Add to our physical environment so that we offer extra learning opportunities for our learners outside the classroom.

Planned Actions**Desired outcomes**

Work alongside an architect and OPUS building consultants to modernise and re-fresh our Block A learning spaces.

All Block A classes will have new floor coverings, wall coverings, wet area and internal doors.

Remedy the areas in which leakage from pipes or ceilings are an issue.

All Block A classes will look fresh and bright.

By the end of the year, we will be leak free in our 'problem spots'

Enhance our physical environment so that it is aesthetically pleasing and contains opportunities for our children to engage in during their breaks.

Out in the playground, we will have a range of signs displaying our Building Blocks.

Out in the playground, we will have a Creation Station area in which children can build and get creative using large oversized construction materials during their break times.

Keep our outside physical environment clean, safe, attractive and organised.

Our Shade house will have a revamp and become a space in which learners can tinker and potter around in.

We will have a covered eating and play area outside Block B.

A Wheels area will be created where students can ride scooters and uni-cycles during their break time.

Conduct a playground safety audit and make necessary improvements.

Necessary improvements will be made to the playground to ensure that it meets the report recommendations.

Budget allocations to support achieving our goals

- Branding/Graphic design allocation in the budget.
- Grounds and maintenance budget to make repairs and fund new signage.
- Donations from Galatea Vet Clinic, fonterra and Simon Mara.
- Sports budget
- 5YA funding.
- Unforeseen funding.
- Grants from Lions Foundation and Southern Trust Fund.

