

# Khandallah School



*“Inspiring Future Stars”*

## Annual Plan 2010

2010 ANNUAL PLAN OVERVIEW

Values:-

“Doing the Right Thing; Doing Things Right” “Kia tika te mahi; Kia mahi tika”

(People: Diversity; Environment)

**Teaching and learning programme development**

**Literacy**

- Writing – formative assessment.
- Reading – guided reading.
- Intervention for low-achievers.

**Numeracy**

- Advanced strategy development
- Intervention for low-achievers

**Key Competencies**

- Thinking – Meta-cognitions

**NZ Curriculum**

- Key concepts for rich learning
- “Being Prepared”
- Material World – Science
- Visual Arts through a bi-cultural lens

**Perceptual Motor Programme**

- All Year 1 students

**Diversity**

- Within the world of the Arts - Visual
- Te Reo / tikanga development

**Finance**

- Budget development & review
- Monthly financial reports
- Meet annual audit requirements.
- Review asset register
- Review cyclical maintenance provision

**Property**

- Complete ongoing maintenance
- Review 10 year property plan
- Review 5 year agreement
- Continue property development – painting schedule, playground upgrade, health & safety projects

**Human Resources**

*Staffing, professional development, performance management*

- Fund Reading Recovery (.3)
- Fund ICT Coach position
- Fund ESOL + teacher aide for each syndicate
- Priority Whole-School Professional Development
  - AtoL (formative assessment)
  - Literacy (writing)
  - ICT
  - National Standards (Reading / Mathematics)
- Personal Professional Development
  - Beginning Teacher
  - Numeracy Lead Teacher
  - Literacy Lead Teacher
  - Leadership Team development
- Performance Management
  - Job Description Review – Administration Staff
  - Appraisal Cycle – all staff

**Priority areas for improving student achievement**

To **consolidate** and **extend** high levels of achievement in Literacy / Numeracy with at least 90% achieving at or above expectation (norm referenced tools)

**Reading:-** To reduce underachievement in Year 5 and 6 to 10% or below.

**Writing:-** Extend number of students achieving in the above expectation range.

**Numeracy:-** To reduce underachievement at Year 3 and Year 5 as specified below.

**Health and Safety**

- Health & Safety officer (staff)
- Regular building checks
- Update Hazard Register
- Emergency Preparedness
- Electrical Checks
- Sewer / Drain upgrade

**Self Review / Reporting**

- Charter / Strategic Plan / Annual Targets
- School Curriculum Work in Progress
- Curriculum / Assessment / Reporting Policies
- Annual report
- Policy Review Timetable

**Partnership with the Community**

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Home &amp; School – staff rep/Principal</li> <li>• Weekly Newsletters</li> <li>• Portfolios /End of Year Summary Reports</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Parent information/engagement evenings</li> <li>• 3-way Learning Conferences</li> <li>• Support for Home &amp; School projects</li> <li>• Parent involvement in school activities</li> </ul>	<p><b>Consultation</b></p> <ul style="list-style-type: none"> <li>• Charter / Strategic Plan Review – goals</li> <li>• Board Policy Development</li> <li>• Ongoing Curriculum Development</li> </ul>
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# 2010 Strategic Goals

Student Learning and Achievement	Developing a Quality Learning Community	School organisation and structure	Partnership
<p><i>Goals that focus on improving Student achievement:</i></p> <p><i>(Curriculum delivery and teaching strategies which promote student achievement)</i></p>	<p><i>Goals for curriculum, support programmes and teacher development:</i></p> <p><i>(Quality Teaching which supports student achievement)</i></p>	<p><i>Goals for personnel, processes and systems:</i></p> <p><i>(Quality infrastructure which supports student achievement and quality teaching)</i></p>	<p><i>Goals that promote Khandallah as a school of choice</i></p> <p><i>(Quality relationships which support development of student achievement, quality teaching and school)</i></p>

<p>1. To consolidate and extend high levels of achievement in all aspects of the curriculum, especially literacy and numeracy, through effective teaching/learning pedagogy including clear articulation of learning intentions, use of success criteria and formative assessment practice.</p> <p>Formal assessments for reporting against school targets</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Numeracy</li> </ul>	<p>2. To promote the quality of teaching through whole-school professional development programmes linked to school goals.</p> <ul style="list-style-type: none"> <li>• Assessment to Learn <ul style="list-style-type: none"> <li>• formative assessment</li> <li>• Writing</li> <li>• National standards</li> </ul> </li> <li>• Information Communication Technology</li> <li>• Lead Teacher Development</li> <li>• Beginning Teacher</li> <li>• Tutor Teacher</li> <li>• Lead Team Development</li> </ul>	<p>3. To foster an innovative physical and learning environment that supports effective teaching.</p> <ul style="list-style-type: none"> <li>• 10 Year Property Plan <ul style="list-style-type: none"> <li>• Building wash</li> <li>• External paint <ul style="list-style-type: none"> <li>• R15/16/ICT suite</li> <li>• Admin/Library /Hall</li> <li>• Three storey block</li> </ul> </li> </ul> </li> <li>• 5 Year Agreement <ul style="list-style-type: none"> <li>• Heating Upgrade</li> <li>• Spouting/Cladding repairs</li> </ul> </li> </ul> <p>4. To develop a school curriculum which reflects the expectations of the New Zealand Curriculum and the aspirations of the school community</p> <ul style="list-style-type: none"> <li>• Curriculum Plan – work in progress <ul style="list-style-type: none"> <li>• Key Concepts</li> <li>• Key Competencies</li> <li>• Inquiry Learning</li> <li>• Teaching as Inquiry</li> </ul> </li> </ul>	<p style="text-align: right;"><i>infrastructure)</i></p> <p>5. To strengthen partnerships with parents, caregivers and the wider community and to collaborate and consult fully on all key decisions affecting the school.</p> <ul style="list-style-type: none"> <li>• Learning <ul style="list-style-type: none"> <li>• Information Evening</li> <li>• Meet the Teachers</li> <li>• 3-way conferences</li> <li>• Individual contact</li> <li>• Weekly newsletters</li> <li>• Parental involvement</li> </ul> </li> <li>• Consultation <ul style="list-style-type: none"> <li>• Maori community</li> <li>• National Standards</li> <li>• Assessment / Reporting</li> <li>• Health Education</li> <li>• Health &amp; Safety Policy</li> <li>• Personnel Policy</li> </ul> </li> </ul>
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<p><b>Goal 1</b></p> <ul style="list-style-type: none"> <li>• To consolidate and extend high levels of achievement in all aspects of the curriculum, especially literacy and numeracy, through effective teaching/learning pedagogy including clear articulation of learning intentions, use of success criteria and formative assessment practice.</li> </ul>
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Target	Action	Who	Measure	Timeframe
<p><b>Literacy - Reading</b></p> <p><i>Consolidate and extend high levels of achievement in Reading with at least 90% achieving at or above expectation.</i></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Whole school action to consolidate and extend high levels of achievement</b></li> </ul> <ol style="list-style-type: none"> <li>1. Administer formal assessment as outlined in 2010 Assessment Schedule. Collect data school wide and analyse.</li> <li>2. Use information from formal / informal assessments to identify</li> </ol>	<p>Lead Teacher</p> <p>Teachers</p> <p>&amp;</p>	<p>School-wide Data</p> <p>Planning</p>	<p>Term 1 &amp; 4</p> <p>Ongoing</p>

<p><b>Reduce underachievement</b></p> <ul style="list-style-type: none"> <li>Year 5 – from 14% to 10%</li> <li>Year 6 – from 17% to 10%</li> </ul> <p><b>Extend above achievement</b></p> <ul style="list-style-type: none"> <li>Year 5 – from 24% to 36%</li> </ul>	<p>needs of students and group for instruction based on needs.</p> <ol style="list-style-type: none"> <li>Effective classroom teaching is promoted in all classrooms</li> <li>Regular guided reading lessons for all students in every classroom focusing on extending levels of achievement through higher order questioning and thinking using a range of texts (across curriculum areas).</li> <li>Identified students, achieving below / well below expectation, are targeted specifically in teaching programme and progress monitored regularly.</li> <li>Intervention programmes implemented to respond to need across school but especially at Years 5 and 6 as identified. Achievement monitored.</li> <li>Reading Recovery Teacher supports effective teaching practice across the school – training of Teacher Aide, supporting individual teachers &amp; syndicates.</li> <li>Review school expectations in light of National Standards/Literacy Learning Progressions in Reading</li> <li>Implement Professional Learning strategies to meet teacher needs</li> </ol>	<p>Team Leaders</p> <p>Literacy Leader / SENCO</p> <p>Literacy coach</p> <p>RR teacher</p> <p>Principal</p> <p>Lead Team</p>	<p>checks</p> <p>Timetables</p> <p>Pre-post testing Documentation</p> <p>Documents</p> <p>Staff meetings</p> <p>Syndicate meeting</p>	<p>Ongoing</p> <p>Each term</p> <p>Term 1/2</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 2-4</p>
Target	Action	Who	Measure	Timeframe
<p><b>Literacy – Writing</b></p> <p><i>To improve achievement in Writing across the school.</i></p> <p><b>Consolidate and extend high levels of achievement in Writing with at least 90% achieving at or above expectation.</b></p> <p><b>Extend above achievement across the school from 28% to 35%.</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li><b>Whole school action to promote high levels of achievement</b> <ol style="list-style-type: none"> <li>Administer writing assessment at begin / end of the year.</li> <li>Mark and moderate writing assessments based on asTTle indicators.</li> <li>Identify next steps for individual students and incorporate into planning, teaching and learning programmes.</li> <li>Analyse data to identify target students and trends.</li> <li>Effective classroom teaching strategies, based on AtoL effective teaching and learning indicators, implemented and/or enhanced.</li> </ol> </li> </ul>	<p>Literacy Leader &amp; Teachers</p> <p>“</p> <p>“</p> <p>ATOL facilitator Literacy Leader</p> <p>Teacher</p>	<p>School-wide Data</p> <p>Planning Checks</p> <p>Staff Meeting</p> <p>Planning Observations</p>	<p>End T 1 End T 3</p> <p>Ongoing</p> <p>Following assessment</p> <p>Ongoing</p>

	6. Regular guided writing lessons for all students	“ “	“ “	“
	7. Identified students, achieving below / well below expectation, are targeted specifically in teaching programme and progress monitored regularly.	“	Timetables Pre-post testing	“
	8. Intervention programmes implemented to respond to need.	SENCO / Literacy Leader	Documentation	Term 2/3
	9. Review school expectations in light of National Standards / Literacy Learning Progressions in Writing.	Principal	Staff Meetings	Term 2
	10. Implement Professional Learning strategies to meet teacher needs	Lead Team AtoL facilitators	Staff Meetings	Term 2/3/4

Target	Action	Who	Measure	Timeframe
<b>Numeracy</b>  <i>To improve achievement in Writing across the school.</i>  <b>Consolidate and extend high levels of achievement in Numeracy with at least 90% achieving at or above expectation.</b>	<b>Numeracy</b>  • <b>Whole school action to promote high levels of achievement</b> 1. Administer NumPA and GloSS assessments at the beginning / end of the year respectively.  2. Use information from formal / informal assessments to identify needs of students and group for instruction based on needs.  3. Effective classroom teaching is promoted in all classrooms  4. Regular numeracy lessons for all students in every classroom  5. Identified students, achieving below / well below expectation, are targeted specifically in teaching programme and progress monitored regularly.  6. Intervention programmes implemented to respond to need	Teachers  “ “ “ “	Assessment Results  Planning “ Timetables Documentation	Term 1 / 4  Ongoing “ “ “
<b>Reduce underachievement in Numeracy at these specific levels:- Addition/Subtraction</b>		SENCO Numeracy Leader	Timetables Pre/post test	Term 2/3

<ul style="list-style-type: none"> <li>• Y3 – from 13%</li> <li>• Y5 – from 14%</li> </ul> <p><b>Multiplication/Division</b></p> <ul style="list-style-type: none"> <li>• Y3 – from 19%</li> <li>• Y5 – from 22%</li> </ul> <p><b>Proportions/Ratios</b></p> <ul style="list-style-type: none"> <li>• Y3 – from 13%</li> <li>• Y5 – from 14%</li> </ul>	<p>7. Review school expectations in light of National Standards</p> <p>8. Implement Professional Learning strategies to meet teacher needs</p>	<p>Principal</p> <p>Numeracy Leader</p>	<p>Staff Meetings</p> <p>Staff Meetings</p>	<p>Term 2/3</p> <p>“</p>
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<p><b>Goal 2</b></p> <ul style="list-style-type: none"> <li>• To promote the quality of teaching through whole-school professional learning programmes linked to school goals.</li> </ul>
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Objective	Action	Who	Measure	Timeframe
<p><i>To enhance teacher effectiveness in order to improve student learning outcomes in Literacy</i></p> <p><i>To develop teacher knowledge in Reading through ongoing professional learning programmes based within the school</i></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Whole school action to promote teaching effectiveness</b> <ol style="list-style-type: none"> <li>1. All full-time teachers participate in professional learning focused on improving reading programmes.</li> <li>2. All part-time teachers invited and encouraged to participate.</li> <li>3. Appraisal – classroom reading programmes are the focus               <ol style="list-style-type: none"> <li>a. Planning checks</li> <li>b. Self appraisal using effective practice forms</li> <li>c. Classroom observation by team leader</li> <li>d. Feedback based on enhancing effective practice</li> </ol> </li> <li>4. Regular professional learning sessions throughout the year focus on literacy learning progressions, pedagogy, assessment tools, learning outcomes and next steps.</li> <li>5. Support is provided for teachers identified through appraisal process by team leader or Reading Recovery teacher.</li> </ol> </li> </ul>	<p>Lead Team</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>Classroom practice enhanced</p> <p>Documents / Personal Goals</p> <p>Classroom practice enhanced</p>	<p>Term 1/2/3/4</p> <p>Term 1</p> <p>Term 2</p> <p>Ongoing</p> <p>As required</p>
	<p><b>Writing</b></p>			

<p><i>To enhance teacher effectiveness in order to improve student learning outcomes in Literacy.</i></p> <p><i>To continue to develop teacher assessment knowledge and practice in Writing through ongoing professional learning programmes based within the school.</i></p>	<ul style="list-style-type: none"> <li>• <b>Whole school action to promote teaching effectiveness</b> <ol style="list-style-type: none"> <li>1. All full-time teachers participate in Assessment to Learn contract facilitated by Learning Media 2009-2010.</li> <li>2. All part-time teachers invited and encouraged to participate in Assessment to Learn contract.</li> <li>3. Observations of teacher classroom practice carried out by AtoL facilitator, Literacy Leader and/or Team Leader at regular intervals throughout the year.</li> <li>4. Feedback sessions focus on:-               <ol style="list-style-type: none"> <li>a. Improving student learning and achievement</li> <li>b. Shifting teachers' assessment knowledge and practice</li> </ol> </li> <li>5. Regular professional learning sessions throughout the year focus on literacy learning progressions, pedagogy, assessment tools, learning outcomes and next steps.</li> <li>6. Continue to develop formative assessment strategies to inform future teaching to meet needs of students, especially those who are underachieving</li> <li>7. Develop teacher practice further to show continued movement along the continuum into Developed / Extended range of AtoL matrix.</li> <li>8. Teacher:teacher observations / feedback are encouraged and expected to occur at least once during the year.</li> </ol> </li> </ul>	<p>AtoL Facilitator</p> <p>/</p> <p>Literacy Leader</p> <p>/</p> <p>Lead Team</p>	<p>Classroom practice enhanced</p> <p>Personal Goals</p> <p>Observations</p> <p>Matrix completion</p> <p>Occurs</p>	<p>Term 1/2/3/4</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>
<p><i>To develop teacher knowledge in Numeracy through ongoing professional learning programmes based within the school</i></p>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• <b>Whole-school action to promote teaching effectiveness</b> <ol style="list-style-type: none"> <li>1. All full-time teachers participate in professional learning focused on improving numeracy programmes.</li> <li>2. Regular professional learning sessions throughout the year will focus on number framework, pedagogy, administration of assessment tools, learning outcomes and next steps.</li> <li>3. Professional development for teachers at Year 5 and 6 continues to develop knowledge and skills in advanced strategy stages of numeracy acquisition.</li> <li>4. Professional development for Beginning Teachers</li> <li>5. Support is provided for teachers as identified / requested.</li> </ol> </li> </ul>	<p>Lead Teacher</p> <p>Numeracy Facilitator</p> <p>Lead Teacher</p>	<p>Classroom practice enhanced</p> <p>Professional learning conversation</p>	<p>Each term</p> <p>“</p> <p>When available</p> <p>Ongoing</p> <p>“</p>

<p><b>Thinking</b></p> <p><i>To develop teacher knowledge of meta-cognition to help children to think more deeply and skilfully.</i></p>	<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Whole school action to promote teaching effectiveness in Thinking</b> <ol style="list-style-type: none"> <li>1. All full-time teachers participate in professional development sessions led by Lead Teacher with a focus on developing knowledge and practice in use of meta-cognition</li> <li>2. Key teachers work within each syndicate to contribute to embedding THINKING into the planning of all units.</li> <li>3. Teachers encouraged to identify, display, refer to and seek feedback on their own learning goal as a model for students.</li> </ol> </li> </ul>	<p>Lead Teacher</p> <p>Key Teachers</p> <p>Teachers</p>	<p>Classroom practice enhanced</p> <p>Planning documents</p> <p>observed</p>	<p>Each term</p> <p>Ongoing</p> <p>Throughout year</p>
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Objective	Action	Who	Measure	Timeframe
<p><i>To develop teacher knowledge and practice in the use of ICT to facilitate and support learning within classroom programmes..</i></p>	<p><b>ICT to facilitate and support learning</b></p> <ul style="list-style-type: none"> <li>• <b>Whole school action to promote the use of ICT to facilitate and support learning</b> <ol style="list-style-type: none"> <li>1. All full-time teachers participate in professional development sessions led by Lead Teacher with a focus on developing knowledge and practice.</li> <li>2. Practical sessions will assist teachers to become familiar with               <ol style="list-style-type: none"> <li>a. Operating procedures within suite</li> <li>b. School Management System</li> <li>c. Assessment tools</li> <li>d. Programmes to support learning</li> </ol> </li> <li>3. Practical sessions to respond to areas of development identified in the needs assessment.</li> <li>4. All syndicates are supported in their planning to ensure that the way ICT can be used to facilitate and support learning is catered for</li> <li>5. All classroom teachers are supported during their teaching / learning sessions in the suite.</li> <li>6. Information Literacy is explored, taught and experimented with to support the inquiry philosophy</li> </ol> </li> </ul>	<p>Lead Teacher</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>Lead T &amp; Literacy</p>	<p>Teacher confidence improves</p> <p>Practice enhanced</p> <p>Classroom practice enhanced</p> <p>Documents</p>	<p>Ongoing</p> <p>As required</p> <p>As required</p> <p>Regular</p> <p>Rolled out</p> <p>Term 3/4</p>
<p><i>To develop the capacity for leadership, focused on improving learning outcomes</i></p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• <b>Targeted action to promote leadership effectiveness Curriculum Leaders – Numeracy, Literacy, ICT, Thinking, Maori, Education for Sustainability, Science (T2), Visual Arts (T3)</b></li> </ul>	<p>Principal</p>		

<p><i>for students, within our school.</i></p>	<ol style="list-style-type: none"> <li>1. Curriculum Leaders (and key people) in priority learning areas attend professional development related to their areas of leadership.</li> <li>2. Curriculum Leaders have the opportunity to attend relevant conferences</li> <li>3. Curriculum Leaders in priority learning areas are supported in their role by opportunities to participate in support networks</li> <li>4. Opportunities for curriculum teams to lead programmes of learning are provided – Science / Visual Arts.</li> <li>5. Curriculum Leaders are supported by the Leadership Team.</li> <li>6. Numeracy / Literacy Lead Teachers attend National Standards workshops</li> </ol> <p><b>Special Education Needs Co-ordinator (SENCO)</b></p> <ol style="list-style-type: none"> <li>7. SENCO attends network workshops organised by RTLBs and other relevant professional development opportunities</li> <li>8. SENCO is supported by the Leadership Team to review systems, identify and co-ordinate programmes to support learners at risk of underachieving</li> </ol> <p><b>Tutor / Associate Teachers</b></p> <ol style="list-style-type: none"> <li>9. Tutor Teacher and Associate Teachers attend development workshops when available.</li> <li>10. Tutor Teachers are supported to provide quality induction and mentoring programmes for Provisionally Registered Teachers.</li> </ol> <p><b>Lead Team</b></p> <ol style="list-style-type: none"> <li>11. Lead Team continues professional development tailored specifically to our needs to: <ol style="list-style-type: none"> <li>a) Develop a team ethos based on shared understanding, expectations of “creative” leadership (Ubben).</li> <li>b) Identify areas of strength / future focus</li> <li>c) Develop cohesive, formative approach to appraisal.</li> <li>d) Develop coaching and mentoring skills</li> <li>e) Review progress and set new goals (with input from our teams).</li> <li>f) Understand National Standards in preparation to lead school-wide implementation based on ethical practices</li> <li>g) Review performance management systems in preparation for introduction of Registered Teacher Criteria in 2011.</li> </ol> </li> </ol>	<p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>SENCO</p> <p>Principal</p> <p>Principal</p> <p>“</p> <p>Paul Tegg Educational Consultant</p> <p>Principal</p> <p>Lead Team</p>	<p>Workshops/ Courses attended</p> <p>Leadership Plans</p> <p>Staff meetings</p> <p>Learning conversation</p> <p>Document</p> <p>Confidence</p> <p>Programme operates</p> <p>Review tool survey used with teams</p>	<p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p> <p>Each term</p> <p>Term 1</p> <p>Ongoing</p> <p>Each term</p> <p>Ongoing mentoring</p>
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### Goal 3

- To foster an innovative physical and learning environment that supports effective teaching.

Objective	Action	Who	Measure	Timeframe
<p><i>To continue to upgrade the physical environment in a planned and co-ordinated manner so that the holistic needs of students and staff are catered for.</i></p>	1. Regular meetings of the Property Sub-committee of the Board to progress property issues.	Property committee	Minutes	Ongoing
	2. Continue the employment of Lee Ashby to manage ongoing property maintenance projects.	Principal	Maintenance Schedule	Ongoing
	3. Review the 10 Year Property Programme to <ol style="list-style-type: none"> <li>Include the external painting schedule – R15/16/Suite; Hall/Library/Administration; Three-storey block</li> <li>Include the internal painting schedule – Dental Clinic</li> <li>Pre-painting maintenance – spouting / cladding</li> <li>Align cyclical maintenance tasks with school development</li> </ol>	Property Committee	Plan reviewed	Term 4
	4. Address priority health and safety issues <ol style="list-style-type: none"> <li>Travelling to &amp; from school safely – crossings / driver behaviour</li> <li>Blocked and damaged sewer drains</li> <li>Heating upgrade</li> </ol>	Principal / Property committee	Documents	Term 1
	5. Work collaboratively with Home and School association to <ol style="list-style-type: none"> <li>Refresh playground court / game markings</li> <li>Audit and upgrade playground areas</li> </ol>	Principal	Work done	Ongoing
	6. Review the 5 Year Agreement to identify next project from Concept Plan (Re-design, 2008) for final year of existing agreement:- <ol style="list-style-type: none"> <li>Upgrade toilets attached to Rooms 7/8/9 and 10/11/12</li> <li>Rationalise and relocate storage areas</li> <li>Upgrade Library into more effective space</li> <li>Upgrade Rooms 13-14 (including toilet/withdrawal)</li> <li>Upgrade workroom/interview spaces in administration area</li> <li>Install verandah outside Rooms 7-9</li> <li>Upgrade withdrawal / computer spaces in Rooms 7-12</li> </ol>	Property Committee	Documents	Term 2/3
	7. Further investigate options for upgrading the Swimming Pool based on engineers' reports, council planning, community aspirations.	Property Committee	Plan developed	Term 3

<b>Goal 4</b> <ul style="list-style-type: none"> <li>To develop a school curriculum, which reflects the expectations of the New Zealand Curriculum and the aspirations of the school community.</li> </ul>				

Objective	Action	Who	Measure	Timeframe
<i>To begin the process of developing a school curriculum based on the expectations of the revised New Zealand Curriculum.</i>	1. Continue trial of Curriculum Design model	Principal	Review completed	Ongoing
	2. Begin review of current school curriculum / assessment / reporting practices to identify areas of alignment / misalignment with NZ Curriculum (and National Standards) expectations.	"	"	Ongoing
	3. Work collaboratively with the Board to develop Curriculum and Reporting Policies.	Principal / BOT chair	Policy written	Term 3/4
	4. Continue with school-wide professional development related to Effective Pedagogy, Key Competencies, Assessment	Principal	Classroom practice enhanced	Ongoing
	5. Identify Key Concepts for inclusion in Khandallah School Curriculum with input from parent community.	"	Document updated	Term 1/2

<b>Goal 5</b> <ul style="list-style-type: none"> <li>To strengthen the home/school and community partnerships.</li> </ul>				
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Objective	Action	Who	Measure	Timeframe
<i>To promote parent understanding of and participation in the learning process.</i>	<b>Communication</b> <ul style="list-style-type: none"> <li>Formal opportunities each term for parents to engage with teachers and Board around curriculum, learning, assessment, reporting, charter and property development.</li> <li>Open two-way communication (formal and informal) between home and teacher regarding student progress, welfare, behaviour.</li> <li>Syndicate newsletters outlining areas of learning and activities as needed.</li> <li>Regular weekly newsletters keep parents informed of school / syndicate happenings and acknowledge student achievements.</li> <li>Curriculum information evening for parents – Assessment / Literacy / Numeracy.</li> </ul>	Principal	Meetings Surveys	Ongoing
	<b>Collaboration</b>	/	Newsletters	"
		Lead Team	Info Evenings	Term 2/3

	<ul style="list-style-type: none"> <li>• Three way conferences, involving learning conversations focused on student learning.</li> <li>• Invitation to participate in class/school programmes, trips/activities beyond the classroom, parent representation for each class and annual class working bees.</li> <li>• Teacher participation in a range of school community events organised by BOT / Home and School Association.</li> </ul> <p><b>Consultation</b></p> <ul style="list-style-type: none"> <li>• Review School Charter / Curriculum in consultation with students, parents and staff. <ul style="list-style-type: none"> <li>• Key Concepts</li> </ul> </li> <li>• Consult on Board Policies <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Health &amp; Safety</li> <li>• Curriculum Delivery</li> <li>• Reporting to Parents</li> </ul> </li> <li>• Actively seek the views of specific groups within our community <ul style="list-style-type: none"> <li>• Maori</li> <li>• Minority ethnicities</li> <li>• School leavers</li> </ul> </li> </ul>	Principal  Teachers  Teachers   BOT  BOT / Principal  BOT / Principal	Conferences  Parental support for programmes  Attendance   Charter complete  Input received  Meetings Surveys	Term 2  Ongoing  Ongoing   Term 1/2  Term 1/2 Term3/4  Term 1/2 Term 2/3 Term 4
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