

Governance

- Further development of learning motivation, focus on learning (self-management), and general behaviour/manners through school wide Amisfield Values programme. School foundation values to be a key aspect of this through school assemblies and class follow up and PB4L.
- Regular reviews focusing on quality assessment data and raising student achievement with a particular focus on target area; Reading.
- Professional development programmes reported on to Board monthly.
- Policy review continued and confirmed using School Docs
- Financial matters reported on and discussed at monthly meetings. Variations to budget reported and agreed.
- Timely returns of audit and roll return information to MOE.
- On-going effective Human Resource Management via Principal including annual review of job descriptions and performance agreements.

Maori Dimension and Cultural Diversity

- Expectations for Te Reo use in classes developed.
- Classroom use of bilingual name tags for objects developed.
- Continue to develop and enhance relationship between Raukawa Trust and school.
- Provide a safe environment for Maori, Pacifica students to reflect their heritage and cultural diversity.

Environmental Priorities

- 10YA: Planning for 2017: repairs to decking, upgrades of roof and some electrical work
- Regular building and playground safety checks.
- On-going maintenance of all buildings and grounds.
- Continuation of cyclical Maintenance to ensure buildings and grounds are presentable.
- Classroom development reflects collaboration and innovation through furniture choices.



Community

- Quality reporting to parents includes National Standards information in plain language.
- A least two parent education evening offered in 2015– Strategic plan and education re National Standards.
- Quality communication with community via regular newsletter, social media and Website.
- School office foyer TV developed so that more information is loaded to share with visitors in conjunction with School Website.
- Promotion of the FOS through newsletter and foyer display.
- Parent Goal setting: Interviews mid-year Year 1– 3 reporting aligned with anniversaries, 6 monthly and yearly. Yr 4-8 mid and end of year.
- School based events; assemblies, sports days, cultural events and special school events.

Educational Priorities

- Development of 'before school programme' – 4 year old programme linking ECE to Amisfield School. Open days April and October.
- Further development of learning motivation, focus on learning (self-management), and general behaviour/manners through school Mission, Vision statement and development of school values to be a key aspect of this through school assemblies and class follow up.
- ICT PD: reflecting a safe environment for children to learn through mobile technology.
- Literacy and Numeracy: Moderation and review reflecting target learners achieving below the national standard and those achieving above the national standard.
- Senco register developed, tracked and reviewed to reflect the needs of the school and target areas through specialist teacher/ teaching.
- Leadership: Development of Year 7 and 8 Leadership programme reflecting knowledge and resource development.
- Second Language: Mandarin– specialist teacher working alongside of Year 7 and 8 to enhance cultural awareness and language experience.
- PB4L- Ministry of Education contract: reflecting a positive approach to teaching and learning to create a safe space for all learners.

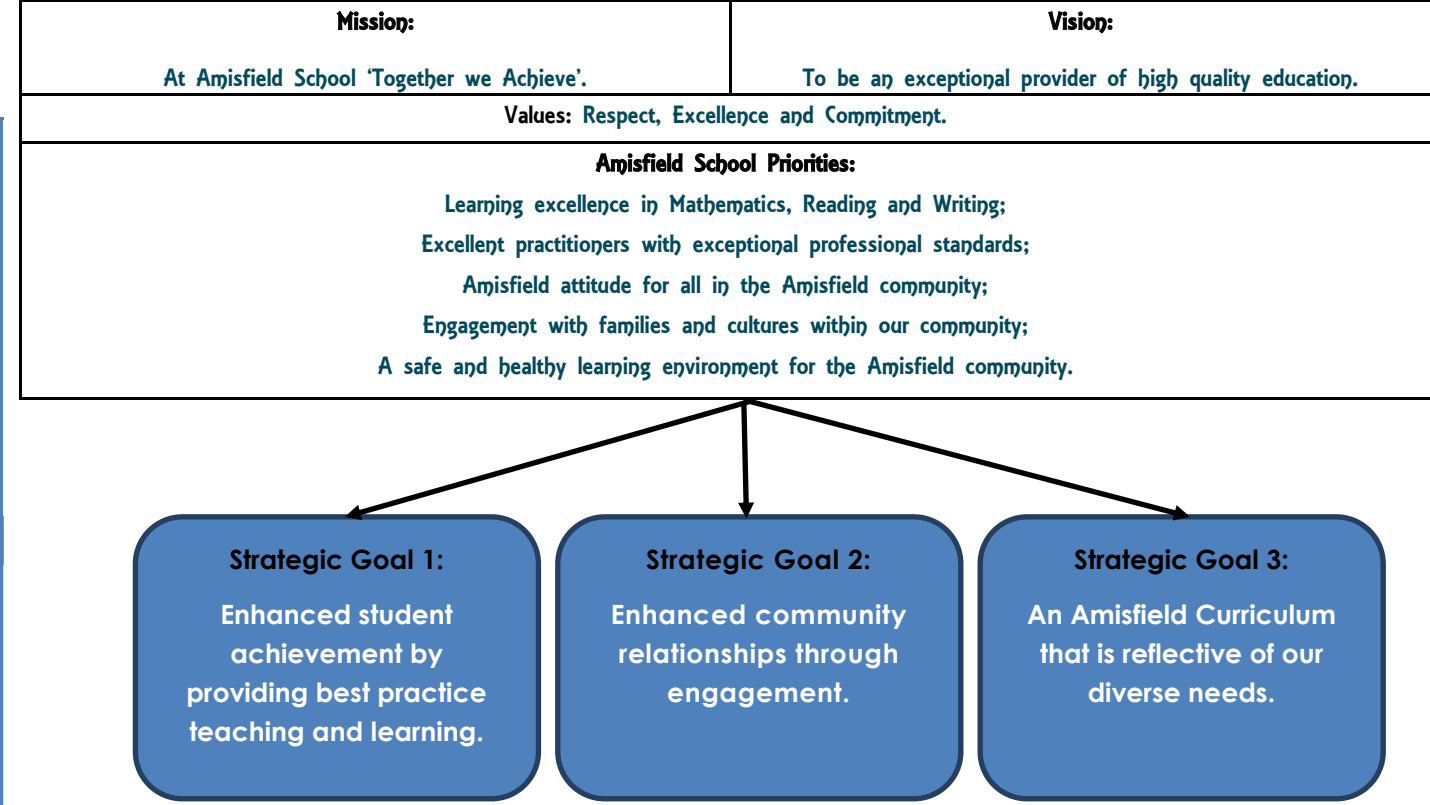
Strategic Goal 1: Enhanced student achievement

Expected Outcomes

- 1.1 To maximise achievement through differentiated teaching and learning programmes.
- 1.2 All children to make good rates of progress working toward their full potential.
- 1.3 Assessment is targeted and useful for future planning and reporting.
- 1.4 Formative assessment teaching practices are explicit in the school's teaching and learning programmes.
- 1.5 Parents and Whanau are well informed and involved in student learning.
- 1.6 Student voice is valued through teaching and learning process.
- 1.7 Students with learning needs (to include gifted students and children operating well below National Standards) are identified and programmes are developed to support their learning. All children are identified through data, to include overall teacher judgements, for support or extension programmes.
- 1.8 Professional performance management systems based on personal improvement and learning development.

Actions/ Strategic Priorities

- ⇒ Students are engaged in their learning through a range of scaffolding and differentiation methodologies.
- ⇒ Embed current teacher practice that reflects a 'best evidence' approach through professional knowledge and applied pedagogy.
- ⇒ To Identify and increase achievement within Reading, Writing and Maths with a particular focus on Mathematics.
- ⇒ Continue to implement the school's Literacy Curriculum.
- ⇒ Observation/ Appraisal reflect increased awareness and strategies to enhance teaching and learning.
- ⇒ Increased student voice in collection of data reflecting understanding of lesson and success criteria.
- ⇒ Professional learning development opportunities.
- ⇒ Target groups monitored and assessment reflects tracking.
- ⇒ Buddy Visits to observe teaching and learning between class teachers. To model and observe, to encourage dialogue between teachers to enhance teacher practice in line with target area.
- ⇒ Accelerate teacher knowledge to enhance learning for gifted students.
- ⇒ Reflective practitioners Maori Dimension
- ⇒ Use ICT as effective learning tools.



Strategic Goal Three: An Amisfield Curriculum that is reflective of our diverse needs.

Expected Outcomes

- 3.1 Make the core values and competencies of the school explicit within the teaching and learning programmes.
- 3.2 A resourcing commitment to all staff made by the Board of Trustees through the annual budget to develop current pedagogy and knowledge.

Actions/ Strategic Priorities

- ⇒ Develop a Graduate Profile reflective of the Amisfield Community
- ⇒ Unpack the Curriculum document.
- ⇒ Celebrate our learners through assemblies and values morning tea.
- ⇒ Uniform: Further our community conversations re uniforms
- ⇒ Diverse Needs
- ⇒ Protection and creation of green spaces to provide a safe, attractive, environmentally sound space.

Strategies:

- 1. Monitoring and improvements in basic facts for all students;
- 2. Teacher programmes focused on student learning needs;
- 3. Professional development for teachers in mathematics;
- 4. Development of a school-wide maths curriculum document.

Target 1: To reduce the number of Maori students achieving well below/below in

Target 2: To increase the number of girls achieving above the National curriculum standard in mathematics to 13%, 10 students

Target 3: To reduce the number of students in Year 4 achieving well below/below in Mathematics to 31% (5 students)

Target 4: To reduce the number of students in Year 6 achieving well below/below in Mathematics to 18% (5 students)

Target 5: To reduce the number of students in Year 7 achieving well below/below in Mathematics to 29% (6 students)

Target 6: Year 1 literacy programme: To undertake an inquiry into more appropriate programmes, in Literacies, to better meet

Strategic Goal 2: Enhanced community relationships through engagement.

Expected Outcomes

- 2.1 Parents and caregivers are well informed in supporting their children's progress and achievement.
- 2.2 Encouragement of active and positive parent/ caregiver/ whanau involvement and communication throughout the school.
- 2.3 Continue to develop stronger links with our wider community.

Actions/ Strategic Priorities

- ⇒ Develop opportunities for parents to engage with and further develop their knowledge about their child's learning through;
 - Parent education evenings.
 - Reading together sessions.
- ⇒ Friends of the School: develop a strong team that contribute to school life and are visually representative of our school values.
- ⇒ Reporting to parents
- ⇒ Community Survey
- ⇒ School Leadership programme: connecting with our community- giving back.
- ⇒ Sports days and recognition of contribution.
- ⇒ Newsletters, Social Media and website:
- ⇒ Provide open transparent communication.
- ⇒ Development of social media policy to ensure the safety of our tamariki. Review: A focus that is linking to the annual plan.
- ⇒ Cultural event- school based
- ⇒ Community events
- ⇒ Electives
- ⇒ Review and consultation
- ⇒ Maori Dimension
- ⇒ Student's involvement and articulation in the assessment of their learning. Community connections Encouragement of active and positive parent/ caregiver/ whanau involvement and communication throughout the school

