

Burnham School 2019 Annual Plan

VISION:

Quality education in a fun, safe and friendly environment, promoting opportunities and challenges for children while preparing them for the future.

Principal's Annual Plan - Strategic Goal 1

To ensure the school's curriculum and teaching practices meet the interests, strengths and needs of all learners. (ERO Domains 2, 3, 4 & 6).



Indicators	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2019 - Term				Year	
				1	2	3	4	2020	2021
<p>Effective, culturally responsive pedagogy supports and promotes student learning, and responds to and builds on all ākonga's diverse CLI, strengths and needs. We listen and respond to our Māori community's aspirations for the education of their tamariki. In addition, we respond to the aspirations of all of our respective cultures, where they do not conflict with provisions for Māori.</p> <p>Students participate and learn in caring, collaborative, inclusive learning communities. Assessment for learning develops students' learning-to-learn capabilities (Key Competencies (as expressed by the Burnham School, Te Kura o Tiori Learner Assets) / learner agency)</p> <p>Burnham School students perform at or above national averages.</p>	<p>Goal 1: To review the current Burnham Curriculum.</p>	<p>Review the current Burnham Curriculum to ensure it is :</p> <ul style="list-style-type: none"> ● bicultural in nature ● reflects Māori aspirations ● flexible and responsive to diverse learners ● inclusive ● develops learner assets. 	Principal		✓				
	<p>Goal 2: To ensure our children have access to quality bilingual educational opportunities.</p>	<p>To ensure teachers in the bilingual class have access to appropriate PD. Promote bilingual education within the school and in our wider community.</p>	Principal	✓	✓	✓	✓	Yes	Yes
	<p>Goal 4: To design a new improved system of reporting to parents.</p>	<p>Consult with parents regarding reporting to parents. Design a new report format. Review our current Assessment requirements. Update the student profile on our SMS.</p>	Senior Leadership Team	✓	✓	✓	✓		

<p>Teachers Appraisal and Teaching as Inquiry goals are linked to improvement actions and student learning.</p> <p>Leaders engage in challenging conversations and provide structures to support teacher reflection.</p> <p>Communication supports and strengthens reciprocal, learning-centred relationships - between and across ākongā, parents and staff.</p>	<p>Goal 5: To improve the physical and emotional safety of children at Burnham School.</p> <p>All new teachers to Burnham to take part in Incredible Years Training (IYT). Introduce Play, Eat, Learn (change to break times). Fully engage with Mana Ake. Engage with the Kahui Ako, Rolleston College and ECEs to improve our transition to school process. Continue to develop PB4L throughout the school to enable the school to participate in the second tier of PB4L. To develop a Trauma informed sensitive school. Professional Development will be provided on Trauma in children. Circle Time continue to be used in all classrooms. Continue to lobby the MOE and Selwyn District Council to develop safer street parking on Godley Road.</p>	<p>Principal</p> <p>✓ ✓ ✓ ✓</p> <p>✓</p> <p>✓</p> <p>✓</p>				<p>Yes</p>	<p>Maintenance</p>
	<p>Goal 6: <u>Reading:</u> To ensure that 15% more children than in 2018 are reading at green (12) or above on their 6th birthday.</p> <p>In 2018, 17 % were reading at green (12) or above. (A very concerning result with many high learning and behavioural needs in this cohort).</p>	<p>Continue daily guided reading lessons. Develop a sight word programme within the NE class and Bilingual NE students to accelerate reading progress. Continue daily Yolanda Soryl phonics instruction. Continue 'Buddy Reading' weekly between NE and Year 5/Year 6 students. Enhance home/school engagement in reading, e.g. create videos to put on Seesaw that show parents how to engage with children during reading at home.</p>	<p>Principal</p> <p>✓ ✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>			<p>Maintenance</p>	<p>Maintenance</p>

<p>Goal 7: <u>Writing:</u> To improve the written language of children at Burnham School. Particularly 2018 Year 6 cohort's 'organisational skills' in their writing.</p>	<p>Staff to complete 5 'twilight' PD sessions on Storytelling Schools. By learning to tell stories and make verbal presentations, children develop great oral communication skills while mastering the language and ideas they need for subsequent writing. This systematic approach is used for both fiction and non-fiction teaching as well as subject specific projects across the curriculum. e-asTTle writing standardised testing completed school wide in T1 and T4. Improvement goal: 2018 Year 6 cohort to improve their 'organisational skills' component in their writing by 4 sublevels on the e-asTTle testing. (Usual movement is 2 sublevels within a year) Ensure new Burnham School staff develop an understanding of our expectations around the teaching, including grouping children, for writing instruction.</p>	Principal	✓		✓	✓	✓	Maintenance	Maintenance
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Budget and Other Implications
 Funding to cover staffing to enable each new staff member to attend IYT training (one day per teacher is paid by school).
 PD Budget will meet the cost of Storytelling Schools.

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Principal's Annual Plan - Strategic Goal 2

To strengthen collaborative leadership capacity, to support improvement, innovation, equity and excellence. (ERO Domains 2, 5 & 6).



Indicators of Success	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2019- Term				Year	
				1	2	3	4	2020	2021
<ul style="list-style-type: none"> Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence. Leadership promotes and participates in teacher learning and development. Leadership builds collective capacity to do evaluation and inquiry for sustained improvement. Leadership builds relational trust and effective collaboration at every level of the school community. Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets. Organisational structures, processes and practices enable and sustain collaborative learning and decision making. All Staff are supported and have opportunities to lead. 	Goal 1: Extend leadership capacities in staff	Review and refine Leadership roles & responsibilities. Marie to take part in the Beginning Principal Programme led by Evaluation Associates. Marie to engage in mentoring from Sue Jackson and Sandra Keenan (5-6 weeks during Term 1, or until formal mentoring is in place). Provide professional leadership opportunities for the leadership team.	Principal BOT Chairperson	✓					
				✓	✓	✓	✓	Yes	Yes
				✓	✓	✓	✓		
				✓		✓			
	Goal 2: Strengthen collective evaluation & inquiry capability (teacher inquiry)	Each teacher is to undertake regular inquiry, using the 'Spiral of Inquiry' to improve their teacher practice. Opportunity will be provided for staff to meet regularly to discuss their inquiries and mentor one another.	Principal	✓	✓	✓	✓	Yes	Maintenance
				✓	✓	✓	✓		
	Goal 3: Strengthen organisational Leadership in collaboration with wider staff Review and refine Leadership roles & responsibilities	Ensure that the induction programme is carried out to a high standard and is effective. Ensure that all staff and BOT are familiar with our google docs and school docs. Review Leadership team documents Maintaining and extend opportunities for learners to take on leadership responsibilities e.g.PALs, Enviro-Warriors, and Student Council, buddy	Principal	✓					
				✓	✓				
				✓			✓	Maintenance	No
			✓	✓	✓	✓			

		classes, use of tuakana/teina.							
	Goal 4: To provide an engaging, stimulating playground environment to meet the needs of all our children.	Obtain additional funding to allow Stage 1 of the playground update to be installed.	Phil Latteney & Teena Frame	✓	✓	✓	✓		

Budget & other Implications

\$9,000

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Principal's Annual Plan - Strategic Goal 3

To investigate and plan for the school's refurbishment in 2020/21. (ERO Domains 2, 3, 4 & 6).



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<p>A wide variety of schools and learning environment design is looked at by staff and students. The perspectives and aspirations of students, parents and whānau, are evident in the Education Brief. A comprehensive Education Brief is developed following the required guidelines. Plan refurbishment to ensure learner hauora & academic success. Leadership actively involves students, parents and whānau in the development, implementation and evaluation of curriculum. Collaborative teaching is continually developed. A comprehensive master plan is developed that suits the needs of learners at Burnham School, Te Kura o Tiori. Construction is completed. The learning environment is managed in ways that supports participation, engagement, and agency in learning.</p>	<p>Goal 1: Write the Education Brief.</p>	<p>Collaborate with all stakeholder e.g learners, staff, parents, runanga, NZDF to develop the education brief</p> <p>Education Brief to be completed by 1 September to be submitted by the 1 of October 2019</p> <p>Staff and BOT to visit other schools to see examples of refurbishments and ILEs (Innovative Learning Environment)</p>	Principal & Sandra Keenan & Chairperson	✓					
	<p>Goal 2: To ensure our children have access to a innovative learning pedagogy.</p>	<p>Teachers to be given the opportunity to attend ULearn and other PD opportunities.</p> <p>Teachers will be encouraged to visit ILEs.</p> <p>To implement the new Technology Curriculum (led by Amy and Nicky)</p>	Principal	✓	✓	✓	✓		
				✓	✓	✓	✓		

Budget & other Implications

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Principal's Annual Plan - Strategic Goal 4

To ensure all stakeholders, including board, community, staff and students have a clear understanding of and contribute to the school's goals, outcomes of internal evaluation and ongoing strategic decision making. *(ERO Domains 1 & 2).*



Indicators of Success	Annual Goals & Targets	Actions to Achieve (How will we know)	Lead By:	Time Frame					
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<p>The board actively represents and serves the school and education community in its stewardship role.</p> <p>The board scrutinises the effectiveness of the school in achieving valued student outcomes.</p> <p>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted.</p> <p>The board effectively meets its statutory responsibilities.</p>	<p>Goal 1: To ensure a smooth transition with any changes in BOT members at the BOT election.</p>	<p>To promote the role of being a trustee within the community</p> <p>To improve and further develop our BOT induction systems</p> <p>Review BOT role job description and ensure these are followed.</p>	Marcia	✓	✓				
	<p>Goal 2: To ensure BOT members are highly skilled and effective in their roles.</p>	<p>BOT members to attend the NZSTA conference in Dunedin 12th-14th of July 2019</p> <p>BOT members to attend NZSTA training opportunities where relevant e.g. online and face to face</p> <p>NZSTA to run training sessions once a new BOT has been elected</p>	All BOT members		✓				
				✓	✓	✓	✓		
							✓		

Goal 3:
To ensure policy review and audits occur in a timely manner according to the BOT Work Plan.

Policy review will be included at each BOT meeting.
New [Self-Review document](#) will be used when reviewing.

Teena & Caroline

✓

✓

✓

✓



Budget & other Implications

Funding has been made available to cover the cost of accommodation and course fee to enable BOT member to attend the NZSTA Conference..
Additional funding is provided by MOE for the BOT election.