



Strategic Plan 2021 ~ 2023



“Rere atu kia whakairohia to ake ao”

Whanaungatanga – Manaakitanga - Kaitiakitanga



Ko wai ā Allandale? Who is Allandale?

*Ko Putauaki te maunga
Ko Ohinemataroa te awa
Ko Mataatua te waka
Ko Ngati Awa te iwi
Ko Motueka te kura
Ko Te Kaitiaki o Motueka te whare
Ko Te Kura o Motueka matou*



Allandale School is committed to being active partners of Te Tiriti o Waitangi, ensuring equitable outcomes for Māori learners and highly valuing the views and concerns of our Māori community. Through this commitment, we acknowledge Ngati Awa as the mana whenua of our rohe and proudly celebrate Māori as the Tangata Whenua of Aotearoa, New Zealand and the achievement of Māori as Māori. As such, Allandale School incorporates tikanga Māori into our School Curriculum and way of being and encourages students to understand and respect the cultural diversity of New Zealand’s multicultural society.

“Rere atu kia whakairohia to ake ao”

This korero, which is illustrated in the carvings of our waharoa, reflects our intention as a school - nurturing learners so that upon leaving Allandale, they are ready to fly off and carve their own futures.

Our School Vision:

Allandale graduates are healthy young people, competent and confident in their identity, with the cultural, social and academic mātauranga and love of learning to achieve their aspirations and contribute to their communities

To support the realisation of our vision, it is **Our School’s Mission** to develop:

- Powerful, engaging and reciprocal learning relationships
- Intentional, professional leadership
- A positive, inclusive, healthy, cultural, social academic and physical climate for learning
- Excellence in teaching and learning

Nga Uara o te Kura

Our School Values are central to and interwoven through everything we do at Allandale School. They guide our practices, interactions and decision-making processes, creating the environment in which our learners are nurtured and supported in preparation for spreading their wings and flying off to carve their own futures.

Whanaungatanga speaks of belonging, connection and relationships. It is created through shared experiences and working together, which builds our sense of belonging and connection to one another, with an understanding of ourselves as central to the connections and relationships.

Manaakitanga speaks of respect, service, inclusivity and an ethic of care. It is a person to person interaction where we value, honour and respect one another’s mana, by treating each other with kindness and care. Extending manaakitanga to others also lifts our own mana and that of the groups’ in which we belong.

Kaitiakitanga speaks of responsibility and guardianship for the wider world - past, present and future. As kaitiaki, it our responsibility to protect, care for and sustain the treasures of our world, through the passing on, sharing and engagement of knowledge, understanding and active practice.



Current School Context



School Organisation and Structures:

Allandale School is organised into 3 teams, each under the guidance of a Team Leader.

The Junior Yr 1 – 2 Team consists of 4 classrooms which operate at Immersion Level 4a and 1 classroom which operates at Immersion Level 3.

The Middle Yr 3 – 4 Team consists of 4 classrooms which operate at Immersion Level 4a and 1 classroom which operates at Immersion Level 3.

The Senior Yr 5 – 6 Team consists of 5 classrooms which operate at Immersion Level 4a and 1 classroom which operates at Immersion Level 3.

Special Character / Māori Medium Status:

As detailed above we have 3 classrooms across Year 1 to Year 6 that operate at Immersion Level 3 and 13 classrooms across Year 1 to Year 6 that operate at Immersion Level 4a. This enables Allandale School to provide instruction in tikanga Māori and te reo Māori at various levels for all full-time students whose parents ask for it.

Baseline Data:

2019 - 81% of all students and 78% of Māori students achieve at and or above our Allandale expectations for reading.
2019 - 71% of all students and 67% of Māori students achieve at and or above our Allandale expectations for writing.
2019 - 72% of all students and 68% of Māori students achieve at and or above our Allandale expectations for maths.

2020 - 47% of all students and 39% of Māori students achieve at and or above our Allandale expectations for reading.
2020 - 70% of all students and 45% of Māori students achieve at and or above our Allandale expectations for writing.
2020 - 65% of all students and 52% of Māori students achieve at and or above our Allandale expectations for maths.

Attendance:

2019 – 55.3% of all students and 36.4% of Māori students had over 90% attendance.
2019 – 7.3% of all students and 6.6% of Māori students had less than 75% but more then 50% attendance.
2019 – 0.7% of all students and 0.7% of Māori students had less then 50% attendance.

2020 – 60.9% of all students and 37.4% of Māori students had over 90% attendance.
2020 – 9.6% of all students and 8.8% of Māori students had less then 75% but more then 50% attendance.
2020 – 0.8% of all students and 0.1% of Māori students had less then 50% attendance.

Behaviour:

2019 – 23 students were identified on tier 1 with minor behaviour incidents.
2019 – 10 students were identified on tier 2 with repeated minor behaviour incidents.
2019 – 13 students were identified on tier 3 with major behaviour incidents.

2020 – 16 students are identified on tier 1 with minor behaviour incidents, including 9 Māori students.
2020 – 13 students are identified on tier 2 with repeated minor behaviour incidents, including 11 Māori students.
2020 – 6 students are identified on tier 3 with major behaviour incidents, including 5 Māori students.

Curriculum:




Allandale School has spent the past three years developing our Learning Through Play and exploring a Mana Whenua Curriculum. From this

Review of Strategic Plan and Consultation

The strategic goals set out in this document are intended to be achieved across a three-year cycle. However, annual review of our progress towards and achievement of these goals and the targets outlined in the annual plan will take place.

Allandale School is committed to engaging in consultation and collaboration with all Stakeholders during the creation and review process of our Strategic and Annual Plans

Strategic Plan Structure

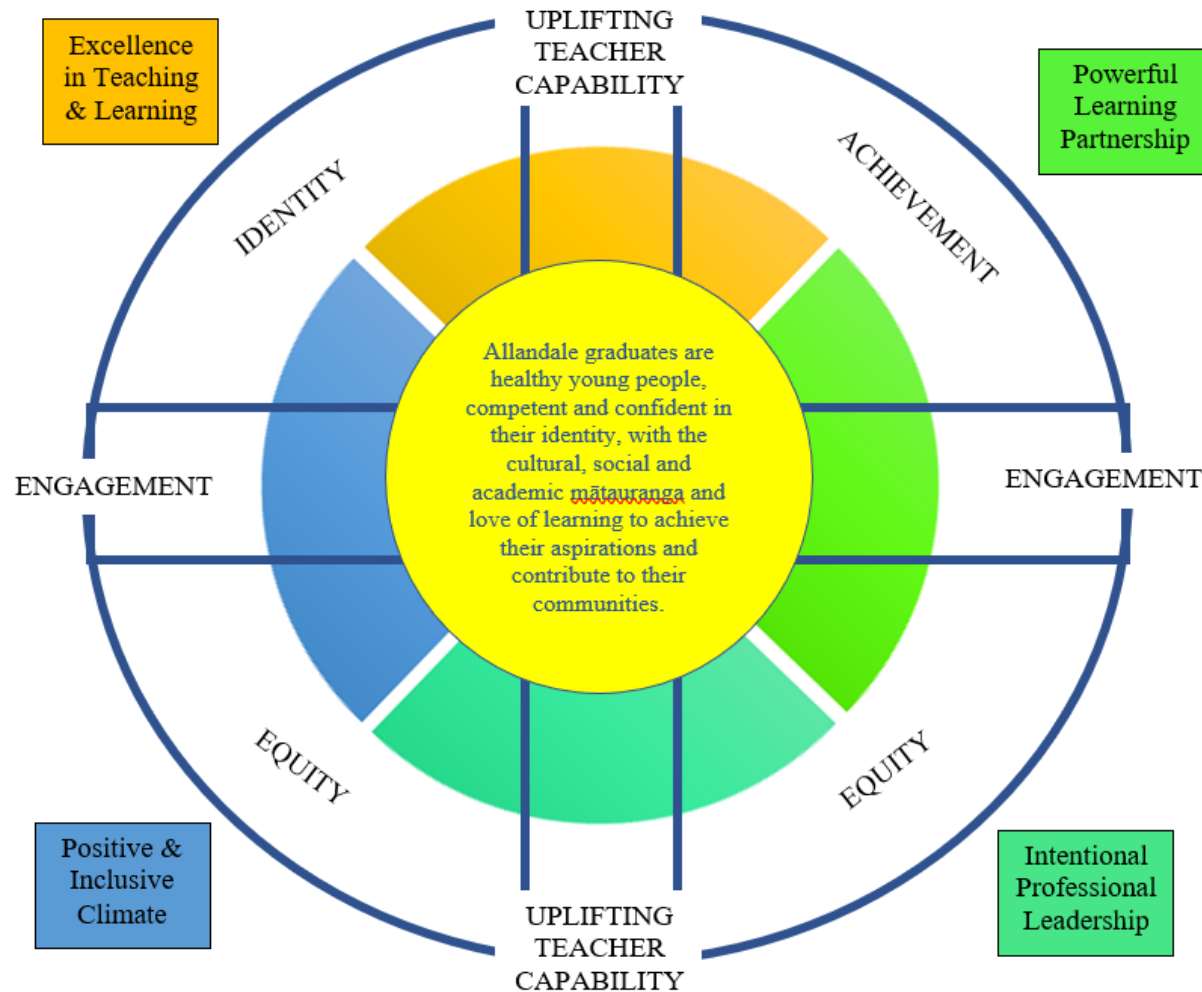
<p>School Vision:</p>	<p>Allandale graduates are healthy young people, competent and confident in their identity, with the cultural, social and academic mātauranga and love of learning to achieve their aspirations and contribute to their communities.</p>	<p>Graduate Profile Collective & Shared Learning Aspirations for students of Allandale</p>
		
<p>School Mission:</p>	<p>Our School's Mission is to develop:</p> <ul style="list-style-type: none"> • Powerful, engaging and reciprocal learning relationships • Intentional, professional leadership • A positive, inclusive, healthy, cultural, social, academic and physical climate for learning • Excellence in teaching and learning <p>...as we support learners to fly off and carve their own futures – <i>Rere atu kia whakairohia to ake ao</i></p> 	
		
<p>Strategic Goals</p> <p>2021 - 2023</p>	<ul style="list-style-type: none"> • <u>Achievement:</u> To ensure all students progress in their learning to achieve at their full potential. • <u>Engagement:</u> To create a positive, healthy, connected inclusive climate for learning, that develops engaged, resourceful, lifelong learners. • <u>Identity:</u> To understand and celebrate students for who they are, where they come from and the communities they are part of, enabling them to confidently take their place in the world. • <u>Equity:</u> To achieve academic equity for Māori learners. • <u>Teacher Capability:</u> To provide high quality delivery of teaching and learning by actively role modelling lifelong learning 	

All actively realised in an environment that embraces and emanates our school values of:

Whanaungatanga; Manaakitanga; and, Kaitiakitanga

“Rere atu kia whakairohia to ake ao”

Supporting learners to fly off and carve their own futures



Our Strategic Goals:

Achievement:

To ensure all students progress in their learning to achieve at their full potential.

Engagement:

To create a positive, healthy, connected inclusive climate for learning, that develops engaged, resourceful, lifelong learners.

Identity:

To understand and celebrate students for who they are, where they come from and the communities we are part of, enabling them to confidently take their place in the world.

Equity:

To achieve academic equity for Māori learners.

Teacher Capability:

To provide high quality delivery of teaching and learning by actively role modelling lifelong learning.

All actively realised in an environment that embraces and emanates our school values of:

Whanaungatanga; Manaakitanga; and, Kaitiakitanga

Current Initiatives 2020 – The Building Blocks

The current initiatives currently being undertaken at Allandale School create the building blocks upon which our Strategic Plan is built and our Implementation Plan is developed.



KAITIAKITANGA
Our indicators are that we work to seek to understand and take responsibility for the wider world, past, present and future.

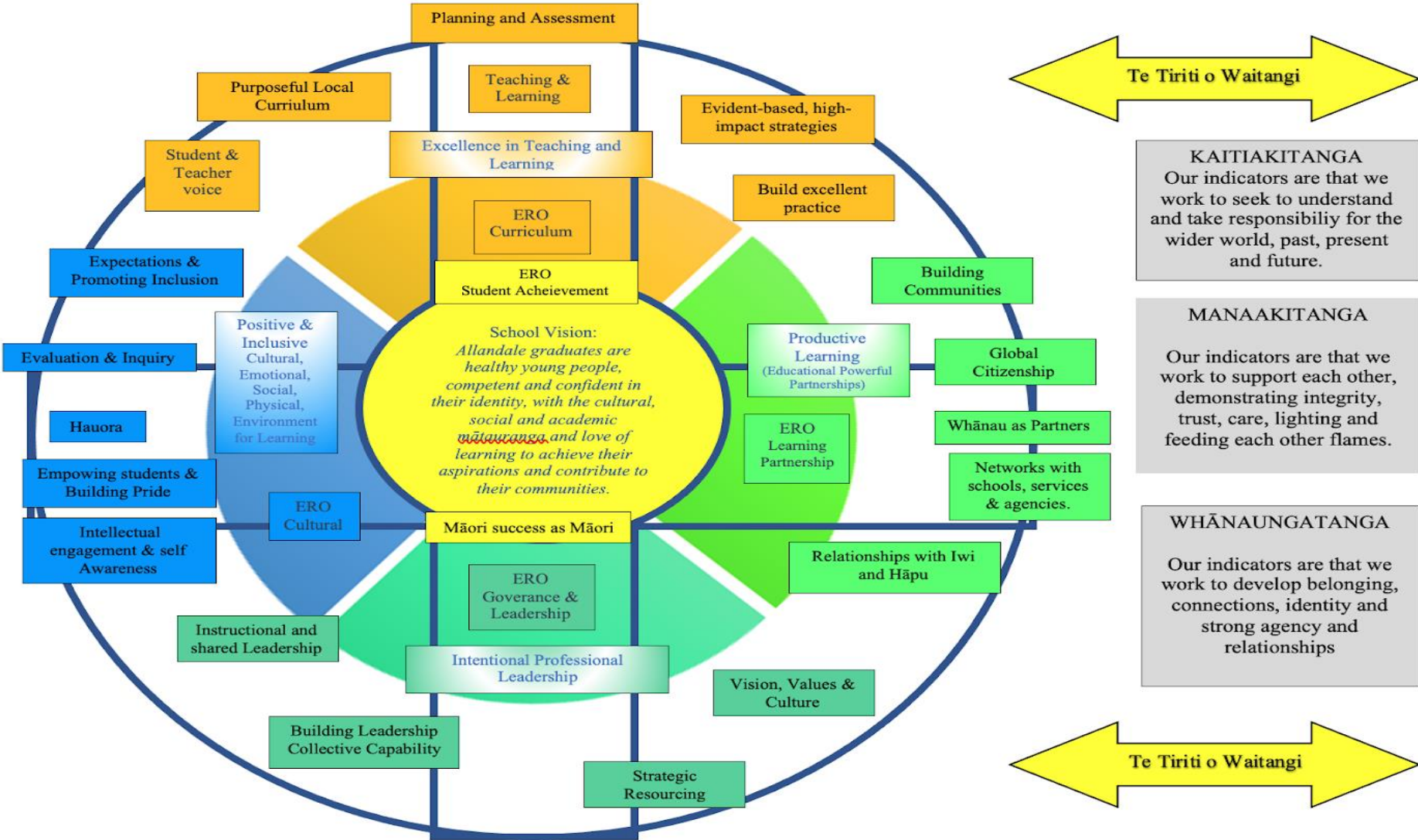
MANAAKITANGA
Our indicators are that we work to support each other, demonstrating integrity, trust, care, listening and feeding each other flames.

WHĀNAUNGATANGA
Our indicators are that we work to develop belonging, connections, identity and strong agency and relationships



How will Allandale School enact change?

Our School Mission identifies specific levers of change to enable the realisation of our Strategic Goals and School Vision. Key focus points to be targeted across the duration of this Strategic Plan are identified in the visual below, showing how each lever of change will support and actively contribute to the realisation of our goals and vision. The Education Review Office’s measures of success have also been added in to ensure that Allandale School values and recognises all stakeholders.



Strategic Target Overview:

Strategic Goals	Baseline Data	2021 Targets:	2022 Targets	2023 Targets
<p><u>Achievement:</u> To ensure all students progress in their learning and achieve at their full potential.</p>	<p>2020 - 57% of all students are achieving at and or above our Allandale expectations for writing.</p> <p>2020 - 43% of all students are achieving at and or above our Allandale expectations for reading.</p> <p>2020 - 58% of all students are achieving at and or above our Allandale expectations for maths</p>	<p>65% of all students are achieving at and or above our Allandale expectations for writing.</p> <p>58% of all students are achieving at and or above our Allandale expectations for reading.</p> <p>68% of all students are achieving at and or above our Allandale expectations for maths</p>	<p>75% of all students are achieving at and or above our Allandale expectations for writing.</p> <p>72% of all students are achieving at and or above our Allandale expectations for reading.</p> <p>78% of all students are achieving at and or above our Allandale expectations for maths</p>	<p>85% of all students are achieving at and or above our Allandale expectations for writing.</p> <p>85% of all students are achieving at and or above our Allandale expectations for reading.</p> <p>85% of all students are achieving at and or above our Allandale expectations for maths.</p>
<p><u>Engagement:</u> To create a positive, healthy, connected inclusive climate for learning, that develops engaged, resourceful, lifelong learners.</p>	<p>60.9% of all students and 37.4% of Māori students had over 90% attendance.</p> <p>9.6% of all students and 8.8% of Māori students had less than 75% but more than 50% attendance.</p> <p>0.8% of all students and 0.1% of Māori students had less than 50% attendance.</p> <p>Allandale School has held whanau hui or engagement-based events.</p>	<p>65% of all students and 50% of Māori students had over 90% attendance.</p> <p>7% of all students and 7% of Māori students had less than 75% but more than 50% attendance.</p> <p>0.5% of all students and 0.1% of Māori students had less than 50% attendance.</p> <p>Allandale School will hold at least 8 whanau hui or engagement-based events. These events will include a range of traditional parent / teacher conferences as well as a numbers of curriculum learning hui and celebrations.</p>	<p>75% of all students and 70% of Māori students had over 90% attendance.</p> <p>4% of all students and 2% of Māori students had less than 75% but more than 50% attendance.</p> <p>0.5% of all students and 0.1% of Māori students had less than 50% attendance.</p> <p>Allandale School will hold at least 12 whanau hui or engagement-based events. These events will include a range of traditional parent / teacher conferences as well as a numbers of curriculum learning hui and celebrations. This will also include whānau lead hui.</p>	<p>85% of all students will regularly (over 90% attendance) attend Allandale School.</p> <p>There will be no disparity in these rates between Māori student and all student data.</p>

<p><u>Identity:</u> To understand and celebrate students for who they are, where they come from and the communities they are part of, enabling them to confidently take their place in the world.</p>	<p>The Allandale School Curriculum, which was developed possibly in 2009. There is no context of stakeholders, including student voice, whānau voice and iwi connections.</p> <p>Allandale School Curriculum made links to -Who they are, Where do they come from, Communities, Having a place in the world through the essence statements in the areas of Home- Learning, The Arts, Social Science and Science.</p>	<p>Allandale School Curriculum was created last year by Ashton Thrupp, with the intention of implementation in 2021. The development process took into account the BOT, staff, student, whānau and iwi voices. The draft was created and then shared again for stakeholders.</p> <p>The Allandale Curriculum shows evidence of what a child brings, special celebrations, personalised education, who our school is,</p>	<p>Allandale School Curriculum implementation will be supported in order to be embedded in our school culture. Allandale School Curriculum will be reviewed and adapted if required.</p>	<p>Allandale School Curriculum will be a living document that connects to iwi, Māoritanga and our school. Allandale School Curriculum will be embedded in all we do at Allandale School.</p>
<p><u>Equity:</u> To achieve academic equity for Māori learners.</p>	<p>There is a 25% disparity in writing achievement data between Māori and Non-Maori students at Allandale School.</p> <p>There is a 8% disparity in reading achievement data between Māori and Non-Maori students at Allandale School.</p> <p>There is a 13% disparity in maths achievement data between Māori and Non-Maori students at Allandale School.</p>	<p>There is 15% disparity in reading achievement data between Māori and all students across Allandale School.</p> <p>There is 5% disparity in writing achievement data between Māori and all students across Allandale School.</p> <p>There is 8% disparity in maths achievement data between Māori and all students across Allandale School.</p>	<p>There is 7% disparity in reading achievement data between Māori and all students across Allandale School.</p> <p>There is 2% disparity in writing achievement data between Māori and all students across Allandale School.</p> <p>There is 3% disparity in maths achievement data between Māori and all students across Allandale School.</p>	<p>There will be 0% disparity between Māori student and all student achievement data in reading, writing and maths at Allandale School</p>
<p><u>Teacher Capability:</u> To provide high quality delivery of teaching and learning by actively role modelling lifelong learning.</p>	<p>There are 16 employed classroom teachers. There is 1 Deputy Principal and Principal who are not attached to classroom teaching position from term 3 and 4.</p> <p>Allandale School introduced a new appraisal system in compliance with the new Code and Standards.</p> <p>Personalised PLD (DStudent focused not teacher focused)</p> <p>External PLD through the Kahui Ako (COL).</p> <p>During 2020 we had 2 classroom teachers receiving Advice and Guidance. Mentoring support was provided to 2 additional teachers.</p>	<p>There are 16 employed classroom teachers. We have employed 3 new teachers. These 3 teachers underwent a rigderess application process. There is a walking Principal.</p> <p>Principal appraisal and all teaching staff will continue with teacher appraisals from 2020. All new teachers will begin on their appraisal cycle.</p> <p>Continue with teacher aides appraisals against the Teacher Aide appraisal rubric.</p> <p>Begin Caretaker appraisal system.</p>	<p>Classroom teachers will be introduced to leading the appraisal system for each other.</p> <p>All classroom teachers will nominate a critical buddy to work together on appraisal. Each teacher will be allotted release for observations. During this time teachers will work alongside a senior teacher to build critical questioning.</p>	<p>The Allandale School teaching appraisal system will be a collaborative system that builds on positive and critical relationships.</p> <p>All staff will be appraised and have professional goals that build on skills.</p> <p>Appraisal data that informs school wide improvements.</p> <p>Personalised Professional Learning Development.</p> <p>Climate and Culture survey data.</p> <p>External Professional Learning Development based on teacher needs.</p>

Graduate Profiles:

Through the implementation of the actions identified above, Allandale School Graduates...

...by the end of Year 2, will...	...by the end of Year 4, will...	...by the end of Year 6, will...
<p><u>Communicators</u> Be able to effectively communicate in context using a variety of tools across a variety of media.</p> <p><u>Problem Solvers</u> Have developed some critical thinking skills and will be able to use these skills in order to solve problems.</p> <p><u>Risk-Takers</u> Be confident in their ability to take responsible risks.</p> <p><u>Responsible</u> Have developed a level of personal responsibility.</p> <p><u>Persistent</u> Persevere and be resilient in the face of challenge.</p> <p><u>Lifelong Learners</u> Have some understanding of the importance of being a lifelong learner and celebrating achievements.</p> <p><u>Tū Tangata</u> Have some understanding of who they are and where they come from.</p> <p><u>Empathetic:</u> Be aware of and accept the differences between people.</p>	<p><u>Communicators</u> Be able to effectively communicate in context using a wide variety of tools across a wide variety of media.</p> <p><u>Problem Solvers</u> Have developed creative, reflective, and critical thinking skills and will be able to use these skills in order to solve problems.</p> <p><u>Risk-Takers</u> Be confident in their ability to take responsible risks.</p> <p><u>Responsible</u> Have developed a level of personal responsibility that will enable them to pursue their personal goals and maintain a sense of personal wellbeing.</p> <p><u>Persistent</u> Persevere and be resilient in the face of challenge.</p> <p><u>Lifelong Learners</u> Begin to have an understanding of the importance of taking responsibility for their own learning.</p> <p><u>Tū Tangata</u> Have developed a sense of pride, integrity and belonging based on an understanding of who they are and where they come from.</p> <p><u>Empathetic</u> Have developed an understanding and acceptance of the differences between people.</p>	<p><u>Communicators</u> Be able to effectively communicate in context using a wide variety of tools across a wide variety of media.</p> <p><u>Problem Solvers</u> Have developed creative, reflective, and critical thinking skills and will be able to use these skills in order to solve problems.</p> <p><u>Risk-Takers</u> Be confident in their ability to take responsible risks.</p> <p><u>Responsible</u> Have developed a level of personal responsibility that will enable them to pursue their personal goals and maintain a sense of personal wellbeing.</p> <p><u>Persistent</u> Persevere and be resilient in the face of challenge.</p> <p><u>Lifelong Learners</u> Have an understanding of the importance of lifelong learning in the pursuit of their personal goals and will recognise and celebrate their achievements.</p> <p><u>Tū Tangata</u> Have developed a sense of pride, integrity and belonging based on an understanding of who they are and where they come from.</p> <p><u>Empathetic</u> Have developed an understanding and acceptance of the differences between people.</p>

Thus, making them ready to fly off and carve their own futures – *Rere atu kia whakairohia to ake ao!*

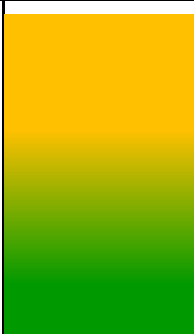
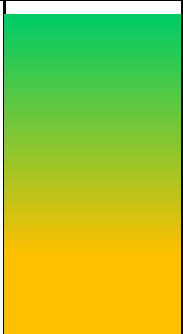

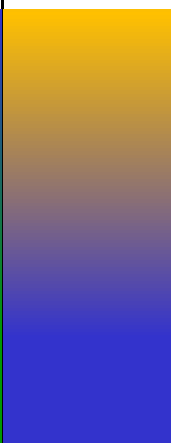





Implementation Plan:

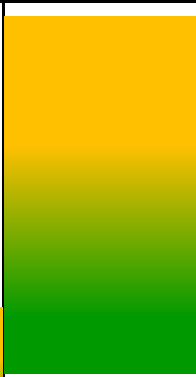
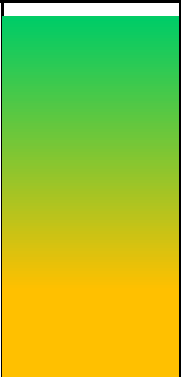

The table below identifies the initiatives for 2021 that we believe, if implemented, actively support the realisation of our strategic goals, school vision and graduate profiles. While some implementation initiatives support the achievement of a wide range of our strategic goals, the specific goals that will be targeted through the implementation of the actions have the boxes shaded in with the representative colours of the applicable levers of change from our School Mission. This will ensure actions implemented are deliberate, specific and purposeful.

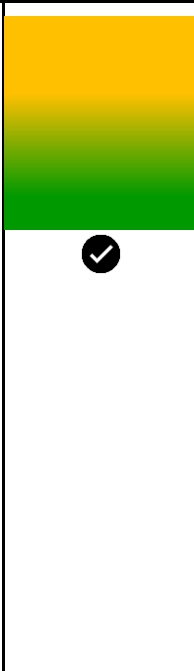
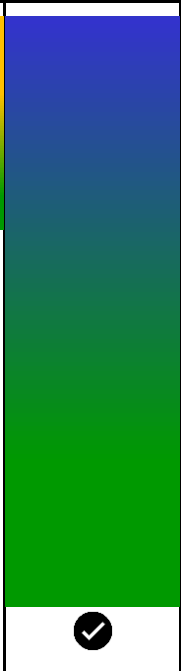


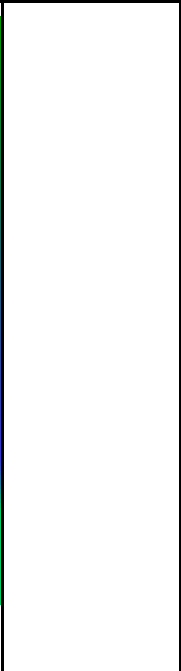
<u>Possible Initiatives for 2021</u>		<u>Relationship to the NEG's Draft Budget Allocation</u>	<u>Achievement</u>	<u>Engagement</u>	<u>Identity:</u>	<u>Equity:</u>	<u>Teacher Capability:</u>
Embed Staff Appraisal System		In relation to National Education Goals (NEGs) NEG's 1, 2 & 3 Teaching Staff - \$50,000.00 Staff PLD – \$15,000.00 Principal Appraisal – \$1,500.00		✓	✓		✓
<u>Resources:</u> <ul style="list-style-type: none"> Principal time in classrooms each week to enable an on-going cyclic appraisal system. TL release time to support team members PLD in response to identified areas of development Opportunities to enable leadership opportunities to staff in these areas of strength LSC release time to appraise support staff 	<u>Measures:</u> <ul style="list-style-type: none"> A clear appraisal system developed, and all staff are aware of it Full annual cycle of appraisal completed in 2021 Personal PLD plans developed and initiated 			✓		✓	
Build teacher capability in Writing		In relation to National Education Goals (NEGs) NEG's 5, 6 & 7 Application pending, 90 hours of MOE funding PLD for external support. Teaching Staff - \$50,000.00 Literacy \$10,000 MOE funded Unit \$4,000		✓	✓	✓	
<u>Resources:</u> <ul style="list-style-type: none"> External PLD provider for Writing Release time for staff for PLD PLD resources as required by / suggested by our external provider Unit Holder role for Leader of Literacy Personnel resourcing to support specialist programs and new initiatives (TAs) Lower Class Sizes 	<u>Measures:</u> <ul style="list-style-type: none"> Improved teacher confidence and pedagogy in writing Increased rates of student achievement in writing Increased rates of student engagement in writing 			✓		✓	

Build teacher capability in Reading		In relation to National Education Goals (NEGs) NEGs 5, 6 & 7 Teaching Staff - \$50,000.00 Staff PLD – \$15,000.00 Literacy \$10,000 MOE funded Unit \$4,000		✓	✓	✓	
<u>Resources:</u> <ul style="list-style-type: none"> External PLD provider (Sharp Reading) Release time for staff for PLD PLD resources as required by / suggested by our external provider Unit Holder role for Leader of Literacy Personnel resourcing to support specialist programs and new initiatives (TAs) Lower Class Sizes 	<u>Measures:</u> <ul style="list-style-type: none"> Improved teacher confidence and pedagogy in reading Increased rates of student achievement in reading Increased rates of student engagement in reading 						
Implement our Localised Curriculum Learning Model		In relation to National Education Goals (NEGs) NEGs 3, 9 & 10 Kahui Ako funding application to support Longworth engagement. In School 's Unit position \$4,000 Inquiry Budgets \$6,000 Teaching Staff - \$50,000.00 Literacy \$10,000	✓				✓
<u>Resources:</u> <ul style="list-style-type: none"> Internal PLD to understand and implement the learning model Internal & external PLD to build our knowledge of local stories & histories Increased funding for curriculum-based learning Opportunities to celebrate and share curriculum-based learning Personalised PLD plans and related release time for teachers Lower Class Sizes 	<u>Measures:</u> <ul style="list-style-type: none"> Increased teacher knowledge of local stories & histories Increased student knowledge of local stories & histories Specific curriculum planning completed Termly learning celebrations held Integration of local stories & histories into our physical environment and school practices (such as powhiri, waiata, art projects, sculptures, etc.) 						
Embed localised stories, resources and narratives into our School Curriculum		In relation to National Education Goals	✓				✓

<p><u>Resources:</u></p> <ul style="list-style-type: none"> Internal & external PLD to build our knowledge of local stories, resources and narratives – Garden to table, Mataatua Wharenui, Kiwi Tracker Experience, etc. Increased funding for curriculum-based learning Opportunities and budgeting for EOTC Lower Class Sizes 	<p><u>Measures:</u></p> <ul style="list-style-type: none"> Increased teacher knowledge of local stories & histories Increased student knowledge of local stories & histories Termly learning celebrations held Integration of local stories & histories into our physical environment and school practices (such as powhiri, waiata, art projects, sculptures, etc.) 	<p>(NEGs) NEGs 1, 2 & 5</p> <p>MOE funded Programmes 'Garden to Table' Kahui Ako funding application to support Localised Curriculum development. In School Unit \$4,000 5YA Property Budget Teaching Staff - \$50,000.00</p>					
<p>Increase the use of Te Reo Māori across the school</p>		<p>In relation to National Education Goals (NEGs) NEGs 2, 9 & 10</p>	<p>✓</p>		<p>✓</p>		<p>✓</p>
<p><u>Resources:</u></p> <ul style="list-style-type: none"> External PLD – Te Wananga o Aotearoa Personalised PLD plans Release time for teachers to develop reo progressions Internal PLD on implementing reo progressions Unit holder role for Māori Achievement & Equity Lower Class Sizes 	<p><u>Measures:</u></p> <ul style="list-style-type: none"> Increased use and understanding of te reo Māori in staff meetings, classrooms and whole school contexts Development and implementation of Te Reo Māori Progressions at Allandale Decreased disparity in student achievement between Māori and Non-Māori Increased rates of Māori student achievement across the curriculum 	<p>Application pending, 120 hours of MOE funding PLD for external support in te Tiriti o Waitangi. Kahui Ako funding application to support CR&RP development. Unit position Honoga - Connection \$4,000 Teaching Staff - \$50,000.00</p>	<p>✓</p>		<p>✓</p>		<p>✓</p>
<p>Engage in Educationally Powerful Relationships</p>		<p>In relation to National</p>					

<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Release time for staff representatives to attend COL Wananga with Ngati Awa • Timetable flexibility to enable tuakana – teina teaching and learning experiences and interactions • Budgeting provisions for termly whanau hui and school-wide events • Unit holder role for Māori Achievement & Engagement • PLD for SLT in Data Literacy to support reporting to parents, the BOT, and the community • Increased release for TLs to support the building of Educationally Powerful Connections • SeeSaw subscription • Lower Class Sizes 	<p><u>Measures:</u></p> <ul style="list-style-type: none"> • Implementation of Te Mahere Rautaki at Allandale School in alignment with our School Curriculum • Regular fixtures in classroom timetables for buddy time / tuakana – teina / mixed team interactions • Termly communications between classroom teachers and whanau about teaching and learning and upcoming events • Regular and clear reporting to all stakeholders of assessment information • Increased whanau engagement and participation across the school • Regular staff meetings • Positive responses to School Climate & Culture survey in 2021 • Regular review cycles of school documents that gather voice from all stakeholders • Implement a robust and bespoke reporting process at Allandale • Termly School Houses events held • Strategic whanau hui held at least twice a year • Review and adaptation of Graduate Profile 	<p>Education Goals (NEGs) NEGs 4, 6 & 7</p> <p>Application pending, 120 hours of MOE funding PLD for external support around Data Literacy. Kahui Ako funding. Whānau hui budget \$2,000 Culture & Climate survey PLD budget \$45,000 Staff PLD – \$45,000.00 Teaching Staff - \$50,000.00 Whānau Hui \$2,000 SeeSaw \$2,500</p>	<p>✓</p>		<p>✓</p>		<p>✓</p>
<p>Develop and implement learning progressions and indicators across all areas of the curriculum</p>		<p>In relation to National Education Goals</p>		<p>✓</p>	<p>✓</p>		

<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Increase TL release time to support the development of learning progressions and indicators • Internal and/or CoL PLD in values, key competencies and LTP • Lower Class Sizes 	<p><u>Measures:</u></p> <ul style="list-style-type: none"> • Review and update the Allandale Learning Steps in Reading, Writing and Maths • Develop a Key Competencies rubric • Develop clear expectations of student achievement and progress rates 	<p>(NEGs) NEGs 3, 5 & 7</p> <p>Teaching Staff - \$50,000.00 In School 's Unit position \$4,000 Inquiry Budgets \$6,000 MOE PLD application Classroom budgets \$8,000</p>	 <input checked="" type="checkbox"/>				 <input checked="" type="checkbox"/>
<p>Build Teacher Capability in Mathematics</p>		<p>In relation to National Education Goals (NEGs) NEGs 5, 6 & 7</p> <p>Teaching Staff - \$50,000.00 Mathematics - \$5,000.00 Classroom budgets \$8,000 MOE application for eternal PLD in 2022.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>
<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Internal PLD in mathematics • Equip classrooms with adequate learning resources for high quality teaching and learning in mathematics • Unit holder role for Mathematics • Personnel resourcing to support specialist programs and new initiatives (TAs) • Lower Class Sizes 	<p><u>Measures:</u></p> <ul style="list-style-type: none"> • Increased rates of student achievement in mathematics • Increased rates of student engagement in mathematics • Well-resourced classrooms with Maths Equipment 						
<p>Provide Engaging, Stimulating, Well-Resourced and Interactive Learning Environments in all Spaces at Allandale</p>		<p>In relation to National Education Goals</p>					<input checked="" type="checkbox"/>

<p><u>Resources:</u></p> <ul style="list-style-type: none"> Internal PLD and clarity of expectations around teaching and learning at Allandale. Furnish classrooms to support interactive, dialogic and engaging learning experiences. Maintain outdoor spaces and increase opportunities for indoor-outdoor flow with teaching and learning. Increase classroom and team budgets to improve resourcing in all spaces. Maintain digital devices currently owned by the school (TVs, chrome books, chrome casts, projectors, iPads, speakers, etc.) Increase digital devices in classrooms (chrome books, iPads, microscopes, robotics, interactive display boards, osmo coding sets) Maintain the levels of learning-based resourcing currently available at Allandale (library books, readers, maths equipment, LTP equipment, sports equipment, etc.) 	<p><u>Measures:</u></p> <ul style="list-style-type: none"> Increased rates of student engagement across all areas of learning Broader and deeper coverage of learning areas, evidenced through student work samples and teacher planning Implementation of the new Digital Technologies learning area of the NZC. Protective storage for our portable devices to ensure they are protected while being moved between locations. 	<p>(NEGs) NEGs 5, 6 & 7</p> <p>Teaching Staff - \$50,000.00 Furniture Budget \$20,000 A \$15,000 grant application to be submitted. 5YA Property Plan</p>					
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Future Possible Initiatives for 2022	Future Possible Initiatives for 2023
<ul style="list-style-type: none"> Engage in Te Tiriti o Waitangi PLD Extend our Allandale School Curriculum that focuses on enrichment and giftedness Share our stories in our community Develop school-wide Kapa Haka opportunities Use kaumatua and iwi representatives throughout the school and in multiple ways Build tuakana-teina opportunities within our community (How can we give back?) Review Cultural Competencies and Relational Pedagogy (CR&RP) and Positive Behaviour for Learning (PB4L) Engage in external Mathematics PLD Strengthen Engagement processes Conduct an Internal Review and create a regular, cyclic annual plan for reviewing this. 	



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 1: Embed Staff Appraisal System

Resources:

- Principal time in classrooms each week to enable an on-going cyclic appraisal system.
- TL release time to support team members
- PLD in response to identified areas of development for all staff to take on leadership responsibilities.
- LSC release time to appraise support staff to begin in term 3.

Measures:

- A clear appraisal system developed, and all staff are aware of it
- Full annual cycle of appraisal completed in 2021 - 2020
- Personal PLD developed and initiated

Actions	Term 1	Term 2	Term 3	Term 4
Teacher Appraisals	<p>One on one with the Principal</p> <p>Setting professional goals, identify PLD and passions.</p> <p>Teacher Appraisals focus on Te Tiriti o Waitangi and Professional Learning.</p> <p>Introduction to new teachers</p>	<p>Teacher Appraisals focus on Teaching , Design for Learning, completed by the Principal.</p> <p>BOT get together with all staff to share Strategic Plan implementation.</p>	<p>Teacher Appraisals focus on Learning Focus Culture, completed by Principal.</p>	<p>Teacher Appraisals focus on Professional Relationships, completed by Principal.</p> <p>BOT get together with all staff to review the Strategic Plan implementation.</p>
Support Staff Appraisals	<p>Introduction meeting setting general expectations and listening to any concerns, questions about the year.</p> <p>BOT be approved in Feb mtg</p>	<p>One on one with the Principal and Team Leaders</p> <p>Setting professional goals, identify PLD and passions.</p>	<p>Support Staff meeting with Deputy Principal around PLD and goals progressions.</p>	<p>Reflect on the year reviewing goals and achievements with the Principal.</p> <p>BOT get together with all staff to share Strategic Plan implementation.</p>
Caretaker Appraisals	<p>One on one with the Principal</p> <p>Setting professional goals, identify PLD and passions.</p>	<p>Termly review of professional goals and progression with PLD with the Principal.</p>	<p>Termly review of professional goals and progression with PLD with the Principal.</p>	<p>Termly review of professional goals and progression with PLD with the Principal.</p> <p>BOT get together with all staff to share Strategic Plan implementation.</p>



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 2: Build teacher capability in Writing

Resources:		Measures:			
<ul style="list-style-type: none"> External PLD provider for Writing Release time for staff for PLD PLD resources as required by / suggested by our external provider Wendy Adamson role for Leader of writing Personnel resourcing to support specialist programs and new initiatives (TAs) Lower Class Sizes 		<ul style="list-style-type: none"> Improved teacher confidence and pedagogy in writing Increased rates of student achievement in writing Increased rates of student engagement in writing 			
Actions	Term 1	Term 2	Term 3	Term 4	
Professional Learning and Development in literacy with an external support person.	SLT meeting with an external provider to bring them up to speed on Allandale's writing programmes.	2-3 day sessions throughout the Term with Junior, Middle and Senior teams. Teacher Only Day Sheen Cameron. Team TAI's Implement School curriculum	Possible application for more PLD hours to support further engagement with external provider. Team TAI's Implement School curriculum	Review of writing programmes and teacher capability. Review student writing data. Team TAI's Implement School curriculum	
Professional Learning and Development workshops in literacy during staff meetings.	Wendy will run workshops during staff meetings around the steps for writing. All staff will moderate with classroom examples of writing to ensure consistency of understandings.	Wendy will run workshops during staff meetings around best practice in teaching writing. Focus workshops on moderation, assessment practices	Wendy will run workshops during staff meetings around providing feedback and feed forward. All staff will moderate with classroom examples of writing to ensure consistency of understandings.	Wendy will run workshops during staff meetings around best practice assessment.	
Resources	Wendy to complete text inventory and order writing resources across the school. Make copies of exemplars for teacher	Wendy to complete text inventory and order writing resources across the school.	Wendy to complete text inventory and order writing resources across the school.	Audit of resources	



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 3: Build teacher capability in Reading

Resources:

- External PLD provider (Sharp Reading)
- Release time for staff for PLD
- PLD resources as required by / suggested by our external provider
- Mamta Naik role for Leader of reading
- Personnel resourcing to support specialist programs and new initiatives (TAs)
- Lower Class Sizes

Measures:

- Improved teacher confidence and pedagogy in reading
- Increased rates of student achievement in reading
- Increased rates of student engagement in reading

Actions	Term 1	Term 2	Term 3	Term 4
Professional Learning and Development in reading with external support Sharp Reading.	Mamta will support classroom teachers ensuring confidence with delivering Sharp Reading practices. Release Mamta to do observations in classrooms.	Online PLD with Brian from Sharp Reading. Mamta to support Yolanda Soryl programme Phonics and Early Words	Mamta to support refreshers for teachers who need to move up the levels of teaching. Release Mamta to provide support to classrooms teachers. Mamta to support Yolanda Soryl programme Phonics and Early Words	Online PLD with Brian from Sharp Reading. Review the effectiveness of the Sharp Reading programme across the school
Professional Learning and Development	Mamta will run workshops during staff meetings around the steps for reading. Focus workshop on running records	Mamta will run workshops during staff meetings around best practice in teaching reading. All staff will moderate with classroom examples of reading	Mamta will run workshops during staff meetings around providing feedback and feed forward.	Mamta will run workshops during staff meetings around best practice assessment. All staff will moderate with classroom examples of reading

workshops in literacy during staff meetings.	Brian is coming to Whakatane in term 1 - possibly book a school visits	to ensure consistency of understandings.		
Resources	Mamta, with TA support, to complete text inventory of reading text and order them across the school.	Mamta to complete text inventory of reading text and order them across the school.	Mamta to complete text inventory of reading text and order them across the school.	Audit of resources.



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 4: Implement our Localised Curriculum Learning Model

Resources:

- Internal PLD to understand and implement the learning model
- Internal & external PLD to build our knowledge of local stories & histories
- Increased funding for curriculum-based learning
- Opportunities to celebrate and share curriculum-based learning
- Personalised PLD plans and related release time for teachers
- Lower Class Sizes

Measures:

- Increased teacher knowledge of local stories & histories
- Increased student knowledge of local stories & histories
- Specific curriculum planning completed
- Termly learning celebrations held
- Integration of local stories & histories into our physical environment and school practices (such as powhiri, waiata, art projects, sculptures, etc.)

Actions	Term 1	Term 2	Term 3	Term 4
Internal PLD to understand and implement the learning model	<ul style="list-style-type: none"> • TOD – explore learning model and develop learning area understandings for our contextualised • Consultative processes to be undertaken with whanau and staff to ensure learning model is fit for purpose • Collaboratively plan for curriculum delivery using the Learning Model with support from Curriculum Leader • Staff meetings held to support understanding of learning model and how to apply it to teaching and learning 	<ul style="list-style-type: none"> • Collaboratively plan for curriculum delivery using the Learning Model with support from Curriculum Leader 	<ul style="list-style-type: none"> • Collaboratively plan for curriculum delivery using the Learning Model with support from Curriculum Leader • Review implementation of the learning model as part of the Localised Curriculum section review of the curriculum – Share any changes / adaptations 	<ul style="list-style-type: none"> • Collaboratively plan for curriculum delivery using the Learning Model with support from Curriculum Leader
Internal & external PLD to build our knowledge of local stories, contexts & histories	<ul style="list-style-type: none"> • Identify possible external providers / iwi representatives to share local stories and purakau (possibly Joe Harawira) • Explore focal purakau for the term using internal experts and external providers if identified 	<ul style="list-style-type: none"> • Staff call back day to participate in a ‘Hikoi’ around nga wahi tapu with a tour guide / iwi representative • Explore focal purakau for the term using internal experts and external providers if identified 	<ul style="list-style-type: none"> • Explore focal purakau for the term using internal experts and external providers if identified 	<ul style="list-style-type: none"> • Explore focal purakau for the term using internal experts and external providers if identified
Connection of student learning to the LM and opportunities for learning celebrations showcasing this connection	<ul style="list-style-type: none"> • End of term team-based learning celebrations with reference to the learning model 	<ul style="list-style-type: none"> • Integration of learning model into matariki celebrations across the school 	<ul style="list-style-type: none"> • End of term team-based learning celebrations with reference to the learning model 	<ul style="list-style-type: none"> • End of term team-based learning celebrations with reference to the learning model



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 5: Embed localised stories, resources and narratives into our School

Resources:

- Internal & external PLD to build our knowledge of local stories, resources and narratives – Garden to table, Mataatua Whareniui, Kiwi Tracker Experience, etc.
- Increased funding for curriculum-based learning
- Opportunities and budgeting for EOTC
- Lower Class Sizes
- Purito Ngarapo - Facebook page sharing stories

Measures:

- Increased teacher knowledge of local stories & histories
- Increased student knowledge of local stories & histories
- Termly learning celebrations held
- Integration of local stories & histories into our physical environment and school practices (such as powhiri, waiata, art projects, sculptures, etc.)

Actions	Term 1	Term 2	Term 3	Term 4
Internal & External PLD to build our knowledge of local stories, resources and narratives	<ul style="list-style-type: none"> • Identify possible external providers / iwi representatives to share local stories and purakau (possibly Joe Harawira) • Explore focal purakau for the term using internal experts and external providers if identified • Meeting with Helen Dobbin about support from Kiwi Tracker & Manawahe Eco Trust • Implementation of Zero Waste Programme at Allandale School • Whanau hui held around curriculum planning and opportunities for whanau engagement in teaching and learning identified for T2 • Engage with the CoL Iwi Engagement sessions • Appointment of Iwi Engagement unit 	<ul style="list-style-type: none"> • Staff call back day to participate in a 'Hikoī' around nga wahi tapu with a tour guide / iwi representative • Explore focal purakau for the term using internal experts and external providers if identified • Implementation of Environmental Education programme with the support of Helen Dobbin • Engage with Garden to Table initiative using our community garden space • Whanau hui held around curriculum planning and opportunities for whanau engagement in teaching and learning identified for T3 • Engagement of whanau in curriculum delivery • Engage with the CoL Iwi Engagement sessions 	<ul style="list-style-type: none"> • Explore focal purakau for the term using internal experts and external providers if identified • Implementation of Environmental Education programme with the support of Helen Dobbin • Engage with Garden to Table initiative using our community garden space • Whanau hui held around curriculum planning and opportunities for whanau engagement in teaching and learning identified for T4 • Engagement of whanau in curriculum delivery • Engage with the CoL Iwi Engagement sessions • Provide internal PLD to any new staff 	<ul style="list-style-type: none"> • Explore focal purakau for the term using internal experts and external providers if identified • Engagement of whanau in curriculum delivery • School-wide visit to Mataatua Whareniui • Planning for 2022 with all stakeholders
Embed local stories in our school environment	<ul style="list-style-type: none"> • Include specific teaching and learning of our school murals and carvings into our curriculum plan for T1 • Establish kapa haka roopu for each team and begin teaching 	<ul style="list-style-type: none"> • Engage in an outdoor art project to add to the local stories already depicted in our spaces at Allandale • Continue team based kapa haka and extend on bank of known songs 	<ul style="list-style-type: none"> • Engage in a 'drama-based' project to share local stories and new learning • Continue team based kapa haka and extend on bank of known songs 	<ul style="list-style-type: none"> • Develop our own 'forest of knowledge' and create a school display to share this • Continue team based kapa haka and extend on bank of known songs

	<p>some key Ngati Awa anthems and our school songs</p> <ul style="list-style-type: none"> ● Review naming of classrooms and develop appropriate signage ● Implement the use of our new school curriculum to guide teaching and learning 	<ul style="list-style-type: none"> ● Continue to implement our new school curriculum to guide teaching and learning ● Review powhiri practices 	<ul style="list-style-type: none"> ● Review localised curriculum section of School Curriculum and implement changes where necessary 	<ul style="list-style-type: none"> ● Continue to implement our new school curriculum to guide teaching and learning
<p>Hold regular learning celebrations that showcase learning centred around localised stories</p>	<ul style="list-style-type: none"> ● End of term team-based learning celebrations with reference to the learning model 	<ul style="list-style-type: none"> ● Integration of learning model into matariki celebrations across the school 	<ul style="list-style-type: none"> ● End of term team-based learning celebrations with reference to the learning model 	<ul style="list-style-type: none"> ● End of term team-based learning celebrations with reference to the learning model



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 6: Grow Bilingual Education & increase the use of Te Reo Māori me ona tikanga across the school

Resources:

- External PLD – Te Wananga o Aotearoa, Te Pumaomao
- Personalised PLD plans
- Release time for teachers to develop reo progressions
- Internal PLD on implementing reo progressions
- Leadership team focus on Equity & Bilingual Education growth and development
- Lower Class Sizes

Measures:

- Increased use and understanding of te reo Māori in staff meetings, classrooms and whole school contexts
- Development and implementation of Te Reo Māori Progressions at Allandale
- Decreased disparity in student achievement between Māori and Non-Māori
- Increased rates of Māori student achievement across the curriculum
- Development and implementation of Growth & Development Plan for Bilingual Education at Allandale

Actions	Term 1	Term 2	Term 3	Term 4
Te Reo Māori Papa Reo	Learn Te Reo Māori for beginners – Te Wānanga o Aotearoa Kete 1 20 staff.	Learn Te Reo Māori for beginners – Te Wānanga o Aotearoa Kete 2 20 staff.	Learn Te Reo Māori for beginners – Te Wānanga o Aotearoa Kete 3 20 staff.	Learn Te Reo Māori for beginners – Te Wānanga o Aotearoa Kete 4 20 staff.
Te Tiriti o Waitangi – Te Pumaomao Programme Takawai and Chris Murphy		Te Pumaomao Programme Takawai and Chris Murphy will be working alongside the Leadership Team.	Te Pumaomao Programme Takawai and Chris Murphy will be working alongside the Leadership Team.	Te Pumaomao Programme Takawai and Chris Murphy will be working alongside the Leadership Team.
Develop & implement Te Reo Maori Progressions		<ul style="list-style-type: none"> • Establish an in-school task group to explore ESOL pedagogies and Te Aho Arataki Marau i nga kura auraki, Te Marautanga and the Maori Language Learning Progressions • Identify key practices, pedagogies and achievement indicators to support the development of a reo progressions at Allandale 	<ul style="list-style-type: none"> • Task group to apply research and learning and develop a draft version of our Allandale Te Reo Maori progressions. • Seek feedback from whanau, staff and external support sources to refine our progressions 	<ul style="list-style-type: none"> • Publish and share finalised Te Reo Maori progressions for implementation from 2022 onwards (with a regular review cycle to maintain).
Create and implement a ‘Growth & Development Plan for Bilingual Education at Allandale’	<ul style="list-style-type: none"> • Clarify expectations of Bilingual Education at Allandale School and share this information with stakeholders (information to be inclusive of mandatory requirements of all classrooms / 	<ul style="list-style-type: none"> • Seek Whanau voice and aspirations into the growth and development of Bilingual Education at Allandale. • Develop a task group (whanau & staff) to develop a series of 	<ul style="list-style-type: none"> • Hold a whanau hui to share possibilities and growth options and seek feedback. • Task group to take on board feedback and preferences shared at hui and develop a draft 	<ul style="list-style-type: none"> • Finalise ‘Growth & Development Plan’ ready for implementation in 2022

	schools as well as specific requirements for bilingualism).	possibilities and growth options that integrate our mandatory requirements and whanau aspirations	'Growth & Development Plan' to be circulated / shared with whanau and stakeholders.	<ul style="list-style-type: none"> Develop a review cycle and system for the 'Growth & Development Plan'
Implementation of Localised Curriculum	See specific actions and implementation plan for Initiative 4 and Initiative 5			
Improved teaching and learning programs to decrease disparity between Maori and Non-Maori achievement at Allandale	<ul style="list-style-type: none"> Deeper analysis of data across the school to enable early identification of teachers, classrooms, and/or students who may require additional supports to be implemented Leadership team to build their understanding of pedagogies and practices that are conducive to Maori Education and Achievement and explore how these are being implemented at Allandale Early response support programs and target groups to be established across the school to support at-risk learners Referrals to be completed with external agencies where additional support is required External PLD provider, Colleen Wills to incorporate Maori Education methodologies into her PLD delivery at Allandale. 	<ul style="list-style-type: none"> Effective evidence based decision making practices to be implemented at Allandale to enable critical analysis into our systems, programs, practices and achievement. Leadership team to engage in PLD with Hannah Simmonds to support above action. Review of key school systems in light of research and new learning around best practice for supporting and growing Maori Education and Achievement and thorough exploration of evidence. Support programs and targeted interventions to be adapted in reaction to data analysis and evidence based decision making. Further referrals and seeking of support to be made, as and when needed. Continue working with Colleen Wills and including Maori Education methodologies and research into our new learning. Target group to engage in Te Pumaomao (see action 2 above) 	<ul style="list-style-type: none"> Complete a SWOT analysis into changes, implementations and achievement data outcomes for 2021 to support decision making moving forward. Review strategic targets for equity and review actions for 2022 Share data with key stakeholders 	



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 7: Engage in Educationally Powerful Relationships

Resources:

- External PLD – Te Wananga o Aotearoa
- Personalised PLD plans
- Release time for teachers to develop reo progressions
- Internal PLD on implementing reo progressions
- Unit holder role for Māori Achievement & Equity
- Lower Class Sizes

Measures:

- Implementation of Te Mahere Rautaki at Allandale School in alignment with our School Curriculum
- Regular fixtures in classroom timetables for buddy time / tuakana – teina / mixed team interactions
- Termly communications between classroom teachers and whanau about teaching and learning and upcoming events
- Regular and clear reporting to all stakeholders of assessment information
- Increased whanau engagement and participation across the school
- Regular staff meetings
- Positive responses to School Climate & Culture survey in 2021
- Regular review cycles of school documents that gather voice from all stakeholders
- Implement a robust and bespoke reporting process at Allandale
- Termly School Houses events held
- Strategic whanau hui held at least twice a year
- Review and adaptation of Graduate Profile

Actions	Term 1	Term 2	Term 3	Term 4
Whānau Hui	Refer: Whānau Hui Calendar	Refer: Whānau Hui Calendar	Refer: Whānau Hui Calendar	Refer: Whānau Hui Calendar
Tuakana Teina	Weekly sessions of tuakana teina. Teachers will document the learning focus for these sessions. Garden to table tuakana teina	Weekly sessions of tuakana teina. Teachers will document the learning focus for these sessions. Garden to table tuakana teina	Weekly sessions of tuakana teina. Teachers will document the learning focus for these sessions. Garden to table tuakana teina	Weekly sessions of tuakana teina. Teachers will document the learning focus for these sessions. Garden to table tuakana teina
Communities Communications	Weekly newsletters Daily Facebook Posts - Adrienne, Kleesha, Claire and Rebecca. Termly Classroom newsletters Website information 2 classroom posts each term.	Weekly newsletters Daily Facebook Posts - Adrienne, Kleesha, Claire and Rebecca. Termly Classroom newsletters Website information 2 classroom posts each term.	Weekly newsletters Daily Facebook Posts - Adrienne, Kleesha, Claire and Rebecca. Termly Classroom newsletters Website information 2 classroom posts each term.	Weekly newsletters Daily Facebook Posts - Adrienne, Kleesha, Claire and Rebecca. Termly Classroom newsletters Website information 2 classroom posts each term.



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 8: Build Teacher Capability in Mathematics

Resources:		Measures:			
<ul style="list-style-type: none"> Internal PLD in mathematics Equip classrooms with adequate learning resources for high quality teaching and learning in mathematics Unit holder role for Mathematics Personnel resourcing to support specialist programs and new initiatives (TAs) Lower Class Sizes 		<ul style="list-style-type: none"> Increased rates of student achievement in mathematics Increased rates of student engagement in mathematics Well-resourced classrooms with Maths Equipment 			
Actions	Term 1	Term 2	Term 3	Term 4	
<p>Review the Learning and Planning Steps in Mathematics.</p> <p>Ensure there is consistency in mathematics delivery across Allandale School.</p>	<p>Ashton will review and modify the Allandale School Mathematics Step for the school.</p> <p>Team leaders will report to the leadership team on the consistency of delivery of maths across the school.</p> <p>Team meeting within the term to document discussions on maths</p>	<p>Team leaders will report to the leadership team on how the consistency of delivery of maths across the school.</p> <p>Team meeting within the term to document discussions on maths.</p>	<p>Team leaders will report to the leadership team on how the consistency of delivery of maths across the school.</p> <p>Team meeting within the term to document discussions on maths.</p>	<p>Review of maths programmes and teacher capability.</p> <p>Review student maths data.</p>	
<p>Professional Learning and Development workshops in maths during staff meetings.</p>	<p>Ashton will run workshops during staff meetings around the steps for maths.</p> <p>All staff will moderate with classroom examples of maths including strategy, knowledge and strand, to ensure consistency of understandings.</p>	<p>Leadership Team will run workshops during staff meetings around best practice in teaching maths.</p>	<p>Leadership Team will run workshops during staff meetings around providing feedback and All staff will moderate with classroom examples of maths including strategy, knowledge and strand, to ensure consistency of understandings.</p>	<p>Leadership Team will run workshops during staff meetings around best practice assessment.</p>	
Resources	Ashton to complete text inventory and order maths resources across the school.	Ashton to complete text inventory and order maths resources across the school.	Ashton to complete text inventory and order maths resources across the school.	Audit of resources	



Annual Action Plan & Measurable Outcomes

Rere atu kia whakairohia to ake ao!

Initiative 9: Provide Engaging, Stimulating, well-resourced and Interactive Learning Environments in all spaces at Allandale.

Resources:

- Internal PLD and clarity of expectations around teaching and learning at Allandale.
- Furnish classrooms to support interactive, dialogic and engaging learning experiences.
- Maintain outdoor spaces and increase opportunities for indoor-outdoor flow with teaching and learning.
- Increase classroom and team budgets to improve resourcing in all spaces.
- Maintain digital devices currently owned by the school (TVs, chrome books, chrome casts, projectors, iPads, speakers, etc.)
- Increase digital devices in classrooms (chrome books, iPads, microscopes, robotics, interactive display boards, osmo coding sets)
- Maintain the levels of learning-based resourcing currently available at Allandale (library books, readers, maths equipment, LTP equipment, sports equipment, etc.)

Measures:

- Increased rates of student engagement across all areas of learning
- Broader and deeper coverage of learning areas, evidenced through student work samples and teacher planning
Implementation of the new Digital Technologies learning area of the NZC
- Protective storage for our portable devices to ensure they are protected while being moved between locations.

Actions	Term 1	Term 2	Term 3	Term 4
Personalised Professional Learning and Development	All staff set individualised goals and identify PLD that will upskill and lift teacher capabilities in order to shift student achievement.	Professional Learning and Development will continue. All teachers will provide feedback to Wendy (BOT Staff Rep), to enable her to report back to the BOT on PLD.	Professional Learning and Development will continue and inform appraisal documentation. All teachers will provide feedback to Wendy (BOT Staff Rep), to enable her to report back to the BOT on PLD.	Professional Learning and Development will continue and inform appraisal documentation. All teachers will provide feedback to Wendy (BOT Staff Rep), to enable her to report back to the BOT on PLD.
Create and maintain stimulating environments	Develop a robust maintenance programme to ensure regular property upkeep. Weekly property inspections and health and hazard reports. (Track over time) Carry out an audit of classroom resources to ensure that our teachers are equipped with all required resources to lift student achievement.	Develop a robust maintenance programme to ensure regular property upkeep. Weekly property inspections and health and hazard reports. (Track over time) Purchase any resources required to lift student achievement. Monitor budgets.	Develop a robust maintenance programme to ensure regular property upkeep. Weekly property inspections and health and hazard reports. (Track over time) Purchase any resources required to lift student achievement. Monitor budgets.	Develop a robust maintenance programme to ensure regular property upkeep. Weekly property inspections and health and hazard reports. (Track over time) Purchase any resources required to lift student achievement. Monitor budgets.
Implementation of the new Digital Technologies learning area of the NZC	Digital Technologies PLD for ICT lead and support person. Visits to other kura currently integrating Digital technologies in their schools All staff complete 'Kia takatu a-matihiko' digital readiness self assessment tool to gauge where we are placed as a collective.	Gather data from the assessment tool and create next steps for our school as a collective Visits to other kura currently integrating Digital technologies in their schools	Use observations and data from assessment tools to develop how we will roll out our digital curriculum. Apply for technology grants to support the roll out of our digital technologies curriculum.	Roll out with trial implementation. Staff record reflections around how this is operating. End term with reflecting self assessment tool and where are we now? (for next year)