

# ONE TREE POINT SCHOOL CHARTER AND STRATEGIC PLAN 2017-2019



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### **Mission / Vision**

One Tree Point School will provide a learning environment that will equip our children to be the best people they can be.

### **Motto**

Ma te mahi ka ora - From hard work comes success

#### **Values and Beliefs**

We believe in a learning environment where every student is a confident, connected actively involved, lifelong learner.

#### **Our school will:**

- Provide high quality, child centred teaching and learning programmes that cater for their current and future learning needs.
- Ensure all children develop confidence in their identity, language and culture
- Ensure children experience success and enjoyment in learning and are driven by this to become successful lifelong learners.
- Encourage, challenge and extend learners to achieve their personal best as individuals and members of a group.
- Foster creativity in all areas including play
- Develop social and emotional competence and support children to care for themselves and others, show respect, resilience and empathy.
- Care for the environment and foster the concepts of ecological awareness and sustainability
- Create positive partnerships between Board, Staff and Parent / Caregivers that use honesty, integrity, trust and respect as its cornerstones.

***Tohua nga whatatipuranga ki te inu I te puna o te matauranga.  
Kia hora ai te whakaruuru hau o te ora, ki ranga ki te iwi.  
Kia kaha, kia toa, kia manawanui***

Show the young how to drink from the spring of knowledge  
So the sheltering mantle of well-being may spread over the nation  
Be strong, be courageous, be resolute.

#### **Maori Dimension and Cultural Diversity**

We will:

#### **Wananga**

- Build genuine engagement and partnership with our Maori community

#### **Whanaungatanga**

- Be culturally aware, value diversity and accept responsibility for being part of a bicultural community.
- Nurture our multi-cultural heritage within the school and community.

#### **Manaakitanga**

- Value and be inclusive of diversity and difference; cultural, linguistic, gender, special needs and abilities.
- Integrate Tikanga Maori and te reo Maori across the school

#### **Tangata Whenuatanga**

- Ensure aspirations and values of local iwi are integrated across the school
- Engage with local iwi and learn about our local tikanga, environment and community

#### **Ako**

- Use culturally responsive pedagogies and recognise the unique place of Maori in a bicultural partnership
- Ensure Maori achieve and enjoy success as Maori



## SCHOOL PROFILE

### **Our Motto – Ma te mahi ka ora – From hard work comes success**

One Tree Point School was established in 1972 on a picturesque site just 100 meters from the shores of Whangarei Harbour. There are now thirteen classrooms and an administration block with offices and staff room, as well as a very modern, well-appointed library. Several of our classrooms have been redesigned as 'innovative learning spaces' which enables greater collaboration between both students and teachers; four other classrooms are due to be redeveloped within the next two years. Other facilities include a special needs room, a swimming pool, courts and junior and senior activity playgrounds. All buildings are well maintained and in excellent condition. The school grounds include a sizeable flat, quick draining grassed area, a small native tree plantation and shelterbelts around the perimeter.

The school has an official decile ranking of 4; approximately 40% of the 240 students are Maori with most of the remainder being New Zealand European. This ethnicity profile is staying fairly constant. The tangata whenua are the Patuharakeke with the local marae situated at Takahiwai, however, many of our Maori families live in the former Electrocorp village at Ruakaka and represent a variety of hapu and iwi. Our school community also includes families from China, South Africa, Sri Lanka, England and Korea. The roll is a growing one although this has slowed with the introduction of an enrolment zone, and now stands at 240 students (Feb 2017).

The One Tree Point/Ruakaka area has been designated a 'special growth region' by the Whangarei District Council. Substantial, quality, residential subdivisions are completed with a number of houses being built. There is also a sizeable residential canal project which has been built close to the school, which brings a new socio-economic dimension to the community. New industry, linked mainly to the new logging port at Marsden Point is bringing an increasing number of people into our area, some commuting from the wider Whangarei area and some moving into property in our area. The refinery which has undergone a major expansion project is located close to school. Continued and significant growth in our school is highly likely due to intensive new subdivision within our school zone. The Board of Trustees will work with the Ministry of Education to ensure that growth is managed positively and proactively. One Tree Point School utilises SKIDS, an out of school care program, which provides after school care for children.

The school continues to provide well-planned, varied and appropriate learning programmes in all curriculum areas giving children the opportunity to learn within a variety of styles and structures. This includes opportunities to take part in E.O.T.C programmes and to develop social and leadership skills as they progress through the school. Programmes reflect the needs of our students, our ethnic diversity, the community and environment the school is located within and the values and beliefs contained within our charter. An effective and consistent system of managing student behaviour supports learning within the school and continues to promote a positive school culture.

The staff and Board of Trustees work together to provide all children with a learning environment that is extremely supportive and needs driven and enables all children to be the best they can be.

Baseline Data	End of Year Data - % of all students achieving at or above National Standards;
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## Students' Learning

	2014	2015	2016
Reading	72.3	75.5	71.4%
Writing	69.3	74.5	67.4%
Mathematics	70.9	70.5	79.8%

### Writing:

Baseline Data Writing:	Well Below		Below		At		Above	
	%	Number	%	Number	%	Number	%	Number
All Students	4%	9	28.6%	65	54.2%	122	13.2%	31
Maori Students	1.1%	1	34.8%	31	52.8%	47	11.2%	10
Male Students	6.1%	7	39.1%	45	48.7%	56	6.1%	7

### Targets 2017:

#### Writing:

80% of Year 3 and 4 students achieving 'well Below' or 'below' will make at least one year's progress

Maori students achieving 'well below' or 'below' will make more than one year's progress

Boys achieving 'well below' or 'below' will make more than one year's progress

### Reading

Baseline Data Reading	Well Below		Below		At		Above	
	%	Number	%	Number	%	Number	%	Number
All Students	2.2%	5	26.4%	60	38.8%	88	32.6%	74
Maori	2.2%	2	34.8%	31	43.8%	39	19.1%	17

### Target 2017:

Maori students achieving 'well below' or 'below' will make more than one year's progress

<b>Student Engagement</b>	The average rate of student attendance in 2016 was 92.7% Averages of 3.2% of these absences were unjustified which has reduced slightly from 2015. It is important to state that evidence shows students generally don't initiate truancy, but instead are absent because of the parent/caregiver's actions or inactions.
<b>School Organisation and Structures</b>	<p>A new principal was appointed in term 3 2016 and is released to lead and manage the school on a full time basis. She is supported by a deputy principal and assistant principal who are released for one day a week. The school is made of of three teams with the Deputy Principal (DP) leading the senior team, Assistant Principal (AP), the junior team and an additional team leader for the middle school, comprising the fourth member of the leadership team. The teaching staff belong to Professional Learning Groups depending on the school-wide professional development focus. Individual teachers have agreed additional responsibilities based on interest and strengths.</p> <p>The Board of Trustees is currently comprised of five elected parent trustees a staff representative and the principal. Three of the parent representatives were newly elected in 2016 and in addition to a new staff representative and new principal has resulted in a relatively new Board.</p>
<b>Review of Charter and Consultation</b>	Consultation with the One Tree Point School community was carried out in term 4 2016 by the BOT canvassing the school community through a survey; analysis will be used to inform strategic goals and annual plan including developing our graduate profile, revising our values and vision.



## One Tree Point School Strategic Plan (2017-2019)

### Nag 1 and 3 Curriculum and Professional Development

Aims	Outcome Indicators	2017	2018/2019
<b>Accelerate the achievement and progress of Maori students performing below expectations.</b>	<p>Maori are confident in their identity, language and culture as citizens of New Zealand</p> <p>Maori enjoy education success as Maori</p> <p>Success is achieved for priority learners in</p>	<ul style="list-style-type: none"> <li>Develop clearly defined targets and goals for priority students based on achievement data and Teaching as Inquiry processes</li> <li>Engage the services of a consultant to support the development of a culturally responsive curriculum that connects culture and te reo and is informed through <i>Ka Hikitia and Ta Taiako</i></li> <li>Engage the services of a <b>Student Achievement Function Practitioner</b> to</li> </ul>	<ul style="list-style-type: none"> <li>Embed effective teaching and learning that integrates the spiral of inquiry in order to meet diverse learning needs</li> <li>Further develop and integrate a culturally responsive curriculum that connects culture and te reo and is informed through <i>Ka Hikitia and Ta Taiako</i></li> <li>Further develop the evaluative and assessment capabilities of teachers and students.</li> </ul>

	relation to national standards.	<p>develop the evaluative capabilities of teachers and students</p> <ul style="list-style-type: none"> <li>● Improved communication and engagement with whanau, parents and caregivers.</li> <li>● Follow up on attendance and pastoral care issues.</li> <li>● Collect student voice data relating to environment, curriculum and teaching practices to support learning and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>● Student voice data is used to inform teaching and learning programmes.</li> </ul>
<p><b>Raise student achievement in literacy through improving learning and teaching processes across the school.</b></p>	<p>All students demonstrate strong literacy understanding and skills and achieves success across the New Zealand Curriculum</p> <p>Improved success in relation to national standards</p>	<ul style="list-style-type: none"> <li>● A thorough baseline needs and strengths analysis, including written language achievement data.</li> <li>● Identification of target students in each class focusing on priority learners</li> <li>● Engage the services of an external facilitator and undertake in depth school-wide Professional Learning and Development in literacy</li> <li>● Partake in Year 2 and 3 <i>Accelerating Learning in Literacy</i> MOE contract focusing on school wide teaching as inquiry in literacy and systems of monitoring progress and achievement</li> <li>● Develop and use school Curriculum and Achievement Plan to support school-wide consistency in early identification of students who need further support</li> <li>● Introduce school wide systems for monitoring of teaching and learning relating to progress of target students</li> </ul>	<ul style="list-style-type: none"> <li>● Engage the services of an external facilitator and continue in-depth school-wide Professional Learning and Development in literacy</li> <li>● School Curriculum and Achievement Plan is used effectively to support school-wide consistency in early identification of students who need further support.</li> <li>● Further embed processes for monitoring of teaching and learning relating to progress of target students.</li> </ul>
<p><b>Develop and implement a strategic plan for e-learning</b></p>	<p>Students are technologically fluent and digitally literate; they are able to use a</p>	<ul style="list-style-type: none"> <li>● Work with other two local schools with common e-learning needs and focus areas</li> <li>● Identification of key teachers within the schools that will act as PLD coordinators and facilitators.</li> </ul>	<ul style="list-style-type: none"> <li>● Implement 3-5 year e-learning strategic plan</li> </ul>

	range of e-learning tools to support learning.	<ul style="list-style-type: none"> <li>• Construct and begin to implement a 3-5 year strategic plan including professional learning and resourcing.</li> <li>• Reviewing and sharing of teaching and learning processes.</li> <li>• Introduce central management of ipads through Lightspeed MDM</li> </ul>	
<b>Revise assessment practices to incorporate assessment 'for' 'of' and 'as' learning</b>	<p>All students understand the performance levels required, set personal goals, are able to self-monitor and self-evaluate; our children will know where they are at in their learning and their next steps.</p> <p>Students will develop the 'learning to learn' capabilities and reflect on their own thinking and learning processes.</p>	<ul style="list-style-type: none"> <li>• Review and refine use of Student Management System for data entry, processing and retrieval</li> <li>• Revise school-wide assessment schedule and ensure learning and teaching reflections including data are reported each term to the board</li> <li>• Develop clear learning progressions that are used to inform student goal setting and reporting processes</li> <li>• Improve teacher and student assessment and evaluative capabilities through professional development and teaching as inquiry.</li> <li>• Effective and regular analysis of student achievement including qualitative and quantitative data informs learning and teaching</li> <li>• Develop school-wide consistent moderation processes to ensure robust and valid Overall Teacher Judgments</li> </ul>	<ul style="list-style-type: none"> <li>• review and refine school-wide learning progressions.</li> <li>• review and refine student goal setting processes that empower students to set their own goals and understand clearly where they are at in their learning and their next steps.</li> <li>• Use '<i>Visible Learning</i>' resources and PLD for raising student assessment capabilities.</li> </ul>
<b>Nag 2 and 2a Governance and Community</b>			
<b>Review school vision and values and co-construct a graduate profile incorporating knowledge, skills and key competencies</b>	The Board of Trustees (BOT) will work with the community to ensure the school curriculum reflects the needs of the wider community and sets priority goals for equity and excellence	<ul style="list-style-type: none"> <li>• Canvass school-wide community including whanau, staff, teachers and students relating to core knowledge, skills, values and competencies</li> <li>• Work with the community to develop a graduate profile, communicate and display.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and refine the graduate profile and include key skills and competencies across each team in a progression of learning.</li> <li>• Continue <i>Positive Behaviour for Learning - years 2 and 3</i></li> </ul>

		<ul style="list-style-type: none"> <li>● Support implementation of the <i>Positive Behaviour for Learning</i> contract through resourcing</li> <li>● Work with the school community to ensure a culturally inclusive and responsive curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Canvass school community for feedback relating to the graduate profile and culturally responsive curriculum</li> </ul>
<b>The Board of Trustees actively represents and serves the school community</b>	<p>Relationships between BOT members and professional leaders are based on:</p> <p>trust, integrity and openness</p> <ul style="list-style-type: none"> <li>- clarity about roles and responsibilities</li> <li>- transparency and shared knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● All BOT members to undertake ongoing professional development with STA</li> <li>● Develop and use agreements relating to key relationships - Principal/Chair; Chair/BOT; BOT/Staff</li> <li>● Review BOT roles and develop clear criteria relating to individual portfolios utilising the skills, knowledge and expertise of all members.</li> <li>● Move school policies and procedures to school docs</li> <li>● Follow school docs review cycle and adapt policies and procedures to align with One Tree Point School context</li> </ul>	<ul style="list-style-type: none"> <li>● Continue professional development for BOT members</li> <li>● Review use agreements</li> <li>● BOT members to consider changing portfolios</li> <li>● On-going monitoring and review of policies using the School Docs review cycle.</li> </ul>
<b>Nag 3 - Personnel</b>			
<b>Review and revise teacher appraisal processes to align with teaching as inquiry.</b>	Teachers use and reflect on multiple teaching approaches and strategies to meet the needs of their learners.	<ul style="list-style-type: none"> <li>● Develop teacher appraisal processes that align with teaching as inquiry and meet the requirements of the Teacher Council</li> <li>● Set up google sites for evidence of teaching as inquiry and appraisal</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop the organisational structures required to embed the teaching as inquiry cycle</li> </ul>
<b>Nag 4 Property and Finance</b>			
<b>Improve the property and grounds facilities available to students and families through the rationalisation of funding options.</b>	The BOT ensures a physically and emotionally safe environment is provided for all students.	<ol style="list-style-type: none"> <li>1. Review school property improvement needs linked to 5YP.</li> <li>2. Carryout refurbishment on the 10YPP</li> <li>3. Set up and implement a maintenance programme and property review</li> <li>4. Continuation of the sale of school property followed by channelling funds into identified property projects</li> </ol>	

		5. Canvass students and community regarding design and replacement of the senior playground and work with PTA to fund replacement.	
<b>Nag 5 - Health and Safety</b>			
<b>On-going review of health and safety policies and processes</b>	The BOT ensures that a physically and emotionally safe environment is provided for all students.	<ol style="list-style-type: none"> <li>1. Carry out health and safety audit of school property</li> <li>2. Continue to review policies and ensure procedures are understood and followed by all school staff</li> </ol>	
<b>Nag 8 - Governance</b>			
<b>On-going review of school effectiveness in achieving valued student outcomes</b>	<p>The activities of the BOT have an explicit focus on student learning and well being.</p> <p>The BOT seek and interrogate a range of high quality student data and evaluative information that supports a clear understanding of what is working well, or not working well and why, from a range of perspectives.</p>	<ol style="list-style-type: none"> <li>3. Termly data and analysis reports to the BOT relating to school wide progress and achievement including priority learners are used to inform target setting and inform the yearly Analysis of Variance.</li> <li>4. Review of parents needs in regard to reporting to parents processes and access to digital information related to students' progress and achievement.</li> <li>5. On-going reflection and review of data to support Identification of priority learners and school-wide target setting</li> <li>6. Work with school leadership in resourcing implementation of Learning with Digital Technologies strategic plan</li> </ol>	



## One Tree Point Annual Plan and Targets 2017 ( Incorporating Raising Achievement Improvement Plan) (RAP)

### NAG 1 & 3- Curriculum and Professional Development

#### Strategic Goals:

1. Accelerate the progress of Maori students performing below expectations.

**Annual Aim:** Accelerate the progress of Maori students performing below expectations.

**Target:** Maori students who are achieving well below or below in reading and writing will make more than one year's progress

#### Baseline Data: Writing

Maori Students	1.1%	34.8%	52.8%	11.2%
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#### Baseline Data: Reading

Maori Students	1.1%	34.8%	44.9%	19.1%
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### Improvement Strategies 2017

#### Evaluation Indicators/ Outcomes:

- Coherent organisational conditions promote evaluation, inquiry and knowledge building.
- Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.
- Learning centred relationships effectively engage and involve the whole school community.

What	Who	When	Monitoring- on-going reflection/review
All teachers to attend Evaluative Associates professional development for a Teacher Only	Leadership	February	

Day.	team Teachers		
Engage the services of a <b>Student Achievement Function Practitioner (SAF)</b> focusing on <b>Instructional Capabilities and Evaluative Capabilities.</b>	Rhona Leonard (SAF) Leadership Team Teachers	Term 1-2 (15 week intervention with a possible extension)	
Engage the services of a <b>Culturally Responsive Pedagogy</b> specialist for 0.1 FTTE to work with a team of teachers to increase school-wide capacity for implementing a culturally responsive curriculum	Ngawai Haitana-Tuhoro Culturally Responsive Pedagogy Team	Term 1-4	
School-wide change team to work with the SAF every two weeks for a two hour meeting	Change Team	During 15 week intervention	
School-wide professional development at staff meetings to revisit <i>Ka Hikitia</i> and <i>Ta Taiako</i> to carry out needs analysis of a culturally responsive curriculum.	Whole staff	Term 1-2	
Teachers to set goals based on needs analysis linked to inquiry and appraisal	All teachers	Term 1-4	
School-wide targets and goals are clearly understood by teachers and used to identify target learners in each class	All teachers	Beginning of term 1	
Spiral of Inquiry used with target learners to inform Deliberate Acts of Teaching	All teachers	Terms 1-4	
Collection of student voice data of Maori learners relating to well being and attitudes to learning	All teachers	Terms 1 and 3	

Analysis of student voice data shared with teachers and the BOT is used to adapt learning programmes	Leadership and change team	Terms 1-3	
On-going tracking of student data used to inform learning and teaching reflections	Leadership team Teachers	Terms 1-4	
Introduction of collaborative fortnightly meetings to reflect on learning and teaching and to monitor progress of target learners	Leadership team Teachers	Terms 1-4	
Powhiri for all new students and whanau.	Leanne Robson	Terms 1-4	
Specialist te reo Maori teacher for all students weekly	Whaea Tracey	Terms 1-4	
Informal BBQ/hangi for whanau to meet school staff and BOT	All staff	Term 1	
Communication Ropu with whanau to be reignited and information used to inform planning	Shirley Winters (principal) Ngawai Haitana-Tuhoro	Terms 1-4	
Contact and meetings with whanau of 'at risk' learners	Teachers	Terms 1-4	
<b>Strategic Goal 2: Raise Student Achievement in Literacy through improving learning and teaching processes across the school</b>			
<b>Annual Aim: Increase teachers' capacities to implement pedagogical practices that accelerate learning in literacy</b>			
<b>Targets:</b> <b>80% of Year 3 and 4 students achieving 'well Below' or 'below' will make at least one year's progress</b> <b>Boys achieving 'well below' or 'below' will make more than one year's progress</b>			

<b>Baseline Data Writing:</b>				
	<b>Well Below</b>	<b>Below</b>	<b>At</b>	<b>Above</b>
<b>year 3 (2017)</b>	<b>2.9%</b>	<b>35.3%</b>	<b>61.8%</b>	<b>0.0%</b>
<b>Year 4 (2017)</b>	<b>0.0%</b>	<b>32.4%</b>	<b>47.1%</b>	<b>20.6%</b>
<b>Male Students</b>	<b>6.1%</b>	<b>39.1%</b>	<b>48.7%</b>	<b>6.1%</b>

### Improvement Strategies 2017

#### Evaluation Indicators/Outcomes

- Curriculum design, planning and enactment ensure every student learns and progresses to achieve curriculum expectations.
- Students participate and learn in caring, collaborative and inclusive learning communities.
- Students have effective sufficient and equitable opportunities to learn.

<b>What</b>	<b>Who</b>	<b>When</b>	<b>Monitoring- on-going reflection/review</b>
Teachers to identify target learners in each class who are working below (Tier 1 students; CaAP)	All teachers	Term 1	
<b><i>Accelerating Learning in Literacy</i></b> (Ministry of Education) Year 2 contract	Keryn Shirley ALL Team	Term 1-3	
Unpack ' <i>Effective Literacy Practice</i> ' use to analyse existing strengths and areas for professional development	All teachers	Term 1-3	
Collaborative Teaching as Inquiry (linked to SAF) to review and monitor data, reflect on effective teaching and identify areas for professional development	SAF change team Leadership team Teachers	Term 1-4	

Share and co-construct Curriculum and Achievement Plan with all teachers	Keryn Shirley	Term 1	
On-going tracking and monitoring of target students through collaborative fortnightly monitoring meetings	All teams	Term 1-4	
Apply for MOE funded Literacy PLD	Shirley	Term 1	
<b>Strategic Goal 3: Develop and implement a strategic plan for e-learning</b>			
<b>Evaluation Indicators/Outcomes</b>			
<ul style="list-style-type: none"> <li>Students learn, achieve and progress in the breadth and depth of the New Zealand Curriculum.</li> <li>Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.</li> </ul>			
<b>What</b>	<b>Who</b>	<b>When</b>	<b>Monitoring- on-going reflection/review</b>
Attend Connected Learning Advisory Strategic Thinking Workshop to support development of e-learning strategic plan	Shirley Pam	Term 4 2016	
Establish e-learning leadership team from each syndicate to support teacher PLD and implementation of e-learning across the school	Shirley/Pam		
Establish a student voice group to analyse impact of e-learning on learning	e-learning team		
Meet with Waipu and Ruakaka and develop a plan for collaborative e-learning	Shirley Pam	Term 1 2016	
Contract TTS to support management of mobile devices	Shirley	Term 4 2016 -Term 1 2017	
Provide professional development to Integrate e-learning throughout curriculum	Pam Shirley e-learning	Term 1-4	

	Inquiry Team		
Monitor pedagogical integration of e-learning	Shirley Pam		
<b>Strategic Goal 4: Revise assessment practices to incorporate assessment 'for' 'of' and 'as' learning</b>			
<b>Evaluation Indicators/Outcomes</b>			
<ul style="list-style-type: none"> <li>Effective assessment for learning develops students' assessment and learning capabilities.</li> </ul>			
<b>What</b>	<b>Who</b>	<b>When</b>	<b>Monitoring- on-going reflection/review</b>
Set up EDGE assessments to align with termly data collection and reporting of Interim Teacher Judgements	Shirley	Term 4 2016	
Attend EDGE professional development workshops to support effective data collection processes	Shirley/Pam	Term 1-4	
Provide PLD regarding assessment data entry into EDGE	Shirley/Pam/ EDGE	Term 1	
Share revised assessment schedule with teachers	Shirley	Term 1	
co-construct child-speak learning progressions in reading writing and maths to be used to inform student voice and goal setting	All teachers	Term 1	
Fortnightly monitoring meetings aligned with Teaching as Inquiry to monitor progress and achievement of target learners	All teams	Term 1-4	
Teachers to identify the <b>names, needs and numbers</b> of their target learners; monitor qualitative and quantitative data in fortnightly monitoring meetings	All teachers		
Introduce the Progress and Consistency Tool (PaCT) to teachers for trial with target students.	SAF change team	Term 1-2	

**Strategic Goal 1: Review school vision and values and co-construct a graduate profile incorporating knowledge, skills and key competencies**

**Evaluation Indicators/Outcomes**

- The Board of Trustees scrutinises the work of the school in achieving valued student outcomes

<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>
Collate and analyse data from community survey	Sandra/BOT	Term 4 2016 -Term 1 2017	
Work with school community and teaching staff to develop a graduate profile that outlines the key skills, values, knowledge and dispositions that we want for our learners at One Tree Point	Shirley Sandra	Term 1-4	
Facilitate Whanau Roopu meetings throughout the year to ascertain whanau aspirations, needs and to inform strategic planning	Shirley Sandra		

**Strategic Goal 2: Actively represent and serve the school community**

**Evaluation Indicators/Outcomes**

- The Board of Trustees represents and serves the education and school community in its stewardship role

All BOT members to undertake ongoing professional development with STA	STA/BOT		
Develop and use agreements relating to key relationships - Principal/Chair; Chair/BOT; BOT/Staff	BOT		
Review board roles and develop clear criteria relating to individual portfolios utilising the skills, knowledge and expertise of all members	BOT		
Move school policies and procedures to school docs and follow review cycle	Shirley/BOT (aligned with portfolio)		

**Nag 3: Personnel**

**Strategic Goals:**  
 1. **Review and revise teacher appraisal processes to align with teaching as inquiry**

**Evaluation Indicators/Outcomes**  
 • Leadership promotes and participates in a coherent approach to professional learning and practice.

What	Who	When	Outcome
1. Align appraisal with Tataiako and Professional Teacher Criteria	Leadership team	Term 1	
2. Team Leaders to attend Education Group 'Training for Primary Appraisers' course	Michelle, Leanne and Jackie	Term 1	
3. Set up google sites for evidence of teaching as inquiry and appraisal	Shirley	Term 1	
4. Teachers set goals informed through school-wide targets, data analysis and PLD	Teachers	Term 1	
5. Implement collaborative spiral of inquiry to refine goals and identify teacher needs and align with ap (linked to SAF)	All teams	Term 1	
6. On-going collection of evidence including observations and feedback relating to Teaching as Inquiry and linked with appraisal	All teams	Term 1-4	

**Nag 4 Property and Finance**  
**Nag 5 - Health and Safety**  
**Nag 8 - Governance**

**Strategic Goal:**  
 1. **Improve the property and grounds facilities available to students and families through the rationalisation of funding options.**

**Evaluation Indicators/Outcomes**  
 • The Board of Trustees effectively meets statutory requirements  
 • The BOT ensures a physically and emotionally safe environment is provided for all students.

What	Who	When	Outcome
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Shirley to report to BOT areas for resourcing linked to strategic goals monthly	Shirley	<b>Monthly</b>	
Work with Griffiths and Associates to finalise 10YPP and plan for refurbishment of rooms 1,2,3,4 and the Learning Hub	Shirley/BOT		
Sale of school property; funds allocated to 10YPP and school priorities	Griffiths/Shirley / BOT		
Canvass students and community regarding the design and replacement of the senior playground; work with PTA to raise funds.	Shirley/BOT/PT A		
Carry out health and safety audit of school property	Shirley/BOT	Term 1	
Ensure health and safety policies and procedures are shared and understood by all staff	Shirley	Term 1-4	
Receive and review termly data reports to monitor progress and achievement of priority learners.	BOT	Term 1-4	
Analyse survey results to ascertain community needs relating to reporting to parents processes.	BOT	Term 1-4	
Principal to report progress against annual goals at each meeting	Shirley	Term 1-4	
Review resourcing needs for e-learning; explore a range of options including cyclical replacement of ipads or alternative digital tools.	Shirley/Pam/ BOT	Term 1-4	