

# TARGET ROAD SCHOOL



## SCHOOL CHARTER STRATEGIC PLAN & ANNUAL PLAN TARGET ROAD SCHOOL 2018-2020

PRINCIPAL'S ENDORSEMENT: Helen Varney

BOARD OF TRUSTEES' ENDORSEMENT: Terrence Holt

SUBMISSION DATE TO MINISTRY OF EDUCATION: 30 March 2018

## TARGET ROAD SCHOOL STATEMENT OF COMMITMENT



This year Target Road School celebrates its 50<sup>th</sup> Jubilee. The Charter that follows sets out our main aims, purposes and objectives for the next 3 years taking into consideration our history and the possible future for our school. Our goals for this year are unpacked through our annual plan with targets, timeframes and success criteria which focus us on progress reporting and achievement time frames.

National Education priorities set by the Government and changes to Education in New Zealand may mean that some aspects of this Charter will be open to ongoing review. Our current school priorities of improving learning outcomes for students, growing student agency, providing a safe and healthy learning and working environment, retaining and recruiting quality staff, ensuring property supports this growth, growing International Students and connecting openly and honestly with our community.

This Charter also recognises Target Road School's commitment to the Treaty of Waitangi, the Kaipatiki Kahui Ako (Target Road School, Glenfield Intermediate, Glenfield Primary, Glenfield Kindergarten, Wairau Special School, Marlborough Primary, Windy Ridge Primary, Manuka Primary, Bayview Kindergarten) and our commitment to growing learning with our students, teachers, school leaders and community as part of our everyday business.

By following the guiding principles of this plan, the Board of Trustees will ensure that all students are provided with an education that enhances their learning, recognises and aims to meet their needs and respects their individuality. The education provided will challenge them to achieve personal standards of excellence and grow their understanding of learning and of themselves as a learner. The school curriculum is designed as the vehicle to support us to achieve these purposes and our strong belief in meeting these principles guide our actions and decisions.

We expect to meet the aspirations of the school's community and meet the demands of the current extra-ordinary growth rate. We recognise the importance of basing decisions on quality information and of formally assessing and reviewing our progress towards our stated goals. Throughout the year we will complete a comprehensive review of our progress. We will also conduct a variety of parent surveys to gauge parents' opinions. We will use this information as part of our annual planning process, which in turn will determine the shape of the following year's annual plan.

The Board of Trustees, through the Principal and staff at Target Road School, will ensure the school meets the goals and objectives set out in this plan within the limits of the resources available.

TARGET ROAD SCHOOL CHARTER 2018- 2020		
MISSION STATEMENT VISION	To develop independent learners who are courageous in their pursuit of learning; who know what to do when they meet barriers, persevere to improve and will support others to do the same. We want learners to Aim High; Whaia Te Iti Kahurangi	
VALUES	<b>RESPECT RESILIENCE RESPONSIBILITY</b>	
<b>PRINCIPLES</b>		
<p><b><u>Teachers will:</u></b></p> <ul style="list-style-type: none"> <li>• Value learners and build positive learning relationships with each one</li> <li>• Provide learning opportunities for students that will lead to improved outcomes</li> <li>• Recognise and create a learning environment that promotes Student Agency and Student Voice to improve learner outcomes</li> <li>• Practice rigorous inquiry into their teaching practices to improve their impact on learning</li> <li>• Respect each other, take personal responsibility and celebrate our bi-cultural and multi-cultural diversity.</li> <li>• Encourage learners to take up the learning challenge and continue to challenge their own abilities.</li> <li>• Accept the differences of each learner</li> <li>• Be enthusiastic, forgiving and positive</li> <li>• Listen openly to concerns of students/parents</li> <li>• Participate in ongoing professional learning to support improved outcomes for students</li> <li>• Join in partnership with families to help improve outcomes for students</li> <li>• Aim High</li> </ul>	<p><b><u>Students will:</u></b></p> <ul style="list-style-type: none"> <li>• Be prepared to learn</li> <li>• Persevere and show determination in learning.</li> <li>• Develop learner independence and continue to take on the challenge to do better.</li> <li>• Ask questions to further their knowledge and understanding</li> <li>• Respect each other, take personal responsibility and celebrate our bi-cultural and multi-cultural diversity.</li> <li>• Take responsibility for their own decisions and actions</li> <li>• Take learning risks</li> <li>• Show pride in themselves and our school</li> <li>• Aim for excellence and have a high expectation of themselves</li> <li>• Aim High</li> </ul>	<p><b><u>School Community will:</u></b></p> <ul style="list-style-type: none"> <li>• Join in partnership with the school to help to improve outcomes for learners.</li> <li>• Ensure their children are at school ready to take on the challenges learning provides</li> <li>• Talk with us when they have concerns</li> <li>• Be loyal and supportive of our school</li> <li>• Encourage self-responsibility</li> <li>• Be become familiar with the operations of the school</li> <li>• Support their child’s learning</li> <li>• Support the school in events and school activities</li> <li>• Respect and celebrate our bi-cultural and multi-cultural diversity.</li> <li>• Aim High</li> </ul>
MAORI DIMENSIONS CULTURAL DIVERSITY	<u>Te Ao Maori:</u> Target Road School will aim to take all reasonable steps to provide Tikanga Maori and Te Reo Maori within the school. We aim to improve achievement outcomes for Maori, connect meaningfully with whanau and for Maori to have opportunities to be successful as Maori through language, culture and identity, demonstrating in our actions our commitment to the Treaty of Waitangi.	
PASIFIKA EDUCATION PLAN	Target Road School aims to accelerate outcomes for students of Pacific decent by firstly recognizing Pasifika worldviews and by building strong learning partnerships with Home and School; then providing opportunities for Pasifika students to grow and achieve success.	



## **TARGET ROAD SCHOOL STRATEGIC GOALS 2018**

### **LEARNING**

1. Success for all
2. Collaborate with Kaipaitki Kāhui Ako to ensure improved outcomes for learners
3. Use assessment data to support improvement in student progress and achievement across the curriculum
4. Grow Sustainable Culturally Responsive Teaching Practices
  - a) Increase the percentage of Maori students achieving success as Maori across the curriculum
  - b) Increase the percentage of Pasifika students achieving success in learning across the curriculum
5. Implement success in learning pedagogy for all students.
  - a) Provide support to students with special education needs to access and progress The New Zealand Curriculum.
  - b) Identify and cater to students with special abilities to continue to achieve above The New Zealand National Standards (GATE).

### **REPORTING AND SELF REVIEW**

- 6 Provide quality Governance and Leadership to support student achievement

### **PERSONEL**

- 7 Grow capable leaders

### **PROPERTY & FINANCE**

- 8 Manage Target Road School finances and property to meet our obligations and maintain a fiscally positive result and a safe and healthy learning and working environment that meets the growing needs of its community.

### **HEALTH & SAFETY**

- 9 Provide a safe and healthy school environment for all

### **LEGISLATION**

- 10 Report progress and achievement
- 11 Comply with all legislation

<b><u>STRATEGIC PLAN</u></b>			
<b><u>2018-2020</u></b>			
<b><u>NAG 1: CURRICULUM</u></b>			
<b>STRATEGIC GOAL</b>	<b>2018 Specific aims to meet Goal</b>	<b>2019</b>	<b>2020</b>
1. Success for all	<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving at NZ Curriculum Levels</li> <li>• Closely monitor and put into action IEPs for target/priority learners</li> <li>• Review Target Road School Curriculum concept plan to ensure opportunities for progress and achievement and student need</li> <li>• Review pedagogy for Target Road School’s innovative learning environments</li> <li>• Provide supplementary learning interventions for target/priority learners to accelerate rates of progress.</li> <li>• Implement School wide PB4L plan for improving learning behaviour across the school- student agency, values and learning</li> <li>• Align behaviour expectations and School values</li> <li>• Investigate ‘Thinking’ Pedagogy and Practices to further develop Student agency and teacher agency</li> <li>• Gather staff, student, and community voice in relation to PB4L</li> </ul>	<ul style="list-style-type: none"> <li>• Review Target Road School Curriculum concept plan, including e-learning</li> <li>• Provide ongoing and effective teacher professional development to improve teacher capability and teaching capacity</li> <li>• Implement practices to further enhance teacher impact that promotes and develops Student ‘Agency’</li> <li>• Provide supplementary learning interventions for target/priority learners to accelerate rates of progress.</li> <li>• School PB4L plan for improving learning behaviour management across the school- student agency, values and learning</li> <li>• Align behaviour expectations and School values</li> <li>• Investigate Student agency and behaviour</li> <li>• Gather staff, student, and community voice in relation to PB4L</li> </ul>	
2 Collaborate with Kaipaitki Kāhui Ako to ensure improved outcomes for learners	<ul style="list-style-type: none"> <li>• Participate in collaborative inquiry using the Kaipatiki Kahui Ako Inquiry Model- Teaching inquiry- into effective teaching practices</li> <li>• Monitor School Action Plan for improving teaching practices through Visible Learning Model</li> <li>• Establish Growth Coaching model to support teacher growth in teaching as an inquiry practice</li> <li>• Liaise closely with parents /caregivers to support improved student outcomes</li> <li>• Grow student agency across the curriculum- Learning intentions/ Success Criteria/ Goal setting to accelerate learning</li> <li>• Develop “Play Based Learning” pedagogy and learning environments for Y1/2 to grow student agency in learning</li> <li>• Review school oral language development and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Review Visible Learning actions through Teaching Inquiry</li> <li>• Review School Action Plan for improving teaching practices through Visible Learning Model</li> <li>• Review Growth Coaching model to support teacher growth in effective practice</li> <li>• Liaise closely with parents /caregivers to support improved student outcomes</li> <li>• Grow student agency across the curriculum- Learning intentions/ Success Criteria/ Goal setting to accelerate learning</li> <li>• Implement “Play Based Learning” pedagogy and learning environments for Y1/2 to grow student agency in learning</li> </ul>	
3. Use assessment data to support improvement in student progress and achievement across the curriculum	<ul style="list-style-type: none"> <li>• Review Target Road School Assessment/ Monitoring and Reporting schedule</li> <li>• Use student assessment information to support responsive teaching and understanding of New Zealand Curriculum levels</li> <li>• Review moderation procedures for student learning.</li> <li>• Identify characteristics of Visible Learning at TRS- (visible learners, know thy impact, inspired and passionate teachers, feedback, systems and processes)</li> </ul>	<ul style="list-style-type: none"> <li>• Review Target Road School Assessment/ Monitoring and Reporting schedule</li> <li>• Review procedures and processes for the collection and use of cultural, engagement, behaviour, leadership data.</li> </ul>	
4. Grow Sustainable Culturally Responsive Teaching Practices a) Increase the percentage of Maori students achieving success	<ul style="list-style-type: none"> <li>• Participate in MAC/ Maori Achievement Collaborative-                             <ul style="list-style-type: none"> <li>◦ Review action plan for meeting goals of the MAC measurable framework</li> </ul> </li> <li>• Track and monitor closely, progress and achievement of all Maori</li> </ul>	<ul style="list-style-type: none"> <li>• Review Target Road School’s strategy for improving outcomes for Māori.</li> </ul>	

TARGET ROAD SCHOOL 2018- 2020 CHARTER

<p>as Maori across the curriculum</p>	<p>learners</p> <ul style="list-style-type: none"> <li>• Further develop Gateway Whanau – Roopu Raranga/ student leadership</li> <li>• Trial ‘everyday’ te reo in action in the classroom through Teacher Aide model</li> <li>• Review Target Road School’s strategy for improving outcomes for Māori. <ul style="list-style-type: none"> <li>○ Review learning culture with systems that support Maori Learners enjoying and achieving success as Maori</li> <li>○ Review learning contexts that reflect and affirm identity, language and culture of every Maori learner</li> <li>○ Engage with Whanau in meaningful learning partnerships to raise student success, progress and achievement.</li> <li>○ Review Te Reo Language programme</li> </ul> </li> <li>• Report to our Māori community on Māori student outcomes twice a year.</li> </ul>	
<p>b) Increase the percentage of Pasifika students achieving success in learning across the curriculum</p>	<ul style="list-style-type: none"> <li>• Review Target Road School Pasifika Education plan with our Pacific community <ul style="list-style-type: none"> <li>○ Review collective learning partnerships, relationships and responsibilities to improve outcomes for Pasifika learners</li> </ul> </li> <li>• Track and monitor closely, progress and achievement of all Pasifika learners</li> <li>• Review culturally responsive learning practices and contexts at Target Road School.</li> <li>• Report to the Pacific community on Pacific student outcomes at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Target Road School’s strategy for improving outcomes for Pasifika students</li> </ul>
<p>5. Implement success in learning for all students’ pedagogy. (Special needs/ Gateway)</p>	<ul style="list-style-type: none"> <li>• Embed interventions for all special needs and GATE <ul style="list-style-type: none"> <li>○ Measure success in a variety of contexts, academic, leadership, sporting, social and cultural learning opportunities</li> </ul> </li> <li>• Review learning opportunities for Maori/ Pasifika <ul style="list-style-type: none"> <li>○ Language, culture and identity- Gateway Whanau</li> </ul> </li> <li>• Provide gateway learning opportunities in Maths, Science and technology</li> <li>• Provide on-going Professional Learning opportunities to improve practices and interventions to support improved student outcomes.</li> <li>• Review communication processes for students with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• Review interventions for all special needs and GATE</li> </ul>

<b>NAG 2: REPORTING &amp; SELF REVIEW</b>			
<b>STRATEGIC GOAL</b>	<b>2018 Specific aims to meet Goal</b>	<b>2019</b>	<b>2020</b>

TARGET ROAD SCHOOL 2018- 2020 CHARTER

<p>6 Provide Governance and Leadership to support student achievement</p>	<ul style="list-style-type: none"> <li>• Review and analyse the impact of the COL interventions on:                             <ul style="list-style-type: none"> <li>○ Student Agency /Teacher Agency/ Community Agency</li> <li>○ Leadership Capability</li> <li>○ Transitions between educational providers</li> <li>○ Review school policies and procedures as per schedule.</li> </ul> </li> <li>• Engage the Board in ongoing professional development and training</li> <li>• Manage the implementation and operation of school policies and procedures</li> <li>• Annually review and refine the school charter including the school strategic plan at the end of 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Board in ongoing professional development and training</li> <li>• Review Board Governance manual.</li> <li>• Timetable and review school Policies</li> <li>• Review and update school procedures</li> <li>• Manage the implementation and operation of school policies and procedures.</li> <li>• Review good employer policies</li> <li>• Consult with community</li> <li>• Annually review and refine the school charter including the school strategic plan at the end of each year</li> </ul>
---	--	---

**NAG 3: Personnel**

STRATEGIC GOAL	2018 Specific aims to meet Goal	2019	2020
<p>7 Review Teaching as inquiry through Visible Learning PLD</p>	<ul style="list-style-type: none"> <li>• Implement new Education Council Professional Standards and Registration criteria</li> <li>• Review PLD opportunities:                             <ul style="list-style-type: none"> <li>○ Record areas for development for individual teachers through observation, inquiry team buddies, collaboration and participation in visible learning.</li> <li>○ Send 3 staff to the International Conference on Thinking-share learning with targeted professional learning workshops</li> </ul> </li> <li>• Share Target Road School A-Z for staff.</li> <li>• Review job descriptions for Teaching staff:                             <ul style="list-style-type: none"> <li>○ embed inquiry – Growth Coaching model in Teaching staff appraisal system.</li> </ul> </li> <li>• Review job descriptions for support staff                             <ul style="list-style-type: none"> <li>○ embed goal setting as an integral part of support staff appraisal system.</li> </ul> </li> <li>• Review leadership roles</li> <li>• Review teacher-led inquiries to improve student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Review appraisal policy and procedures</li> <li>• Review our impact on student learning through – visible learning: - visible learners, know thy impact, inspired and passionate teachers, feedback and school systems and processes on raising student achievement</li> </ul>	

**NAG 4: PROPERTY / FINANCE**

STRATEGIC GOAL	2018 Specific aims to meet Goal	2019	2020
<p>8 Manage Target Road School finances and property to meet our obligations and maintain a fiscally positive result and a safe and healthy learning and working environment that meets the growing needs of its community.</p>	<ul style="list-style-type: none"> <li>• Review school financial systems and processes</li> <li>• Review property maintenance processes and property growth plan</li> <li>• Develop roll growth strategies to ensure the school property can accommodate the changes</li> <li>• Grow the International Student market to support greater resourcing within the school and Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Manage the school finances so that the year-end accounts reflect a fiscally positive result</li> <li>• Maintain and action school property plan</li> </ul>	

TARGET ROAD SCHOOL 2018- 2020 CHARTER

	<ul style="list-style-type: none"> <li>Put into action 5ya property plan</li> </ul>	
--	---	--

<b>NAG 5: HEALTH &amp; SAFETY</b>			
<b>STRATEGIC GOAL</b>	<b>2018 Specific aims to meet Goal</b>	<b>2019</b>	<b>2020</b>
9 Provide a safe and healthy school environment.	<ul style="list-style-type: none"> <li>Monitor, minimize and/or eliminate hazards within the school environment</li> <li>Report to the BOT monthly on Health and Safety issues</li> <li>Review Health and Safety policies/ procedures</li> <li>Continue a regular cycle of maintenance for school playground equipment</li> <li>Investigate &amp; increase sun-shading areas across the school</li> <li>Consult with the school community on Health and PE programmes</li> <li>Review current first aid certificates and reporting first aid administration</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine health and PE programmes in response to feedback and data collected from parent consultation.</li> </ul>	

<b>NAG 6: LEGISLATION</b>			
<b>STRATEGIC GOAL</b>	<b>2018 Specific aims to meet Goal</b>	<b>2019</b>	<b>2020</b>
10 Report twice a year to parents and community on student progress and achievement against the New Zealand Curriculum	Review reporting to community against New Zealand Curriculum and Strategic Goals to parents and BOT.	Review reporting to community against New Zealand Curriculum and Strategic Goals to parents and BOT	
11 Comply with all legislation	<ul style="list-style-type: none"> <li>Review official notices in all gazettes at monthly meetings.</li> <li>Complete monthly assurance reports for BOT to reflect compliance areas.</li> </ul>		

<p><b>TARGET ROAD SCHOOL ANNUAL PLAN 2018</b></p>
---

<b>NAG 1: CURRICULUM</b>				
<b>Strategic Aims 2018</b>	<b>Specific Goals 2018</b>	<b>Personnel</b>	<b>Checkpoints</b>	<b>Budget</b>
1. Success for all	<ul style="list-style-type: none"> <li>Increase the percentage of students achieving at NZ Curriculum Levels</li> <li>Closely monitor and put into action IEPs for target/priority learners</li> <li>Review Target Road School Curriculum concept plan to ensure opportunities for progress and achievement and student need</li> <li>Review pedagogy for Target Road School's innovative learning environments</li> <li>Provide supplementary learning interventions for target/priority learners to</li> </ul>	All staff	May/June/Oct/Nov	Curriculum budget PD Budget

TARGET ROAD SCHOOL 2018- 2020 CHARTER

	<p>accelerate rates of progress.</p> <ul style="list-style-type: none"> <li>• Implement School wide PB4L plan for improving learning behaviour across the school- student agency, values and learning</li> <li>• Align behaviour expectations and School values</li> <li>• Investigate ‘Thinking’ Pedagogy and Practices to further develop Student agency and teacher agency</li> <li>• Gather staff, student, and community voice in relation to PB4L</li> </ul>	<p>Principal/ SLTs</p> <p>All Staff</p> <p>3 Staff All staff</p>	<p>March/July/ November</p> <p>June/ July</p>	<p>PLD/ ICOT</p>
2. Collaborate with Kaipaitki Kāhui Ako to ensure improved outcomes for learners	<ul style="list-style-type: none"> <li>• Participate in collaborative inquiry using the Kaipatiki Kahui Ako Inquiry Model- Teaching inquiry- into effective teaching practices</li> <li>• Monitor School Action Plan for improving teaching practices through Visible Learning Model</li> <li>• Establish Growth Coaching model to support teacher growth in teaching as an inquiry practice</li> <li>• Liaise closely with parents /caregivers to support improved student outcomes</li> <li>• Grow student agency across the curriculum- Learning intentions/ Success Criteria/ Goal setting to accelerate learning</li> <li>• Develop “Play Based Learning” pedagogy and learning environments for Y1/2 to grow student agency in learning</li> <li>• Review school oral language development and practices</li> </ul>	<p>All staff</p> <p>Students</p>	<p>March/July/ November</p>	<p>PLD funding through MOE</p>
3. Use assessment data to support improvement in student progress and achievement across the curriculum	<ul style="list-style-type: none"> <li>• Review Target Road School Assessment/ Monitoring and Reporting schedule</li> <li>• Use student assessment information to support responsive teaching and understanding of New Zealand Curriculum levels</li> <li>• Review moderation procedures for student learning.</li> <li>• Identify characteristics of Visible Learning at TRS- (visible learners, know thy impact, inspired and passionate teachers, feedback, systems and processes)</li> </ul>	<p>All Staff/ SLT</p>	<p>March/June/Nov</p>	<p>\$1000</p>
4. Grow Sustainable Culturally Responsive Teaching Practices a) Increase the percentage of Maori students achieving success as Maori across the curriculum	<ul style="list-style-type: none"> <li>• Participate in MAC/ Maori Achievement Collaborative- <ul style="list-style-type: none"> <li>○ Review action plan for meeting goals of the MAC measurable framework</li> </ul> </li> <li>• Track and monitor closely, progress and achievement of all Maori learners</li> <li>• Further develop Gateway Whanau – Roopu Raranga/ student leadership</li> <li>• Trial ‘everyday’ te reo in action in the classroom through Teacher Aide model</li> <li>• Review Target Road School’s strategy for improving outcomes for Māori. <ul style="list-style-type: none"> <li>○ Review learning culture with systems that support Maori Learners enjoying and achieving success as Maori</li> <li>○ Review learning contexts that reflect and affirm identity, language and culture of every Maori learner</li> <li>○ Engage with Whanau in meaningful learning partnerships to raise student success, progress and achievement.</li> <li>○ Review Te Reo Language programme</li> </ul> </li> <li>• Report to our Māori community on Māori student outcomes twice a year.</li> </ul>	<p>SMT</p> <p>All staff/ BOT</p> <p>SLT Te Reo LA/ Teacher Co- ordinator/ Principal Gateway Whanau Teacher</p> <p>SLT</p>	<p>April/June/Nov</p>	<p>Curriculum budget</p> <p>\$3000.00 (Te Reo)</p> <p>\$1000.00 resources</p>

TARGET ROAD SCHOOL 2018- 2020 CHARTER

b) Increase the percentage of Pasifika students achieving success in learning across the curriculum	<ul style="list-style-type: none"> <li>• Review Target Road School Pasifika Education plan with our Pacific community                             <ul style="list-style-type: none"> <li>○ Review collective learning partnerships, relationships and responsibilities to improve outcomes for Pasifika learners</li> </ul> </li> <li>• Track and monitor closely, progress and achievement of all Pasifika learners</li> <li>• Review culturally responsive learning practices and contexts at Target Road School.</li> <li>• Report to the Pacific community on Pacific student outcomes at least twice a year.</li> </ul>	All Staff	May/July/Sept	Curriculum
5. Implement success in learning for all students' pedagogy. (Special needs/ Gateway)	<ul style="list-style-type: none"> <li>• Embed interventions for all special needs and GATE                             <ul style="list-style-type: none"> <li>○ Measure success in a variety of contexts, academic, leadership, sporting, social and cultural learning opportunities</li> </ul> </li> <li>• Review learning opportunities for Maori/ Pasifika                             <ul style="list-style-type: none"> <li>○ Language, culture and identity- Gateway Whanau</li> </ul> </li> <li>• Provide gateway learning opportunities in Maths, Science and technology</li> <li>• Provide on-going Professional Learning opportunities to improve practices and interventions to support improved student outcomes.</li> <li>• Review communication processes for students with special needs</li> </ul>	All Staff	April/June/Aug/Oct	Curriculum

<b>NAG 2: REPORTING &amp; SELF REVIEW 2018</b>				
<b>Strategic Aims</b>	<b>Specific Goals</b>	<b>Personnel</b>	<b>Check Points</b>	<b>Budget</b>
6 Provide Governance and Leadership to support student achievement	<ul style="list-style-type: none"> <li>• Review and analyse the impact of the COL interventions on:                             <ul style="list-style-type: none"> <li>○ Student Agency /Teacher Agency/ Community Agency</li> <li>○ Leadership Capability</li> <li>○ Transitions between educational providers</li> <li>○ Review school policies and procedures as per schedule.</li> </ul> </li> <li>• Engage the Board in ongoing professional development and training</li> <li>• Manage the implementation and operation of school policies and procedures</li> <li>• Annually review and refine the school charter including the school strategic plan at the end of 2018</li> </ul>	BOT/ Principal  BOT  Principal/BOT	April  APRIL, JUNE, AUGUST, OCT, DEC	BOT

<b>NAG3: PERSONNEL 2018</b>				
<b>Strategic Aims</b>	<b>Specific Goals</b>	<b>Personnel</b>	<b>Checkpoints</b>	<b>Budget</b>
7 Review Teaching as inquiry through Visible Learning PLD	<ul style="list-style-type: none"> <li>• Implement new Education Council Professional Standards and Registration criteria</li> <li>• Review PLD opportunities:                             <ul style="list-style-type: none"> <li>○ Record areas for development for individual teachers through observation, inquiry team buddies, collaboration and participation in visible learning.</li> <li>○ Send 3 staff to the International Conference on Thinking- share learning with targeted professional learning workshops</li> </ul> </li> <li>• Share Target Road School A-Z for staff.</li> <li>• Review job descriptions for Teaching staff:                             <ul style="list-style-type: none"> <li>○ embed inquiry – Growth Coaching model in Teaching staff appraisal system.</li> </ul> </li> <li>• Review job descriptions for support staff                             <ul style="list-style-type: none"> <li>○ embed goal setting as an integral part of support staff appraisal system.</li> </ul> </li> <li>• Review leadership roles</li> <li>• Review teacher-led inquiries to improve student outcomes.</li> </ul>	Principal/ SLT/BOT  All Staff  All Staff/ Principal/ SLT  Principal/SLT	March/ June/ Nov   All Year	BOT

<b>NAG 4 : PROPERTY/ FINANCE 2018</b>				
<b>Strategic Aims</b>	<b>Specific Goals</b>	<b>Personnel</b>	<b>Checkpoints</b>	<b>Budget</b>
8 Manage Target Road School finances and property to meet our obligations and maintain a fiscally positive result and a safe and healthy learning and working environment that meets the growing needs of its community.	<ul style="list-style-type: none"> <li>• Review school financial systems and processes</li> <li>• Review property maintenance processes and property growth plan</li> <li>• Develop roll growth strategies to ensure the school property can accommodate the changes</li> <li>• Grow the International Student market to support greater resourcing within the school and Professional development</li> <li>• Put into action 5ya property plan</li> </ul>	Principal/ BOT	Every month	Operating Budget

<b>NAG 5: HEALTH &amp; SAFETY 2018</b>				
<b>Strategic Aims</b>	<b>Specific Goals</b>	<b>Personnel</b>	<b>Checkpoints</b>	<b>Budget</b>

TARGET ROAD SCHOOL 2018- 2020 CHARTER

9 Provide a safe and healthy school environment.	<ul style="list-style-type: none"> <li>• Monitor, minimize and/or eliminate hazards within the school environment</li> <li>• Report to the BOT monthly on Health and Safety issues</li> <li>• Review Health and Safety policies/ procedures</li> <li>• Continue a regular cycle of maintenance for school playground equipment</li> <li>• Investigate &amp; increase sun-shading areas across the school</li> <li>• Consult with the school community on Health and PE programmes</li> <li>• Review current first aid certificates and reporting first aid administration</li> </ul>	Principal/ All Staff  Principal/Care taker	March Each Month  Daily/ As needed but at least every holiday break	Curriculum
--	--	--	---	------------

NAG 6: LEGISLATION 2017				
Strategic Aims	Specific Goals			
10 Report twice a year to parents and community on student progress and achievement against the New Zealand Curriculum 11 Comply with all legislation	<ul style="list-style-type: none"> <li>• Review reporting to community against New Zealand Curriculum and Strategic Goals to parents and BOT.</li> </ul>	All Staff/ Principal/ SMT	April/ June/ September/ December	BOT
	<ul style="list-style-type: none"> <li>• Review official notices in all gazettes at monthly meetings.</li> <li>• Complete monthly assurance reports for BOT to reflect compliance areas.</li> </ul>	BOT/ Principal/All Staff	All Year	BOT/ Curriculum

### Targets 2018

Raise Student achievement to 85%+ AT/ Above Curriculum Levels in Literacy and Mathematics across the Curriculum

<p>Focus Areas</p> <ul style="list-style-type: none"> <li>• Student Agency</li> <li>• Teacher Agency</li> <li>• Leadership Capability</li> <li>• Community Agency</li> <li>• Transitions between educational providers</li> </ul>
---

### Kaipatiki COL achievement Challenges

<p>Achievement Challenge 1</p> <p>Writing (All Year levels) -</p>
---

- 85% of students will be achieving AT or ABOVE curriculum levels in writing

Mathematics

Achievement Challenge 2 Mathematics (All Year levels) -

- 85% of students will be achieving AT or ABOVE the Curriculum for mathematics

Reading Achievement Challenge 3 Reading (After 1 year at school) -

- 85% of students will be achieving AT or ABOVE Curriculum levels for reading