



# Cannington School 2019 Strategic Plan



CANNINGTON SCHOOL

*"we can & we do!"*



# Cannington School Strategic Plan 2019

## MoE Number 3307

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Strategic Plan Undertaking – In accordance with Section 63 of the Education Standards Act (2001), the Cannington School Board of Trustees undertakes to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that (a) the school is managed, organised, conducted and administered for the purposes set out or deemed to be contained in this Strategic Plan; and (b) the school, and its students and community, achieve the aims and objectives set out in the school Strategic Plan. This Strategic Plan has been approved by the Board following consultation with the community and consideration of obligations set down by the National Education guidelines

The Board of Trustees sent this copy of the 2019 Cannington School Strategic Plan to the Ministry of Education, Christchurch on the 1 March 2019.



## Community and School

Cannington School was established in 1856 in a mud cottage, which still stands across from the school. It is a now a full primary (Years0-8) Decile 6, rural sitting in a wonderful part of the world, 30 minutes inland from Timaru. In 2016 we celebrated our 125 Jubilee, links to this celebration can be seen on our school website <http://www.cannington.school.nz/>

The school forms the central point and focus of a very supportive community. 2017 saw a consultation with our community. The information/feedback from this survey has been incorporated into the current Strategic Plan. The library, adventure playground, extensive and up to date I.T equipment and heated swimming pool are available for the community to use. Our pupils travel to school by bus and come from as far away as Albury in the north and Maungati to the south. Our small size allows our students to have the wonderful opportunity to interact with each other in many planned and unplanned activities. It is not unusual to see all of the children playing together in the playground.

Our grounds are amazing with hills behind (fantastic for cross country training), a school pool, and the river 400m down the road (great for EOTC), trees to climb and plenty of materials to build hut cities.

We are a two teacher school and will remain so for the foreseeable future. Our students are encouraged to design and build projects, and are supported to do so.

The school has Kiwisport every Friday with specialised coaches coming out to teach the children. We combine with 5 other schools to have competitions in athletics, swimming, cross country, basketball, hockey, golf etc...

Due to the nature of our school, we are making the most of our environment, location, and special nature to promote EOTC (Education Outside The Classroom) and extend our links with the wider community, while developing life skills in our students.

Our children have a saying, which says it all for our school.

**“Cannington Kids Can and They Do!”**



# Cannington School Mission and Values

## Our Mission

**“We Can and We Do”**

To educate and develop confident, connected and committed learners who positively contribute to society.

## Our Vision

**“We Can and We Do”**

To educate and develop confident, connected and committed learners who positively contribute to society through authentic learning experiences.

## OUR VALUES

<b>I</b>	<b>Innovation</b>	<i>Inquiry, Curiosity by thinking critically, creatively and reflectively</i>
<b>D</b>	<b>Diversity</b>	<i>As found in different cultures, languages and heritages</i>
<b>R</b>	<b>Respect</b>	<i>Values, Honesty Caring, Manners, Integrity</i>
<b>E</b>	<b>Excellence</b>	<i>By aiming high and persevering in the face of difficulties</i>
<b>A</b>	<b>Actively Involved</b>	<i>Participates in a range of life contexts, Community knowledge, pride in our community, committed, confidence, active</i>
<b>M</b>	<b>Motivated</b>	<i>Resilient, goal setters, experience success and failure, independent</i>

## Cannington School and Cultural Diversity

*All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture.*



**CANNINGTON SCHOOL**

*"we can & we do!"*

<b>WHANAUNGATANGA</b> <b>Building Relationships</b>	<b>KOTAHITANGA</b> <b>Ethic of Bonding</b>	<b>AKO</b> <b>Teacher Pedagogy</b>	<b>RANGATIRATANGA</b> <b>Teacher Effectiveness</b>	<b>HAUROA</b> <b>We Can and We Do</b>
<ul style="list-style-type: none"> <li>• Run meetings with our Maori community</li> <li>• Get to know our students backgrounds</li> <li>• Use people in our community as knowledgeable resources</li> <li>• Get families and whanau involved in school life</li> <li>• Use cooperative learning structures</li> <li>• Teachers share own experiences with the students</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know the students and bond at the beginning of the year</li> <li>• Whole class rewards</li> <li>• Classroom treaty</li> <li>• Person to person bonding</li> <li>• Teach whole school together</li> <li>• Visibility of Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Staff up skilling in Maori learning styles</li> <li>• Staff up skilling in teaching Te reo</li> <li>• Staff encouraged to use Te reo in day to day teaching</li> <li>• Appraisals linked to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers demeanour to the children</li> <li>• Body language</li> <li>• Pasion and enthusiasm for teaching</li> <li>• Using mana to build relationships</li> <li>• Provide real life experiences</li> <li>• Use student friendly vocabulary</li> <li>• Understand and respect customs</li> <li>• Be firm, be brief, move on</li> </ul>	<ul style="list-style-type: none"> <li>• Taha tinana- Physical well being</li> <li>• Taha hinengaro- Mental and emotional well being</li> <li>• Taha whanau- Social well being</li> <li>• Taha wairua – Spiritual well being</li> </ul> <p><i>NZC Health and Physical Ed.</i></p>

### TREATY OF WAITANGI PRINCIPLE

**PROTECTION  
PARTNERSHIP  
PARTICIPATION**

**Class and wider community**



## What will Cannington School need to consider when approached to provide instruction in Te Reo Māori for full time students?

All such requests will be given full and careful consideration by the board of Trustees with regard to:

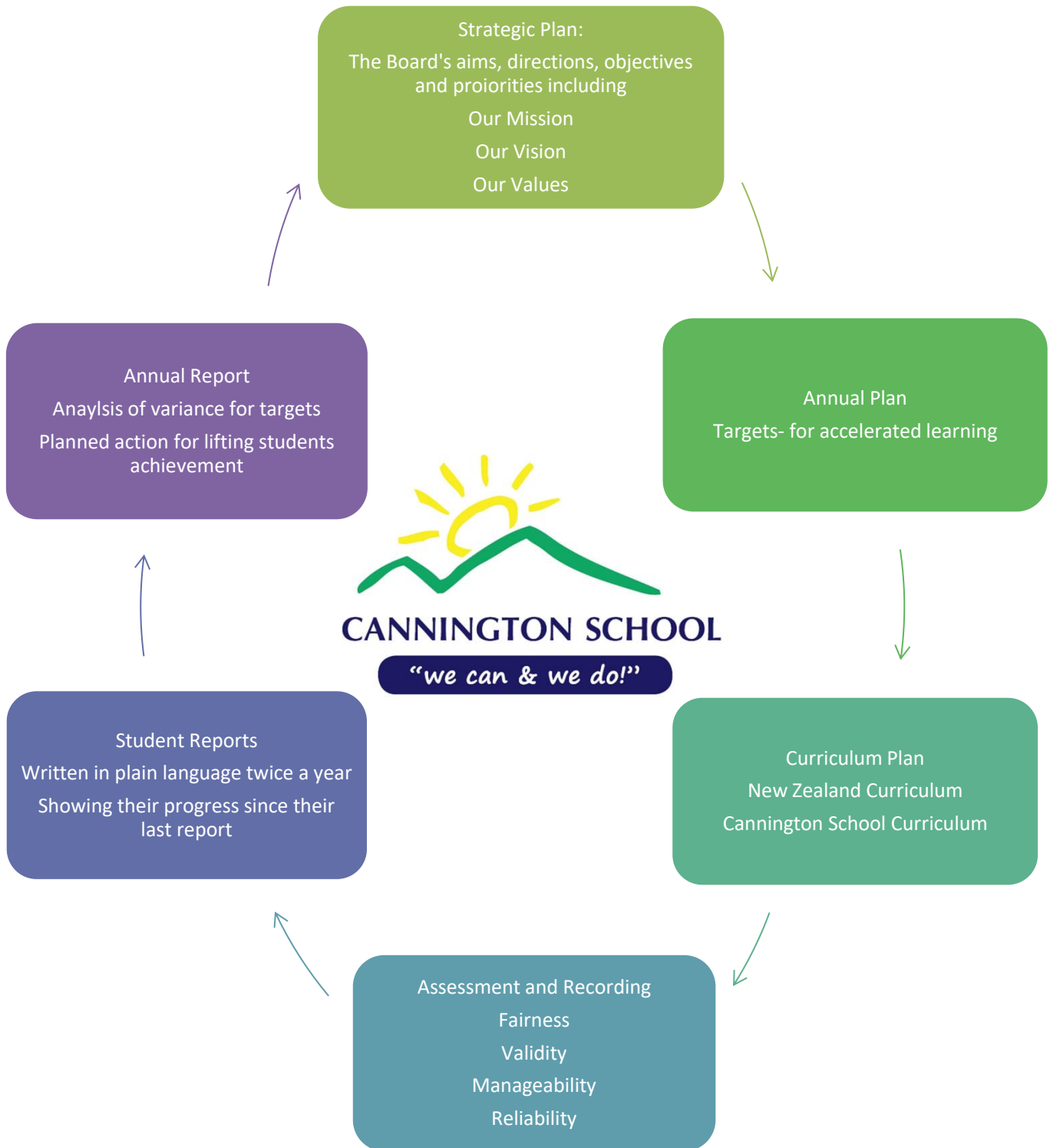
- Personnel with the requisite skills and qualifications
- Overall school financial position

## What steps will be taken to discover the views and concerns of the Maori community?

- Encourage parents of Māori students to become a Board of trustees member
- Maori community consulted in various ways (to develop and make known Cannington Schools plans and targets for improving the achievement of the students, report evenings, parent workshops, newsletters, school events involving students, maintain an open door practice)
- Individual interviews conducted by the principal with the caregivers of Māori students with follow up interviews across the year.



# Connected System: Curriculum –



	EDUCATION ACT	NAGs
REPORTING TO PARENTS		<b>NAG 2A</b> (a) report to students and their parents on the student's progress and achievement. Reporting to parents in plain language in writing must be at least twice a year; on anniversary dates up to year 4 where upon mid and end of year reports are supplied.
STRATEGIC PLAN	Sec.61: the school's Strategic Plan must include the board's aims, objectives, directions, priorities and targets in the following categories: (a) Student progress, including assessment of students	<b>NAG 2</b> (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
REPORTING	Section 87 Annual Reports (1) As soon, as is practicable after the end of every financial year, and in any event no later than a day fixed by the Secretary, every Board shall give the Secretary an annual report in accordance with this section.  (2) A report given under subsection (1) must include-  (e) a statement in which schools provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school Strategic Plan:	1. school strengths and identified areas for improvement; 2. the basis for identifying areas for improvement; and RAP (Raising Achievement Plan) 3. planned actions for lifting achievement. CAAP Curriculum Achievement Action Plan.  (c) report in the board's annual report on:  1. How students are progressing

NATIONAL PRIORITIES	ADDRESSING NATIONAL PRIORITIES
Achievement for all.	<ul style="list-style-type: none"> <li>• Inclusiveness of all students</li> <li>• Focused planning and assessment</li> <li>• Developing a variety of teaching strategies.</li> </ul>
A safe learning environment.	<ul style="list-style-type: none"> <li>• Continued development of our school culture and values</li> </ul>
Improved literacy and numeracy.	<ul style="list-style-type: none"> <li>• Continued focus on the implementation of literacy and numeracy programmes</li> <li>• Regular consultation and discussion around assessment</li> </ul>
Dependable student achievement information	<ul style="list-style-type: none"> <li>• Use of PAT's easTTle, matrices, and PACT.</li> <li>• Making use of the data resource in EDGE.</li> </ul>



<p>used to inform reviews of teaching and learning programmes.</p>	<ul style="list-style-type: none"> <li>• Regular professional discussion and moderation meetings (through Rural Cluster meetings) to ensure <ul style="list-style-type: none"> <li>❖ Fairness</li> <li>❖ Consistency</li> <li>❖ Validity</li> <li>❖ Manageability</li> <li>❖ Reliability</li> </ul> </li> </ul>
<p>Improved outcomes for students at risk.</p>	<ul style="list-style-type: none"> <li>• Use of CAAP</li> <li>• Teacher and TA support focusing on risk areas.</li> <li>• Use of outside agencies as necessary</li> <li>• PD related to improving student progress</li> </ul>
<p>Improved outcomes for Maori and Pasifika students.</p>	<ul style="list-style-type: none"> <li>• Consultation with Maori community and Whanau</li> <li>• Teacher and TA support focusing on risk areas</li> </ul>
<p>Focus on student acceleration.</p>	<p>Continued PD around OTJ and acquiring a school wide system that includes</p> <ul style="list-style-type: none"> <li>❖ Fairness</li> <li>❖ Validity</li> <li>❖ Manageability</li> <li>❖ Reliability</li> </ul>



# Strategic Plan 2019-2019

The School has established the following main areas of strategic development;

## Curriculum Development Teaching and learning

### Goal #1

To focus on, and obtain the highest possible level of student progress for all ages, ethnic groups and genders as evidenced by progress and achievement and every student is taught through a rich and responsive curriculum.

Objectives:

- Developing a curriculum that is relevant, manageable and effective
- Maximise use of assessment data to enhance student learning and raise student progress
- Use a wide range of strategies to ensure that all our students are actively engaged in their learning
- To ensure high quality teaching and professional integrity is evident throughout the school
- Develop a Year 7 and 8 programme/curriculum that is unique and special to only Cannington School

## Property Development

### Goal #2

To enhance the students and staff needs and progress with effective resourcing, an attractive environment and high quality facilities

Objectives:

- Continue to develop the I.L.E. (innovative learning environment)
- Continuing to develop school landscaping
- Continually upgrade inside and outside to celebrate Cannington school and its students
- Work through the delivery of our new 5Ya property plan.
- Continue to actively promote and seek families to attend the school
- Positively facilitate the permanent Cannington/Cave preschool occupancy

## School Review

### Goal #3

To ensure all current and proposed practices, policies, programmes and procedures are sustainable, necessary and relevant through reflection from a student, staff, board and community perspective.

Objectives:

- Operating a 3 year review cycle
- Maintaining a culture of reflective practice

## Learning partnerships

### Goal #4

To create positive engagement through communicating information effectively within the school and wider community on all matters relating to teaching and learning.

Objectives:

- Review the purpose and practices of feedback to students and parents- Parent interviews, reports ROAD Books
- Continue to update school website to ensure its integration as part of the Learning Management System
- Review written reporting to students and parents in line with our curriculum.
- Use community consultation to continue to develop the Cannington Curriculum.
- Maintain a culture of strong values at Cannington School, and continue to build on relationships in the wider community.
- Relationship development in the community with local schools to share knowledge in these similar contexts.
- Termly community newsletters and invites to the end of term functions.
- Holding regular community events on the school grounds.

## Annual Plan

## Curriculum Development Teaching and learning

### Goal #1

To focus on and obtain the highest possible level of student achievement for all ages, ethnic groups and genders as evidenced by progress and achievement. Every student is taught through a rich and responsive curriculum.

Objectives:

1. Developing a curriculum that is relevant, manageable and effective
2. Maximise use of assessment data to enhance student learning and raise student achievement
3. Use a wide range of strategies to ensure that all our students are actively engaged in their learning
4. To ensure high quality teaching and professional integrity is evident throughout the school
5. Develop a Year 7/8 programme/curriculum that is unique to Cannington School that promotes career choices



## Raising Achievement Plan

**This is undertaken with deference to priority learners (learners that are Maori, Pacifica, or well below.**

Students will be included as part of this plan if their learning is seen to be not progressing at an expected rate or if expected acceleration is not occurring.

### Identifying students

We will identify students through a combination of key triggers towards learning. These are

1. Curriculum level: the students will be one or more curriculum levels below what is expected of a child that age.
2. Attendance: At our school, we have noticed a link between priority learners and a poor attendance record and any students that have poor attendance will become part of this group.
3. Behaviour: Children that show poor behaviour such as poor social skills and non-compliance will also be included in this group, as they are likely to be outside the levels of achievement as laid out in the NZC (New Zealand Curriculum)

### Definitions of worthwhile learning outcomes

That student's stay inside the expectations in the NZC. This is our minimum level of expected progress. Our aim is that any child who has become part of this plan is to make accelerated learning. This will be more than one year's chronological learning. This can be measured using standardized testing, such as PATs and easTTle as these remove the bias of the teacher. The PACT tool will be used here as well to make these judgement calls.

What will be given an equal weighting at Cannington School is the student's attitude towards learning and themselves as a learner. For this, we will use the easTTle attitude towards learning.

### Clear learning pathways

Below are the six pathways to students' achievement that we will be following to raise student achievement.

### Curriculum Achievement

We at Cannington School have developed a programme called Targeted Learners. This is part of the Weekly Planning and includes all students who are not making expected progress. During staff meetings, we discuss these students with a peer and set achievable goals for the students that will/should be attained over the next one to two weeks. As each goal is achieved a new one is presented until this student is either in the guidelines in the NZC in this particular area or is no longer a student of concern for the teaching staff. This will be broken into the three learning areas of Mathematics, Reading, and Writing.

Mathematics: Our school has developed stage-testing formats and these will be used to see where a student is sitting. This testing allows the teacher to see the gaps in both Knowledge at Strategy in any student.

Reading: Using the guides set out in the PACT Tool and running records, we will teach to the gaps in knowledge and next learning progressions by placing these into the Targeted Learners part of our planning.

Writing: Using a combination of the Cannington School Writing matrix and easTTle for writing we will discover gaps and include these into the Targeted Learners Programme.

### Year to year transitioning so that it is seamless

As the end of year approaches, the current teacher is to work with the next year's teacher over the Targeted Learners Programme and become aware of the learning needs for this student. For the students who are part of the Raising Achievement Plan they will meet with the new teacher prior to the start of the year and preferably at the end of the year preceding entry into the next year level. This is to be a three-way meeting where the teacher can hear from the parents and the student about what it is that they want to achieve over the next year. This plan is to be recorded on the SMS in the "notes" section and it is to include sporting, cultural, and curricular goals for the year.

### **Level and stage progressions**

This is where we will be following the PACT tool. The specific actions that we will be taking are to be found on the following pages and are referred to as our Targets that were identified in our AOV and filed with the MoE this year.

### **Support procedures in place or available**

- ALL- (Accelerated Learning in Literacy) We will make use of our professional learning
- ALIM (Accelerated Learning In Mathematics)
- RTLB (Resource Teacher of Learning and Behaviour)
- TRLB Lit specialist teachers for literacy
- Reading recovery teachers
- PD that is directly tied to school targets

### **Ongoing monitoring and reporting**

This is to be weekly for monitoring and termly for reporting to the board so that they can make changes to allocations to help raise achievement.

### **Factors that will **stop** students from achieving**

#### **IDENTIFY-ELIMINATE-REDUCE**

- Truancy- We will continue to work closely with the Truancy officers in regards to our school policy around working with families to help them get their children to school. This is never to be undertaken in a confrontational manner.
- Poor home school relationship. Where possible we will get the parents into the school at the first sign of concern around progress. These meetings are about setting common ground/goals around expectations of progress and behaviours. This contact is to be weekly until progress is at an accelerated pace then bi-weekly.
- Not seeing themselves as learners. Find the area where this child can show the most progress. Celebrate their progress by sharing it with the class, school and the family. Presentations of achievement certificates will be given for attaining the expected level. The parents will be aware of their child's next and current learning steps and as they are achieved, they will be shared with the family.





supplementary support was initiated	Learners Programme. Which is reviewed every week for the specific learning goal set for them.	Learners Programme. Which is reviewed every week for the specific learning goal set for them.	Learners Programme. Which is reviewed every week for the specific learning goal set for them.	Learners Programme. Which is reviewed every week for the specific learning goal set for them.	Learners Programme. Which is reviewed every week for the specific learning goal set for them.	Learners Programme. Which is reviewed every week for the specific learning goal set for them.	Learners Programme. Which is reviewed every week for the specific learning goal set for them.	Learners Programme. Which is reviewed every week for the specific learning goal set for them.
Student learning behaviours or achievement outcomes that would trigger a Tier 3 supplementary support	Working at Stage 1 or below	Working at Stage 2 or below	Working at Stage 3 or below	Working at Stage 4 or below	Working at Stage 4 or below	Working at Stage 5 beginning or below	Working at Stage 5 end or below	Working at Stage 6 beginning or below
Tier 3 supplementary supports available	ALiM: Become part of the withdrawal section of ALiM. RTLB will be contacted. Continue to be part of our Targeted Learners Programme.	ALiM: Become part of the withdrawal section of ALiM. RTLB will be contacted. Continue to be part of our Targeted Learners Programme.	ALiM: Become part of the withdrawal section of ALiM. RTLB will be contacted. Continue to be part of our Targeted Learners Programme.	ALiM: Become part of the withdrawal section of ALiM. RTLB will be contacted. Continue to be part of our Targeted Learners Programme.	ALiM: Become part of the withdrawal section of ALiM. RTLB will be contacted. Continue to be part of our Targeted Learners Programme.	ALiM: Become part of the withdrawal section of ALiM. RTLB will be contacted. Continue to be part of our Targeted Learners Programme.	ALiM: Become part of the withdrawal section of ALiM. RTLB will be contacted. Continue to be part of our Targeted Learners Programme.	ALiM: Become part of the withdrawal section of ALiM. RTLB will be contacted. Continue to be part of our Targeted Learners Programme.
Monitoring student progress during and after the Tier 3 supplementary support was initiated	Goals and targets that have been set are reviewed every week at the staff meeting. Student must have an IEP created for them in this curriculum area.	Goals and targets that have been set are reviewed every week at the staff meeting. Student must have an IEP created for them in this curriculum area.	Goals and targets that have been set are reviewed every week at the staff meeting. Student must have an IEP created for them in this curriculum area.	Goals and targets that have been set are reviewed every week at the staff meeting. Student must have an IEP created for them in this curriculum area.	Goals and targets that have been set are reviewed every week at the staff meeting. Student must have an IEP created for them in this curriculum area.	Goals and targets that have been set are reviewed every week at the staff meeting. Student must have an IEP created for them in this curriculum area.	Goals and targets that have been set are reviewed every week at the staff meeting. Student must have an IEP created for them in this curriculum area.	Goals and targets that have been set are reviewed every week at the staff meeting. Student must have an IEP created for them in this curriculum area.
<b>Writing</b>								
Classroom signposts associated with this progress	Working in Level 1(ii)	Working in Level 1(iii)	Working Level 2 Beginning	Working at Level 2	Working in Level 3 beginning	Working at Level 3	Working in Level 4 beginning	Working at Level 4
Student learning behaviours or achievement outcomes that would trigger a Tier 2 supplementary support	Working in Level 1(i)	Working in Level 1(ii)	Working in Level 1(iii)	Working Level 2 Beginning	Working at Level 2	Working in Level 3 beginning	Working at Level 3	Working in Level 4 beginning









**READING:** To have all children make progress in relation to the NZC each year and accelerated progress where possible.

INTERVENTIONS	TIME LINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>Running records are to be completed and entered onto the S.M.S. of every term for students up to the level of gold (L22) and once a term for all others</li> </ul>	Week 4 & 9 of each term.	Teachers
<ul style="list-style-type: none"> <li>Buddy Reading weekly for juniors to read to, with, and by senior children.</li> </ul>	Daily and also during Library each week on Thursday	Teachers
<ul style="list-style-type: none"> <li>Daily guided reading</li> </ul>	Every day	Teachers
<ul style="list-style-type: none"> <li>Daily reading of a child chosen book in class</li> </ul>	Every day	Teachers
<ul style="list-style-type: none"> <li>S.R.A. and TOXIC reading programme to be used in alternating terms for closed reading activities with students in reading levels L15 and above. To be used in both classrooms.</li> </ul>	S.R.A. week 7-9 term 1 & 3 Toxic week 7-9 term 2 & 4	Senior Teacher
<ul style="list-style-type: none"> <li>Targeted Learners Programme: Teacher's weekly planning will include our priority and targeted learners with their next step learning. This learning is to be specific and achievable. These goals are to be reviewed at each staff meeting (for each child) and new goals set as old ones are met. This will include five members of the class. Students may be added and removed as goals or observed needs are met.</li> </ul>	Weekly: with a term review by each class teacher about efficacy. Staff P.D. is to be linked to these students and observed trends in their needs.	Teachers
<ul style="list-style-type: none"> <li>Use of eBooks, i.e. Literacy Pro which has graded books with a matched activity for stories.</li> </ul>	To be issued as each book is finished.	Teacher/Students
<ul style="list-style-type: none"> <li>PACT to be introduced over the year and then used to create OTJs.</li> </ul>	To be reported on twice yearly. Term 2 & 4.	Principal for the board
<ul style="list-style-type: none"> <li>e-asTTle to be used to give clear indications of where students are achieving.</li> </ul>	To be reported on twice yearly. Term 2 & 4.	Principal for the board
<ul style="list-style-type: none"> <li>Incorporation of termly local content into planning. Farm visits, interviews, EOTC.</li> </ul>	Term 1-4	Teachers

**WRITING:** To have all children make progress in relation to the NZC each year and accelerated progress where possible. Improve outcomes for Y5 Cohort to 100%, working within or exceeding NZC expectations

INTERVENTIONS	TIME LINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>• Piece of writing assessed against a matrix. Needs identified from this and this incorporated into teaching. Reported to the board termly</li> </ul>	Termly	Teachers
<ul style="list-style-type: none"> <li>• Music lyrics used for students to learn how to make meaning from high quality writing and the identifying of language features</li> </ul>	Twice weekly term 2&4 Yr 4-8	Teachers
<ul style="list-style-type: none"> <li>• Grammar: rules to be specifically taught during handwriting lessons,</li> </ul>	Twice weekly all year	Teachers
<ul style="list-style-type: none"> <li>• Spelling: Essential lists taught to needs</li> </ul>	Testing in week 3 term 1	Teachers
<ul style="list-style-type: none"> <li>• Spelling rules: Joy Alcott switched on to Spelling</li> </ul>	Twice weekly all year	Teachers
<ul style="list-style-type: none"> <li>• Vocabulary: Words from students reading books are to be defined, modelled, and then used in sentences. These words are to be used in complex sentences. (see grammar planning book)</li> </ul>	Three days a week Yr 4-8	Teachers
<ul style="list-style-type: none"> <li>• Yr 1-4. Essential lists and commonly misspelled words for Y0-8</li> </ul>	Fortnightly.	Teachers
<ul style="list-style-type: none"> <li>• Word Families: school e.g. ing, ill, ot, ight etc.</li> </ul>	Continually	Teachers
<ul style="list-style-type: none"> <li>• Letter Land: Junior school</li> </ul>	Daily	Teachers
<ul style="list-style-type: none"> <li>• Standardised testing e-asTTle to give valid O.T.J.s</li> </ul>	Term 2 & 4 week 5	Teachers
<ul style="list-style-type: none"> <li>• Targeted Learners Programme: Teacher's weekly planning will include our priority and targeted learners with their next step learning. This learning is to be specific and achievable. These goals are to be reviewed at each staff meeting (for each child) and new goals set as old ones are met. This will include five members of the class. Students may be added and removed as goals or observed needs are met.</li> </ul>	Weekly: with a term review by each class teacher about efficacy. Staff P.D. is to be linked to these students and observed trends in their needs.	Teachers
<ul style="list-style-type: none"> <li>• PACT to be introduced to help with making OTJs for reporting.</li> </ul>	To be introduced over the next two years.	Teachers

**MATHEMATICS** To have all children make progress in relation to the NZC each year and accelerated progress where possible.

INTERVENTIONS	TIME LINE	RESPONSIBILITY
<ul style="list-style-type: none"> <li>• <b>Basic facts: addition, subtraction, multiplication, and division. Students are to be given 100 questions at their level, with a goal of answering at one question every three seconds. To be used as homework.</b></li> </ul>	Twice weekly	Teachers
<ul style="list-style-type: none"> <li>• <b>100 questions at the students' level timed, scores and times recorded.</b></li> </ul>	Bi-weekly	Teachers
<ul style="list-style-type: none"> <li>• <b>Materials are to be used in every lesson and available on the tables for children to use or refer to at any time.</b></li> </ul>	Daily	Teachers
<ul style="list-style-type: none"> <li>• <b>Weekly planning to refer to planning books, eg ESA Yr 10, or Numeracy Planning book, and Figure it out, NZ Maths plan...</b></li> </ul>	Weekly	Teachers
<ul style="list-style-type: none"> <li>• <b>Focus in class of learning different strategies with discussion around which is the best to use and why it was chosen.</b></li> </ul>	Daily	Teachers
<ul style="list-style-type: none"> <li>• <b>Targeted Learners Programme: Teacher's weekly planning will include our priority and targeted learners with their next step learning. This learning is to be specific and achievable. These goals are to be reviewed at each staff meeting (for each child) and new goals set as old ones are met. This will include five members of the class. Students may be added and removed as goals or observed needs are met.</b></li> </ul>	Weekly: with a term review by each class teacher about efficiency. Staff P.D. is to be linked to these students and observed trends in their needs.	Teachers
<ul style="list-style-type: none"> <li>• <b>PACT and e-asTTle to be introduced to help make OTJs and these reported to the board twice a year.</b></li> </ul>	Term 2 & 4	Teachers
<ul style="list-style-type: none"> <li>• <b>Incorporation of termly local content into planning. Farm visits, interviews, EOTC.</b></li> </ul>	Term 1-4	Teachers

## Property/School Development

### Goal #2

To enhance the students and staff needs and achievement with effective resourcing, an attractive environment and high quality facilities

### Objectives:

- Continue to keep up to date with technology.
- Create an outdoor MLE area
- Upgrade library to become a meeting and performing area for school and community
- Continuing to develop school landscaping
- Continually upgrade inside and outside to celebrate Cannington school and its students
- Developing plans and priorities in line with Ministry of educations Modern Learning Environment
- Continue to actively promote and seek families to attend the school
- Positively facilitate the permanent Cannington/Cave preschool occupancy

Objectives	Actions	Outcomes	Who	By When Indicators	Variance
Improve ICT infrastructure	Work with the MoE through Cyclone around 365 use	Up to date infrastructure	Principal BoT MoE Funding	Term 4	
Continue to keep up to date with technology and devices	Cyber safety contract Proactive approaches to learning Ensure school infrastructure able to handle devices (see above)	Students are familiar with current technology eg: Microsoft 365 as part of teaching and learning. Cyber safety evident Students being safe with ICT	Principal BoT		
Paint and refurbish inside and outside of core school buildings, double glaze and insulate, septic tank upgrade as per 10YPP	Work with the MoE and Grants for funds to ensure buildings reflect students and school successes	School clean and paint in good condition.	Principal FoC BoT MoE Funding	Term 4	
Continuing to develop school landscaping	Create and plant beds for planting natives between the school and the rental property.	Easy care, natural look and feel to the gardens and this look to flow across all the school's property. Community will have area to use	Principal BoT FoC	Term 4	



<p>Continue to actively promote and seek families to attend the school</p>	<p>Ensure Cannington is constantly in the public eye through open days, flyers, school trips, Facebook, newspapers etc. Continue to work with community to seek families whom have children. Investigate ways to make it easier to attend Cannington. Use current families to sell school.</p>	<p>Cannington school will see student numbers settled and continually increase</p>	<p>Principal BoT Staff</p>	<p>Term 2</p>	
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## School Review

### Goal #3

To ensure all current and proposed practices, policies, programmes and procedures are sustainable, necessary and relevant through reflection from a student, staff, and board and community perspective.

Objectives:

- Operating a 3 year review cycle
- Maintaining a culture of reflective practice

Objectives	Actions	Outcomes	Who	By When Indicators	Variance
Operating a 3 year review cycle	Ensure the policies and curriculums have planned review dates	BoT will have policies that are relevant to the school and how it runs. BoT will understand and have relevant information on what is happening in the school so to make improved decisions	BoT Principal Staff	Refer to Review cycle	
Maintaining a culture of reflective practice	Staff and BoT will timetable and document reviews periodically over arrange of activities	Reviews will help the staff and the BoT improve teaching, learning, management and governance, thus learning for the students.	BoT Principal Staff		

## Learning partnerships

### Goal #4


To create positive engagement through by communicating information effectively within the school and wider community on all matters relating to teaching and learning.

#### Objectives:

- Review the purpose and practices of feedback to students and parents- Parent interviews, reports ROAD Books
- Continue to update school website to ensure its integration as part of the Learning Management System
- Review written reporting to students and parents in line with our curriculum and NZC
- Community evenings at school and community buildings to review practice
- Involve the community in Curriculum development
- Maintain a culture of strong values at Cannington school

Objectives	Actions	Outcomes	Who	By When Indicators	Variance
Review written reporting to students and parents in line with our curriculum and NZC	Use feedback to shape future reporting	Continue to develop reporting templates in conjunction with the feedback from families and MUSAC reporting template improvements. Anniversary date reporting for 20, 40, 60, 80, 100, 120 weeks at school and then after 4 years.	Principal	Term 2 & 4	
Continually to update school website and Facebook page.	Webpage updated weekly with information and newsletters. Facebook page updated with notices, events, details, photos etc. to ensure parents and wider community id aware of what is happening at Cannington	School and wider Community will have ability to be involved in the school through information. Prospective families will have information and get a feel for the school	Rachel-Website Leana-Facebook	Term 1,2,3,4	
Review written reporting to students and parents in line with our curriculum.	Gather information on the reporting process from parents through survey and discussion	Parents will have a clearer understanding of their child's achievement and the next steps	Principal	Term 2	
Use the consultation to further improve the Cannington Curriculum	Make changes to the Cannington Curriculum according to the consultation	Cannington will have a more specific curriculum that is representative of its families and community	Principal BoT		
Maintain a culture of strong values at Cannington school.	Teachers and Principal consistently promoting the values and reinforcing the culture expectations at Cannington. CLANG to be used for 2019 this Connected, Learning, Active, Noticing, and Giving	These values are to be reported upon in the reporting that comes out of MUSAC EDGE.	Everyone	Term 4	



NAG 2: Review			Feb	Mar	April	May	June	July	Aug	Sept	October	Nov
	Who is responsible	Ref										
Policy Review	BoT	Review folder	As per Review timetable 									
Completed/ signed												



NAG 3:Employer Responsibility			Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov
	Who is responsible	Ref										
Principal Appraisal	Chairperson or outside appraiser	Appraisal folder /BoT folder	Job description Review Performance Agreement				Interim Appraisal		Final Appraisal		Report to BoT	
Staff Appraisal	Principal	Appraisal file	Job Description Review Objectives agreed				Report to BoT		Teaching Observations/ self-appraisal and interviews		Report to BoT (Prof Stds)	
EEO	BoT /Personnel	School Org folder		BoT Review	Database update	Ongoing actions implemented					Report to BoT	
Staff Development	Principal	School Org Folder	Prepare Programme	Individual and school programme timetabled						Review including outcomes	Review and Report to BoT	
BoT Development	Chairperson BoT secretary	School Org folder		BoT election								
Completed Sign/ Date												





