



**Sommerville**

MORE THAN  
A SCHOOL

**Application Pack  
for the position of  
  
Deputy Principal  
Sommerville School**

**Commencing Term 1 2021**

**Sommerville School Deputy Principal Application Pack 2020**

7a Benghazi Road, Panmure, Auckland 1072

[office@sommerville.school.nz](mailto:office@sommerville.school.nz) 09 5709787 [www.sommerville.school.nz](http://www.sommerville.school.nz)



# Sommerville

MORE THAN  
A SCHOOL

September 2020

Dear Applicant

Thank you for your interest in applying for a Deputy Principal position at Sommersville School. In this application pack you will find:

- Introductory letter
- Copy of the advertisement
- Appointment timeline
- Position description
- Organisation structure
- 2020 School Charter and Annual Plans

You will find further information about our school on the school website [www.sommerville.school.nz](http://www.sommerville.school.nz).

The Application for Appointment Form and Application Statement Form both need to be completed electronically and emailed with your CV and copies of your qualifications to [principal@sommerville.school.nz](mailto:principal@sommerville.school.nz) by Friday 23 October 2020.

Interview candidates will need to bring original qualification documents and evidence of identity to be sighted at the time of the interview.

Sincerely

**Belinda Johnston**  
Tumuaki-Principal

**Sommerville School Deputy Principal Application Pack 2020**

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## **SPECIALIST SCHOOL DEPUTY PRINCIPAL**

**(6PMU + 2FTU + SDA)**

Sommerville is New Zealand's largest specialist school, catering for students aged 5 to 21 years with a wide range of educational challenges. Our catchment area stretches from Newmarket to Maraetai and includes our base school in Panmure, satellite classes in 11 mainstream schools, a community programme for 18-21 year olds and an Outreach Service. Due to roll growth and a retirement, our senior leadership is being restructured and we are seeking three inspiring, learner-centred leaders to join us in Term 1 2021.

The successful candidates will have a deep understanding of the New Zealand Curriculum and effective pedagogies for students with special educational needs. They will have strong interpersonal and communication skills, recent and effective leadership experience and view education through a culturally responsive lens.

Our exceptional Deputy Principals will:

- lead the successful implementation of our strategic direction and annual goals
- build positive relationships with staff, students, whānau, other schools and external agencies
- be future-focused, and innovative thinkers with the ability to both inspire and lead change in a large special school with a diverse staff and community
- communicate effectively with a variety of audiences both orally and in writing
- use IT confidently and creatively to develop robust systems and procedures.

Our staff at Somerville are our super-power and we believe our new Deputy Principals will be pivotal to continuing the uniquely supportive culture of our school. Successful applicants will have a passion for teaching and learning, a sense of humour and the ability to work effectively with the principal and our other senior leaders to inspire learning schoolwide.

The positions are fully released with specific responsibilities to be negotiated depending on the strengths and experience of the successful applicants.

Due to COVID 19 restrictions, applications from applicants living outside of New Zealand will not be considered.

## DEPUTY PRINCIPAL APPOINTMENT TIMELINE

|  |                                 |
|--|---------------------------------|
| Position Advertised                          | Week starting 21 September 2020 |
| Applications Close                           | Friday 23 October 2020          |
| Shortlisting Completed & Applicants Notified | Tuesday 27 October 2020         |
| Visits to Sommerville                        | 29 October, 2 & 3 November 2020 |
| Interviews                                   | Monday 9 November 2020          |
| Applicants Notified of Outcome               | Monday 16 November 2020         |
| Position Commences                           | Term 1 2021                     |



# Sommerville

MORE THAN  
A SCHOOL

## POSITION DESCRIPTION

# Deputy Principal

September 2020

### Sommerville School

Sommerville is New Zealand's largest specialist school, catering for students aged 5 to 21 years with a wide range of educational challenges. Our catchment area stretches from Newmarket to Maraetai and includes our base school in Panmure, satellite classes in 11 mainstream schools, a community programme for 18-21 year olds and an Outreach Service. We have approximately 315 ORS funded students and employ close to 250 staff including teacher aides, specialists, teachers and support staff.

### Position Purpose

The main purpose of the Deputy Principal's role is to support the Principal to lead and implement the school's strategic goals, assist in leading and implementing change, and continually improve the culture, relationships, communication, and cultural responsiveness while being innovative.

The Deputy Principal is a full time, permanent position including 6 permanent management units, 2 fixed term management units and the special duties allowance.

### Our Values (to be reviewed in 2021)

At Sommerville School, students with diverse needs will learn and grow in an environment where their needs are individually catered for in a supportive educational environment. Our school and our community values:

1. Respect for self and others
2. Maintaining dignity, tolerance and acceptance
3. Caring for others
4. Cooperation and fairness
5. Manaakitanga (respect for position and attributes)
6. Whanaungatanga (familial and interpersonal relationships)
7. Tohatoha (working together towards a shared vision and collaborative outcomes).

## Leadership

This role has leadership responsibilities. Leaders are responsible for leading the learning at Sommerville School. Deputy Principals will have the following competencies as defined in the Teaching Council of Aotearoa New Zealand's Educational Leadership Capability Framework:

1. Building and sustaining high trust relationships
2. Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation
3. Building and sustaining collective leadership and professional community
4. Strategically thinking and planning
5. Evaluating practices in relation to outcomes
6. Adept management of resources to achieve vision and goals
7. Attending to their own learning as leaders and their own wellbeing
8. Embodying the organisation's values and showing moral purpose, optimism, agency, and resilience
9. Contributing to the development and wellbeing of education beyond their organisation.

### Specific Responsibilities of this Position

*Responsibilities of the Deputy Principal role are expected to change over time as the new leadership group is established and to respond to changing needs. You will need the flexibility to adapt and develop as the role evolves.*

| Key Accountabilities  | Indicators of Success  |
|---|--|
| Lead the successful implementation of our strategic direction and annual goals.   | <ul style="list-style-type: none"> <li>● All staff are aware of our direction and annual goals.</li> <li>● All staff are aware of the part they play in delivering on our goals.</li> </ul>                    |
| Build positive relationships with staff, students, whānau, other schools and external agencies.   | <ul style="list-style-type: none"> <li>● Feedback on relationships are positive.</li> </ul>  |
| Be future-focused, and an innovative thinker with the ability to both inspire and lead change in a large special school with a diverse staff and community. | <ul style="list-style-type: none"> <li>● Staff are committed to the change outcomes.</li> </ul>  |
| Communicate effectively with a variety of audiences both orally and in writing.   | <ul style="list-style-type: none"> <li>● Oral and written communications are appropriate to the audience.</li> <li>● Written communication is simple and clear so that the audience can understand.</li> </ul> |
| Use IT confidently and creatively to develop robust systems and procedures.   | <ul style="list-style-type: none"> <li>● Systems and procedures are simple and clear.</li> <li>● Users of the systems and procedures are trained and able to use them.</li> </ul>                              |
| Lead the development and implementation of Sommerville's local curriculum and appropriate pedagogies.   | <ul style="list-style-type: none"> <li>● All professional staff have a shared understanding of, and are committed to, good teaching and learning practices at Sommerville.</li> </ul>                          |
| Acting Principal as required.   | <ul style="list-style-type: none"> <li>● Day to day management of the school runs effectively in the absence of the Principal.</li> </ul>  |

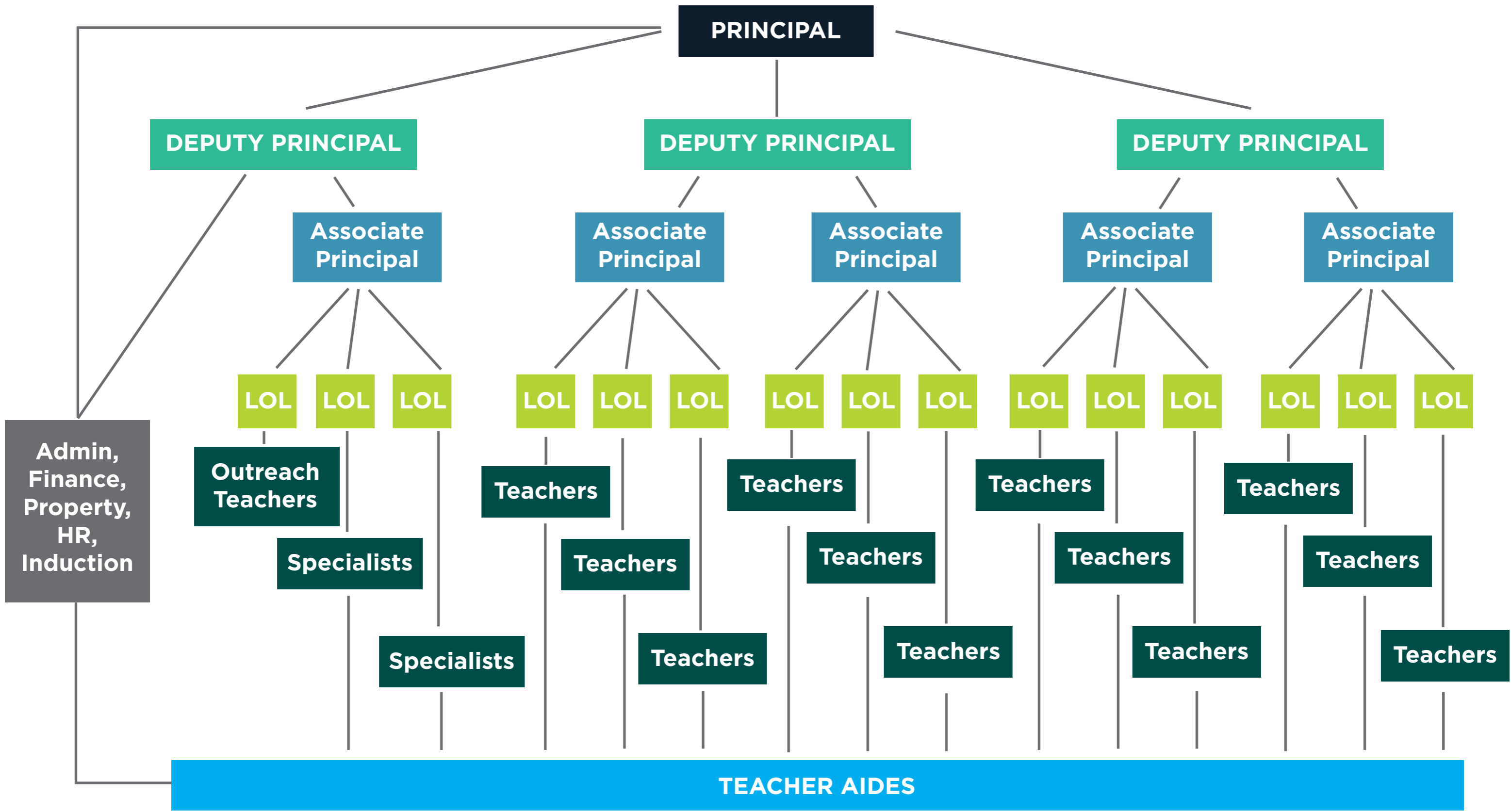
Other specific responsibilities will be delegated to fit with the successful applicant's strengths.

## Personal Specifications

### **Skills, experience and qualifications needed:**

- A deep understanding of the New Zealand Curriculum and effective pedagogies for students with special educational needs
- Strong interpersonal and communication skills
- Recent and effective leadership experience - prioritising visibility, approachability, compassion and transparency
- View education through a culturally responsive lens
- Innovative and reflective practitioner
- Relevant postgraduate qualification an advantage

# ORGANISATION STRUCTURE





**Sommerville School**

**Charter and Strategic Plan**

**2020-2022**

## Background Information

- Sommerville School caters for a wide range of students with special educational needs. Teaching and learning programmes are focused on these students and this is reflected in our Strategic and Annual planning
  
- Sommerville School regularly consults with its community including its Maori and Pasifika community as part of its cycle of self-review.
  
- Targets for student achievement are identified by the Principal, Senior Managers and staff and are presented to the Board of Trustees for discussion and approval before being submitted to the Ministry of Education. They are shared with our community through newsletters and at meetings when comment and feedback are welcomed and sought.
  
- We are committed to integrating Te Reo Maori me ona Tikanga Maori into programmes where ever possible. This includes waiata and basic Te Reo Maori in each classroom. The school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the school's Strategic Plan.
- Pasifika cultures are also recognised and integrated into school programmes along with the acknowledgement of the cultures, languages and identity of our increasingly diverse student community
  
- A copy of the school's Strategic Plan is available to parents at the School Office and on the school website
  
- Sommerville School will lodge a copy of its Charter and Strategic Plan with the Ministry of Education, on March 1<sup>st</sup> 2020

## **Sommerville School 2020-2022**

**VISION STATEMENT: At Somerville School, students with special needs will learn and grow in an environment where their needs are individually catered for in a supportive educational environment.**

**With respect, tolerance, acceptance and dignity they will develop an awareness of themselves as successful learners.**

**Our students will develop knowledge, skills, competencies, attitudes and values in ways that are relevant to them within the context of their ability.**

**They will achieve their potential and participate fully in a society which is accepting of them.**

**They will be products of a seamless education from early childhood, through the compulsory education sector to tertiary and adult education through well defined approaches to educating students with special needs.**

**We will continue to raise the profile of our school in the community by exemplifying and promoting the purpose of special education.**

**We will link with our local community and engage our school parent community in their children's learning.**

**The vision for our school is to create learners who are confident and connected, at anytime, anywhere and in any place, who will contribute positively to their community**

**We will encourage partnerships with our local schools, community groups and business organisations.**

**STUDENTS will be encouraged to value-**

Excellence by aiming high and persevering in the face of difficulties; innovation, inquiry and curiosity, by thinking critically and reflectively; diversity as found in our different cultures, languages and heritages; equity through fairness and social justice; community and participation for the common good; ecological sustainability, which includes caring for the environment; integrity which involves being honest, responsible, accountable and acting ethically; and respect for themselves, others and of human rights.

**Sommerville School will provide the best possible learning environment for students with special learning needs aged from 5 to 21. We will staff the school with the most qualified, experienced and appropriate personnel to provide the expertise in order to expedite quality learning in this environment.**

**STAFF will be committed to:**

- Acknowledging and celebrating diversity and inclusion
- Providing specialist programmes that enable all children to experience success.
- High expectations of pupil achievement with an emphasis on literacy, numeracy and communicative skills.
- Professional learning, reflection and personal development.
- Demonstrating enthusiasm, optimism and professionalism in their interactions with students, colleagues, and community and whanau.

**THE SCHOOL ENVIRONMENT will:**

- Be a safe and secure environment for teachers and students, which is critical to learning.
- Reflect teaching and learning programmes.
- Reflect our cultural diversity
- Be visually welcoming.

**CULTURAL DIVERSITY**

Our students will:

- Be accepting of other cultures and differences.
- Value each other's heritage, culture and people.
- Reflect the nature of biculturalism in classroom activities
- Incorporate Te Reo me ona Tikanga Maori into current programmes, where appropriate (Tataiako)
- Incorporate programmes to support the Pasifika languages and cultures in the school (Tapasa)

**OUR SCHOOL AND COMMUNITY VALUE THE ATTRIBUTES OF-**

Respect for self and others; maintaining dignity, tolerance and acceptance; caring for others; cooperation and fairness. Manaakitanga (respect for position and attributes); whanaungatanga (familial and interpersonal relationships) and tohatoha (working together towards a shared vision and collaborative outcomes)

## Cultural Diversity and the Maori Dimension

**He aha te mea nui i te Ao? Maku e ki atu! He tangata, he tangata, he tangata! What is the most important thing in the world? I say to you! It is people, it is people, it is people.**

### **New Zealand's Cultural Diversity**

At Sommerville School all programmes and policies are based on the NZC (2007) which states "The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all of its peoples", and that "...it ensures that student identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed". (NZC Principles p.9)

There are aims quite specific to Maori and Pasifika students in this Strategic and Annual plan.

### **The Unique Position of Maori within Aotearoa**

At Sommerville School all programmes are cognisant of the statement in the NZC (2007) that states, "The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga." (NZC Principles p.9)

There are aims quite specific to te reo Maori me ona tikanga Maori in this strategic plan

- What reasonable steps will the school take to incorporate Tikanga Maori into the school's curriculum?
  - Te Reo Maori and Maori content are integrated into all planning and programming.
  - Maori art and craft skills are included in curriculum plans
  - A personal professional development plan is available to all staff
  - A Focus Group is set up every year to maintain programmes and achieve goals set annually from consultation
  - Matariki is celebrated at the appropriate time every year
  - Resources are prepared continually to assist teachers in teaching te reo Maori
  - We have a school kaumatua who provides us with advice and assists us on important occasions
  - We have contact with Ngati Whatua o Orakei Marae through our parents
  - Waitangi Day is always acknowledged appropriately and Matariki is featured annually

- What will Sommerville School do to provide instruction in Te Reo Maori for full time students whose parents request it?
  - We are constantly trying to recruit teachers qualified and able to teach te reo Maori.
  - Basic te reo Maori is already integrated into classroom programmes along with karakia and waiata
  - Professional development around te reo and tikanga is available for teachers with Maori students
  - Liaison with Orakei marae and their personnel and resources
  - Consultation with neighbouring schools having te reo Maori classes or bilingual classes
  
- What steps will be taken to discover the views and concerns of Sommerville School's Maori Community?
  - We endeavour to have at least one BOT member who is Maori.
  - We have a Focus Group which is committed to seeking advice and guidance on the development of programmes which are responsive to the Maori community through the educationally powerful connections initiative.
  - Ka Hikitia and Tataiako provide underpinning guidelines for this school's strategic and annual planning.

**Steps to achieve this:**

**NEEDS ASSESSMENT**

Assess current programmes available and levels of staff expertise.  
Devise Action Plan(s) for development based on Tataiako

**STRATEGIC PLAN**

Prioritise events and programmes which will increase staff confidence and capabilities to provide on-going successful Te Reo me ona Tikanga Maori programmes across the school

- Tataiako (2011)
- Educationally Powerful Connections... (ERO 2015)
- BES: The Complexity...
- Partners in Learning (ERO 2008)

**PARENT MEETINGS**

Share the school's Strategic Plan and gain input from the Maori community.  
Develop and finalise whole school-wide Action Plan for "Educationally Powerful Connections"  
Encourage whanau to meet with teachers and use attendance at IEP meetings as a source of data.

**FOCUS ON PROGRESS AND ACHIEVEMENT**

'If there is an emerging educational vision among Maori, it is the desire for an education that enhances what it means to be Maori: so simple and yet so profound.' (Wally Penetito 2008)  
So; how can we work together to best support the learning needs of our Maori students?

**CELEBRATIONS OF SUCCESS**

- Continued reinforcement of our tikanga, with karakia, waiata, karakia mo te kai and powhiri.
- Developing positive relationships with our community
- Involvement in community events which promote this school within the wider community
- Maori parents participation in school events such as Matariki

# Sommerville School 2020-2022

These are the main areas in which the school expects to demonstrate performance and achievement in relation to the government National Education Guidelines and National Administrative Guidelines

## NAG 1: CURRICULUM

- Develop and implement balanced teaching and learning programme with opportunities for all students to experience success in all learning areas and key competencies. Emphasis will be given to numeracy and literacy programmes with quality resources developed to support learning. A programmes giving priority to regular physical activity and movement skills will be maintained.

## NAG 1: STUDENT ACHIEVEMENT

- Identify student needs by monitoring and evaluating progress using up-to-date and varied assessment procedures with priority given to numeracy and literacy.
- On the basis of quality assessment, identify, analyse and report to the community achievement trends of target groups of students across the school including the achievement of Maori.

## NAG 2: SCHOOL REVIEW

- Develop and maintain an on-going cycle of self review relating to the schools strategic plan and reporting to the community on achievement of students and goals.
- Promote the schools vision, values and strategic plan to the wider community.
- Consult with the schools community (including Maori community) to develop/confirm school direction and goals

## NAG 3: PERSONNEL

- Promote high levels of staff performance, providing a planned professional development programme which will equip staff to deliver curriculum to a high level.
- Establish and maintain systems that ensure the BOT fulfils its role as a “good employer”.

## NAG 4: FINANCE AND PROPERTY

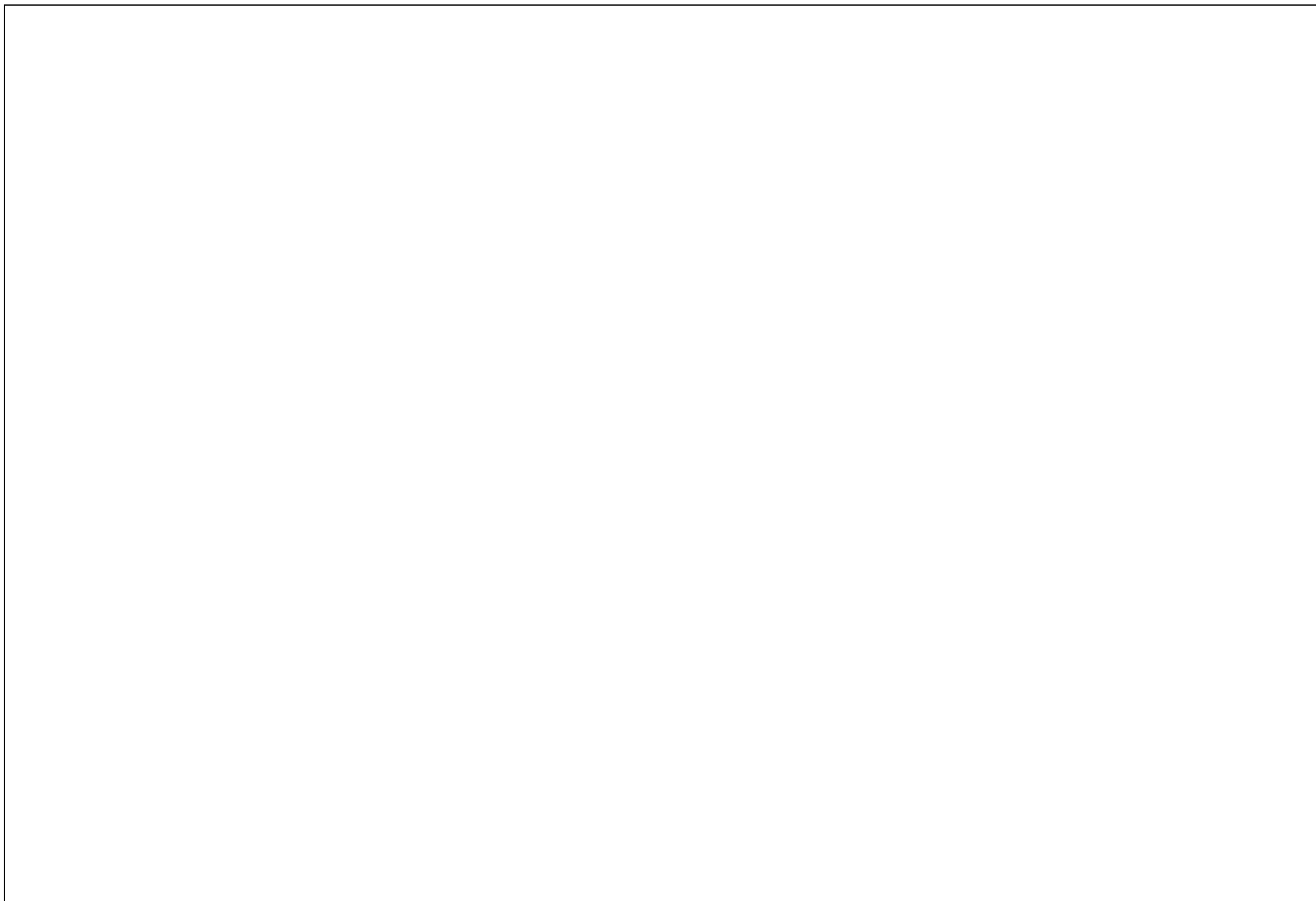
- Allocate funds to reflect the schools priorities. Monitor and control school expenditure, ensuring annual accounts are prepared and audited.
- Implement 10 year property plan ensuring an efficient programme of maintenance and improvements for school buildings and facilities
- Maintain and improve the physical environment to promote school image to attract new students and to ensure agreeable working conditions for staff.

## NAG 5: HEALTH AND SAFETY

- Comply with legislation, provide a safe physical and emotional environment for students and staff, and establish practices which promote students' awareness of environmental sustainability.

## NAG 6: LEGISLATIVE RESPONSIBILITIES

- Ensure that the school meets all its obligations under legislation.
- Develop policies and practices which acknowledge the value of the Treaty of Waitangi, and reflect New Zealand's bicultural identity and multicultural society taking all reasonable steps to ensure that the needs and wants of the community are met in accordance with section 61 (3)(a)(ii) of the Education Amendment Act 2001.





## SOMMERVILLE SCHOOL 2020 - 2022: STRATEGIC DIRECTION

### **NAG 1**

- All students will make fine-grained progress in the New Zealand Curriculum, measured by their progress and achievement demonstrated through their own individualized learning plan-their IEP.
- Students with special learning needs are supported individually in learning programmes so that they can progress and achieve in relation to the NZC (2007) and fully participate in, and contribute to, the school and its community.
- Maintain a regular quality physical activity programme that develops movement skills for all students.

### **NAG 2**

- To develop an effective self-review programme to support the shared vision of the school.
- To develop processes and procedures to strengthen school engagement for Maori and Pasifika students and their whanau.
- To have all parents informed about and engaged in their children's learning, progress and achievement through the EPC initiative

### **NAG 3**

- To provide a professional learning and development programme which promotes effective pedagogy and supports the strategic plan.

### **NAG 4**

- To implement building / property development programmes which reflect the culture and strategic goals of the school.

### **NAG 5**

- To provide a safe physical and emotional environment and establish practices which promote students' awareness of environmental sustainability.

### **NAG 6**

- To comply with all general legislation in a timely fashion.

## Strategic Plan: Sommerville School 2020-2022

| NAG 1  | <i>All students will make fine-grained progress as measured against the individualised assessment processes within their own personalised learning plan-(their IEP)</i>   |   |  |
|--|---|---|--|
|  | 2020  | 2021  | 2022   |
| <p>Build the instructional capability of teachers to implement school wide approaches to teaching and learning</p> | <p>Ensure that the quality of teaching reflects learner needs based on ongoing formative assessment and differentiated instruction.</p> <p>Monitor the quality of teaching using data gained from formative and developmental focused walkthroughs.</p> <p>Maintain the principles and practices of learning target theory school wide.</p> <p>Embed effective behaviour support and behaviour management practices enabling optimum learning opportunities.</p> <p>Raise levels of student engagement (cognitive, affective and behavioural) through improving the teacher/student relationship quality.</p> | <p>Ensure that the quality of teaching reflects learner needs based on ongoing formative assessment and differentiated instruction.</p> <p>Maintain the quality of teaching using data gained from formative and developmental' focused walkthroughs</p> <p>Embed the principles and practices of learning target theory school wide.</p> <p>Embed effective behaviour support and behaviour management practices enabling optimum learning opportunities.</p> <p>Raise levels of student engagement (cognitive, affective and behavioural) through improving the teacher/student relationship quality.</p> | <p>Ensure that the quality of teaching reflects learner needs based on ongoing formative assessment and differentiated instruction</p> <p>Maintain the quality of teaching using data gained from formative and developmental' focused walkthroughs</p> <p>Embed the principles and practices of learning target theory school wide</p> <p>Review effective behaviour support and behaviour management practices enabling optimum learning opportunities.</p> <p>Raise levels of student engagement (cognitive, affective and behavioural) through improving the teacher/student relationship quality.</p> |

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| <b>NAG 1</b>  | <b><i>Students with special learning needs are supported in their learning so they can progress in relation to the NZC (2007) and fully participate in and contribute to the school and its community</i></b>  |   |   |
|---|--|---|---|
|   | <b>2020</b>  | <b>2021</b>   | <b>2022</b>   |
| <p>Build the instructional capability of teachers to implement school wide approaches to teaching and learning for students with special needs.</p> | <p>Maintain a process whereby the progress and achievement of each student will be ascertained from the IEP.</p> <p>Focus on effective literacy practices which are aligned to successful learning for students with special needs.</p> <p>Focus on effective numeracy practices which are aligned to successful learning for students with special needs.</p> <p>To focus on wellness and resilience programmes and improve the relationships with teachers and pupils and their families.</p> <p>To focus on the Key Competency of Managing Self to enable students to participate and contribute to the school and its community.</p> <p>To maximize outcomes for students through the use of ICT</p> | <p>Review the process whereby the progress and achievement of each student will be ascertained from the IEP.</p> <p>Focus on effective literacy practices which are aligned to successful learning for students with special needs.</p> <p>Focus on effective numeracy practices which are aligned to successful learning for students with special needs.</p> <p>To focus on wellness and resilience programmes and improve the relationships with teachers and pupils and their families.</p> <p>To focus on the Key Competency of Thinking to enable students to participate and contribute to the school and its community.</p> <p>To maximize outcomes for students through the use of ICT</p> | <p>Maintain the process whereby the progress and achievement of each student will be ascertained from the IEP.</p> <p>Focus on effective literacy practices which are aligned to successful learning for students with special needs.</p> <p>Focus on effective numeracy practices which are aligned to successful learning for students with special needs.</p> <p>To focus on wellness and resilience programmes and improve the relationships with teachers and pupils and their families.</p> <p>To focus on the Key Competency of Participating and Contributing to enable students to participate and contribute to the school and its community.</p> <p>To maximize outcomes for students through the use of ICT</p> |

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|  | <p>and adaptive technology such as Smart Boards and iPad.</p> <p>To conduct action research on the role of developmental programmes and play for younger students</p> <p>Implements an appropriate programme for the teaching of The Arts.</p> <p>Introduce the Digital Curriculum across the school</p> | <p>and adaptive technology such as Smart Boards and iPads.</p> <p>To implement the findings on the role of developmental programmes and play for younger students.</p> <p>Review the success of The Arts curriculum</p> <p>Review the success of the Digital Curriculum</p> | <p>and adaptive technology such as Smart Boards and iPad.</p> <p>To implement the findings on the role of developmental programmes and play for younger students.</p> <p>Maintain an appropriate programme for teaching The Arts</p> <p>Maintain the Digital Curriculum</p> |
|--|--|---|---|

|   |   |   |   |
|---|---|---|---|
| <b>NAG 1</b>  | <b><i>Maori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture</i></b>  |   |   |
|   | <b>2020</b>   | <b>2021</b>   | <b>2022</b>   |
| Build the instructional capability of teachers to integrate Maori language and culture into teaching and learning programmes. | <p>To prepare, trial and integrate Maori language and cultural activities aligned to Level 1 Te Aho Arataki Marau mo te Ako i Te Reo Maori.</p> <p>To have Maori students achieving as a group in Literacy.</p> | <p>To prepare, trial and integrate Maori language and cultural activities aligned to Level 1 Te Aho Arataki Marau mo te Ako i Te Reo Maori.</p> <p>To have Maori students achieving as a group in Literacy.</p> | <p>To prepare, trial and integrate Maori language and cultural activities aligned to Level 1 Te Aho Arataki Marau mo te Ako i Te Reo Maori.</p> <p>To have Maori students achieving as a group in Literacy.</p> |

|  |   |   |   |
|--|---|---|---|
|  | <p>To have Maori students achieving as a group in Numeracy.</p> <p>To have Maori whanau engaged in supporting their child's learning through educationally powerful connections</p> <p>To improve teacher competency through following the guidelines of Tataiako</p> | <p>To have Maori students achieving as a group in Numeracy.</p> <p>To have Maori whanau engaged in supporting their child's learning through educationally powerful connections</p> <p>To improve teacher competency through following the guidelines of Tataiako</p> | <p>To have Maori students achieving as a group in Numeracy.</p> <p>To have Maori whanau engaged in supporting their child's learning through educationally powerful connections</p> <p>To improve teacher competency through following the guidelines of Tataiako</p> |
|--|---|---|---|

| <b>NAG 1</b>  | <b><i>Pasifika students are engaged in their learning and are achieving educational success</i></b>  |  |  |
|---|--|--|--|
|   | <b>2020</b>  | <b>2021</b>  | <b>2022</b>  |
| Build the instructional capability of teachers to integrate Pasifika languages and cultures into teaching and learning programmes | <p>To prepare, trial and integrate Pasifika language and cultural activities aligned to Level 1</p> <p>To have Pasifika students achieving as a group in Literacy</p> <p>To have Pasifika students achieving as a group in Numeracy.</p> <p>To have Pasifika parents engaged in supporting their child's learning through educationally powerful</p> | <p>To prepare, trial and integrate Pasifika language and cultural activities aligned to Level 1</p> <p>To have Pasifika students achieving as a group in Literacy</p> <p>To have Pasifika students achieving as a group in Numeracy.</p> <p>To have Pasifika parents engaged in supporting their child's learning through educationally powerful</p> | <p>To prepare, trial and integrate Pasifika language and cultural activities aligned to Level 1</p> <p>To have Pasifika students achieving as a group in Literacy</p> <p>To have Pasifika students achieving as a group in Numeracy.</p> <p>To have Pasifika parents engaged in supporting their child's learning through educationally powerful</p> |

|  |  |  |   |
|--|--|--|---|
|  | connections<br>Introduce Tapasa – Cultural competencies framework for teachers of Pacific learners | connections<br>Implement Tapasa – Cultural competencies framework for teachers of Pacific learners | connections<br>Maintain Tapasa – Cultural competencies framework for teachers of Pacific learners |
|--|--|--|---|

| <b>NAG 1</b>  | <b><i>For all students to be involved in a range of quality physical activity that develops movement skills for all with a sustainable range of activities</i></b>   |  |   |
|---|--|--|---|
|   | <b>2020</b>  | <b>2021</b>  | <b>2022</b>   |
| Increased fitness through involvement of students in physical activity and organised skills | <p>Continue to develop strategies to promote the extension of students' use of a wide range of equipment and suitable playground games and resources.</p> <p>Review the appropriateness of Jump Jam for our students</p> <p>Provision of a full range of sporting activities through links to SPARC, Sport Auckland and Special Olympics</p> | <p>Continue to develop strategies to promote the extension of students' use of a wide range of equipment and suitable playground games and resources.</p> <p>Ongoing daily physical aerobics session for all students.</p> <p>Provision of a full range of sporting activities through links to SPARC, Sport Auckland and Special Olympics</p> | <p>Review strategies used to promote the extension of students' use of a wide range of equipment and suitable playground games and resources</p> <p>Ongoing daily physical aerobics session for all students.</p> <p>Provision of a full range of sporting activities through links to SPARC, Sport Auckland and Special Olympics</p> |

| <b>NAG 2</b>               | <b><i>Develop an effective self-review programme to support the shared vision of the school.</i></b>  |   |  |
|----------------------------|---|---|--|
|                            | <b>2020</b>   | <b>2021</b>   | <b>2022</b>  |
| Self review and governance | <p>Programme for the ongoing reviewing of school policies and procedures</p> <p>Clarify and implement the cycle of policy review and development. This will entail reviewing policies from 2017</p> <p>Review policy &amp; procedures for NAG 1 Curriculum Delivery including the IEP, Assessment and reporting to parents, The Arts learning area.</p> <p>Review Appointments Policy and procedures and Induction of teachers.</p> | <p>Programme for the ongoing reviewing of school policies and procedures</p> <p>Clarify and implement the cycle of policy review and development. This will entail reviewing policies from 2018</p> <p>Review policy &amp; procedures for NAG 5 A Safe and Healthy environment.</p> | <p>Programme for the ongoing reviewing of school policies and procedures</p> <p>Clarify and implement the cycle of policy review and development. This will entail reviewing policies from 2019</p> <p>Review policy &amp; procedures for NAG 1 Curriculum Delivery including the IEP, Assessment and reporting to parents</p> |

| <b>NAG 2</b>                       | <b><i>Report to parents on the progress and achievement of individual students in relation to the National Standards at least twice a year in plain language.</i></b>   |   |   |
|------------------------------------|---|---|---|
|                                    | <b>2020</b>   | <b>2021</b>   | <b>2022</b>   |
| Formal Reporting                   | <p>Goal setting and confirmation meetings will be held at the beginning of each year based on the draft IEP.</p> <p>IEP Teams will meet to consult with parents over the direction and content of the IEP.</p> <p>IEP will be reviewed at the end of each term in writing and a final review/ planning meeting will be held in Term 4 each year.</p> <p>Curriculum reports will be issued at the end of each year to show progress and achievement in relation to the National Standards.</p> | <p>Goal setting and confirmation meetings will be held at the beginning of each year based on the draft IEP.</p> <p>IEP Teams will meet to consult with parents over the direction and content of the IEP.</p> <p>IEP will be reviewed at the end of each term in writing and a final review/ planning meeting will be held in Term 4 each year.</p> <p>Curriculum reports will be issued at the end of each year to show progress and achievement in relation to the National Standards.</p> | <p>Goal setting and confirmation meetings will be held at the beginning of each year based on the draft IEP.</p> <p>IEP Teams will meet to consult with parents over the direction and content of the IEP.</p> <p>IEP will be reviewed at the end of each term in writing and a final review/ planning meeting will be held in Term 4 each year.</p> <p>Curriculum reports will be issued at the end of each year to show progress and achievement in relation to the National Standards.</p> |
| Informal Reporting                 | <p>Open Days<br/>Sports Days<br/>Trips<br/>Informal meetings</p>  | <p>Open Days<br/>Sports Days<br/>Trips<br/>Informal meetings</p>  | <p>Open Days<br/>Sports Days<br/>Trips<br/>Informal meetings</p>  |
| Consultation & information sharing | <p>Annual reporting to the BOT and Community.</p> <p>IEP Meetings.</p> <p>Curriculum reporting Meetings.</p> <p>Community Forums and cultural involvement occasions.</p>  | <p>Annual Meeting reporting to the BOT and Community.</p> <p>IEP Meetings.</p> <p>Curriculum reporting Meetings.</p> <p>Community Forums and cultural involvement occasions.</p>  | <p>Annual Meeting reporting to the BOT and Community.</p> <p>IEP Meetings.</p> <p>Curriculum reporting Meetings.</p> <p>Community Forums and cultural involvement occasions.</p>  |



| <b>NAG 3</b>  | <b><i>To provide a professional learning and development programme which promotes effective pedagogy and supports the strategic plan.</i></b>   |   |  |
|---|---|---|--|
|   | <b>2020</b>   | <b>2021</b>   | <b>2022</b>  |
| Improved student outcomes in oracy and literacy                                   | Assessment and ongoing data will guide the Literacy PLT in their programmes for promoting effective literacy practices improving outcome for all students.<br>Follow the criteria for Professional Learning Teams and establish protocols for their implementation to support the Literacy Plan                                       | Assessment and ongoing data will guide the Literacy PLT in their programmes for promoting effective literacy practices improving outcome for all students<br><br>Ensure the criteria for Professional Learning Teams protocols are implemented to support the Literacy Plan                                   | Assessment and ongoing data will guide the Literacy PLT in their programmes for promoting effective literacy practices improving outcome for all students.<br>Ensure the criteria for Professional Learning Teams protocols are implemented to support the Literacy Plan                                   |
| Improved student outcomes in numeracy and other mathematical strands              | Assessment and ongoing data collection will guide the Mathematics PLT in their programmes for promoting effective numeracy and mathematics practices improving outcomes for all students.<br><br>Follow the criteria for Professional Learning Teams and establish protocols for their implementation to support the Mathematics Plan | Assessment and ongoing data collection will guide the Mathematics PLT in their programmes for promoting effective numeracy and mathematics practices improving outcomes for all students<br><br>Ensure the criteria for Professional Learning Teams protocols are implemented to support the Mathematics Plan | Assessment and ongoing data collection will guide the Mathematics PLT in their programmes for promoting effective numeracy and mathematics practices improving outcomes for all students.<br>Ensure the criteria for Professional Learning Teams protocols are implemented to support the Mathematics Plan |
| Effective pedagogy and practices to meet the needs of Maori & Pasifika students   | Provide guidelines effective practices from the sources listed and use the guidelines from Te Aho Arataki Marau mo te Ako i Te Reo Maori and its equivalent in Pasifika education. Use the guidelines from Tataiako and Tapasa to develop individualized PLD to develop these competencies.   | Provide guidelines effective practices from the sources listed and use the guidelines from Te Aho Arataki Marau mo te Ako i Te Reo Maori and its equivalent in Pasifika education. Continue to develop teacher's competencies through Tataiako and Tapasa   | Provide guidelines effective practices from the sources listed and use the guidelines from Te Aho Arataki Marau mo te Ako i Te Reo Maori and its equivalent in Pasifika education. Continue to develop teacher competencies through Tataiako and Tapasa  |
| Improved pedagogy and student outcomes in all Learning Areas and Key Competencies | Professional development in specific Learning Areas as they are prioritised. This year the priority are the Learning Areas of the Digital Curriculum and The Arts   | Professional development in specific Learning Areas and Key Competencies as they are prioritised.   | Professional development in specific Learning Areas and Key Competencies as they are prioritised.  |

| <b>NAG 4: FINANCE &amp; PROPERTY</b>  | <b><i>To implement building programmes which reflect the culture and strategic goals of the school.<br/>To provide / allocate funds to support the achievement of the strategic goals.</i></b>  |   |   |
|---|---|---|---|
|   | <b>2020</b>   | <b>2021</b>   | <b>2022</b>   |
| The school is an aesthetically pleasing learning environment with colourful and stimulating play areas. | Developmental learning hub continues at Tamaki.<br>Pakuranga Intermediate class located in their new building.<br>Continue with the Glendowie College satellite class<br>Finalise plans for the new building for the Sommerville Base School<br>Plans for satellites at Panmure District School           | Plan for a safe and pleasing physical environment.  | Maintain a safe and pleasing physical environment.  |
| Finances and resources are managed effectively  | Professional learning and development /support for principal and senior management<br><br>Professional learning and development / support for BOT<br><br>Staff with resource responsibilities to be supported in preparing budgets<br>Asset register updated<br>The BOT to directly employ all therapists | Professional learning and development / support for principal and senior management<br><br>Professional learning and development / support for BOT<br><br>Staff with resource responsibilities to be supported in preparing budgets<br>Asset register updated<br>Continue to directly employ all therapists | Professional learning and development / support for principal and senior management<br><br>Professional learning and development / support for BOT<br><br>Staff with resource responsibilities to be supported in preparing budgets<br>Asset register updated<br>Continue to directly employ all therapists |

| <b>NAG 5: HEALTH &amp; SAFETY</b>  | <b><i>To provide a safe physical and emotional environment and establish practices which promote students' awareness of environmental sustainability.</i></b>   |  |   |
|--|---|--|---|
|  | <b>2020</b>   | <b>2021</b>  | <b>2022</b>   |
| A safe physical and emotional environment                                | <p>School Wide Behaviour Management Plan reviewed annually.</p> <p>Maintain appropriate hours for Behavioural Psychologists</p> <p>Annual Review of First Aid qualifications</p> <p>MAPA training for staff</p> | <p>School Wide Behaviour Management Plan reviewed annually</p> <p>Maintain appropriate hours for Behavioural Psychologists</p> <p>Annual Review of First Aid qualifications</p> <p>MAPA training for staff</p> | <p>School Wide Behaviour Management Plan reviewed annually.</p> <p>Allocate appropriate hours for Behavioural Psychologists</p> <p>Annual Review of First Aid qualifications</p> <p>MAPA training for staff</p> |
| Safe environment for students and employees (Current or new legislation) | <p>Hazard identification systems reviewed</p> <p>Evacuation procedures practised each term.</p> <p>Emergency procedures and disaster management systems reviewed annually.</p>                                  | <p>Caretaker training for Health &amp; Safety</p> <p>Evacuation procedures practised each term.</p> <p>Emergency procedures and disaster management systems reviewed annually.</p>                             | <p>Health &amp; Safety Officer training.</p> <p>Evacuation procedures practiced each term.</p> <p>Emergency procedures and disaster management systems reviewed annually.</p>                                   |
| Promotion of Environmental Sustainability (No 26)                        | <p>Recycling practices</p> <p>Vegetable gardening/Composting</p>  | <p>Recycling practices</p> <p>Vegetable gardening / Composting</p> <p>Care of new trees and plants</p>   | <p>Recycling practices</p> <p>Vegetable gardening / Composting</p> <p>Care of new trees and plants</p>  |

| <b>NAG 6 LEGISLATION</b> | <b><i>To comply with all general legislation in a timely fashion.</i></b>  |   |   |
|--------------------------|--|---|---|
|                          | <b>2020</b>  | <b>2021</b>   | <b>2022</b>   |
| Compliance               | Review official notices section of the Education Gazette. Ensure all relevant notices are included with BOT papers to go to BOT members. Discuss, clarify and act upon where necessary | Review official notices section of the Education Gazette. Ensure all relevant notices are included with BOT papers to go to BOT members. Discuss, clarify and act upon where necessary. | Review official notices section of the Education Gazette. Ensure all relevant notices are included with BOT papers to go to BOT members. Discuss, clarify and act upon where necessary. |

# **Sommerville School**

**A focus on continuous improvement for achievement of equity and  
excellence**

## **Annual Plan 2020**

## A focus on continuous improvement for achievement of equity and excellence

**All students will make fine grained progress and achievement as measured against the individualised assessment processes as documented in their own personalised learning plan- (their IEP)**

| NAG 1/1  | Specific Tasks  | Who   | Budget | When            | Expected Outcome   | Actual Outcome/<br>Annual Report |
|--|---|---|--------|-----------------|--|----------------------------------|
| <p><b>Build the instructional capability of teachers to implement school wide approaches to teaching and learning.</b></p> | <p>To maintain the quality of teacher planning and programming through The Sommerville Teacher Framework</p> <ul style="list-style-type: none"> <li>• PLD based on The Sommerville Teacher</li> <li>• Teaching as inquiry model</li> <li>• Measurable Gains Framework</li> <li>• Collaborative approaches to teaching and learning</li> </ul> <p>To monitor the quality of teaching using data gained from walkthroughs focused on formative assessment and</p> | <p>All staff<br/>SMT<br/>LTT<br/>LOL</p> <p>SMT<br/>LTT<br/>LOL</p> |        | <p>All year</p> | <p>Teachers clearly articulate the aims of their teaching, give sound professional reasons for these aims and implement them in their practice consistent with the indicators in The Sommerville Teacher and Standards for the Teaching Profession.</p> <p>Through their planning, teachers will demonstrate their knowledge and understanding of the current curriculum and effective teaching consistent with the indicators in The Sommerville Teacher and Standards for the Teaching Profession. Teachers will engage in a personal and a school wide inquiry</p> <p>Formative assessment practices are used consistently across the school to guide learning and teaching. Data gained from</p> |                                  |

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|  | <p>differentiated instruction</p> <ul style="list-style-type: none"> <li>• PLD modules on Formative Assessment and Differentiated Instruction</li> <li>• Teaching as inquiry model</li> <li>• Focused walkthroughs</li> <li>• Follow up</li> </ul> <p>To implement the principles and practices of the learning target theory of action as a PLD focus</p> <ul style="list-style-type: none"> <li>• PLD module on targeted learning</li> <li>• Teaching as inquiry model</li> <li>• PL Teams established</li> <li>• Focused walkthroughs</li> <li>• Appropriate follow up</li> </ul> <p>To continually improve the quality of teaching through using data gained from formative and developmental walkthroughs.</p> <ul style="list-style-type: none"> <li>• Focus established</li> <li>• Walkthrough process</li> <li>• Follow up procedures</li> </ul> <p>To maintain effective behaviour support and behaviour management practices.</p> <p>To improve practice in ICT in every class resulting in higher levels of engagement and improved learning outcome for all students</p> | <p>SMT<br/>LTT<br/>LOL</p> <p>SMT<br/>LTT<br/>LOL</p> <p>Behaviour management Team</p> <p>ICT working party and all staff</p> |  |  | <p>walkthroughs us used to improve the quality of teaching and outcomes for students. The principles and practices of differentiation will be used across the school to improve outcomes for students through ongoing improvement of effective pedagogy. The principles and practices of targeted learning will be embedded across the school through a termly focus on one component at a time</p> <p>Worthwhile lessons<br/>Shared learning targets<br/>Performance of understanding<br/>Student look-fors<br/>Formative feedback<br/>Student self-assessment<br/>Effective questioning</p> <p>Data gained from these walkthroughs will guide the Professional Learning and Development of individual teachers.</p> <p>The incidence of behaviour as a barrier to learning will decrease, enabling optimum opportunities for learning. All teachers will use the MAPA guidelines and practices. Improved competence and skill levels of teachers and an increase in the use of selected devices and tools in daily teaching programmes. The use of interactive screens will be a focus</p> |  |
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|  | To initiate the use of digital formats so that teachers are able to plan their curriculum development and report on student progress  | Professional Learning and Development through Manaiakalani and school based PLD |  |          | All teachers will use a range of digital formats to plan for their curriculum delivery.<br>All teachers will use Seesaw as a digital reporting format for recording and reporting on progress and achievement. |               |
| <b>NAG 1/2</b>   | <b>Students with special learning needs are supported in their learning so they can fully participate, and demonstrate progress, in the NZC (2007) Key Competencies and Learning Areas.</b>                   |   |  |          |  |               |
| <b>Build the instructional capability of teachers to implement school wide approaches to learning and teaching specifically for students with special needs.</b> | To implement the process whereby the progress and achievement of each student will be ascertained from their IEP. <ul style="list-style-type: none"> <li>• IEP goals</li> <li>• Link to NZC (2007)</li> </ul> | SMT Pathways LTT  |  | All year | Student progress and achievement will be reported accurately and appropriately across the school.  |               |
|  | To focus on effective literacy practices which are aligned to successful learning for students with special needs.  | Literacy Focus Group  |  | All year | The IEP remains the tool by which students with special learning needs are able to access the NZC (2007).  |               |
|  | To focus on effective mathematics practices which are aligned to successful learning for students with special needs.   | Maths Focus Group   |  | All year | Progress and achievement in literacy will be able to be reported on school wide through p-levels   |               |
|  | To focus on   | Wellbeing   |  | All year | Progress and achievement in mathematics will be able to be reported on school wide through p-levels  | Students will |



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|  | wellbeing and developing resilience for staff, pupils and parents, and whanau. | Working Group |  | All year | continue to develop practices that will enable them to contend with problems and difficulties in an appropriate manner. |  |
|  |  |               |  |          |   |  |

| NAG 1/3  | Maori students are engaged in their learning and are achieving educational success, with pride in their unique language, culture and identity.   |  |        |          |   |                                  |
|--|--|--|--------|----------|---|----------------------------------|
|  | Specific Tasks   | Who                                      | Budget | When     | Expected Outcome  | Actual Outcome/<br>Annual Report |
| <b>Build the instructional capability of teachers to integrate Maori language and culture into teaching and learning programmes.</b> | To prepare, trial and integrate Maori language and cultural activities aligned to Level 1 in Te Aho Arataki Marau mo te Ako i Te Reo Maori. <ul style="list-style-type: none"> <li>Te Reo resources</li> <li>Waiata resources</li> <li>Matariki theme</li> </ul> | Maori, Pasifika and Tauwiwi Focus Group. |        | All year | Te Reo Maori will be used in every classroom appropriate to the needs of the students.<br><br>Classroom programmes will be based on themes and contexts from Level 1. |                                  |
|  | To have Maori students achieving as a group in literacy. <ul style="list-style-type: none"> <li>Data collected on Maori students</li> <li>Comparisons made with whole school</li> <li>Reporting to parents and BOT</li> </ul>                                    | Literacy Focus Group.                    |        | All year | Maori students will be achieving as well as their peers in literacy.  |                                  |
|  | To have Maori students achieving as a group in numeracy. <ul style="list-style-type: none"> <li>Data collected on Maori students</li> <li>Comparisons made with whole school</li> <li>Reporting to parents and BOT</li> </ul>                                    | Maths Focus Group                        |        | All year | Maori students will be achieving as well as their peers in numeracy.  |                                  |

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|  | <p>To have Maori whanau engaged in supporting their child's learning through educationally powerful connections</p> <ul style="list-style-type: none"> <li>• Culturally appropriate contexts for meetings.</li> <li>• Culturally appropriate procedures and follow up</li> <li>• Recognition of whanau involvement</li> </ul> <p>To build on teacher competency through the guidelines outlined in Tataiako: Cultural Competencies for Teachers of Maori Learners.</p>                                  | <p>Maori, Pasifika and Tauwiwi Focus Group</p> <p>Maori, Pasifika and Tauwiwi Focus Group</p> |  | <p>All year</p> <p>All year</p> | <p>Maori parents will be attending meetings integral to their child's learning (IEP and reporting) and will be involved in the decision making about learning priorities.</p> <p>All staff will develop and build on the competencies of ako, whanaungatanga, tangata whenuatanga, manaakitanga and wanangatanga in all staff</p> |  |
| <b>NAG 1/4</b>   | <b>Pasifika students are engaged in their learning and are achieving educational success, with pride in their unique language, culture and identity</b>   |   |  |                                 |   |  |
| <p><b>Build the instructional capability of teachers to integrate Pasifika languages and cultures into teaching and learning programmes.</b></p> | <p>To prepare trial and integrate Pasifika language and cultural activities aligned to Level 1 in the Pasifika curriculum.</p> <ul style="list-style-type: none"> <li>• Te Reo resources</li> <li>• Waiata and dance resources</li> <li>• Matariki theme as a pan Pacific occasion.</li> </ul> <p>To have Pasifika students achieving as a group in literacy.</p> <ul style="list-style-type: none"> <li>• Data collected on Pasifika students</li> <li>• Comparisons made with whole school</li> </ul> | <p>Maori, Pasifika and Tauwiwi Focus Group</p> <p>Literacy Focus Group</p>                    |  | <p>All year</p> <p>All year</p> | <p>Pasifika languages will be used in every classroom appropriate to the needs of the students.</p> <p>Classroom programmes will be based on themes and contexts from Level 1.</p> <p>Pasifika students will be achieving as well as their peers in literacy.</p>   |  |

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|  | <ul style="list-style-type: none"> <li>Reporting to parents and BOT</li> </ul> <p>To have Pasifika students achieving as a group in numeracy</p> <ul style="list-style-type: none"> <li>Data collected on Pasifika students</li> <li>Comparisons made with whole school</li> <li>Reporting to parents and BOT</li> </ul> <p>To have Pasifika families engaged in supporting their child's learning by developing educationally powerful connections</p> <ul style="list-style-type: none"> <li>Culturally appropriate contexts for meetings.</li> <li>Culturally appropriate procedures and follow up</li> <li>Recognition of family involvement</li> </ul> <p>To build on teacher competency through the guidelines outlined in Tapasa: Cultural competencies framework for teachers of Pacific learners</p> | <p>Maths Focus Group</p> <p>All staff MPT Focus Group</p> <p>MPT Focus Group</p> |  | <p>All year</p> <p>All year</p> <p>All year</p> | <p>Pasifika students will be achieving as well as their peers in numeracy.</p> <p>Pasifika parents will be attending meetings integral to their child's learning (IEP and reporting) and will be involved in the decision making about learning priorities.</p> <p>The MPT Focus Group will work on an introductory programme</p> |  |
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|                |  |            |               |             |                         |                                      |
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| <b>NAG 1/5</b> | <b>For all students to be involved in a wide range of quality physical activity that develops movement skills for all through a sustainable range of activities.</b> |            |               |             |                         |                                      |
|                | <b>Specific Tasks</b>  | <b>Who</b> | <b>Budget</b> | <b>When</b> | <b>Expected Outcome</b> | <b>Actual Outcome/ Annual Report</b> |

|   |   |                |  |          |  |  |
|---|---|----------------|--|----------|--|--|
| <b>Increased fitness through involvement of students in physical activity and organised skill building.</b> | To develop strategies to promote the extension of students' use of a wide range of equipment and suitable playground games and activities.  | Lidia          |  | All year | Students will engage in appropriate leisure time activity in the playground. |  |
|   | To maintain and sustain ongoing and challenging daily aerobics for all students.  | Lionel, Ashwin |  | All year | Students will enjoy and benefit from regular aerobic exercise.               |  |
|   | To provide a full range of sporting activities through links to SPARC, the Hillary Commission and Special Olympics.<br>To liaise with the Riverside Sports administration to negotiate the use of their facilities. | Lionel, Ashwin |  | All year | Students will be involved in a wide range of sporting codes and events       |  |

|   |  |                       |               |             |   |                                      |
|---|--|-----------------------|---------------|-------------|---|--------------------------------------|
| <b>NAG 2.1</b>                              | <b>Develop an effective self-review programme to support the shared vision of the school</b> |                       |               |             |   |                                      |
|   | <b>Specific Tasks</b>  | <b>Who</b>            | <b>Budget</b> | <b>When</b> | <b>Expected Outcome</b>   | <b>Actual Outcome/ Annual Report</b> |
| <b>Self review and governance capacity.</b> | Implement a cycle of policy review and development and prepare an annual BOT plan overview.  | SMT & BOT             |               |             | A review will be developed, implemented and functional for the smooth operation of the school. Annual Plan will guide BOT monitoring. . |                                      |
|   | Ongoing training of BOT members in their Governance role.                                    | Principal BOT Members |               |             | The Board will carry out all legal requirements as laid down in the Education Act   |                                      |

|  |  |                             |  |  |   |  |
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|  | Board of Trustees carries out all its functions as a good employer   | Principal<br>BOT<br>Members |  |  | Consistent decision making and monitoring of school operations  |  |
|  | Review Performance Management and Appraisal policy and procedures in line with new Standards for the Teaching Profession | SMT                         |  |  | Performance Management and Appraisal policy and procedures are up to date and reflect the strategic plan and needs of our school. |  |
|  | Review reporting to parents format from feedback from staff , a selection of parents and BOT.                            | SMT                         |  |  | Report format is effective in informing parents clearly about their children's progress & achievement.                            |  |
|  | Review Appointments Policy and procedures to ensure all appointments are secure.   |                             |  |  | Appointees will be of good character, have background checks and will be the most suitable person for the role.                   |  |

| NAG 2.2                                       | Report to parents on the progress and achievement of individual students, at least twice a year in plain language.   |                                  |        |      |  |                                  |
|---|--|----------------------------------|--------|------|--|----------------------------------|
|   | Specific Tasks   | Who                              | Budget | When | Expected Outcome   | Actual Outcome/<br>Annual Report |
| <b>Formal Reporting</b>                       | <p>Goal setting and confirmation meetings will be held at the beginning of each year based on the draft IEP.</p> <p>IEP teams meet twice yearly to consult with parents over the direction, content, and procedures.</p> <p>IEP will be reviewed at the end of each term in writing and a final review/planning meeting will be held in Term 4.</p> <p>Written curriculum reports will be issued at the meeting in Term 4 to describe progress and achievement in the NZC (2007)</p> | Teachers<br>Therapist<br>Parents |        |      | <p>Parents are engaged in the planning and reporting processes and supported in participating in these.</p> <p>Parents knowledgeable about their children's progress and achievement through the several, varied opportunities throughout the year.</p> <p>Parents will have the opportunity to be reported to at least twice each year.</p> |                                  |
| <b>Informal Reporting</b>                     | <p>Open Days<br/>Sports Days<br/>Trips<br/>Informal meetings<br/>Daily notebook, newsletters, class newsletters, website, Yearbook and Reporting to the BOT and Community</p>  |                                  |        |      | Parents comfortable with the school, knowledgeable and involved in, and supportive of school activities.   |                                  |
| <b>Consultation &amp; information sharing</b> | <p>Annual reporting to the community and BOT</p> <p>IEP meetings</p> <p>Curriculum reporting meetings</p> <p>Educationally Powerful Connections with Parents and Whanau.</p>   |                                  |        |      | Parents engaged in forming and implementing the school vision, values and key policies thus guiding and becoming knowledgeable about the school's direction.   |                                  |

| NAG 3  | To provide a professional learning and development programme which promotes effective pedagogy and supports the strategic plan.  |                             |        |                  |   |                                  |
|--|--|-----------------------------|--------|------------------|---|----------------------------------|
|  | Specific Tasks   | Who                         | Budget | When             | Expected Outcome  | Actual Outcome/<br>Annual Report |
| <p><b>To build evaluative capacity in teachers for improved student outcomes in oracy &amp; literacy</b></p> | <p>Assessment and ongoing data collection will guide the Literacy PLT in their programme for promoting effective literacy practices improving outcomes for students</p> <p>The criteria for Professional Learning Teams will establish protocols to ensure the efficient implementation of the annual literacy plan.</p>   | <p>Literacy Focus Group</p> |        | <p>Full year</p> | <p>Teachers will use a range of assessment tools to enable them to ascertain student progress and achievement at any given time.</p> <p>Student achievement data in oracy and literacy will show improved outcomes for all students</p> <p>Teachers have increased opportunities to take leadership in providing PLD to colleagues.</p>               |                                  |
| <p><b>To build evaluative capacity in teachers for improved student outcomes in Mathematics</b></p>          | <p>Assessment and ongoing data collection will guide the Mathematics PLT in their aim of promoting effective Mathematics practices improving outcomes for students.</p> <p>The criteria for Professional Learning Teams will establish protocols to ensure the efficient implementation of the annual mathematics plan</p> | <p>Maths Focus Group</p>    |        |                  | <p>Teachers' confidence in formative pedagogy increases.</p> <p>Student achievement data for numeracy and other strands will improve.</p> <p>Teachers have increased opportunities to take leadership in providing PLD to colleagues.</p> <p>Teachers and teacher aides increase skills in effectively meeting the specific needs of all students</p> |                                  |
| <p><b>Practices and pedagogy are effective in meeting the needs of Maori &amp; Pasifika</b></p>              | <p>Continue to monitor /review practices in line with Ka Hikitea and the Pasifika Plan</p> <p>PLD giving guidelines for</p>  | <p>MP and T Focus Group</p> |        |                  | <p>Maori &amp; Pasifika students show positive outcomes.</p> <p>School has an inclusive culture.</p>  |                                  |

|  |  |   |  |           |   |  |
|--|--|---|--|-----------|---|--|
| <b>students</b>  | Teaching and Learning Te Reo Maori and Pasifika languages  |   |  |           |   |  |
| <b>Improved pedagogy and student outcomes in other learning areas.</b> | From time to time other Learning Areas and Key Competencies will need to be addressed as important matters are highlighted.<br><br>The focus on effective pedagogy will be cross curriculum. | The Arts Focus Group<br>Digital curriculum through Staff Meetings |  | Full year | Students are offered a broad, balanced high quality curriculum. |  |

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| <b>NAG 4</b>  | <b>To implement building programmes which reflect the culture and strategic goals of the school.<br/>To provide / allocate funds to support the achievement of the strategic goals.</b>  |                                      |               |             |   |                                      |
|   | <b>Specific Tasks</b>  | <b>Who</b>                           | <b>Budget</b> | <b>When</b> | <b>Expected Outcome</b>   | <b>Actual Outcome/ Annual Report</b> |
| <b>This school an aesthetically pleasing learning environment with colourful, stimulating play areas.</b> | To improve the Tamaki site ensuring that it becomes a safe and aesthetically pleasing environment appropriate to the range of students located there.<br>Refurbish the dual classroom block on the Tamaki site as an area for the extended developmental programme.<br>To continue to maintain the Base School playground with appropriate resources to enable students to be engaged in safe and supervised formative and developmental play and social interactions. | Property Manager<br>BOT<br>Principal |               |             | Grounds safer and playground / school environment supports student learning.<br><br>School a welcoming, aesthetically pleasing environment.<br><br>Property maintained efficiently and effectively. |                                      |
| <b>Finances and resources are managed effectively</b>   | Professional development / support for principal.<br><br>Professional development / support for BOT  | Financial provider/s<br>BOT<br>STA   |               |             | Effective management of finances & resources.   |                                      |



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|  | <p>Staff with resource responsibilities to be supported in preparing budgets</p> <p>The BOT have direct responsibility for the employment of all therapists.</p> <p>Asset register updated</p> <p>Fundraising and promotional opportunities</p> | <p>Principal</p> <p>Financial provider &amp; staff</p> <p>Principal</p> |  |  |  |  |
|--|---|---|--|--|--|--|

| <b>NAG 5</b>                      | <b>To provide a safe physical and emotional environment and establish practices which promote students' awareness of environmental sustainability.</b>   |                             |               |             |   |                                      |
|-----------------------------------|--|-----------------------------|---------------|-------------|---|--------------------------------------|
|                                   | <b>Specific Tasks</b>  | <b>Who</b>                  | <b>Budget</b> | <b>When</b> | <b>Expected Outcome</b>   | <b>Actual Outcome/ Annual Report</b> |
| <b>Healthy, happy environment</b> | <p>School Wide Behaviour Management Plan regularly reviewed.</p> <p>Maintain increased hours for Behavioural Psychologists.</p> <p>Annual review of First Aid qualifications.</p> <p>MAPA training for staff</p> | Sen. Man<br>Beh Sup<br>Team |               |             | <p>Teachers become more informed of basic principles of behaviour management.</p> <p>Incidence of inappropriate behavioural barriers to learning lessens as case loads become manageable.</p> <p>Adequate numbers of certificated First Aiders across the school.</p> <p>All staff will be proficient in MAPA techniques.</p> |                                      |
| <b>Safe environment</b>           | <p>Hazard identification systems reviewed.</p> <p>Evacuation procedures implemented.</p> <p>Emergency procedures and disaster management systems</p>   |                             |               |             | <p>A inspection to ensure a hazard free school</p> <p>Well documented procedures for safe evacuation of the school.</p>   |                                      |

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|  | reviewed   |  |  |  |   |  |
| <b>Promotion of Environmental Sustainability (House and No.26)</b> | <p>Recycling practices</p> <p>Vegetable gardens and composting.</p> <p>Care of new trees and plants</p> <p>Waste disposal programme and practices developed by Senior Classes.</p> |  |  |  | Students show understanding of, and develop practices that promote, environmental sustainability. |  |

**NAG 6**

**To comply with all general legislation in a timely fashion.**

| <b>PERSONNEL</b>   | <b>FINANCE</b>   | <b>PROPERTY</b>   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Refine internal administrative procedures and systems, specifically performance appraisal</li> <li>•</li> <li>• aligned to the Standards for the Teaching Profession</li> <li>• Ensure all teachers are currently registered and data is retained as evidence for confirmation</li> </ul> | <ul style="list-style-type: none"> <li>• Funds are allocated to reflect and support the school's strategic and operational plans.</li> <li>• To develop or further refine internal procedures to monitor finance and expenditure when necessary.</li> <li>• To follow up on the concerns raised by the annual audit</li> <li>• Review school asset register</li> </ul> | <ul style="list-style-type: none"> <li>• To implement an efficient programme of maintenance for school buildings and facilities</li> <li>• Develop school facilities to reflect priorities as stated in the school's charter and strategic plan.</li> </ul> |

| <b>LEGISLATION</b>  | <b>HEALTH AND SAFETY</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• The Board of Trustees will adhere to all legislation requirements as Gazetted and advised by MOE from time to time.</li></ul> | <ul style="list-style-type: none"><li>• Review of Health and Safety policies</li><li>• On-going monitoring of hazards and health and safety procedures.</li></ul> |

# Examples of Supporting Documentation

## **The following documentation supports us in fostering excellence in curriculum:**

- School Organisation
- Annual Plan
- School Behaviour Management procedures and Action Plans
- Learning Area planning cycles
- Key Competency planning cycles

## **The following documentation supports us in fostering excellence in teaching:**

- Performance Management System.
- Walkthrough procedures
- Action Plans

## **The following documentation supports us in fostering excellence in school organisation:**

- Self review programme
- Management Meetings, Pathway Meetings, Focus Group Meetings
- Annual Budget
- Financial Management Procedures
- 10 year Cyclical Maintenance Plan
- 5 year Property Plan
- All policies and procedures
- Staff induction and support plan
- Administration procedures

## **The following documentation supports us in fostering positive community partnerships:**

- School Newsletters
- School Website
- Regular parental contact through telephone calls, letter and meetings, morning and afternoon drop offs and pick ups.
- Reporting to parents documented procedures
- Consultation with the Maori community
- Consultation with the Pasifika community