**MACANDREW BAY SCHOOL ANNUAL PLAN 2017**

**Strategic Goals: Curriculum**

**Goal 1: Students will experience learning success and be supported to achieve their personal best, particularly in the key areas of Literacy and**

**Numeracy**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources** | **Timeframe** | **Annual Report To be**  **Reviewed in**  **December/January** |
| Continue to improve outcomes and achievement levels in Numeracy and Literacy. | **Target 1: Writing**  All boys throughout Years 1-6 identified as being below or well below the NS level in Writing will move to be at or above the NS level by the end of the year.  **Target 2: Maths**  Students in Years 1-6 who are below or well below the NS level will move to be at or above by the end of 2017 in Maths | See action plans for both Annual Targets | Principal  Literacy Lead  Teachers  Class Teachers  Principal  Numeracy Lead Teachers  Class Teachers | Staff P.D.  Interventions for identified target cohort.  Improving boys’ writing will be the focus for a MOE PLD application in March and a PD inquiry for the year.  Professional Development for Lead Numeracy Team and class teachers  Purchase resources for areas of need for both Literacy and Maths $4000 | Boys’ Writing PLD Inquiry  2017 and 2018  Courses throughout the year relevant to our annual targets  e.g Literacy Symposium  Numeracy symposium  Charlotte Wilkinson- Maths data and progressions |  |
| Continue the work we have done on Oral language teaching and Learning programmes, with a particular focus on developing vocabulary and oral presenting and listening comprehension skills. | Children will have greater confidence and competence in speaking in a range of contexts and be able to use a wider range of vocabulary to express themselves, having positive spin offs for their speaking, listening, reading and writing.  Students who struggle with listening will improve their skills in this area, which will help their learning across the curriculum and their key competencies. | Develop teacher skills in broadening vocabulary and developing better listening and speaking skills.  Analyse student achievement and report to BOT on results.  PAT Test on Reading Vocab T2, Listening Comprehension – T2  Oral -presenting - T2/3  Report to BOT after analysis.  Keep extending and developing vocabulary across Reading Writing and Oral Language throughout the year. | Principal  Literacy Lead Teachers  Class Teachers | Oral Language Resources  Literacy Symposium focus on oral Language  Staff Meeting Time- share Oral language activities and ideas  PAT Listening Comprehension  NZCER online marking costs.  Well stocked Library.  ($3,000 spent on new books each year)  Resources purchased to help with oral language activities. | T1 Y4 – 6 PAT Reading Vocab  Listening Comprehension T2  T2 – T3 Vocab and work on developing oral language presenting, listening and comprehension skills  T4 Review Success & Outcomes |  |
| Improve spelling, punctuation and grammar throughout the school. Work on building phonological awareness knowledge in all our students, particularly supporting our children who struggle with this. | All classes will consistently implement spelling programmes based on Joy Allcock’s spelling theories and resources.  Staff will have a clearer understanding of the developmental framework that children need to have in place to become better at phonological awareness, spelling, punctuation and grammar.  Children who struggle with phonemic awareness will get extra help. | Use Joy Allcock Resources ‘Spelling Under Scrutiny’ books in each classroom getting well used.  Agility with Sounds programme introduced and used  Diagnostic assessments made of each child’s spelling skills and gaps in Term 1 and programmes put in place to address these needs.  Professional Development about the stages of learning to spell.  Regular slots at Team and Staff Meetings related to this focus  Close scrutiny of writing for spelling gaps and issues and responsive writing programmes that address these problems | Principal  Literacy Lead Teachers  Class Teachers  R T Lits- suggested resources and ideas | $500 for teachers to attend Spelling Workshops in Dunedin if available  Training staff meeting with Betsy Sewell- Agility with Sounds developer in Feb  Purchase addtitional Joy Allcock spelling resources if needed or any other resources related to phonemic awareness, punctuation and grammar.  Gail Loane Writing Book resources for each class and other worthwhile writing/ spelling/ dyslexia resources. | T1 – T4 2017 |  |
| Make better use of eTap, our School Management System to share information about student achievement in Literacy and Numeracy and to build up a clear picture of each individual’s learning needs.  Track attendance more closely with the use of etap’s electronic attendance register, which monitors reasons for absence daily. | Use data entered in eTap to build up the teachers and school’s understanding of each child’s learning profile and to be able to get a sense of class, year group and School wide data and student achievement patterns.  eTap Data on individual children can be shared with their parents when reporting progress. | Staff will enter all Literacy and Numeracy assessment data onto etap in 2017  This data is used to report and to collate school wide information  NS data is entered into eTap in Term 4.  Make use of individual learning profiles from etap when monitoring students and reporting to parents. | Teaching Staff  Lead eTap teacher  Syndicate Leaders  Principal | Cost of SMS lease $1,610  eTap Professional Development for Staff.  Some free hours annually and some paid for if needed from Bridging the Gap. | T1 – T4 2017 |  |
| Strengthen existing buddy class relationships and use this time to consolidate Maths learning as well as Reading | Strengthen existing good relationships between all the various age groups and classes in our school while a the same time providing opportunities for students to learn using the Maori concept of Tuakana/Teina (older students mentoring younger students) | Each Junior class has a buddy class in the Senior school that they work with on a weekly basis for 20 – 30 minutes on Reading, Writing or Maths activities. | Class Teachers | N/A | Ongoing |  |
| Strong Curriculum Self Review will be in place, particularly in the areas of Numeracy and Literacy. | English will be reviewed in T3.  Specific student achievement data from testing and units of work will be collated and analysed and reported to BOT throughout the year. | English Reviewed in Term 3 after staff consultation lead by Lead Teachers and Principal  Student Achievement Reports  PAT Maths Y3 – 6 T1 & 4  PAT Reading Vocab Y4 – 6 and PAT Listening Comprehension- T2  PAT STAR T1 & 4 Y3 – 6  Persuasive Writing  Personal Memoir Writing  NS Data – Term 4 | Principal  Literacy and Numeracy teachers  Lead Teachers  Class Teachers | N/A | Various time frames throughout the year |  |

**Goal 2:** **Students will experience a broad curriculum that is engaging and motivating and helps them develop a lifelong passion for learning.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources** | **Timeframe** | **Annual Report** |
| Offer extension opportunities to cater for our gifted and talented students. | Programmes operating across a broad range of curriculum areas that will extend our learners.   * Maths * Maori * Writing * The Arts * Science   Pakiki Kids (One Day School programme) available for identified students if their families want them to go. | Organise a programme of Passion programme options throughout Terms 2  ‘Fantastic Friday’- Snr School and ‘Fab Friday’ activities in the Junior School all year.  Direct staffing entitlement to Pakiki Kids programmes.  Liaise with Pakiki Kids to support students in both learning settings. | DPs  Teachers  Principal and Class  Teachers | Additional teaching time for  Maori extension from T2 onwards but the rest will be achieved within existing staffing.  .05 Staffing FTTE to DNI | T1 – T4 2017  T1 – T4 2017 |  |
| The students ideas and interests will form the framework for our Integrated Learning Topics. | Students will be engaged and motivated to learn as they investigate topics that interest them related to our overarching concept of ‘Challenge and Survival’. | Meaningful, rich learning units of work will be planned and taught each term, integrating and connecting learning across the essential learning areas.  T.1 Ancient Civilisations- their Rise and Fall (SS and Technology)  T2 Animals- Survival of the Fittest (Science, enviro-ed)  T3 Nature’s Forces- Surviving Natural Disasters (SS, Health, Tech)  T4 Accepting Challenge while being Safe (Health, LEOTC) | Principal  Management Team  Teachers  - Enviro Ed Facilitator | Curriculum Resources purchased as needed to support learning programmes | T1 – T4 2017 |  |
| Extend current Inquiry Learning Practices in the School | The staff’s knowledge of various Inquiry Learning and Integrated Curriculum Models will be consolidated and extended through P.D.  As a staff we will continue to evolve and strengthen our own Macandrew Bay School Inquiry Learning practices based on the best ideas from our research. | Staff Meetings – We will use Lester Flockton’s CD and Kath Murdoch resources as aids for our Professional Development on Inquiry learning.  The whole staff team will contribute thinking and ideas about Inquiry Learning activities into our Macandrew Bay School Inquiry planning template as we approach each Inquiry focus. | Principal  Management Team  Inquiry Learning Team  All Teachers | Lester Flocktons Resource CD  Kath Murdoch Inquiry Books  Websites with examples of Inquiry models  Our school Inquiry learning planning template on Shared google docs | T1 – T4 2017 |  |
| Our students will experience a diverse and wide ranging Arts programme | Students will have the opportunity to develop talents, skills and passions in Music, Dance, Drama and Visual Art. | Bring a specialist Dance teacher in to work with each class regularly on Dance programmes if available, particularly with Stars on Stage in T3, 2017.  Bring local artists in to work with students using Art Auction funds raised last year.  Maori Artist  Printmaking- Manu Bellamy / Pauline Bellamy  Mural project within the school  Peninsula Visual Art Exhibition- T3  Art Gallery trips and visiting performers in the Arts | Principal and staff will organize artists and experts to come in and work with students and teachers. | Art Auction Funds.  $5,000 per annum. | T1 – T4 2017  T2 and 3 Dance, Stars on Stage in September  T2 Printmaking  T3 Murals- Art in the environment- Maori Art motifs  Art Gallery Trips- T2 and T4  Visiting performers ongoing as available |  |
| Self Review of Curriculum Delivery and student achievement in scheduled essential learning areas | Through self review we will have a clear sense of what is going well and what our needs are for future development and improvement across a broad range of curriculum learning areas. | **Curriculum Review**  English T3  Technology T2  P E T1  Science T3  Key Competencies T4  **Student Achievement Reports**  PAT–Reading Vocab T2  Listening T2  STAR T1 & T4  Spelling T1  PAT Maths T1 & T4 Science T3  Maori T2  Writing T3 & T4  Oral presenting T2  Dance T3  Health T4  Junior Reading T4  NS Data T4 | Principal  Curriculum Leaders  Teaching Staff | N/A | Ongoing throughout 2017 as per self Review Schedule |  |
| Use ICT tools effectively to develop our students into 21st Century learners and thinkers. | The students and teachers will be effective users of communication tools. These tools will support and enhance teaching and learning programmes. | Training in using Activboards, chromebooks and ipads in the classroom as required for teachers.  Purchase ICT equipment as per ICT spending plan.  Teach keyboard skills on chromebooks.  Students more involved with website and class blogs, sharing learning and school events and achievements. | Principal and ICT  Lead Teacher | Asset purchases  I-Pads, Chrome books, digital cameras, data projector for Library etc $15,000 in budget  PD in this area- CORE Ed | T1 – T4 2017 |  |
| Our Senior students will play a Leadership role within the school and support the learning of others | Playground Activities Leaders Programme continued in 2017 along with Cool Schools Peer Mediation programme.  Enviroschools students lead Enviro projects within the school such as School Gardens and the Stream Regeneration Project,  Plant propagation etc.  Health Team leadership of healthy activities | PALs Programme training T1  PALs roster established and maintained.  Peer Mediation Training for Yr. 6  Peer Mediation operating each week.  Regular Enviro-team Meetings, Stream Project and Vegetable gardens, developed maintained and enhanced.  Regular Health Team Meetings | Teachers of Senior Classes  Enviro Schools  Lead Teacher  Principal  HealthTeam Leader D.P. | $200 for buses for PALS training  Enviroschools projects  Health Team projects | T1 – T4 2017 |  |
| Strong LEOTC Programmes will enhance a broad range of learning | Strong LEOTC programmes in place with regular real experiences outside the classroom.  Visiting speakers a regular part of Inquiry Learning | Deputy Principal will organize and coordinate LEOTC experiences.  Principal and Teachers will invite and bring in experts to share their knowledge and experiences with the students | Deputy Principal  Principal  Management Team  Teachers | Activity Contributions $10 per term per student to help contribute to LEOTC activities | T – T4 2017 |  |
| All students will learn more than one language | We will develop an enjoyment learning of languages in our School | Maori Language taught in all classes  Te Mua Upoko available as an extra option for approx. 30 chn for at least T2 and T3  Maori Extension Group taught T2  – T4 for 15 able Te Reo speakers  Yr4/5 classes and teachers learn Mandarin each week. Visiting Mandarin Learning Assistant | Principal  Te Mua Upoko Kaiako  Specialist Maori Teacher  Tahuna Specialist Mandarin Teachers | CRT time  additional staffing each week on top of normal CRT time.  Te Mua Upoko budget $3,000 p.a.. money sourced from grants to fund this.  Additional staffing  Funded by our Mandarin cluster funding.( ALLiS) | T1-4 2017  T1-4  T1-4  T1-4 |  |

**Goal 3:** **We will provide all learners in our school, with the tools they need to achieve their personal best. We have high**

**expectations that we can all experience success and optimize our potential at Macandrew Bay School.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources** | **Timeframe** | **Annual Report** |
| Empower and encourage our staff to optimize their potential by providing effective professional development and leadership. | Professional development will be provided for staff based on individual need and the school’s direction.  Management staff will support staff through effective school leadership | **PD Focus Areas 2017:**  Boys and Writing- PLD application to MOE in March.  School-wide Inquiry into how to raise achievement in this area.  Dyslexia awareness  – Using Maths Data  Numeracy Symposium    Oral Language – Listening and Speaking Skills– share readings or ideas at staff meeting.  Jill Eggleton- Literacy Symposium in April holidays  Play is the Way Training and school-wide implementation  Training in May  ILE and the opportunities it offers for learning in Literacy and Numeracy, Collaboration and Inquiry.  Using Activboards, chromebooks and i-pads effectively, building Digital Literacy. We will particularly explore how these tools can assist our focus on Boys and Writing  Teaching as Inquiry  Learner Agency  Health and Safety  NZPF Principals Conference in September | Principal to organize and coordinate with support of Middle Management Team | PD Budget $7,000 including Management Team Professional Development $4,000 course costs.  Principal Professional Development $2,000.  Deputy Principals $1000  Relief Teachers for Teachers to attend courses - $5,000  Maths  Intervention release if staffing allows .2 FTTE for up to 10 weeks in T2 or 3  MOE PLD funding  Facilitator Hours provided from MOE to support our PLD Inquiry focus if our application is successful. | Throughout 2017 |  |
| Teaching and Learning Programmes will cater for our widely diverse learners. | Extension, enrichment or support programmes will be in place to meet a variety of special learning needs, including ORRS student, struggling learners and Gifted and Talented students. | Passion programme Extension Groups.  Pakiki Kids for 4 children  Reading Recovery- approx. 4-6 chn  Parent Tutor Reading  Maths Support Programmes  TA individual support  Special Needs programme for a student.  Small group teaching time. | DPs  Principal  Reading Recovery Teacher & Principal  DP  Numeracy and Literacy Lead Teachers  DPs, RTLit, RTLB  Pr. Teacher TAs Sara Cohen staff  Principal & Teacher  MOE St OT, PT, | TA Budget $50,000  ORRS funding and High health needs funding from MOE to offset approx. $22,000 of these costs.  .2 Staffing Allocated to Sara Cohen  .05 Staffing to DNI – Pakiki Kids (Gifted & Talented) | Terms 1 – 4 ongoing |  |
| Purchase resources that will support teaching and learning programmes in our school. | Children have access to up to date resources and learning aids as part of their classroom and school programme.  Teachers know how to effectively use these ICT tools to support and maximize learning opportunities for the students.  Teachers, students and parents feel their classes are well resourced and well equipped.  Library / ILE Redevelopment used effectively | ICT spending plan implemented  Purchase 10 i-pads or more and up to 20 chrome books  Purchase curriculum resources needed across all curriculum areas, operating within our allocated budget to meet the aims, targets and needs of the students.  Library and Learning Street set up and operating effectively. Explore the opportunities an ILE offers for collaborative and innovative ways of teaching and learning.  Data projector needed. | Principal  ICT Lead Teacher  Management Team  Lead Teachers in  Curriculum areas  Librarian | Classroom Resources and activities Budget  $10,000  ICT asset purchases $15,000  Writing Resources for teachers- $500  Library budget $3,000 for new books | Terms 1 – 4 ongoing |  |
| Appraisal will assist our staff to become deeply reflective and to develop a culture of continuous classroom improvement. | Teaching as Inquiry will be an important part of our appraisal approach in 2017, encouraging a problem solving approach to raising student achievement and refining and improving classroom practice and school leadership. | Appraisal Connector System ongoing PD  Implementation of the Appraisal Connector Appraisal tool including A Reflective online Journal. Self-assessment and Peer Assessment, plus Peer observations and Peer Appraisal discussions and Reports. | Principal  Management Team  Class Teachers  Appraisal Buddies for Teaching Inquiry Discussions, | $1,000 Appraisal Connector | T1 – T4 ongoing |  |
| Provide staff the opportunities to grow and develop their leadership skills and capabilities. | Staff will have the opportunity to take on leadership for specific projects or curriculum areas. The Management Team will be able to develop as school leaders. This will ensure that all staff have a chance to develop a career pathway through their leadership experiences at Macandrew Bay School. | Syndicate Leadership  Curriculum Leadership  Negotiated responsibilities  Professional Development around leadership provided for staff. | Principal  Management Team  Teaching Staff | Responsibility Units to be allocated for a fixed term in 2017 by the start of March.  5 permanent units and 3 fixed term units available.  Leadership courses  PD budget $1,000 for DPs  $2000 for Principal | T1 – T4 2017 |  |

**Goal 4:** **We will provide a safe, stimulating modern learning environment that encourages innovative learning programmes in our school.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources** | **Timeframe** | **Annual Report** |
| Use MOE and Capital Works funding to provide a safe, stimulating modern learning environment that is also easily accessible and meets the needs of our Special Needs students. | Our SPG project has provided us with additional non-classroom space in the Senior block. This allows us to increase the connectivity of our school and provides us with a modern learning environment that facilitates 21st Century learning. We are now keen to modify the Junior block to provide for greater connectivity and collaborative practice in the Junior School. | **Junior School upgrade:**  Scope  Plan  Design  Build  Using 5YA funds and School Support Ltd to project manage the process. | BOT  Principal  School Support Project Manager  MOE Property Adviser | 5YA Capital Works Funds  $70,000 | Project underway and designed in 2017 and if possible also built in 2017.  If not carried through to 2018. |  |
| Updated hazard registers that thoroughly identify, assess and manage the risks and hazards within our school. We will fully understand and comply with all the relevant legislation. | Hazard registers kept up to date and close monitoring to see that we are minimizing risk at all times within the school and during school activities.  Staff and BOT aware of all relevant legislation and have in place good policy, procedures, and practices to ensure that the school is meeting its requirements under the legislation and providing a safe environment. | Hazard Registers reviewed  Health and Safety discussed at Staff and BOT meetings.  Hazards identified and addressed with risks minimized.  Health and Safety practices discussed with the children at Focus Assemblies and in classrooms | BOT Health and Safety Team  Principal  Health and Safety Officer within the school  Health and Safety is the responsibility of everyone | Time and effort | Ongoing- T1-4 |  |
| Our buildings will be well maintained | **Priority:**  Exterior Painting and Pre paint Maintenance of the school.  Junior block  Rest of Senior Block  Out buildings- Dental Clinic, Bookroom etc | School Support will project manage this work for us.  Pre-paint maintenance will be addressed prior to painting.  Seek quotes, appoint a contractor, work completed to a high standard. | BOT and  Principal  School Support Ltd Project Manager | Budget $30,000 | Project underway T1  Working around weather |  |
| Attend quickly and proactively to maintenance jobs | All maintenance jobs will be done quickly, safely and by the appropriate personnel | Keep a list of maintenance jobs  Caretaker assesses work and does if suitable  Plumber, Electrician Maintenance Company employed if needed | Principal  Caretaker  BOT | Boiler room drainage $4,000  General Maintenance $6,000 | T1-4 ongoing as required |  |
| Refurbishment of School Pool completed | Clean Pool roof or look into replacing it if successful with a grant application | Grant Application | BOT  Principal | Money from grant application | April- Oct 2017 |  |
| Our school environment ensures the physical, psychological and emotional well being and safety of students, staff and others with whom we engage. | We are fully compliant with relevant laws (including the Health and Safety Act 2015, Vulnerable Children Act 2014 and other relevant Acts.  We have processes and procedures in place that comply with the law and help us to fulfill our responsibilities.  We are aware of relevant accepted and emerging good practice and make explicit decisions about what we aspire to and adopt in our school. | Review processes and procedures in the context of the Health and Safety Act 2015,  Vulnerable Children Act 2014  and other relevant Acts  Emergency Response procedure reviewed, work with other Peninsula organisations as needed.    Research current and emerging good practice and periodic review of our policy and procedures       Prepare draft policy and procedure documents for consultation with BoT and staff  (may require additional consultancy)    Approve and adopt policy and procedure  Review processes and procedures in the context of the Health and Safety Act 2015,  Vulnerable Children Act 2014  and other relevant Acts | BOT ( Policy and approval of procedures)  Principal and BOT  (implementation of policy and procedures)  BOT  BOT  Principal and BOT  Principal and BOT | Working group made up of 2 or 3 people from BOT and Staff team.  Review will identify whether specialist consultant assistance is required.  Working group working closely with Principal and Staff  BOT | The H&S Act commenced 4th April 2016,  Vulnerable Children Act commenced May 2015  Ongoing  \  As per BOT Annual Agenda and Triennial Review schedule |  |

**Community Aims: - Our community activities will make us stand out because of our community involvement. We will bring a range of expertise into the school, from our community and beyond.**

**Goal 5: We will develop a strong learning community, where we work well together, actively participating and contributing to the life of the school.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources** | **Timeframe** | **Annual Report** |
| All students will be encouraged and supported to participate fully in school life and beyond, developing a feeling of belonging and connection. | Students involved in decision-making and practical action to make our school a successful positive learning environment. | - Continue the Health team in 2017  - Continue Enviroschools  ‘World Savers’ Group  - Gardens  - Stream Project  - Propagating  - Environmental Action  - Care code | DP – Health Team Leader  Enviroschools Lead Teacher  Enviroschools Facilitator  Principal | $200 if needed  $500 Stream project if needed  N/A | T1 – T4  T1 – T4  T1 – T4 |  |
|  | Senior pupils developing leadership skills. | - Peer Mediation Programme continues.  - PALs (Playground Activity Leaders) continues, organizing play time games for younger children  - School Librarians | Y6 Class Teachers in Toroa  PALS Teacher  Librarian | N/A  $300 if needed  $100 if needed | T1 – T4  T1 – T4  T1 – T4 |  |
|  | Our school values will be evident in everything that happens at school.  . | Focus on our values, key competencies and life skills at Focus Assembly each week and consolidate this learning in class and in the playground. | Principal and Teachers | N/A | T1 – T4 |  |
|  | All students and teachers know each other and work well together | Mixed Age group  Fitness groups that can be used for other Curriculum activities  e.g. Planned Art Afternoons week. etc.  Buddy classes for Reading, Maths and Writing | Principal and Teachers | N/A | T2 – T4  T1 – T4 |  |
|  | Last year Senior class pupils worked with young engineers on a technology project based on addressing an identified need within our school. ‘Moving around the School Safely’ | Put in place ideas developed from last year’s project | Senior class teacher  Principal | $1000 won as a result of Toroa Class effort | T1- T4 |  |
|  | Build community involvement through school activities and events. The children will contribute along with the parents and staff. | Art Auction, Quiz night, Working bees, fundraisers, School Discos, sporting events, cultural events, Assemblies etc | Children  Parents  Staff  BOT and H&S  Community | Time and effort | T1-T4 |  |

**Goal 6: We will ensure that our increasingly culturally diverse community feels a sense of belonging and connection to the school and that the**

**School works in partnership with its Peninsula community.**

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| **Strategic Aim** | **Expected Outcome** | **Specific Actions** | **Responsibility** | **Resources** | **Timeframe** | **Annual Report** |
| We will make as much use as possible of the expertise in our community to enrich the children’s learning. | Visiting speakers come regularly to speak to the children. Experts from our community will be invited to speak to the children and share their knowledge and talents | The Principal and teaching staff will arrange visiting speakers to talk to the children about topics related to our learning at school  Artists in School programme – bringing a range of artists and art activities into the school to work with the children.  Community Members, such as Macandrew Bay Garden Club working alongside students on school gardens project, Parent Tutor Reading  Our overarching concept in 2017 is on the theme of Challenge and Survival and so we will be reaching out to our community to find out more about this topic and tap into the expertise in our community related to our Inquiry topics. | Principal and Teachers  Principal and Lead Teacher Arts  Enviro team, Lead Teacher and support team  Teaching team | A small budget for thank you cards and gifts.  $5000 Art auction funds for 2017  Small budget for gardens etc  N/A | Ongoing  T1-T4  T1-T4  T1-T4 |  |
| We aim to extend the interaction between our Peninsula Schools and also with our contributing Early Childhood Centres | Students across the three schools will know each other and have established good connections. | Mandarin Language Peninsula cluster  Play is the Way Training Day with Portobello School Staff  Peninsula Athletics Day  Te Mua Upoko combined Kapahaka for Polyfest and combined Noho Marae at Otakou Marae.  Sports Teams.  Children from Broad Bay and Portobello join our sports teams if keen and space is available.  Build partnerships with Play Centre and contributing Early Childhood Centres to assist positive transition to school | Principal and Teaching Staff  Teachers and Principal  Sports Coordinators  Principal Management Committee for Mua Upoko  P.E. Lead Teachers  Deputy Principal – Junior Classes  NE Teacher | N/A Cluster funding  $500 for buses and hire of Caledonian.  $300 Venue Hire  $600 Buses  Te Mua Upoko Budget – Grant funds  N/A | T1  T4  T3 & 4  T2 – 3  T1 – 4  Ongoing |  |
| We aim to expose our students to a range of cultures from around the world and within our community. | Our students will be culturally aware and have an interest in being multilingual. | - Maori taught in all classes through specialist  teaching in classroom release time and  classroom programmes  Extension opportunities in Te Reo through Extension Maori Classes  Mandarin Lessons at school delivered by a Mandarin Learning assistant for our Yr 4 and 5 classes each week.  Involve our families from different cultures and encourage them to share aspects of their culture and identity with the school so we can celebrate cultural diversity.  School Hangi as part of Matariki | Principal and Teaching Staff  Maori Specialist Teacher  Music and Maori Specialist Teacher  Principal  Karearea and Korimako Class Teachers  Class Teachers | .3 Staffing  Funding from ALLIS Mandarin Language Cluster funding (managed by Tahuna)  N/A | T1 – 4  T2 T4  Ongoing  T1- T4 |  |
| We will consult our community so our school programmes reflect their goals for their children. | Regular consultation for specific purposes | Maori Whanau Consultation – Whanau Hui held each term. | Principal & Deputy Principal | Small buget for afternoon teas | T 1 – T4 |  |
| Improve communication between home and school. | Use technology to enhance communication | - Emailed newsletter each week for those families who want that option  - Text alerts for communication  - Blogs – each classroom  - Macandrew Bay News- a community newsletter with a school slot each time. | Principal and Office Administrator  ICT Lead Teacher  Class Teachers  Principal to contribute news | N/A | T1 & 2 |  |
| Build a sense of belonging and connection with our Parent Community through school Events and Fundraisers | Parents will feel a part of the Macandrew Bay School Community and be keen to participate and contribute to the wider life of the school. We will all feel a sense of belonging and connection within our school community, our wider community and our Otago Peninsula Community.  Run passion programmes in the Winter term tapping into the skills, passions and talents of our teachers, children and parents | Home and School Committee  Stars on Stage  Parent Information Evenings  School Art Auction  Quiz Night  Fundraising  Parent Tutor Reading  School Trips  Y6 Camp at Berwick  Camp at Quarantine Island possibly for Y5  School Working Bees  Parent Assemblies twice a term  Parent Volunteers in classrooms when needed.  Staff, supported by parents, will run a range of options for the children to choose from where they get to work in mixed age groups on a planned sequence of activities in a curriculum area that teachers are passionate about and skilled in. | Home and School Committee  Teachers  Art Auction Committee  H&S  H&S  D.P  D.P  Yr 6 Teachers and Principal  BOT  Principal and Class Teachers  Principal and Class Teachers  Teaching team | N/A  Curriculum and Class materials budget | T1 – 4  T1  T1 - 4  Quiz Night  T1 - 4  T1 - 4  T1 - 4  T1 – 4 as needed  T1 - 4  As needed  T1 - 4  T2 |  |