**MACANDREW BAY SCHOOL ANNUAL PLAN/ ANNUAL REPORT 2019**

**Strategic Goals: Curriculum**

**Goal 1: Students will experience learning success and be supported to achieve their personal best, particularly in the key areas of Literacy and**

 **Numeracy**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources**  | **Timeframe** | **Annual Report To be****Reviewed in****December/January** |
| Continue to improve outcomes and achievement levels in Numeracy and Literacy. | **Target 1: Writing**All students throughout Years 1-6 identified as being below or well below the expected level in Writing will move to be at or above the level by the end of the year.**Target 2: Maths**Students in Years 1-6 who are below or well below the expected level will move to be at or above by the end of the year in Maths | See action plans for both Annual Targets | PrincipalLiteracy Lead TeachersClass TeachersPrincipalNumeracy Lead TeachersClass Teachers | Staff P.D. Interventions for identified target cohort.Improving boys’ writing is the focus of a MOE PLD ongoing PD inquiry for last year and this year.Professional Development for Lead Numeracy Team and class teachers Purchase resources for areas of need for both Literacy and Maths $4000 | Writing will continue to be a focus as we implement learning done recently in this area.Courses throughout the year relevant to our annual targetse.g Literacy SymposiumNumeracy symposiumAverill Lee Maths PD etc | **Target 1: Writing**20% of the children who were identified as below met the target and therefore 80% didn’t meet the target, though the majority of these children did make progress in their writing skills. 2 junior boys moved from being below to well below at the end of the year- 4%.We had a very large group of children who were identified as below to support and monitor- 46 target children. I think if we had less children it would possibly have been easier to raise our percentage of children achieving at or above the level by the end of the year from 20%, However this 20% shift to the expected level is quite consistent with prior years when we had less students in the target group with only 18% moving to be at or above in 2018, and 20% in 2017. In 2016 we managed a 38% shift to be at or above but that was quite unusual.**Target 2 : Maths**We managed to get 36% of the children to move and 29% or nearly a third of the target children moved to be at or above the level for their age by the end of the year. The reason this happened was through gathering good assessment information on each child, strong teacher knowledge of each individual, their learning strengths and needs, extra support and teaching for these individuals, and very close monitoring throughout the year by each class teacher and Lead Numeracy teachers as well. |
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| Raising our students’ abilities, particularly our struggling writers to write with confidence and enjoyment, to and to improve spelling, punctuation and grammar throughout the school. Work on building phonological awareness knowledge in all our students, particularly supporting our children who struggle with this. | All classes will consistently implement writing ideas covered in the PLD we had over the last two years. We will teach spelling programmes based on Joy Allcock’s spelling theories and resources.Staff will have a clearer understanding of the developmental framework that children need to have in place to become better at phonological awareness, spelling, punctuation and grammar. Children who struggle with phonemic awareness will get extra help. We will investigate using decodable texts to help build this knowledge., with the support of the RT Literacy. | Use Joy Allcock Resources. ‘Spelling Under Scrutiny’ books in each classroom getting well used.Agility with Sounds programme used with those children who will benefit.Diagnostic assessments made of each child’s spelling skills and gaps in Term 1 and programmes put in place to address these needs.Professional Development about the stages of learning to spell and about Dyslexia as available.Regular slots at Team and Staff Meetings related to this Writing focus.Close scrutiny of writing for spelling gaps and issues and responsive writing programmes that address these problems  | PrincipalLiteracy Lead TeachersClass TeachersR T Literacy- suggested resources and ideas | $500 for teachers to attend Spelling Workshops in Dunedin if available. Purchase addtitional Joy Allcock spelling resources if needed or any other resources related to phonemic awareness, punctuation and grammar, eg Agility with Sounds resources and texts and Decodable texts app on ipads.Worthwhile writing/ spelling/ dyslexia resources.We will also send staff to the Judy Hornigold Course in Nov in Dunedin. The local RT Lit Service is bringing this internationally recognized UK specialist on Dyslexia and Dysgraphia to Dn to provide practical PD for schools. | T1 – T4 2019 | In 2019 our focus was on embedding some of the learning we gained from our PLD in 2017 and 2018 with Alison Davis and Rachel McNamara from CORE Education.We also took opportunities for our Junior School teachers to attend PD with Carla McNeill on getting children who struggle to acquire literacy skills making greater gains through ensuring their phonological knowledge was in place before rushing to get them engaging with guided reading.The Principal and Deputy Principal attended Writing PD provided by overseas experts brought to NZ by the Resource Teachers of Literacy and found this very helpful. |
| Make better use of eTap, our School Management System to share information about student achievement in Literacy and Numeracy and to build up a clear picture of each individual’s learning needs. | Use data entered in eTap to build up the teachers and school’s understanding of each child’s learning profile and to be able to get a sense of class, year group and School wide data and student achievement patterns.eTap Data on individual children can be shared with their parents when reporting progress.  | Staff will enter all Literacy and Numeracy assessment data onto etap in 2019This data is used to report and to collate school wide informationMake use of individual learning profiles from etap when monitoring students and reporting to parents. | Teaching Staff Lead eTap teacherSyndicate LeadersPrincipal | Cost of SMS lease $1,610eTap Professional Development for Staff.Some free hours annually and some paid for if needed from Bridging the Gap.  | T1 – T4 2019 | We are making greater use of eTap and are finding it much easier to collate and pull together school-wide data & data on individual children. We write all our reports in etap now and modified the end of year report format in 2019 so the format itself will not need modifying each year to reflect our curriculum content. |
| Strengthen existing buddy class relationships and use this time to consolidate Maths learning as well as Reading  | Strengthen existing good relationships between all the various age groups and classes in our school while at the same time providing opportunities for students to learn using the Maori concept of Tuakana/Teina (older students mentoring younger students) | Each Junior class has a buddy class in the Senior school that they work with on a weekly basis for 20 – 30 minutes on Reading, Writing, Maths, or Arts activities etc. | Class Teachers | N/A | Ongoing | Buddy class relationships continue to work very well.These are used for buddy Writing and Maths , as well as for Buddy reading and play a very useful role in relationship building between younger and older childrenand staff within our school. |
| Strong Curriculum Self Review will be in place, particularly in the areas of Numeracy and Literacy. | English will be reviewed in 2019.Specific student achievement data from testing and units of work will be collated and analysed and reported to BOT throughout the year. The information that is gathered will be used to inform the focus of future teaching in classrooms. | English reviewed - staff consultation lead by Lead Teachers and PrincipalStudent Achievement Reports PAT Maths Y3 – 6 T1 & 4PAT Listening Comprehension- T2PAT STAR T1 & 4 Y3 – 6Memoir Writing- T1Persuasive writing- T3OTJ Data – Term 4  | Principal Literacy and Numeracy teachers Lead TeachersClass Teachers  | N/A | Various time frames throughout the year | Detailed reports have been collated, analysed and reported to the BOT, with clear data in Numeracy and Literacy. This helps the teachers, school leaders and BOT understand how the students are performing as a group and as cohortsof students. It also allows us to compare our students withthe national picture, through using nationally referencedtests. |

**Goal 2:** **Students will experience a broad curriculum that is engaging and motivating and helps them develop a lifelong passion for learning.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources**  | **Timeframe** | **Annual Report** |
| Offer extension opportunities to cater for our gifted and talented students. | Programmes operating across a broad range of curriculum areas that will extend our learners.* Maori
* Mandarin
* Writing/ Literature
* The Arts
* Science
* Current Events

Pakiki Kids (One Day School programme) available for identified students if their families want them to go. | Organise an Art Week for the school as well as our Artist in School programme. Snr School programmes and ‘Ka Hikitia Friday’ activities in the Junior School all year.Get involved in events and challenges to extend our able learners- eg Kids Lit Quiz, Spelling Quiz, Current Events Quiz, EPro8 Technology challenge etcDirect staffing entitlement to Pakiki Kids programmes at DNI, and to Tahuna for Mandarin.Liaise with Pakiki Kids to support students in both learning settings. | DPsTeachersPrincipal and Class Teachers | Additional staffing committed for Maori extension for half of each term with Ailsa Rose.Also Kaupapa Maori group with Moana Wesley ( COGS grant)Mandarin lessons- 0.05 staffing to Tahuna to resource this programme.025 Staffing FTTE to DNI for Pakiki for 1 child. | T1 – T4 2019T1 – T4 2019 | The artist in school programme happened with Sarah Flourish working with the children on Self Portraits, culminating in these works being exhibited at Bellamy’s gallery as well as at Glenfalloch. We did not hold the Art week as planned but still did lots of art throughout the year.Maori extension group with Moana in place in T1 but from T2 onwards it was taken by Principal and the Kapahaka group was prepared for Polyfest in T2 and T3 by Principal, DP, Te Reo teacher and Andrew Mitchell. Moana had become too busy with other projects to keep working with the group beyond Term 1.We took Yr 5 and 6 children to lots of extension interschool activities throughout the year and they really benefitted and thrived on these experiences.One child was enrolled at Pakiki Kids in 2019. This child enjoyed and benefited from their involvement in this one day school programme and we have referred extra children who will attend in 2020.Teachers worked hard to extend children within class programmes as needed. |
| The students ideas and interests will form the framework for our Integrated Learning Topics. | Students will be engaged and motivated to learn as they investigate topics that interest them related to our overarching concept of ‘Change” | Meaningful, rich learning units of work will be planned and taught each term, integrating and connecting learning across the essential learning areas.T.1 ‘ Who am I and what is my Family story’ –(Soc Sciences, English)T2 Physical Changes in Matter(Science, English, STEAM)T3 &4 Machines that create change-Technology, Enviro- Ed, STEAM)T3- Change Loss and Grief- (Health) | PrincipalManagement TeamTeachers- Enviro Ed Facilitator | Curriculum Resources purchased as needed to support learning programmes | T1 – T4 2019 | The children really enjoyed these topics this year and the overarching concept of the Change worked well and linked together all the various Inquiry topics throughout the year.We were lucky enough to have a number of experts within our community who happily came and shared their expertise with the children related to each study and this enhanced and enriched the children’s learning. |
| Extend current Inquiry Learning Practices in the School | The staff’s knowledge of various Inquiry Learning and Integrated Curriculum Models will be consolidated and extended through P.D.As a staff we will continue to evolve and strengthen our own Macandrew Bay School Inquiry Learning practices based on the best ideas from our research.Visiting speakers a regular part of Inquiry Learning | Staff Meetings – in 2018 staff attended the Kath Murdoch course in Dunedin and in 2019 we will increase our use of Kath Murdoch resources as aids for our teaching programmes in Inquiry learning.The whole staff team will contribute thinking and ideas about Inquiry Learning activities into our Macandrew Bay School Inquiry planning document as we approach each Inquiry focus. Principal and Teachers will invite and bring in experts to share their knowledge and experiences with the students | PrincipalManagement TeamInquiry Learning TeamAll Teachers | Kath Murdoch Inquiry Books and course material.Websites with examples of Inquiry modelsOur school Inquiry learning planning template on Shared google docsVisiting experts from our community on a range of learning related topics. | T1 – T4 2019 | We decided to only plan three big Inquiry topics in 2019 and to have one Inquiry go across the final two terms. The reason for this is that both Terms 3 and 4 are very busy terms and we can find that by the end of the term we have not got as far through the Inquiry as we hoped to. We really want to ensure that we get to the part of the Inquiry where we take action and apply our learning to real hands on actions. We don’t want to be constrained so much by the time constraints of a 10 week term. We found this approach worked much better and we were able to go in more depth, take an inquiry through to a stage where real life actions came out of the learning and we didn’t feel quite so under pressure. |
| Our students will experience a diverse and wide ranging Arts programme | Students will have the opportunity to develop talents, skills and passions in Music, Dance, Drama and Visual Art. | Bring local artists in to work with students using Art Auction funds raised last year.Peninsula Visual Art Exhibition- T3Art Gallery trips and visiting performers in the Arts | Principal and staff will organize artists and experts to come in and work with students and teachers. | Art Auction Funds.$7,000 per annum. | T1 – T4 2019T1 – Sarah Flourish- Self PortraitsT2 T3 Art Gallery Trips- T4Visiting Music and Drama / theatre performers ongoing as available | The class teachers did a great job of working with the senior classes and preparing them for a very successful Stars on Stage performance this year at the Regent Theatre in T3.We took all classes to the Art Gallery once in the year and also took part in the Peninsula Art Exhibition at Bayfield High School. Sarah Flourish worked with all classes on painting self- portraits and this work resulted in two exhibitions, one at Bellamy’s gallery in February and the same work was exhibited at Glenfalloch as part of the Night Garden in September.We had a number of musical, puppet and theatre groups we were able to bring in to perform for the children, using Art Auction funds.We also took part in the Peninsula Schools Music Showcase and enjoyed sharing an item with a large group of Peninsula School students at Tahuna one afternoon in October. |
| Self Review of Curriculum Delivery and student achievement in scheduled essential learning areas | Through self review we will have a clear sense of what is going well and what our needs are for future development and improvement across a broad range of curriculum learning areas. | **Curriculum Review**English T2Science T2HealthICT/ 21st Century Learning T Character Education/ Values T4**Student Achievement Reports**PAT Listening T1STAR T1 & T4Spelling- Schonell T2PAT Maths T1 & T4 Science- Thinking with Evidence T3Writing T2 & T4Health T4The Arts- Drama T3Maori T3Junior Reading T4OTJ Data T4 | PrincipalCurriculum LeadersTeaching Staff | N/A | Ongoing throughout 2019 as per self Review Schedule  | School wide data was gathered in all the curriculum areas specified in our self-review plan for 2019.This included student achievement reports in Maths, Reading, Writing, Listening, Spelling, Science, Drama, Maori, and Health. We also reviewed English, Science, ICT, Health and our Values. Character Education programmes.We were able to see the strengths and learning needs of our students and established clear and specific recommendations for actions we might need to take or focus on to keep all our students making progress in all these learning areas across the curriculum.We were able to identify cohorts of students and individuals who might need extension or extra support.Overall most students in our school do really well across the curriculum and benefit from a broad and rich learning programme. In the core subjects Maths is particularly strong with strong student achievement overall. Reading is also generally strong and the writing lags behind somewhat and is harder to accelerate progress in. We do find our junior children are taking longer to take off with reading than they have in previous years.Students at or above by the end of 2019:Maths 87%, Reading 82% and Writing 76%Most children are at or above the expected level by the time they leave our school at the end of Year 6.  |
| Use STEAM learning, Science learning and digital tools effectively to develop our students into 21st Century learners and thinkers. | The students and teachers will be experiencing authentic STEAM learning, and learning to think and act like scientists as part of our involvement in the STEAM cluster PLD and Phase 2 of the Science Teaching Leadership programme.Students will become proficient users of digital tools and learn about digital technology. These digital tools will support and enhance teaching and learning programmes across the curriculum. | Training in STEAM as part of Peninsula Cluster STEAM project, starting 2019.Purchase resources with STEAM funding to enable this learning. Work with Lead Teacher initially, then LTs will model lessons for class teachers and then class teachers will be supported to co- teach lessons.Purchase ICT equipment as per ICT spending plan and STEAM plan. | Principal STEAM Lead TeacherScience Lead TeacherICTLead TeacherAll Teachers | Asset purchases to assist with STEAM learning funded by STEAM funding for 3d printer, digital laser printer, TV, robotics equipment etc etc. Teacher release days funded by STEAM funding and $6,600 from The Royal Society for Science development. 10 i-Pads purchased for Juniors and TVs installed in the Junior classrooms as an alternative to existing interactive whiteboards. | T1 – T4 2019 | We got underway with our Otakou Steam cluster in Term 1 2019. Chris Ward is our STEAM School Lead Teacher and she and Bernadette attended a number of workshops with the other Lead Teachers and Principals and Iain Cook Bonney, our cluster Facilitator.Sets of exciting tools were purchased for each school to use with the students and class teachers had the choice of a range of workshops to attend so they could learn how these tools work and how to use them in a range of learning contexts with students. We now have sets of Mbots, Botleys etc which the children really enjoy using for basic coding and robotics activities. The theme of this first year was to encourage students and staff to explore what is possible in STEAM and to explore the new equipment and the possibilities they offer us for teaching and learning. |
| Our Senior students will play a Leadership role within the school and support the learning of others | Playground Activities Leaders Programme continued in 2019 along with Cool Schools Peer Mediation programme.Enviroschools students lead Enviro projects within the school such as energy audits, improving waste management systems, Beach clean ups, Garden to table, the Stream Project,Plant propagation etc.Health Team leadership of healthy activities within the school. | PALs Programme training T1PALs roster established and maintained.Peer Mediation Training for Snr childrenPeer Mediation operating each week. Regular Enviro-team Meetings, Stream Project and Vegetable gardens, developed maintained and enhanced.Regular Health Team Meetings. | Teachers of Senior Classes Enviro Schools Lead Teacher andPrincipalHealth Team Leader – Deputy Principal | $200 for buses for PALS training if neededEnviroschools projectsHealth Team projects | T1 – T4 2019 | The Senior students in the school have really risen to the occasion and proved themselves to be great leaders within our school. They have been actively involved in running the Library, Playground leaders and Peer Mediators and have also done a great job on the Health and Enviroschools teams, contributing to our Green Gold Enviroschools status and Heart Foundation Excellence award. |
| Strong LEOTC Programmes will enhance a broad range of learning | Strong LEOTC programmes in place with regular real experiences outside the classroom, eg Trips to Toitu, Otago Museum, Dn Art Gallery, the Sport Otago Triathlon, Have a go Sailing day, Enviro Hui Yr 6 camp, Cross Country events, Athletics events and Kiwisports days, EPro8 Technology Challenge, Spelling, Current Events and Kids Lit quizzes etc.  | Principal, Deputy Principal and teachers will organize and coordinate schoolwide LEOTC experiences across the curriculum.Yr 6 School camp in Term 1 at Pukerau organized by Year 6 class teacher | Deputy PrincipalsPrincipal Leadership TeamLead TeachersTeachers Yr 6 class teacher organizing with another teacher in support at Camp. | Activity Voluntary Contributions of $10 per term per student help contribute to LEOTC activities that are part of our school’s learning activitiesA grant application will be made to Bendigo Valley Foundation for School Camp costs and parents will also be asked to contribute a donation towards it. | T1 – T4 2019 | This year we have been to the Otago Museum, Dunedin Art Gallery, Toitu, Yr 6 Camp at Camp Columba in Pukerau, we have taken the students to Enviro Hui, Athletics events and Kiwi sports days, EPro8 Technology Challenge, Spelling, Current Events and Kids Lit quizzes etc |
| All students will learn more than one language | We will develop an enjoyment learning of languages in our school. Maori , and Mandarin for Yr 5 and 6 only, will be taught in addition to English. | Maori Language taught in all classesKaupapa Maori group in place if possible as an extra option for approx. 25-30 chn.Maori Extension Group taught 5 weeks in each term-T1 – T4 for 19 able Te Reo speakersYr 5/6 classes and teachers learn Mandarin each week. Visiting Mandarin Learning Assistant from Tahuna | PrincipalTe Mua Upoko KaiakoSpecialist Maori TeacherTahuna Specialist Mandarin Teachers | CRT timeadditional staffing each week on top of normal CRT time.Kaupapa Maori budget $2,000 p.a.. money has been sourced from COGs grant to fund this.Additional staffing0.05 FTTE staffing to our Mandarin Peninsula cluster. | T1-4 2019T1-4T1-4T1-4 | All classes have done well with their learning of te reo Maori this year and it is great to hear te reo being spoken around the school. Maori Extension was a highly valued option for 15 senior students. We have been very lucky to have had Ailsa Rose working in our school for a number of years but sadly Ailsa finished working at our school at the end of 2019. Next year we will work on raising the capacity of all class teachers to teach te reo to their classes themselves.This year we had Moana Wesley work with our Maori Extension group in Term 1 but she was unavailable to continue on beyond this time. We prepared our own Kapahaka group for Polyfest where they performed on behalf of Macandrew Bay School again this year.The Year 5 and 6 students have done extremely well with Mandarin learning this year through the ALLIS contract ( Tahuna led) and they really enjoy this part of their weekly programme. |

**Goal 3:** **We will provide all learners in our school, with the tools they need to achieve their personal best. We have high**

 **expectations that we can all experience success and optimize our potential at Macandrew Bay School.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources**  | **Timeframe** | **Annual Report** |
| Empower and encourage our staff to optimize their potential by providing effective professional development and leadership. | Professional development will be provided for staff based on individual need and the school’s direction and annual targets.The Leadership team will support staff through effective school leadership | **PD Focus Areas 2019:**Literacy Symposium in April holidays Numeracy Symposium- Oct holidaysMaths Course in Jan- Dr Jodie Hunter- teaching Maths through inquiry using authentic contexts. Play is the Way school-wide implementation Building Digital Literacy. We will particularly explore how digital tools can assist our focus on Writing and STEAM learning.STEAM- Year 1 of a three year project for our Peninsula Cluster, with significant funding from Otago Community Trust.Science- understanding the nature of Science and helping the children to think and act like scientists. Digital Technology Joan Dalton- Leadership course for Leadership Team.Maori Achievement Collaborative- Principal PD | Principal to organize and coordinate with support of Middle Management Team | PD Budget $7,000 including Management Team Professional Development $4,000 course costs for teaching staff. Principal Professional Development $2,000.Deputy Principals $1000Relief Teachers for Teachers to attend courses - $5,000In Term 4 we will make an application forMOE PLD fundingFacilitator Hours for Maths in 2020.. | Throughout 2019 | Staff found the PD in the January holidays with Dr Jodie Hunter very useful. About 6 staff attended and many of these teachers started trialing working in the DMIC inspired model and set up their class into mixed ability groups, engaging them in rich problem solving collaborative challenges. They reported really good success with this way of working and found that fantastic mathematical discussions became part of their daily Maths learning.Teachers attended the Literacy Symposium but no teachers went to the Numeracy Symposium in 2019.Teachers who had not attended the Play is the Way Training in previous years went in 2019 and other teachers were able to opt to go and observe Wilson McCaskill working with groups of students of different age groups in local schools if they wished.Lots of teachers went to STEAM workshops and came back and shared with other teachers what they had learnt to do at various workshops so they could all learn from each other and explore using digital tools with their classes. We also started learning how to use zoom etc.Matt Direen had the opportunity to implement learning from his time in the Science Teaching Leadership programme that he took part in during the second half of 2018 with the Royal Society. The school received over $6000 to release Matt over 2019 and 2020 to support the development of Science in our school and to model to and support other teachers to grow and develop their skills in teaching Science.The Leadership Team really benefited from a 2 day course with Joan Dalton in Term 2 and came back and put their learning in practice with the teaching staff. We found this really helpful and would welcome more chances to work with Joan.Bernadette attended the national MAC Wananga in Taranaki in September, staying in Waitara on the marae and getting the chance to visit sites of national importance such as Parihaka.With the expectation of teaching NZ history in all our schools from 2020 onwards this was a very useful and enlightening experience. |
| Teaching and Learning Programmes will cater for our widely diverse learners.We want to help our Junior School New Entrants to be more ready to progress in their first year at school and to see improved achievement in the first year at school. ( more children reading at Green at 6 years old) | Extension, enrichment or support programmes will be put in place to meet a variety of special learning needs, including ORRS student, struggling learners and Gifted and Talented students. Junior school students will be more ready for learning at school by helping them successfully transition to school and providing early support to accelerate their progress in the first year of school. |  Extension Groups.Pakiki Kids for 1 childReading Recovery- approx. 4-6 children over the yearReading Recovery teacher working with small groups of Yr2/3 children on Literacy needs if staffing/ resourcing allows.Parent Tutor ReadingMaths Support Programmes if possible.TA individual supportSpecial Needs programmes for some students.Small group teaching time.We would like to explore innovative ways of supporting our pre- school students to transition to school successfully so that they are more ready for academic learning at 5 and making better progress in their initial time at school. | DPsPrincipalReading Recovery Teacher & PrincipalNumeracy and Literacy Lead TeachersDPs, RTLit, RTLB. Teachers, TAs MOE SLT OT, PT, Behaviour SupportPrincipal andDP in charge of Junior School | TA Budget $50,000 approx High health needs and ORS funding from MOE to offset approx. $30,000 of these costs..05 Staffing to DNI – Pakiki Kids (Gifted & Talented)Budget allocated once we have established what we would like to trial | Terms 1 – 4 ongoingTerm 1 – information gatheringTerm 2-4 try some early support interventions and evaluate their impact. | We spent significant amounts on TA support for specific children and to support children and programmes within classrooms.The MOE provided about two thirds of this money targeted to specific children with Special needs and the other funding came from our op funds.1 Child attended Pakiki Kids and we paid for extra places for Reading Recovery. We were also able to get an extra amount of MOE funding for Reading Recovery and had three children on the programme for most of the year instead of places for only two children at a time.Also we were able to put extra staffing into the Junior classrooms as the year went on and extra children starting school generated additional staffing so Kate was able to run Literacy programmes and withdraw children to relieve the numbers in the classrooms.Staffing was at such a premium and was over committed for most of the year with our large classes and heavy demands on our staffing entitlement. This only improved in Term 4, when our staffing entitlement improved enough to reduce our banked staffing overspend, while still allowing us to put extra teacher resources into support the Junior School Literacy programmes.We did release teachers to visit pre-schoolers in their Early Childhood centres to help make that transition to school very positive but would like to be able to do more. |
| Purchase resources that will support teaching and learning programmes in our school. | Children have access to up to date resources and learning aids as part of their classroom and school programme.Teachers know how to effectively use these resources and tools to support and maximize learning opportunities for the students.Teachers, students and parents feel their classes are well resourced and well equipped.Library / ILE Redevelopment used effectively | ICT spending plan implemented Purchase more i-pads Classroom TVsPurchase curriculum resources needed across all curriculum areas, operating within our allocated budget to meet the aims, targets and needs of the students.Continue to explore collaborative practice and use of ILEs or innovative learning environments. | PrincipalICT Lead TeacherManagement TeamLead Teachers in Curriculum areasLibrarianTeaching staff and Leadership team. | Classroom Resources and activities Budget ICT asset purchases- 10 new ipads for junior SchoolMany new digital tools are being purchased for our school from STEAM funding -digital laser printer-3 D printer-robotics equipment-TV and video conferencing equipment etc Library budget $3,000 for new books | Terms 1 – 4 ongoing | The staff were able to purchase curriculum resources as they identified needs from allocated funds and grants we applied for and were successful with.We received a lot of excellent resources as part of our involvement in the STEAM cluster and these were all funded through the cluster funding from the Otago Community Trust.10 ipads were bought for the Junior school to use.We also spent over $2000 on Junior reading materials |
| Appraisal will assist our staff to become deeply reflective and to develop a culture of continuous classroom improvement. | Teaching as Inquiry will be an important part of our appraisal approach in 2019, encouraging a problem solving approach to raising student achievement and refining and improving classroom practice and school leadership. | Online appraisal System- ongoing focus on Teaching InquiryImplementation of the Appraisal Connector Appraisal tool including A Reflective online Journal. Self-assessment and Peer Assessment, plus Peer observations and Peer Appraisal discussions and Reports. | PrincipalManagement TeamClass TeachersAppraisal this year: Principal appraising most teachers and leadership team helping with part time teachers in their teams. Teaching Inquiry Discussions, | $1,000 Appraisal Connector | T1 – T4 ongoing | Appraisal was undertaken in 2019, with the Principal appraising most classroom teachers and the Leadership Team helping by appraising some of the part time teachers in their teams.We made ongoing use of the appraisal connector toolto self and peer assess against the professionalstandards, Tataiako and key competenciesand to record reflections and learning.ERO affirmed that our appraisal processes were thorough and useful. |
| Provide staff the opportunities to grow and develop their leadership skills and capabilities. | Staff will have the opportunity to take on leadership for specific projects or curriculum areas. The Leadership Team will be able to develop as school leaders. This will ensure that all staff have a chance to develop a career pathway through their leadership experiences at Macandrew Bay School.  | Team Leadership- DPSCurriculum LeadershipNegotiated responsibilitiesProfessional Development around leadership provided for staff if possible.Science Teaching Leadership Programme.STEAM Lead Teacher | PrincipalLeadership TeamTeaching Staff- Many staff are taking on Lead Teacher roles for various curriculum areas | Responsibility Units to be allocated for a fixed term in 2019 by the start of March. 5 permanent units already allocated and 3 fixed term units available to share for specific school projects.Leadership courses PD budget $1,000 for DPs$2000 for PrincipalJoan Dalton- T2 etc | T1 – T4 ongoing | The Leadership course for the Principal and DPs was extremely helpful and it was great to be able to do it together as a leadership team and to clarify a plan for moving forward in our leadership of the whole school team.Management units were allocated for the year and staff worked on a number of projects for the benefit of the school. This included leadership of STEAM projects and Science as these were both areas of particular focus.The Deputy Principals attended some of the. OPPA Seminars with the Principal. |

**Goal 4:** **We will provide a safe, stimulating modern learning environment that encourages innovative learning programmes in our school.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources**  | **Timeframe** | **Annual Report** |
| Use MOE and Capital Works funding to provide a safe, stimulating modern learning environment that is also easily accessible and meets the needs of our students. | Our SPG project has provided us with additional non-classroom space in the Senior block. This allows us to increase the connectivity of our school and provides us with a modern learning environment that facilitates 21st Century learning. We are now keen to modify the Junior block to provide for greater connectivity and collaborative practice in the Junior School. | **Junior School upgrade:**Build as much as we can afford in 2019 using 5YA funds and School Support Ltd to project manage the process. As more 5YA money becomes available in 2020 continue with Stage 2 of the Junior School upgrade work. | BOTPrincipalSchool Support Project ManagerMOE Property Adviser | 5YA Capital Works Funds $25,000 | Project underway and designed in 2017, tweaked in 2018 and building work started in 2019.Stage 2 carried through to mid 2020 as more 5YA funding becomes available then. | Progress was very slow this year with the Junior Block upgrade, mostly it stalled waiting for the fire plan to be made linking the junior block with the senior block fire alarm system.We did get quotes from Stevenson and Williams to complete initial work on the Junior Block upgrade in addition to their work recladding the Junior Block end wall and painting the junior block and the rest of the school that needed it. The quote was approx. $40,000 in excess of what remained in the current 5YA allocation and so the decision was made to leave it till 2020 when we can get our next 5YA allocation from July onwards.A major special needs project was undertaken in 2019 where the outside school environment was adapted to make the school safer for a child with vision difficulties to move around the school safely. |
| Updated hazard registers that thoroughly identify, assess and manage the risks and hazards within our school. We will fully understand and comply with all the relevant legislation. | Hazard registers kept up to date and close monitoring to see that we are minimizing risk at all times within the school and during school activities.Staff and BOT aware of all relevant legislation and have in place good policy, procedures, and practices to ensure that the school is meeting its requirements under the legislation and providing a safe environment.  | Hazard Registers reviewedHealth and Safety discussed at Staff and BOT meetings.Hazards identified and addressed with risks minimized.Health and Safety practices discussed with the children at Focus Assemblies and in classrooms | BOT Health and Safety TeamPrincipalHealth and Safety Officer within the schoolHealth and Safety is the responsibility of everyone | Time and effort | Ongoing- T1-4 | We are trying to build a Health and Safety focused culture within our school, led by our Health and Safety Officer and the principal. We now involve the school caretaker in doing regular weekly checks on the school property and grounds to identify any hazards and address them quickly.Risk management planning for LEOTC is part of every trip. We need to keep finding ways to improve how we do things.The caretaker has painted arrows on the asphalt to help try and keep children safe as they run around the school and encounter blind corners in a couple of spots. This is typical of the sort of minor improvements we keep trying to do to help our school be as safe as it can be. |
| Attend quickly and proactively to maintenance jobs so that our buildings are well maintained | All maintenance jobs will be done quickly, safely and by the appropriate personnel | Keep a list of maintenance jobsCaretaker assesses work and does if suitablePlumber, Electrician Maintenance Company employed if needed  | PrincipalCaretakerBOT | Boiler room drainage $4,000 if funds allow.General Maintenance $6,000 | T1-4 ongoing as required | Our caretaker has been able to attend to lots of the minor ongoing maintenance jobs that have needed addressing. Where necessary we have called in plumbers, electricians etc as well. |
| Refurbishment of School Pool completed | Clean Pool roof or look into replacing it if successful with a grant application | Grant Application done once we have three quotes for pool roof replacement. | BOTPrincipal | Money from grant application |  April- Oct 2019 | The pool roof will be for the 2020- 2025 5YA as this is now able to be included in this funding where safety is an issue.We did need to pay to have a hole in the PVC pool liner repaired after it was discovered in Term 1 2019, obviously caused by taking something sharp into the pool by a community user. |
| Our school environment ensures the physical, psychological and emotional well being and safety of students, staff and others with whom we engage. | We are fully compliant with relevant laws (including the Health and Safety Act 2015, Vulnerable Children Act 2014 and other relevant Acts.We have processes and procedures in place that comply with the law and help us to fulfill our responsibilities.We are aware of relevant accepted and emerging good practice and make explicit decisions about what we aspire to and adopt in our school. Emotional safety survey done with all children gathering info and data on the children’s sense of well being at school. | Review processes and procedures in the context of the Health and Safety Act 2015,Vulnerable Children Act 2014and other relevant Acts Research current and emerging good practice and periodic review of our policy and procedures   Prepare draft policy and procedure documents as needed for consultation with BOT and staffon Health and Safety issues Approve and adopt policy and proceduresReview processes and procedures in the context of the Health and Safety Act 2015,Vulnerable Children Act 2014and other relevant ActsSurvey conducted and evaluated and data outcomes reported to BOT | BOT ( Policy and approval of procedures)Principal and BOT(implementation of policy and procedures)BOTBOTPrincipal and BOTPrincipal and teachers | Working group made up of 2 or 3 people from BOT and Staff team.Review will identify whether specialist consultant assistance is required.Working group working closely with Principal and StaffBOTWellbeing survey tools | The H&S Act commenced 4th April 2016, Vulnerable Children Act commenced May 2015Ongoing\As per BOT Annual Agenda and Triennial Review scheduleTerm 2 or 3 | We will continue to review Health and Safety practices and procedures regularly.We have a three-year cycle where we look at different aspects of our Health and Safety practices each year. A Health and Safety Review report was brought to the school this year reviewing implementation of the procedures for review in 2019.We revise and adapt procedures or write new ones as needed.Last year we wrote a procedure on the use of physical restraint at school.The emotional safety survey was done with all students and the outcomes analysed and reported to the BOT. This gives us a great insight into how the children are feeling and what helps them to feel safe and secure at school. Results showed that our students feel very safe and happy at school. |

 **Community Aims: - Our community activities will make us stand out because of our community involvement. We will bring a range of expertise into the school, from our community and beyond.**

**Goal 5: We will develop a strong learning community, where we work well together, actively participating and contributing to the life of the school.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources**  | **Timeframe** | **Annual Report** |
| All students will be encouraged and supported to participate fully in school life and beyond, developing a feeling of belonging and connection. | Students involved in decision-making and practical action to make our school a successful positive learning environment. | -Continue the teams in our school where the children play a vital role.-Health Team Health initiatives in our school.- Continue Enviroschools ‘World Savers’ Group- Gardens to Table- Stream Project- Propagating plants - Environmental Action- Care code- Waste Management Systems improved.- Library Team- Sports Shed Teams | DP – Health Team LeaderEnviroschools Lead TeacherEnviroschools FacilitatorScience Lead TeacherSTEAM Lead TeacherPrincipal | $200 if needed$500 Stream project if needed as part of our Science learning.Successful grant for water Testing kit to test water in the stream.N/A | T1 – T4T1 – T4T1 – T4 | The children and teachers in the Health Team and Enviroschools team have continued to play an active and vital part in our school.The library team also did a wonderful job in 2019, taking their responsibilities caring for the library very seriously and doing the job extremely well.The School gardens continue to be an area that is really enjoyed by the students and some children are regularly to be found helping Sue Piere in the gardens at lunchtime and playtimes.Our Science programmes linked in very strongly with the harbour and marine environment as this was the focus of Matt Direen’s Science sabbatical. The children did lots of practical real -life activities related to caring for the harbour, monitoring litter in the harbour and having a shark spotting boat trip with the Marine Studies Centre scientists. Many of the scientists came to work with the students at school and found them to be highly engaged and motivated by this work. |
|  | Senior pupils developing leadership skills. | - Peer Mediation Programme continues.- PALs (Playground Activity Leaders) continues, organizing play time games for younger children- School Librarians | Y6 Class Teachers in Toroa PALS TeacherLibrarian | N/A$300 if needed$100 if needed  | T1 – T4T1 – T4T1 – T4 | Our Yr 4- 6 children all have the opportunity to take on leadership roles in our school, under the guidance of supportive teachers and adults and they do a great job. Our school activities function well because of the contribution of the children and teachers who help them. |
|  | Our school values will be evident in everything that happens at school.. | Focus on our values, key competencies and life skills at Focus Assembly each week and consolidate this learning in class and in the playground. | Principal and Teachers | N/A | T1 – T4 | We are a very values driven school and we try to live and breathe our school values in the way things are done at our school and the way we treat each other. We reported to the BOT in 2019 about Character and Values Education within our school and the impact it has on individuals and our school culture. |
|  | All students and teachers know each other and work well together | Mixed Age group groups that can be used for other Curriculum activities e.g. Planned regular mixed age group activities in both Jnr and Snr school etc.Buddy classes for Reading, Maths and Writing | Principal and Teachers | N/A | T2 – T4T1 – T4 | Strong relationships are in place and are fostered through lots of ongoing interaction between the classes and Junior School and Senior school teams. The buddy class system works well and means that children from different levels of the school get to know each other. It is great to see the way older children look after younger children in the playground and our emotional safety survey confirmed that the children feel safe together, they love having siblings and other children they know to help them if they have a problem.New children to the school are introduced to the school at Parent Assemblies and it is a great way for them to be welcomed and introduced to the community. |
|  | In the past Senior class pupils worked with young engineers on a technology project based on addressing an identified need within our school. ‘Moving around the School Safely’ | Put in place ideas developed from that project | Senior class teacherPrincipalSTEAM project | $1000 won as a result of Toroa Class effort and we have not yet spent the money on this purpose.  | T1- T4 | Some of the ideas to make our school safer as the children move around the school have been implemented in 2019. Arrows were painted for the traffic on blind corners are other things were addressed through the Special Needs modifications to the outdoor school environment. |
|  | Build community involvement through school activities and events. The children will contribute along with the parents and staff. | Art Auction, Quiz night, Working bees, fundraisers, School Discos, sporting events, cultural events, Assemblies, Matariki Celebrations etc | ChildrenParentsStaffBOT and H&SCommunity | Time and effort | T1-T4 | The school and also the Home and School ran very many highly successful events in 2019.These events included Art Auction, Quiz night, fundraisers, School Discos, sporting events, cultural events, Assemblies, Matariki Celebrations etc. The Hangi was a real community highlight, despite the challenges involved with the cooking of the kai. |

**Goal 6: We will ensure that our increasingly culturally diverse community feels a sense of belonging and connection to the school and that the**

 **School works in partnership with its Peninsula community.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources**  | **Timeframe** | **Annual Report**  |
| We will make as much use as possible of the expertise in our community to enrich the children’s learning. | Visiting speakers come regularly to speak to the children. Experts from our community will be invited to speak to the children and share their knowledge and talents  | The Principal and teaching staff will arrange visiting speakers to talk to the children about topics related to our learning at school Artists in School programme – bringing a range of artists and art activities into the school to work with the children.Community Members working alongside students on school gardens, Parent Tutor ReadingOur overarching concept in 2019 is on the theme of Change and so we will be reaching out to our community to find out more about this topic and tap into the expertise in our community related to our Inquiry topics. | Principal and Teachers Principal and Lead Teacher ArtsEnviro team, Lead Teacher and support teamTeaching team | A small budget for thank you cards and gifts.$7000 Art auction funds for 2019Small budget for gardens etcN/A | OngoingT1-T4T1-T4T1-T4 | We were able to bring a number of adult experts from our school community and the wider Dunedin areainto the school over the course of the year to speak on subjects related to our Inquiry topics. The children learned lots from these opportunities and are always able to ask lots of thoughtful questions and recount all they have learnt after the visit.We worked with Sarah Flourish on Self Portraits that were exhibited locally.Sue Pierre, a local volunteer, again mentored our students to grow vegies in the school gardens and it  |
| We aim to extend the interaction between our Peninsula Schools and also with our contributing Early Childhood Centres | Students across the three schools will know each other and have established good connections. | Mandarin Language Peninsula clusterSTEAM Peninsula PLD ProjectPeninsula Athletics DayPossible combined Kapahaka group for Polyfest and Kaupapa Maori group operating across Broad Bay and Macandrew Bay Schools.Sports Teams.Children from Broad Bay and Portobello join our sports teams if keen and space is available.Build partnerships with Play Centre and contributing Early Childhood Centres to assist positive transition to school. These relationships need to be fostered and enhanced. | Principal and Teaching StaffTeachers and PrincipalSports CoordinatorsPrincipals and Kaiako plan for Kaupapa Maori groupP.E. Lead TeachersDeputy Principal – Junior Classes,NE Teachers | 0.05 Staffing entitlementGenerous funding from Otago Community Trust.$500 for buses and hire of Caledonian.$300 Venue Hire $600 Buses $2000 Budget – sourced from COGs Grant fundsN/A | T1-4 2019-2021T3 or 4T1-4T1 – 4Ongoing | Mandarin was taught across the three schools.We had Peninsula Athletics Day at the Caledonian again in Term 4.Some chn from the 2 other schools joined our sports teams. Strong relationships continue to be forged withFamily Ties and the Play Centre.Broad Bay School did not participate in Polyfest this year so we again performed by ourselves. This did make preparing and practicing much easier. |
| We aim to expose our students to a range of cultures from around the world and within our community. | Our students will be culturally aware and have an interest in being multilingual. | - Maori taught in all classes through specialist  teaching in classroom release time and  classroom programmesExtension opportunities in Te Reo through Extension Maori Classes and Kaupapa Maori group.Mandarin Lessons at school delivered by a Mandarin Learning assistant for our Yr 5 and 6 classes each week.Involve our families from different cultures and encourage them to share aspects of their culture and identity with the school so we can celebrate cultural diversity. Term 1 topic is perfect for this.School Matariki celebration- 2019 | Principal and Teaching StaffMaori Specialist TeacherMusic and Maori Specialist TeachersPrincipalToroa and Korimako Class TeachersClass TeachersParents | .3 StaffingFunding from Mandarin Language Cluster funding (managed by Tahuna) and we contribute staffing- 0.05N/A | T1 – 4T1- T4OngoingT1- T4 | Mandarin lessons were successfully taught to Yr5 and Yr 6 children again this year. They really love learning Mandarin and are making great progress.Ailsa Rose continued her excellent teaching of Maori to all classes within the school. She shares info with each teacher to help make it possible for learningto be reinforced during the rest of the week. She also worked with an extension group and helped with our school kapahaka group. We have been very fortunate to have had Ailsa working over a number of years but sadly she left our school at the end of 2019 to allow her to concentrate on Columba where she has many more hours than here at school. We really appreciate all she has done to advance Maori language and tikanga in our school over the years.Our school hangi was very enjoyable- lots of work feeding 250 people and some issues with the cooking but a wonderful cultural experience for us all to celebrate Matariki. |
| We will consult our community so our school programmes reflect their goals for their children. | Regular consultation for specific purposes | Maori Whanau Consultation – Whanau Hui held each term if possible.Focus on doing practical things together. | Principal & Deputy Principal | Small budget for afternoon teas | T 1 – T4 | In 2019 the BOT consulted the community re the Strategic Plan for the school.We held regular Whanau Hui for Maori whanau but would like to change how we do things to involve more families in 2020. |
| Improve communication between home and school. | Use technology to enhance communication | - Emailed newsletter each week for those families who want that option- Text alerts for communication- Blogs/ website. Find out about tools such as Seesaw or the e-tap tool - Macandrew Bay News- a community newsletter with a school slot each time. | Principal and Office Administrator ICT Lead TeacherClass TeachersPrincipal to contribute news | N/AWork with the e-tap trainer as available. | T1 – T4 | Lots of newsletters are now emailed through e-tap. We are really enjoying being able to send texts and emails through e-tap. This is so helpful.Principal regularly writes a school item in the local community newsletter too. |
| Build a sense of belonging and connection with our Parent Community through school Events and Fundraisers | Parents will feel a part of the Macandrew Bay School Community and be keen to participate and contribute to the wider life of the school. We will all feel a sense of belonging and connection within our school community, our wider community and our Otago Peninsula Community. | Home and School CommitteePeninsula Music ShowcaseParent Information EveningsSchool Art AuctionQuiz NightFundraising Parent Tutor ReadingSchool TripsY6 Camp at Pukerau- T1School Working Bees possiblyParent Assemblies twice a termParent Volunteers in classrooms when needed. | Home and School CommitteeTeachersArt Auction CommitteeH&SH&SD.PD.PYr 6 Teacher and Yr 5 teacher and Principal BOTPrincipal and Class Teachers | N/A | T1 – 4T1T1 - 4Quiz Night T1 - 4T1 - 4T1 - 4T1 – 4 as neededT1 - 4As neededT1 - 4 | We have a large and active Home and School committee who work very hard on behalf of the school- pulling together community events and fundraisers.Parents and teachers helped sew costumes for Stars on Stage- much appreciated!The Quiz night and Art Auction were both incredibly well supported by our locals, They both raised good amounts of money- particularly the Art Auction which made approx $10,000. This money will be used to support Arts programmes in our school in the next two years.We had a good number of Parent tutor Reading helpers and they made a real difference to the children they worked with in building up their confidence and reading fluency.The Camp at Camp Columba in Pukerau, Southland,had good numbers of parent helpers and was a very enjoyable, positive experiences for all involved. We are booking for 2020 to return.Parent Assemblies continue to get large crowds attending. Having just two each term ensures that families make a real effort to come along and see what the children have been learning about.We have plenty of parent helpers on most trips we go on and we are very grateful for this help and support.The children love having their parents involved too.Lots of parents help out with pool testing and this ensures our pool runs for an extended season over the summer holidays.The Home and School and also the teachers at school have found that it is getting harder at times to get parent volunteers as parents’ lives get increasingly busy.In 2020, with a School Fair coming up, we think it isimportant to not overload parents with requests so that hopefully involvement with school will be at sustainable level for families and Home and School parents to manage.  |