

STRATEGIC PLAN: GLENFIELD PRIMARY SCHOOL 2021 – 2023
Strategic goals to raise levels of student achievement over the next 3 years

Strategic Goal 1

Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value.

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Focus Actions:

- All students show progress in achievement in end of year data. Target groups show accelerated progress. Rate of progress are considered when forming targets and actions in the annual plan. Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge.
- Teachers understand literacy and numeracy expectations in the context of knowledge and skills important for success across the curriculum. Teachers and students confidently use the progressions to make judgements which advance students through appropriate learning steps.
- Teachers will have shared understandings and expectations for oral language learning, to notice, recognise and respond to the linguistic strengths and needs of all learners.
- The national priority groups of Māori, Pasifika and students with special education needs are identified in target setting and actions in the annual plan.
- Reports will be given to the Board showing progress of students by year level, gender and ethnicity, with a focus on Māori, Pasifika and students with special needs, ESOL and G&T.
- The Board makes strategic decisions based on data to raise student achievement and have confidence in sharing data.
- The Māori and Pasifika community are actively involved in establishing plans and targets for improving the achievement of Māori and Pasifika students.

Actions Required:	Actions By:	Indicators of Success:	Monitoring and Evaluation Process:
1.1 From data collected at the end of 2020, students will be identified in the priority groups of <ul style="list-style-type: none"> - Māori - Pasifika - Learners who need teaching adaptations or individualised support 	Principal DP Senior Leadership Team Teachers	<ul style="list-style-type: none"> • Students are identified and data is analysed. • Targets are set. • Leaders and teachers work collaboratively to track progress and discuss teaching strategies and programmes. • There is a cohesive and co-ordinated approach between 	<ul style="list-style-type: none"> • Student progress is tracked school wide. Close analysis of information takes place to ensure learning goals and plans are developed. • Teachers meet in leadership, whole staff and level groups to discuss specific concerns about student engagement and progress.

<ul style="list-style-type: none"> - Learners who are well below expectation and have been identified as requiring IEPs - Learners who are below expectation and require accelerated teaching programmes - Learners working above the curriculum for their age - Learners who have English as a second language 		<p>students, teachers, leaders, principal, parents/caregivers and whanau.</p> <ul style="list-style-type: none"> • Data is tracked and progress and achievement frequently and carefully monitored, analysed, disaggregated and discussed with critical friends and leaders. • IEP's are developed with the involvement of all stakeholders and have clear goals and actions. Progress against goals will be regularly reviewed. • Gifted and Talented students will be identified and provided with differentiated programmes in class and across the school. • Gap analysis will be completed for all students who need to make accelerated progress and do not need IEPs. • Raising Student Achievement Plan (RAP) used by leaders as a tool to support planning and review. 	<ul style="list-style-type: none"> • Gap analysis is used by teachers to track rates of progress and inform planning. • IEP meetings are scheduled and progress tracked. • Teachers discuss student progress and teaching strategies with critical friends as part of their teacher inquiry. • SENCO and specialist meetings take place. • Kaipatiki Kahui Ako targets are identified and progress towards meeting goals is tracked.
<p>1.2 Effective assessment practice will be used to analyse data in order to identify individual student needs and inform teaching practice.</p>	<p>Leaders Teachers</p>	<ul style="list-style-type: none"> • Teachers will be supported in their use of the progressions and a range of other assessment tools to gather information about student achievement in reading, writing and maths. • Teachers have in depth knowledge of assessment tools and use data to inform teaching. 	<ul style="list-style-type: none"> • Regular meetings will be held with teachers to track individual student progress in relation to progressions. • Observations of teaching practice and coaching conversations will take place.

		<ul style="list-style-type: none"> • Progressions will be used by teachers and students to identify next steps for learning. • Progressions will be easily accessible in the classroom. 	
<p>1.3 Greater attention to oral language acquisition will be evident in assessment for learning, planning and pedagogy. PLD will be provided on a regular basis to support teachers.</p>	<p>Cognition facilitator Leaders Teachers</p>	<ul style="list-style-type: none"> • Formal assessment and monitoring of oral language progress. • Daily literacy programmes with a strong oral language focus. • Systematic planning for interventions. 	<ul style="list-style-type: none"> • Review of oral language PLD plan. • Observations of teaching practice. • Coaching sessions / feedback.
<p>1.4 Māori and Pasifika students are identified and targets are set for those who require accelerated progress.</p>	<p>Leaders Teachers Whanau</p>	<ul style="list-style-type: none"> • A record of the achievement and progress of each target child is kept. Goals are set to ensure that the rate of accelerated progress is adequate. • Individual interviews are held regularly with teachers to ensure progress is being made at the expected rate. • Whanau are actively involved in the learning process. • Teachers know their learners and programmes are culturally responsive. 	<ul style="list-style-type: none"> • Students and whanau know they are target students, know their goals and understand the need for accelerated progress. • Regular collaboration takes place between teachers, students and whanau to discuss progress.
<p>1.5 A schedule for reporting on student achievement and progress will be established at the beginning of the year and will be adhered to.</p>	<p>Principal DP BOT</p>	<ul style="list-style-type: none"> • The Board will be kept informed of student progress at regular intervals throughout the year. • The Board will make decisions based on the reports in relation to PLD for teachers and resourcing. 	<ul style="list-style-type: none"> • The Board will allocate time to discuss data, review the progress of students and resource as appropriate. • Lead teachers will report to the Board at timely intervals.

<p>1.6 Consultation with the Māori and Pasifika community will be ongoing. Regular reports on progress and achievement will be provided.</p>	<p>Teachers Leaders BOT Māori community Pasifika community</p>	<ul style="list-style-type: none"> • Whanau will be engaged in learning centred relationships. • Community voice will be gathered. • Students and whanau collaboratively set goals for learning. • Students can confidently share their learning with their parents. • Whanau are better informed and knowledgeable. 	<ul style="list-style-type: none"> • Ongoing review will take place on what best engages our Māori parents in their child's learning. • Feedback from our Māori and Pasifika community will inform strategic planning.
<p>Strategic Goal 2</p>			
<p>Embed collaborative inquiry in all leadership practice. Ensure leaders meet the differentiated needs of teachers.</p>			
<p style="text-align: center;"><i>ANNUAL OPERATIONAL PLAN 2021</i></p>			
<p>Focus Actions:</p> <ul style="list-style-type: none"> • Leaders and teachers have the capacity and capability to lead learning through an inquiry approach. Strategies for improvement are identified, developed and reviewed. • Student and teacher capabilities and needs are analysed and priorities identified for deep learning and change in practice. • Teachers experience differentiated responses to their needs (negotiated and co-constructed). • Leaders have clearly defined roles according to their strengths and are actively involved in implementing the school's vision and building leadership capability. • All goals and targets will have associated actions in curriculum plans, Professional Growth Cycles, and in defined group responsibilities. • There is a strong commitment by leaders to seek perspectives and aspirations of students, parents and whanau as part of the school's vision, values, goals and targets. 			
<p>Actions Required:</p>	<p>Actions By:</p>	<p>Indicators of Success:</p>	<p>Monitoring and Evaluation Process:</p>
<p>2.1 Leaders will set goals and conduct an inquiry into progress towards achieving these goals.</p>	<p>Leaders External appraiser BOT</p>	<ul style="list-style-type: none"> • Deliberate acts of leadership are recorded and reviewed for effectiveness. • Change leadership enables <ul style="list-style-type: none"> - Vision - Risk taking - Capacity building 	<ul style="list-style-type: none"> • Regular senior leader meetings will take place to review progress of individual and collective inquiries. • Leaders spiral of inquiry. • Kaipatiki Kahui Ako review meetings. Regular review of progress towards meeting action plan goals for:

		<ul style="list-style-type: none"> - Cohesion - High levels of trust - Measurement of progress. • Data gathered from surveys, observations and discussions will be used to set goals for differentiated PLD. • Leaders will gather evidence to inform action planning <ul style="list-style-type: none"> - Kapatiki Kahui Ako review in pedagogy and wellbeing - Oral language (PLD review) 	<ul style="list-style-type: none"> - Pedagogy - Oral language - Wellbeing
2.2 Teachers will continue to self reflect and evaluate against the indicators on the teacher profile.	Leaders Teachers Students	<ul style="list-style-type: none"> • Teachers will regularly self assess their practice, show evidence of progress and set goals for future development. • Teachers will use teacher inquiry to build adaptive expertise. • Time will be allocated for teachers and leaders to work collaboratively with peers, mentors and facilitators. • Opportunities will be provided to build adaptive expertise and distribute leadership. • Student voice will be collected to provide additional evidence of quality teaching. 	<ul style="list-style-type: none"> • Professional learning discussions. • Teacher inquiries recorded and shared. • Coaching conversations. • Student voice.
2.3 Professional learning support is differentiated and meets the needs of individuals.	Leaders Teachers Facilitators Kahui Ako across school teachers / in school leaders	<ul style="list-style-type: none"> • Needs are identified using the teacher profile and observation data. • Decisions are made about who is targeted / prioritised with sound knowledge of what has been tried 	<ul style="list-style-type: none"> • Coaching sessions. • PLD meetings. • Observations.

		before and what has worked and not worked.	
2.4 Leader strengths are identified and roles and responsibilities are distributed. A distributive model of leadership will be evident where the strengths and abilities of teachers are fully utilised.	Principal Leaders Teachers Ancillary staff	<ul style="list-style-type: none"> • All developmental goals are clear, specific and challenging. • Goals are linked to the school's annual plan. • Goals are focused on teaching and learning and plans for improving student achievement. • Leadership meetings will be open forums and all staff are invited to contribute. • Coaching conversations will build teacher capability and adaptive expertise. 	<ul style="list-style-type: none"> • Leadership meetings. • Coaching discussions about leadership development. • Actions plans are regularly reviewed.
2.5 Goals and targets for student achievement will be regularly reviewed and progress tracked.	Principal Leaders	<ul style="list-style-type: none"> • Leaders meet regularly to track target student progress. • Target students are visited for moderation and to provide clarity around expected rates of acceleration. 	<ul style="list-style-type: none"> • Leadership meetings. • Feedback.
2.6 Promote student, teacher and community collaboration and partnership to seek perspectives and aspirations relating to the school curriculum and learning.	Leaders Teachers Parents / whanau Students	<ul style="list-style-type: none"> • Parents and whanau receive information and participate in learning opportunities that enable them to constructively support their child's learning. • Parents, whanau and the community participate in school activities and contribute to decision making in a variety of ways. 	<ul style="list-style-type: none"> • Huis. • Home visits. • Celebrations of learning.

Strategic Goal 3

Embed collaborative inquiry throughout the school and in all teacher practice and learning areas (teacher agency). Ensure effective teaching in every classroom to make a difference and add value to the learning of every student.

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Focus Actions:

- Individual teachers understand acceleration, progression and expectations from the curriculum, and know how to use evidence based practices to achieve success.
- Teachers provide differentiated teaching and learning to meet the identified needs of students.
- Relationships are respectful and productive, and difference and diversity are valued.
- Teachers are increasingly providing culturally targeted responses in the classroom.
- Teachers are actively reflecting on and seeking to improve their own performance using teacher inquiry. Teachers integrate their knowledge of assessment, the curriculum, content knowledge and pedagogical content knowledge, in order to be responsive to student's needs. Teachers use student voice to reflect on their teaching practice to improve pedagogy.
- Teachers are focused on deep and critical analysis of the relationship between achievement, progress and teaching practice.
- Teachers form professional learning communities, provide supportive structures and ensure there is a relentless focus on improving learning outcomes.
- Procedural frameworks are in place to promote high levels of staff performance (teacher profile).
- Continue to increase teachers' skill in cultural responsiveness to Te Reo Māori.

Actions Required:	Actions By:	Indicators of Success:	Monitoring and Evaluation Process:
3.1 Teachers and students will understand what constitutes accelerated progress and what needs to be done to achieve their goals.	Leaders Teachers Students Parents / whanau	<ul style="list-style-type: none"> • A clear majority of students achieving below expectations are making accelerated progress and know what their next steps are, using the progressions. • Time frames will be set. • Gap analysis for students requiring acceleration. 	<ul style="list-style-type: none"> • Teacher / leader meetings. • Tracking of individual student progress. • Student voice.
3.2 Teachers will use data and evidence to inform planning for learning.	Leaders Teachers	<ul style="list-style-type: none"> • Teachers continue to develop knowledge and understanding of assessment practice <ul style="list-style-type: none"> - When to assess 	<ul style="list-style-type: none"> • Professional Growth Cycles. • Professional learning discussions.

		<ul style="list-style-type: none"> - How to assess - What to do with the data - Why they are doing this. • ELLPs will be used to assess ESOL students. SELLIPS and ELIP used to plan to meet needs. • Teachers will be provided with PLD on how to address the needs of G&T students. • Student agency will continue to develop through the use of progressions. 	
3.3 & 3.4 Teachers will know their learners and provide targeted responses to support cultural, social, emotional and learning needs. Teachers will set goals for strengthening capability to support oral language teaching and learning.	Leaders Teachers	<ul style="list-style-type: none"> • Planning shows targeted actions to meet student individual needs in relation to identity, culture and language. • Teachers will maintain portfolios of evidence of cultural responsiveness. Oral language will be planned for and student progress assessed. Teachers will work collaboratively with the PLD provider to further develop oral language strategies. 	<ul style="list-style-type: none"> • Know your learner. • Teacher planning. • Regular contact with parents / whanau. • Individual portfolios for target students.
3.5 Teachers individually and collectively take responsibility for their own professional learning and development.	Leaders Teachers (Kahui Ako) Across school Leaders In school leaders	<ul style="list-style-type: none"> • Teachers maintain an inquiry portfolio with a focus on professional growth and student progress and achievement • Student voice is collected and used as a tool to review and improve teaching practice and pedagogy. 	<ul style="list-style-type: none"> • Professional Growth Cycle.
3.6 Learning communities / critical friends will be formed for ongoing collaboration and to build teachers	Leaders Teachers	<ul style="list-style-type: none"> • Teachers will continually assess what is working. 	<ul style="list-style-type: none"> • Minutes from meetings. • Shared practice.

capacity for and awareness of their own learning.		<ul style="list-style-type: none"> Teachers will make explicit links from the teacher profile to classroom practice. Teachers will have freedom to learn and contribute on a global scale. Teachers will investigate pedagogy and technology in new and integrated ways. 	<ul style="list-style-type: none"> Observations.
3.7 An action plan for PLD will be written and adhered to.	BOT Leaders Teachers	<ul style="list-style-type: none"> Teachers work together in learning communities to create new solutions to raise student achievement and further develop pedagogy. Leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building. 	<ul style="list-style-type: none"> Professional Growth Cycle
3.8 Teachers set goals from the teacher profile and regularly reflect on progress.	Leaders Teachers	<ul style="list-style-type: none"> Teacher inquiry entries reflect teacher progress towards meeting personal goals. 	<ul style="list-style-type: none"> Professional Growth Cycle.
3.9 Teachers attend class Te Reo / tikanga lessons weekly and consolidate new learning with students between lessons.	Teachers Te Reo facilitator	<ul style="list-style-type: none"> Teachers are becoming more fluent in Te Reo and tikanga. Follow up lessons in Te Reo are taken during the week. Progressions are developed and used to track student progress. 	<ul style="list-style-type: none"> Teacher planning. Te Reo assessment. Reporting.
Strategic Goal 4			
Ensure that students have the opportunity and capability to contribute to how learning happens, and have a shared ownership and responsibility for learning with the teacher, peers and the wider community.			
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Focus Actions:			

- Students have increased understanding of their own learning – increased self-efficacy and self - regulation. Challenging but realistic learning goals are co-constructed.
- Students can access and use tools for learning and self assess against indicators on the aspirations and learner tools.
- Students can record and articulate their goals, progress and next steps to their parents at student led conferences. Students understand that assessment opportunities provide valuable information and use this to identify their next learning goals.
- Students are actively thinking about what they have to do to become better learners.
- Students are reflective and included as active participants in the design, implementation and evaluation of their interventions.
- Students will be confident users and creators of digital technologies, know how they work and how they can use their knowledge to solve problems.

Actions Required:	Actions By:	Indicators of Success:	Monitoring and Evaluation Process:
4.1 With teacher support, students will use the indicators from the student learning tools, learning progressions, evidence and data to set goals.	Teachers Students	<ul style="list-style-type: none"> • Students can talk about where they are and what they need to learn next. • Students have clarity around what they are learning and why. • Students use the progressions to inform next learning / goal setting. 	<ul style="list-style-type: none"> • Observations. • Data. • Student voice.
4.2 Learner tools will be used by students to move towards deep learning.	Teachers Students	<ul style="list-style-type: none"> • Students are immersed in selecting and working on problems that have personal meaning, purpose and benefit themselves and the world. • Students are learning and applying knowledge to real problems. 	<ul style="list-style-type: none"> • Student voice on how they learn. • Evaluating the impact of student learning.
4.3 Students will be able to reflect on and use data and evidence to lead conversations about their learning with teachers, parents and whanau.	Students Teachers Parents / whanau	<ul style="list-style-type: none"> • Students evaluate and track their own progress. • Students set goals for next steps. • Students lead conferences and can articulate their achievement and progress. • There is progress made towards real time reporting. 	<ul style="list-style-type: none"> • Individual student progression sheets. • Conference feedback. • Reports.

<p>4.4 Students understand the value of being able to self and peer assess against co-constructed SC and the progressions.</p>	<p>Teachers Students</p>	<ul style="list-style-type: none"> • Students self and peer assess. • Students are empowered to be independent learners and evaluate and adjust their learning to meet their needs. • Students understand the aspirations, use the learning tools and are motivated to meet their goals. 	<ul style="list-style-type: none"> • Student voice. • Data analysis. • Student self assessment.
<p>4.5 Students demonstrate metacognitive skills.</p>	<p>Teachers Students</p>	<ul style="list-style-type: none"> • Students will be thinking, applying and practicing their learning in rich tasks. • Students are involved in review meetings and are learning to take ownership of their progress. • Learning is expanded outside of the school to include the larger community. 	<ul style="list-style-type: none"> • Observations. • Student voice. • Learning tools.
<p>4.6 Current and emerging technologies play an important enabling role in creating new learning opportunities and ways of learning.</p>		<ul style="list-style-type: none"> • Teachers will be supported and encouraged to develop and implement interdisciplinary ways to integrate ICT into their practice. • Leaders will provide teachers with opportunities for differentiated PLD. • Students can use and understand digital technologies to solve problems. • Students can design and develop digital outcomes. • Students are able to develop global learning partnerships. 	<ul style="list-style-type: none"> • ICT Team.

		<ul style="list-style-type: none"> • Safe and responsible use of digital technologies is embedded in our curriculum programmes. 	
Strategic Goal 5 Student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour.			
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Focus Actions: <ul style="list-style-type: none"> • Students have the power to make decisions affecting their wellbeing. • Programmes and environment reflect our school values of inclusivity, respect and responsibility. • Procedure for school wide behaviour is reviewed and refined and student voice included, to ensure expectations and behaviour management is consistent across the school. • Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning. 			
Actions Required:	Actions By:	Indicators of Success:	Monitoring and Evaluation Process:
5.1 Students actively contribute to the planning, implementation and review of wellbeing initiatives.	Teachers Students Leaders	<ul style="list-style-type: none"> • Students' opinions matter. • Students are involved in decisions about their health and wellbeing. • Students are consulted during review processes and help analyse survey information. • Students have a sense of belonging. • Tuakana-teina relationships are established. Older and more expert students support younger and less expert students, with reciprocal benefits. 	<ul style="list-style-type: none"> • Student surveys. • Student voice. • Aspirations.
5.2 Our school values are integrated into all aspects of school life and are visibly practiced.	Wellbeing Team Teachers Students Parents / Whanau	<ul style="list-style-type: none"> • School values are taught and reflected in students actions both within and outside the classroom. • School values are reflected in signage around the school. 	<ul style="list-style-type: none"> • Observations. • Signage. • Wellbeing@School Self Review Tool.

		<ul style="list-style-type: none"> Consistency of behaviour expectations will be evident across the school. A consistent incentive programme will be in place. 	
5.4 Students will be encouraged to take risks and explore ways of learning and gaining new skills and knowledge.	Teachers Students	<ul style="list-style-type: none"> Students can apply new knowledge in innovative ways. Students will participate as critical, informed and responsible citizens. The process of learning through making mistakes is valued. Students will participate as critical, informed and responsible digital citizens. 	<ul style="list-style-type: none"> Observation. Aspirations. Learning tools.
Strategic Goal 6			
Strengthen inclusive learning partnerships across the GPS community (community agency).			
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Focus Actions: <ul style="list-style-type: none"> Partnerships across the Kaipatiki Kahui Ako will be strengthened. Effective engagement takes place with parents, family and whanau and is focused on student achievement, respects all cultures represented in the school and recognises the unique position of Māori culture. Whanau and community are able to positively influence school practice and policy. Partnerships with health, education and social services will be collaborative, provide differentiated responses and be measured. Support plans are in place for vulnerable learners and their families. 			
Actions Required:	Actions By:	Indicators of Success:	Monitoring and Evaluation Process:
6.1 Links will be forged between early childhood, primary, intermediate secondary and tertiary	Kaipatiki Kahui Ako Cluster schools and ECE	<ul style="list-style-type: none"> Achievement will be raised in <ul style="list-style-type: none"> Reading, writing and maths Learning focused relationships will be strengthened. 	<ul style="list-style-type: none"> Kaipatiki Kahui Ako self review.

sectors within our community to ensure that student needs are met.		<ul style="list-style-type: none"> Action plans for wellbeing and pedagogy will be reviewed and relevant goals set. 	
6.2 Opportunities will be made to meet with parents / whanau from major ethnic groups.	School community Teachers Leaders Students BOT	<ul style="list-style-type: none"> Data is shared and consultation takes place. Programmes are consistently informed by advice from parent / whanau / caregivers and reflects their diverse cultural contexts, values, strengths and aspirations. The community has an understanding of school policy and procedure and has a voice in its development. Teachers will have a greater knowledge of their learners. 	<ul style="list-style-type: none"> Feedback from meetings. Increase in parental involvement. Wellbeing Review Tool.
6.3 Specialist services are accessed as required.	SENCO Principal Specialist services	<ul style="list-style-type: none"> Referred students are well supported. IEPs and IBPs meet specific learning and behaviour needs. 	<ul style="list-style-type: none"> Regular, planned review of IEPs and IBPs.
6.4 Vulnerable students will be identified and programmes developed, actioned and reviewed.	SENCO Principal Office staff	<ul style="list-style-type: none"> All students will have equal opportunities and will not be disadvantaged through hardship. 	<ul style="list-style-type: none"> A register is maintained and minutes of meetings are kept.
Strategic Goal 7			
Students, parents, whanau and teachers know the different pathways and participate in decision making at critical transition points.			
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Focus Actions:			

<ul style="list-style-type: none"> • The school welcomes all learners and effective transition processes will be in place to ensure students' wellbeing and learning is maintained. • Students experience positive transitions between learning contexts. 			
Actions Required:	Actions By:	Indicators of Success:	Monitoring and Evaluation Process:
7.1 The Kaipatiki Kahui Ako will provide the opportunity to develop more effective processes to support students as they move through their educational pathway.	Kahui Ako	<ul style="list-style-type: none"> • Sharing of knowledge about individual students. • Interactions between schools ensures that parents and whanau become familiar with the next level school before the student moves to the new school. • There is a more cohesive approach to teaching and learning as students move through educational providers in the cluster. • Use of aspirations and learning tools in reporting to parents. 	<ul style="list-style-type: none"> • Kaipatiki Kahui Ako Review. • School self review.
7.2 Processes will be in place to ensure transition between preschool, GPS and intermediate school as well as between year levels is successful and as seamless as possible.	Principal DP Kaipatiki Kahui Ako in school leader	<ul style="list-style-type: none"> • Learners feel confident, positive and have a sense of purpose when transitioning schools. • New parents are welcomed to GPS and are informed of school policy and procedure. • Teachers meet to share data prior to transitions. 	<ul style="list-style-type: none"> • Liaison between pre school facilities and intermediate schools will take place on a regular basis.
Strategic Goal 8 Ensure the facilities of the school support student achievement, and teaching and learning priorities using a rigorous process of self review.			
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Focus Actions:			

<ul style="list-style-type: none"> • Self review is regularly conducted. Collaborative internal evaluation will provide teachers with opportunities to undertake evaluative reasoning and make evidence informed judgements about the quality of their practice in order to improve. • Initiatives show coherence and alignment. • Funds are allocated to reflect and support the school strategic and operational plans. Internal procedures are in place to monitor finance and expenditure. • School facilities are refurbished and maintained as stated in the 5 year property plan. • Health and safety issues are identified and rectified in a timely manner. 			
Actions Required:	Actions By:	Indicators of Success:	Monitoring and Evaluation Process:
8.1 Through a process of self review, data and information will be analysed to evaluate the effectiveness of teaching practice, and student progress and achievement.	Principal BOT Teachers Students Community	<ul style="list-style-type: none"> • Results of the analysis will inform future decisions when planning for improvement, as the basis for reporting to and consulting with the community. 	<ul style="list-style-type: none"> • Senior leader meetings to focus on review. • Review to be scheduled and reported against at each Board meeting.
8.2 All initiatives will be directly related to the Strategic / Annual Plan.	Principal Leaders BOT	<ul style="list-style-type: none"> • Initiatives will be aligned and have a direct link to the goals in the Annual Plan. 	<ul style="list-style-type: none"> • Review of the Annual Plan.
8.3 Budget is reviewed and approved by the BOT to meet the identified needs in curriculum, personnel, behaviour management, maintenance and operations.	Office Manager Shore Accountants Principal Leaders BOT	<ul style="list-style-type: none"> • Budget meets the needs of the school's operation. 	<ul style="list-style-type: none"> • Annual accounts show expenditure is in line with the approved budget.
8.4 Property is well maintained.	BOT Principal Caretaker Project Manager	<ul style="list-style-type: none"> • School's property priorities are discussed with planning consultant. • 5YA projects undertaken. • A property maintenance schedule is adhered to. 	<ul style="list-style-type: none"> • BOT meeting minutes.
8.5 Follow Health and Safety policy and procedure as documented.	Principal Caretaker	<ul style="list-style-type: none"> • A clean and safe environment is provided. 	<ul style="list-style-type: none"> • Minutes kept of all meetings and a record is kept of all hazard identification and

<p>Health and Safety team meet each term to ensure the school is a safe environment. Staff H&S meetings are conducted fortnightly. Policy and procedure safety requirements are reviewed and recommendations actioned. Reports are submitted to the BOT.</p>	<p>H&S Team BOT Teachers</p>	<ul style="list-style-type: none"> • BOT are kept informed through H&S reports at meetings. 	<p>repairs. All registers are kept as required for compliance.</p>
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