

TARGET ROAD SCHOOL



SCHOOL CHARTER STRATEGIC PLAN & ANNUAL PLAN TARGET ROAD SCHOOL 2019-2021

PRINCIPAL'S ENDORSEMENT: Helen Varney

BOARD OF TRUSTEES' ENDORSEMENT: Terrence Holt

SUBMISSION DATE TO MINISTRY OF EDUCATION: March 2019

TARGET ROAD SCHOOL STATEMENT OF COMMITMENT



Our Charter sets out our main aims, purposes and objectives for the next 3 years. It takes into consideration our history, our community, our learners and our possible future. 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 means our Charter will be open to ongoing review. Our current school priorities focus us on effective practices, 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 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 language, culture and identity. 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 continue to connect with our community to ensure we listen to and act thoughtfully on parents' and whanau needs and wants for their tamariki. We 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 2019- 2021		
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	RESPECT RESILIENCE RESPONSIBILITY MANAAKITANGA TAKOHANGA. MANAWAROA	
PRINCIPLES		
<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> • Value learners and build positive learning relationships with each one • Provide learning opportunities for students that will lead to improved outcomes • Recognise and create a learning environment that promotes Student Agency and Student Voice to improve learner outcomes • Practice rigorous inquiry into their teaching practices to improve their impact on learning • Respect each other, take personal responsibility and celebrate our bi-cultural heritage and strength in diversity. • Encourage learners to take up the learning challenge and continue to challenge their own abilities. • Accept the differences of each learner • Be enthusiastic, forgiving and positive • Listen openly to concerns of students/parents • Participate in ongoing professional learning to support improved outcomes for students • Grow learning partnerships with families to help improve outcomes for students • Aim High- Whaia te iti Kahurangi 	<p><u>Students will:</u></p> <ul style="list-style-type: none"> • Be prepared to learn • Persevere and show determination in learning • Develop learner independence and continue to take on the challenge to do better • Ask questions to further their knowledge and understanding • Respect each other, take personal responsibility and celebrate our bi-cultural heritage and diversity. • Take responsibility for their own decisions and actions • Take learning risks and show resilience • Show pride in themselves and our school • Aim for excellence and have a high expectation of themselves • Aim High- Whaia te iti Kahurangi 	<p><u>School Community will:</u></p> <ul style="list-style-type: none"> • Join in partnership with the school to help to improve outcomes for learners • Ensure their children are at school ready to take on the challenges learning provides • Talk with us when they have concerns • Be loyal and supportive of our school • Encourage self-responsibility • Become familiar with the operations of the school • Support their child’s learning • Support the school in events and school activities • Respect and celebrate our bi-cultural heritage and diversity • Aim High- Whaia te iti Kahurangi
MAORI DIMENSIONS CULTURAL DIVERSITY	Te Ao Maori: 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 recognizes Pasifika worldviews and its unique place in New Zealand as a Pacific Island. The school is committed to building strong learning partnerships with Home and School and providing opportunities for students to grow and achieve success.	

Base line data

Our setting

Target Road School opened in 1968 and celebrated its 50th Anniversary with a School Reunion in September 2018. Over a thousand students, ex-students, staff, ex-staff and community members attended the celebrations. The school community in the 60s was vastly different to the community we now serve.

We have 386 students here. The ethnic make up of our School is 42% Asian, 21% New Zealand European, 14% Maori, 10% Pacific Peoples, 10% MELAA, and 3% from a broad range including Latin American and other European. This provides our school with a wonderfully diverse community of cultures, languages and identities.

The School makeup emphasises the diversity in our community and our need for strong and effective oral language teaching and learning, culturally responsive practices, effective communication, effective teaching practices, rigorous and honest information shared with students and whanau that emphasises the successes and needs students have academically, socially, physically and through leadership. We will ensure up to date and relevant information is shared and discussed with learners and their whanau. Our focus this year is to put into practice in-time and on-time learning communication.

We also serve a number of students with health, learning, behaviour, mental health and special needs. We currently have 36 students on Special Needs register and 38 others that we monitor and support very closely.

Target Road School has a fulltime dedicated ESOL teacher. We currently have 102 ESOL funded students and from Term 3 this number will increase by at least 19 more students who are currently New Entrants. (Just under a third of the school). This means Oral Language must be a vital part of our school learning and development.

Staff at Target Road School is a mixture of new to teaching, new to Target Road School and some experienced staff who have been at the school for more than 6 years. New to teaching staff have the support of both a Teacher Mentor and Team Leader and we processes and systems provide a wide range of information. Our School Values are at the heart of how we roll at Target Road School. These apply to everyone within our space. Team Leaders work alongside staff to support growth with the aim of growing and maintaining effective practices and strong, well-informed, capable leaders. We believe in on-going learning and provide staff with a wide range of professional learning opportunities to engage with based on their needs and interests.



TARGET ROAD SCHOOL STRATEGIC GOALS 2019

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) Maori students achieving success as Maori across the curriculum
 - b) Pasifika students achieving success in learning across the curriculum

REPORTING AND SELF REVIEW

- 5 Provide quality Governance and Leadership to support student achievement

PERSONEL

- 6 Grow capable leaders

PROPERTY & FINANCE

- 7 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

- 8 Provide a safe and healthy school environment for all

LEGISLATION

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

<u>STRATEGIC PLAN</u> <u>2019-2021</u>			
<u>NAG 1: CURRICULUM</u>			
STRATEGIC GOAL	2019 Specific aims to meet Goal	2020	2021
1. Success for all	<ul style="list-style-type: none"> • 80% students after one year at school achieving At or Above NZ Curriculum Levels • Closely monitor and put into action IEPs for target/ special needs learners • Review Target Road School Curriculum concept plan in order to move towards a more local curriculum ensuring a range of learning opportunities for progress and achievement • Review pedagogy for Target Road School’s innovative learning practices • Provide supplementary learning interventions for target/priority learners to accelerate rates of progress. • Align behaviour expectations and School values • Embed ‘Thinking’ Pedagogy and Practices to further develop Student agency and teacher agency • Review interventions for all special needs and GATE <ul style="list-style-type: none"> ○ Measure success in a variety of contexts, academic, leadership, sporting, social and cultural learning opportunities • Review learning opportunities for Maori/ Pasifika <ul style="list-style-type: none"> ○ Language, culture and identity- Gateway Whanau • Provide gateway learning opportunities in Maths, Science and technology • Provide on-going Professional Learning opportunities to improve practices and interventions to support improved student outcomes. • Review communication processes for students with special needs • Communicate in-time, on-time learning information to learners and whanau • Review school oral language development and practices (Y3) • Review “Play Based Learning” pedagogy and learning environments for Y1/2 - Oral Language 	<ul style="list-style-type: none"> • Review Target Road School Curriculum concept plan, including e-learning • Provide ongoing and effective teacher professional development to improve teacher capability and teaching capacity • Implement practices to further enhance teacher impact that promotes and develops Student ‘Agency’ • Provide supplementary learning interventions for target/priority learners to accelerate rates of progress. • School PB4L plan for improving learning behaviour management across the school- student agency, values and learning • Align behaviour expectations and School values • Investigate Student agency and behaviour • Gather staff, student, and community voice in relation to PB4L 	
2 Collaborate with Kaipaitki Kāhui Ako to ensure improved outcomes for learners	<ul style="list-style-type: none"> • Participate in collaborative inquiry using the Kaipaitiki Kahui Ako Inquiry Model- Teaching inquiry- into effective teaching practices • Monitor School Action Plan for improving teaching practices through Visible Learning Model • Continue Growth Coaching model to support teacher growth in teaching as an inquiry practice • Liaise closely with parents /caregivers to support improved student outcomes • Grow student agency across the curriculum- Learning intentions/ Success Criteria/ Goal setting to accelerate learning • Sustain Partnerships with Target Road School Community 	<ul style="list-style-type: none"> • Review Visible Learning actions through Teaching Inquiry • Review School Action Plan for improving teaching practices through Visible Learning Model • Review Growth Coaching model to support teacher growth in effective practice • Liaise closely with parents /caregivers to support improved student outcomes • Grow student agency across the curriculum- Learning intentions/ Success Criteria/ Goal setting to accelerate learning • Implement “Play Based Learning” pedagogy and learning environments for Y1/2 to grow student agency in learning 	
3. Use assessment data to support improvement in	<ul style="list-style-type: none"> • Implement new Target Road School Assessment/ Monitoring and Reporting schedule • Use student assessment information to support responsive teaching and understanding of New Zealand Curriculum levels 	<ul style="list-style-type: none"> • Review Target Road School Assessment/ Monitoring and Reporting schedule 	

TARGET ROAD SCHOOL 2019- 2021 CHARTER

student progress and achievement across the curriculum	<ul style="list-style-type: none"> Review moderation procedures and practices for student learning. Implement student learner profile 	<ul style="list-style-type: none"> Review procedures and processes for the collection and use of cultural, engagement, behaviour, leadership data.
<p>4. Grow Sustainable Culturally Responsive Teaching Practices</p> <p>a) Increase the percentage of Maori students achieving success as Maori across the curriculum</p>	<ul style="list-style-type: none"> Participate in MAC/ Maori Achievement Collaborative- <ul style="list-style-type: none"> Review action plan for meeting school goals Track and monitor closely, progress and achievement of all Maori learners Further develop Gateway Whanau – Roopu Raranga/ student leadership Review ‘everyday’ te reo in action in the classroom Review Target Road School’s strategy for improving outcomes for Māori. <ul style="list-style-type: none"> Review learning culture with systems that support Maori Learners enjoying and achieving success as Maori Review learning contexts that reflect and affirm identity, language and culture of every Maori learner Engage with Whanau in meaningful learning partnerships to raise student success, progress and achievement. Review Te Reo Language programme Report to our Māori community on Māori student outcomes twice a year. 	<ul style="list-style-type: none"> Review Target Road School’s strategy for improving outcomes for Māori as Māori.
<p>b) Increase the percentage of Pasifika students achieving success in learning across the curriculum</p>	<ul style="list-style-type: none"> Review Target Road School Pasifika Education plan with our Pacific community <ul style="list-style-type: none"> Review learning partnerships, relationships and responsibilities to improve outcomes for Pasifika learners Develop supplementary/ acceleration learning opportunities for Pacific learners to be successful as Pacific Learners Put into action Tapasa – Cultural Competencies for Teachers of Pacific students Track and monitor closely, progress and achievement of all Pacific learners Identify and share culturally responsive learning practices and contexts at Target Road School. Report to the Pacific community on Pacific student outcomes at least twice a year. 	<ul style="list-style-type: none"> Review Target Road School’s strategy for improving outcomes for Pasifika students

NAG 2: REPORTING & SELF REVIEW

STRATEGIC GOAL	2019 Specific aims to meet Goal	2020	2021
5 Provide Governance and Leadership to support student achievement	<ul style="list-style-type: none"> Review and analyse the impact of the COL interventions on: <ul style="list-style-type: none"> Student Agency /Teacher Agency/ Community Agency Leadership Capability Transitions between educational providers Engage the Board in ongoing professional development and training Review school policies and procedures as per schedule. Manage the implementation and operation of school policies and procedures Annually review and refine the school charter including the school strategic plan at the end of 2019 	<ul style="list-style-type: none"> Engage the Board in ongoing professional development and training Review Board Governance manual. Timetable and review school Policies Review and update school procedures Manage the implementation and operation of school policies and procedures. Review good employer policies Consult with community Annually review and refine the school charter including the school strategic plan at the end of each year 	

TARGET ROAD SCHOOL 2019- 2021 CHARTER

<u>NAG 3: Personnel</u>			
STRATEGIC GOAL	2019 Specific aims to meet Goal	2020	2021
6 Review Teaching as inquiry through Visible Learning PLD	<ul style="list-style-type: none"> • Monitor Teacher Evidence- Professional Standards and Registration criteria • Review PLD opportunities: <ul style="list-style-type: none"> ○ Record areas for development for individual teachers through observation, inquiry team buddies, collaboration and participation in visible learning. ○ Identify Teacher/Leader conferences for professional growth • Review Target Road School A-Z for staff. • Review job descriptions for Teaching staff: <ul style="list-style-type: none"> ○ embed inquiry – Growth Coaching model in Teaching staff appraisal system. • Review job descriptions for support staff <ul style="list-style-type: none"> ○ embed goal setting as an integral part of support staff appraisal system. • Review leadership roles • Embed teacher-led Teaching inquiries to improve student outcomes. 	<ul style="list-style-type: none"> • Review appraisal policy and procedures • 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 	

<u>NAG 4: PROPERTY / FINANCE</u>			
STRATEGIC GOAL	2019 Specific aims to meet Goal	2020	2021
7 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"> • Review school financial systems and processes • Implement an enrolment scheme to support roll growth • Review property maintenance processes and property growth plan • Grow the International Student market to support greater resourcing within the school and Professional development • Put into action 10 ypp property maintenance plan 	<ul style="list-style-type: none"> • Manage the school finances so that the year-end accounts reflect a fiscally positive result • Maintain and action school property plan 	

<u>NAG 5: HEALTH & SAFETY</u>			
STRATEGIC GOAL	2019 Specific aims to meet Goal	2020	2021
8 Provide a safe and healthy school environment.	<ul style="list-style-type: none"> • Monitor, minimize and/or eliminate hazards within the school environment • Report to the BOT monthly on Health and Safety issues • Review Health and Safety policies/ procedures • Continue a regular cycle of maintenance for school playground equipment • Investigate & increase sun-shading areas across the school • Consult with the school community on Health and PE programmes • Review current first aid certificates and reporting first aid administration 	<ul style="list-style-type: none"> • Review and refine health and PE programmes in response to feedback and data collected from parent consultation. 	

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NAG 6: LEGISLATION			
STRATEGIC GOAL	2019 Specific aims to meet Goal	2020	2021
9 Report twice a year to parents and community on student progress and achievement against the New Zealand Curriculum 10 Comply with all legislation	Review reporting to community against New Zealand Curriculum and Strategic Goals to parents and BOT. <ul style="list-style-type: none"> • Review official notices in all gazettes at monthly meetings. • Complete monthly assurance reports for BOT to reflect compliance areas. 	Review reporting to community against New Zealand Curriculum and Strategic Goals to parents and BOT	

**TARGET ROAD SCHOOL
ANNUAL PLAN
2019**

NAG 1: CURRICULUM

Strategic Aims 2019	Specific Goals 2019	Personnel	Checkpoints	Budget
1. Success for all	<ul style="list-style-type: none"> • 80% students after one year at school achieving At or Above NZ Curriculum Levels • Closely monitor and put into action IEPs for target/ special needs learners • Review Target Road School Curriculum concept plan in order to move towards a more local curriculum ensuring a range of learning opportunities for progress and achievement • Review pedagogy for Target Road School’s innovative learning practices • Provide supplementary learning interventions for target/priority learners to accelerate rates of progress. • Align behaviour expectations and School values • Embed ‘Thinking’ Pedagogy and Practices to further develop Student agency and teacher agency • Review interventions for all special needs and GATE <ul style="list-style-type: none"> ○ Measure success in a variety of contexts, academic, leadership, sporting, social and cultural learning opportunities • Review learning opportunities for Maori/ Pasifika <ul style="list-style-type: none"> ○ Language, culture and identity- Gateway Whanau • Provide gateway learning opportunities in Maths, Science and technology • Provide on-going Professional Learning opportunities to improve practices and interventions to support improved student outcomes. • Review communication processes for students with special needs • Communicate in-time, on-time learning information to learners and whanau • Review school oral language development and practices (Y3) Review “Play Based Learning” pedagogy and learning environments for Y1/2 - Oral Language	All staff Principal/ SLTs All Staff SLTs All staff	May/June/Oct/Nov March/July/ November June/ July	Curriculum budget PD Budget
2. Collaborate with Kaipaitki Kāhui Ako to ensure improved outcomes for learners	<ul style="list-style-type: none"> • Participate in collaborative inquiry using the Kaipatiki Kahui Ako Inquiry Model- Teaching inquiry- into effective teaching practices • Monitor School Action Plan for improving teaching practices through Visible Learning Model • Continue Growth Coaching model to support teacher growth in teaching as an inquiry practice • Liaise closely with parents /caregivers to support improved student outcomes • Grow student agency across the curriculum- Learning intentions/ Success Criteria/ Goal setting to accelerate learning • Sustain Partnerships with Target Road School Community 	All staff Students	March/July/ November	PLD funding through MOE

TARGET ROAD SCHOOL 2019- 2021 CHARTER

<p>3. Use assessment data to support improvement in student progress and achievement across the curriculum</p>	<ul style="list-style-type: none"> • Implement new Target Road School Assessment/ Monitoring and Reporting schedule • Use student assessment information to support responsive teaching and understanding of New Zealand Curriculum levels • Review moderation procedures and practices for student learning. • Implement student learner profile 	<p>All Staff/ SLT</p>	<p>March/June/Nov</p>	<p>\$1000</p>
<p>4. Grow Sustainable Culturally Responsive Teaching Practices a) Increase the percentage of Maori students achieving success as Maori across the curriculum</p>	<ul style="list-style-type: none"> • Participate in MAC/ Maori Achievement Collaborative- <ul style="list-style-type: none"> ○ Review action plan for meeting school goals • Track and monitor closely, progress and achievement of all Maori learners • Further develop Gateway Whanau – Roopu Raranga/ student leadership • Review ‘everyday’ te reo in action in the classroom • Review Target Road School’s strategy for improving outcomes for Māori. <ul style="list-style-type: none"> ○ Review learning culture with systems that support Maori Learners enjoying and achieving success as Maori ○ Review learning contexts that reflect and affirm identity, language and culture of every Maori learner ○ Engage with Whanau in meaningful learning partnerships to raise student success, progress and achievement. ○ Review Te Reo Language programme • Report to our Māori community on Māori student outcomes twice a year. 	<p>SLT All staff/ BOT SLT Te Reo LA/ Teacher Co-ordinator/ Principal Gateway Whanau Teacher SLT</p>	<p>April/June/Nov</p>	<p>Curriculum budget \$3000.00 (Te Reo) \$1000.00 resources</p>
<p>b) Increase the percentage of Pasifika students achieving success in learning across the curriculum</p>	<ul style="list-style-type: none"> • Review Target Road School Pasifika Education plan with our Pacific community <ul style="list-style-type: none"> ○ Review learning partnerships, relationships and responsibilities to improve outcomes for Pasifika learners • Develop supplementary/ acceleration learning opportunities for Pacific learners to be successful as Pacific Learners • Put into action Tapasa – Cultural Competencies for Teachers of Pacific students • Track and monitor closely, progress and achievement of all Pacific learners • Identify and share culturally responsive learning practices and contexts at Target Road School. • Report to the Pacific community on Pacific student outcomes at least twice a year. 	<p>All Staff</p>	<p>May/July/Sept</p>	<p>Curriculum Budget \$1000.00</p>

<p>NAG 2: REPORTING & SELF REVIEW 2019</p>				
<p>Strategic Aims</p>	<p>Specific Goals</p>	<p>Personnel</p>	<p>Check Points</p>	<p>Budget</p>
<p>5 Provide Governance and Leadership to support student achievement</p>	<ul style="list-style-type: none"> • Review and analyse the impact of the COL interventions on: • Student Agency /Teacher Agency/ Community Agency • Leadership Capability • Transitions between educational providers • Engage the Board in ongoing professional development and training 	<p>BOT/ Principal BOT</p>	<p>April</p>	<p>BOT</p>

TARGET ROAD SCHOOL 2019- 2021 CHARTER

	<ul style="list-style-type: none"> • Review school policies and procedures as per schedule. • Manage the implementation and operation of school policies and procedures • Annually review and refine the school charter including the school strategic plan at the end of 2019 	Principal/BOT	APRIL, JUNE, AUGUST, OCT, DEC	
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NAG3: PERSONNEL 2019				
Strategic Aims	Specific Goals	Personnel	Checkpoints	Budget
6 Review Teaching as inquiry through Visible Learning PLD	<ul style="list-style-type: none"> • Monitor Teacher Evidence- Professional Standards and Registration criteria • Review PLD opportunities: <ul style="list-style-type: none"> ○ Record areas for development for individual teachers through observation, inquiry team buddies, collaboration and participation in visible learning. ○ Identify Teacher/Leader conferences for professional growth • Review Target Road School A-Z for staff. • Review job descriptions for Teaching staff: <ul style="list-style-type: none"> ○ embed inquiry – Growth Coaching model in Teaching staff appraisal system. • Review job descriptions for support staff <ul style="list-style-type: none"> ○ embed goal setting as an integral part of support staff appraisal system. • Review leadership roles • Embed teacher-led Teaching inquiries to improve student outcomes. 	Principal/ SLT/BOT All Staff All Staff/ Principal/ SLT Principal/SLT	March/ June/ Nov All Year	BOT

NAG 4 : PROPERTY/ FINANCE 2019				
Strategic Aims	Specific Goals	Personnel	Checkpoints	Budget
7 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"> • Review school financial systems and processes • Implement an enrolment scheme to support roll growth • Review property maintenance processes and property growth plan • Grow the International Student market to support greater resourcing within the school and Professional development • Put into action 10 ypp property maintenance plan 	Principal/ BOT	Every month	Operating Budget

NAG 5: HEALTH & SAFETY 2019				
Strategic Aims	Specific Goals	Personnel	Checkpoints	Budget

TARGET ROAD SCHOOL 2019- 2021 CHARTER

<p>8 Provide a safe and healthy school environment.</p>	<ul style="list-style-type: none"> • Monitor, minimize and/or eliminate hazards within the school environment • Report to the BOT monthly on Health and Safety issues • Review Health and Safety policies/ procedures • Continue a regular cycle of maintenance for school playground equipment • Investigate & increase sun-shading areas across the school • Consult with the school community on Health and PE programmes • Review current first aid certificates and reporting first aid administration 	<p>Principal/ All Staff</p> <p>Principal/Care taker</p>	<p>March Each Month</p> <p>Daily/ As needed but at least every holiday break</p>	<p>Curriculum</p>
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NAG 6: LEGISLATION 2019				
Strategic Aims	Specific Goals			
<p>9 Report twice a year to parents and community on student progress and achievement against the New Zealand Curriculum</p> <p>10 Comply with all legislation</p>	<ul style="list-style-type: none"> • Review reporting to community against New Zealand Curriculum and Strategic Goals to parents and BOT. • Review official notices in all gazettes at monthly meetings. • Complete monthly assurance reports for BOT to reflect compliance areas. 	<p>All Staff/ Principal/ SMT</p> <p>BOT/ Principal/All Staff</p>	<p>April/ June/ September/ December</p> <p>All Year</p>	<p>BOT</p> <p>BOT/ Curriculum</p>

Targets 2019

Increase numbers of students achieving AT/ Above Curriculum Levels in Literacy and Mathematics across the Curriculum

<p>Focus Areas</p> <ul style="list-style-type: none"> • Student Agency ^[L]_[SEP] • Teacher Agency/ Practice ^[L]_[SEP] • Leadership Capability ^[L]_[SEP] • Community Agency ^[L]_[SEP] • Transitions between educational providers ^[L]_[SEP]
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Target Road School and Kaipatiki COL achievement Challenges

Achievement Challenge 1: Writing (All Year levels) -

- 80% of students After one year achieving AT or ABOVE curriculum levels in Writing ^[L]_[SEP]

Achievement Challenge 2: Mathematics (All Year levels) - ^[L]_[SEP]

- 80% of students After one year achieving AT or ABOVE curriculum levels for Mathematics ^[L]_[SEP]

Achievement Challenge 3: Reading (After 1 year at school) ^[L]_[SEP]

- 80% of students After one year achieving AT or ABOVE curriculum levels for Reading