

A large, decorative graphic element spans the width of the page. It features several wavy, overlapping bands with intricate geometric patterns, including diamonds, zig-zags, and interlocking lines, rendered in a light gray color. The text is overlaid on this graphic.

FLAXMERE COLLEGE ANNUAL SECTION 2021

<p>Strategic Goal: Student Success: Develop the Flaxmere Way for students to ensure holistic student success. To improve writing literacy for Year 7 to 10 students.</p>	<p>Annual Goal To accelerate writing progress for Year 7 to 10 students for 2021.</p>
<p>Baseline data</p> <ul style="list-style-type: none"> • The Year 9 ALL cohort has recorded an aRs points gain of +37.7 points. This is almost 3 times the Year 9 aRs national mean growth between March 2020 and November 2020 of +13 points. The Year 9 ALL cohort has generated an effect size of Cohen’s d = 0.418. This represents a medium educationally significant impact¹ on Year 9 students' writing achievement in 2020. • There is a writing achievement gap between Year 9 male students and Year 9 female students. Year 9 male writing achievement has generated a small educationally significant impact¹ with an effect size of Cohen’s d = 0.295. Whereas, Year 9 female writing achievement has generated a medium educationally significant impact¹ with an effect size of Cohen’s d = 0.447. • The Year 10 ALL cohort has recorded an aRs points gain of +24.6 points. This is more than 2 times the Year 10 aWs national mean growth between March 2020 and November 2020 of +11 points. • The Year 10 ALL cohort has generated an effect size of Cohen’s d = 0.322. This represents a small but educationally significant impact on Year 10 students' writing achievement in 2020. • There is a gap in writing achievement between Year 10 male and female students, with the Year 10 male cohort recording a variance of -67.5 aWs points when compared with the Year 10 female cohort. Moreover, when the Year 10 female aWs mean is compared with the Year 10 aWs national mean (November 2020) it is within 3 aWs points of the national mean. Whereas, the Year 10 male aWs mean varies -70.2 points from the national aWs mean. • Science Learning Area have used and trailed LPF, and were able to support the other Learning Areas. • The Social Science teachers were able to show changes in the from mid-year to the end of year. At Learning Area meeting the staff levelled student work and were able to develop writing strategies. <p>Annual Targets</p>	

<p>English to set targets</p> <p>Science, Social Science and PE/Health Learning Areas will be able show accelerated growth in writing for their Year 9 and 10 students, using the Learning Progression Framework.</p>			
<p>Key Improvement Strategies</p>			
When	What (examples)	Who	Indicators of Progress
Term 1, Term 2 and Term 4 2021	English Learning Area continue with a focus on AsTTle reading and writing. The Learning Area will meet in the PLGs to focus on their targeted students.	English Learning Area	2021 November e-asTTle Writing achievement data will show that students below the expected progress in the Years 7 – 10 target groups will have made accelerated progress that is more than one year’s expected progress of +16 aWs points for Year 7; +15 aWs points for Year 8; + 13 aWs for Year 9; and +11 aWs points for Year 10.
2021 Term 1-4	Science, Social Studies and Health will further develop Learning Progression Framework (LPF) in their Learning Areas. Each Learning Area will set writing categories for their students. LPF Junior students for each Learning Area will submit a piece of writing for Term 1 and 4, and subject teachers will level the students’ writing. Learning Area staff will meet to moderate students work and discuss and use literacy strategies to accelerate progress.	Science, Social Science and PE and Health Learning Areas	<p>By December 2020, Learning Areas will be able to show a systematic way to assess and record writing progress of students under the LPF.</p> <p>Teachers will be able to show how literacy interventions have accelerated progress.</p> <p>Students in Learning Areas have made accelerated progress in the assessment LPF category.</p>
2020	The junior Equity and Excellence team (EE Team) will monitor junior writing achievement. Using a	EE Team	For students identified at risk, targeted strategies will be used.

	<p>case management approach, the group will identify strategies and interventions for students at risk.</p>		<p>For the targeted students, accelerated progress will be shown for writing.</p>
<p>Monitoring EE Meetings – monitoring students at risk Learning Area meetings PLGs BOT meetings</p>			
<p>Resourcing \$1000 – PLD</p>			

Strategic Goal: Student Success: Develop the Flaxmere Way for students to ensure holistic student success. To improve Level 3 and UE NCEA outcomes.						Annual Goal To accelerate Level 3 and UE NCEA outcomes.			
Baseline data									
Level 3 Enrolment Based 2020 results for Flaxmere College (Regular Enrolments)									
2016 Qty	2016 Rate	2017 Qty	2017 Rate	2018 Qty	2018 Rate	2019 Qty	2019 Rate	2020 Qty	2020 Rate
34	60.7	21	70.0	25	52.1	22	68.8	22	71.0
Level 3 Female Enrolment Based 2020 results for Flaxmere College (Regular Enrolments)									
2016 Qty	2016 Rate	2017 Qty	2017 Rate	2018 Qty	2018 Rate	2019 Qty	2019 Rate	2020 Qty	2020 Rate
15	53.6	10	76.9	9	50.0	13	72.2	12	70.6
Level 3 Male Enrolment Based 2020 results for Flaxmere College (Regular Enrolments)									
2016 Qty	2016 Rate	2017 Qty	2017 Rate	2018 Qty	2018 Rate	2019 Qty	2019 Rate	2020 Qty	2020 Rate
19	67.9	11	64.7	16	53.3	9	64.3	10	71.4
UE Enrolment Based 2020 results for Flaxmere College (Regular Enrolments)									
2016 Qty	2016 Rate	2017 Qty	2017 Rate	2018 Qty	2018 Rate	2019 Qty	2019 Rate	2020 Qty	2020 Rate
3	5.4	2	6.7	7	14.6	6	18.8	3	9.7
National School Enrolment Based 2020 results									
2016 Rate	2017 Rate	2018 Rate	2019 Rate	2020 Rate					

66.0	67.6	68.2	69.3	73.1
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National School Female Enrolment Based 2020 results

2016 Rate	2017 Rate	2018 Rate	2019 Rate	2020 Rate
71.5	73.0	73.3	74.2	76.9

National School Male Enrolment Based 2020 results

2016 Rate	2017 Rate	2018 Rate	2019 Rate	2020 Rate
60.1	61.8	62.8	64.0	69.0

National Decile 1-3 School Enrolment Based 2020 results

2016 Rate	2017 Rate	2018 Rate	2019 Rate	2020 Rate
56.6	58.8	60.2	62.5	68.3

Level 3 NCEA results

The school did not meet the target of all students passing Level 3. Not all students who were targeted for UE achieved this goal. Level 3 NCEA results improved from 2019, and has been the best result over the last five years. The NCEA results were below the national average, but above the average rate for Decile 1-3 students. Both males and females performed at a similar rate. Flaxmere College female students performed below the national average for females, but the boys at Flaxmere College performed above the national average for their gender. UE results decreased from 2019 and were well below the national average and that for Decile 1-3 schools.

Annual Targets

All Year 13 regular students will achieve Level 3 NCEA for 2021.

All targeted UE students achieve UE for 2021.			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Term 1- 4 2021	The school will develop and continue responsive courses for students, based on the students' culture and interests. Nga Tikanga course have been developed, that is responsive to the students' culture and interest.	HN	All students will achieve at least 15 credits in all their courses.
Term 1- 4, 2021	The EE team will monitor students at risk for NCEA Level 3. Intervention and support will be provided students who are at risk. At the EE team meeting, there will be a focus on UE achievement. A target group of UE students will be established and monitored throughout the year. A target group will also be set for Year 11 and 12 so that they receive support during the year.	EE Team	Clear interventions are provided for students at risk. All students at risk will achieve Level 3 NCEA. All UE targeted students will achieve NCEA.
Term 1-3, 2021	LOLs and subject teachers will complete course reflections termly. LOLs and subject teachers will meet regularly with the Principal to discuss the course progress.	LOLs Teachers Principal	LOLs and subject teacher will be able to discuss progress of students. For students at risk, interventions will be put into place.
Monthly, 2021	Principal will report Level 3 and UE progress to the BOT.	Principal	BOT will be updated on NCEA progress monthly.
Monitoring			

EE Meetings – monitoring students at risk/UE students
Course reflection and LOL/subject teachers will meet regularly
BOT meetings

Resourcing

\$1000 – PD

<p>Strategic Goal: Student Success: Develop the Flaxmere Way for students to ensure holistic student success. The school will actively promote and build distributive leadership capacity amongst staff and students.</p>	<p>Annual Goal: To create a integrate Graduate Profile into the Flaxmere Way.</p>
<p>Baseline data</p> <p>Since 2015, the school has sought student, whānau and staff voice on the skills and attributes for student leavers at Flaxmere Colege . In 2019, the Graduate Profile was written into the Charter. In 2020, SLT discussed Graduate Profile and how it could be made more visible for the community and students. SLT looked at how it could be integrated into the curriculum and Careers. SLT have investigated examples of Graduate Profiles at other schools. The Graduate Profile and action plan was presented to staff and the BOT.</p>	
<p>When I leave school I will: Be confident in my identity, language and culture as a citizen of Aotearoa, New Zealand; - be socially and emotionally competent, resilient and optimistic about the future; - a successful lifelong learning; - participating and contributing confidently in a range of contexts (cultural, local, national and global) to shape a sustainable world of the future.</p> <p>When I leave school I will:</p> <ul style="list-style-type: none"> - Be proud of who I am and my culture; - Have the qualifications I need to achieve my goals and aspirations; - Have a clear career pathway plan; - Be work or tertiary study ready; - Be confident, creative, think critically and problem solve as a life long learner; - Have social and co-operative skills and life skills; - Be resilient and care for my wellbeing and others; - Be respectful, trustworthy and have integrity. 	

<p>Annual Targets</p> <p>By end 2021, a reformatted Graduate Profile – providing a clear description – will be presented to staff, whānau and students. By 2021, Learning Areas look at how the Graduate Profile can be integrated into the Flaxmere Way.</p>			
<p>Key Improvement Strategies</p>			
When	What (examples)	Who	Indicators of Progress
Term 1-2 2021	SLT will continue to investigate example of the Graduate Profile.	SLT	Using the examples of Graduate Profiles, the school develop their own version/format.
Term 1- 4 2021	A reformatted Graduate Profile is developed, with consultation with staff, students and whānau.	SLT, staff	A graduate profile format is presented to staff, whānau and students.
Term 1-4 2021	Work with staff, look at ways of integrating the Graduate Profile with staff	Staff	Feedback provided from staff showing how the Graduate Profile can be used. A plan action created to show how it can be integrated into the Flaxmere Way.
<p>Monitoring</p> <p>SLT meeting BOT Staff meetings</p>			
<p>Resourcing</p> <p>\$500</p>			

<p>Strategic Goal: Student Success: Develop the Flaxmere Way for students to ensure holistic student success.</p>	<p>Annual Goal: To improve attendance rates at Flaxmere College.</p>																																																															
<p>Baseline data</p> <p>Attendance data has steadily improved until 2019. See data below:</p> <p>Data Analysis: Attendance: Whole school %</p> <table border="1" data-bbox="107 632 1308 938"> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>81.5</td> <td>83.4</td> <td>85.6</td> <td>76.3</td> <td>79</td> <td>73.9</td> <td>60.6</td> <td>78.3</td> </tr> <tr> <td>2015</td> <td>95.7</td> <td>83.5</td> <td>79.0</td> <td>76.3</td> <td>72.7</td> <td>68.5</td> <td>69.1</td> <td>80.9</td> </tr> <tr> <td>2016</td> <td>94.1</td> <td>93.0</td> <td>79.7</td> <td>75.0</td> <td>74.1</td> <td>61.5</td> <td>59.7</td> <td>81.0</td> </tr> <tr> <td>2017</td> <td>93.4</td> <td>93.6</td> <td>83.0</td> <td>73.3</td> <td>69.7</td> <td>70.0</td> <td>64.8</td> <td>82.2</td> </tr> <tr> <td>2018</td> <td>94.1</td> <td>92.9</td> <td>86.3</td> <td>81.1</td> <td>72.7</td> <td>72.2</td> <td>69.2</td> <td>84.8</td> </tr> <tr> <td>2019</td> <td>95.0</td> <td>92.7</td> <td>81.3</td> <td>77.5</td> <td>75.6</td> <td>70.8</td> <td>71.8</td> <td>85.5</td> </tr> </tbody> </table> <p>In 2020, the attendance rates decreased. The attendance rate for 2020 was 83.8%. There were several reasons for this decrease:</p> <ul style="list-style-type: none"> • After the COVID-19 rahui (lockdown), there was drop of attendance. There were a range of the reason for this: some whānau were cautious for their students to return and some students continued to work. Some students whose attendance was poor before the rahui, continued to have poor attendance. • Due to the shortage of housing, some students moved out of Flaxmere, making it more difficult to attend school. • The school struggled to convince some whānau to get their students to school. Reasons varied for why they were not at school: looking after siblings, motivation, home environment. <p>Annual Targets</p>			7	8	9	10	11	12	13	ALL	2014	81.5	83.4	85.6	76.3	79	73.9	60.6	78.3	2015	95.7	83.5	79.0	76.3	72.7	68.5	69.1	80.9	2016	94.1	93.0	79.7	75.0	74.1	61.5	59.7	81.0	2017	93.4	93.6	83.0	73.3	69.7	70.0	64.8	82.2	2018	94.1	92.9	86.3	81.1	72.7	72.2	69.2	84.8	2019	95.0	92.7	81.3	77.5	75.6	70.8	71.8	85.5
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<p>What are the targets?</p> <p>To lift the overall attendance rate to over 90%</p> <p>To increase the percentage of student who average 70-79% to over 80%.</p>			
<p>Key Improvement Strategies</p>			
When	What (examples)	Who	Indicators of Progress
Fortnightly, 2021	AD to meet with Pauline to target students who are not school. A list of absent students will be followed up fortnightly. AD will also work with Pastoral Heads of Year and the admin staff to follow up student with low attendance.	AD Pauling PHLs	The students on the target list return to school and will have improved attendance.
Term 1-4 2021	Students with attendance between 70-79 will be targeted. AD will work with PHLs and staff to identify strategies to work with those student and whānau to attend class. Individual strategies will be	AD Staff	The percentage of students between 70-79% increases to over 80%. Information is provided for each student show intervention and the effect of that intervention.
<p>Monitoring</p> <p>SLT meeting</p> <p>BOT meetings</p>			
<p>Resourcing</p> <p>\$1000</p>			

<p>Strategic Goal: The school will develop and evaluate the Flaxmere Way for consistent, effective, CR4RP for teaching and learning</p>	<p>Annual Goal: To improve teaching and learning through the Flaxmere Way.</p>
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Baseline data

The Flaxmere Way observation tool was developed after the Te Kotahitanga programme was abandoned by the Ministry of Education. The tool has been used to support staff with their teaching practice. The tool has helped SLT to identify areas of teaching practice throughout the school that needs to be improved.

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The school uses the Rongohia Te Hau tool for summative data.
Below was the data from the Term 2 2020 Flaxmere Way observations

**Flaxmere Way Classroom Walk-through
Term Two 2020**

Evidence Observed	Basic	Developing	Well Developed	Comment
Learning Intention & Success Criteria	3	7	15	
PR4L – RP, MP, Flax		12	13	
Literacy Focus		8	16	1 not seen
Manaakitanga		7	18	

<i>Caring Relationships</i>				
Ngā Whakapiringātanga <i>Well managed learning environment</i>	1	9	15	
Mana Motuhake <i>High Expectations for learning</i>	1	13	11	
Wananga <i>Discursive interactions</i>	2	13	10	
Ako <i>Reciprocal learning</i>	2	11	12	Power sharing

Total of 25 observations:
Basic = 3 (12%),
Developing = 12 (48%),
Well Developed = 10 (40%)

The data below shows the historical shifts between Basic, Developing and Integrated teaching.

Flaxmere College walk-through data 2018-2020

	Basic	Developing		Integrated	
Years	No evidence	Little evidence	Some evidence	Lots of evidence	Full implementation
2018	9%	12%	34%	21%	24%
2019	3.5%	27.5%	17.3%	27.5%	24.2%

2020 (T4)	12.5%	8%	46%	8.5%	25%												
<p>Overview of Flaxmere Way in 2020</p> <ul style="list-style-type: none"> In Term 2, the school updated the Flaxmere Way for teaching, the observation tool and teaching guide. Flaxmere Way for teaching was “reaffirmed” in the school, through the tool and the emphasis on the Effective Teaching Profile. Data between Term 2 and Term 4 showed similar results. There were shifts in the Developing category, with more teachers showing “some evidence” than “less evidence”. The PD during the year, including co-inquiry observations, helped staff to understand teaching criteria for the Flaxmere Way. Ask Your Team data for 2019 and 2020 shows that % do not find classes “fun”. Perception data of students does not match our observation data. <p>Annual Targets</p> <p>That there is a shift of teaching practice towards well-developed on the Flaxmere Way.</p>																	
<p>Key Improvement Strategies</p> <table border="1"> <thead> <tr> <th>When</th> <th>What (examples)</th> <th>Who</th> <th>Indicators of Progress</th> </tr> </thead> <tbody> <tr> <td>Term 1, 2021</td> <td>FA, RD, TH and HM will collect baseline data, using the Rongohia Te Hau observation,</td> <td>FA, RD, TH, HM</td> <td>Baseline Rongohia Te Hau data collected.</td> </tr> <tr> <td>Term 2-3, 2021</td> <td>Co-inquiry model will be embedded. Teachers will be paired with their colleagues to observe each class and provide feedback.</td> <td>FA, all staff</td> <td>All staff will be able to use the Flaxmere Way observation tool and provide feedback to their colleagues.</td> </tr> </tbody> </table>						When	What (examples)	Who	Indicators of Progress	Term 1, 2021	FA, RD, TH and HM will collect baseline data, using the Rongohia Te Hau observation,	FA, RD, TH, HM	Baseline Rongohia Te Hau data collected.	Term 2-3, 2021	Co-inquiry model will be embedded. Teachers will be paired with their colleagues to observe each class and provide feedback.	FA, all staff	All staff will be able to use the Flaxmere Way observation tool and provide feedback to their colleagues.
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Term 1, 2021	FA, RD, TH and HM will collect baseline data, using the Rongohia Te Hau observation,	FA, RD, TH, HM	Baseline Rongohia Te Hau data collected.														
Term 2-3, 2021	Co-inquiry model will be embedded. Teachers will be paired with their colleagues to observe each class and provide feedback.	FA, all staff	All staff will be able to use the Flaxmere Way observation tool and provide feedback to their colleagues.														

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Term 4, 2021	FA, RD, TH and HM will collect Term 4 data, using the Rongohia Te Hau observation.	Staff	There will be shifts in teaching from Basic, Developing to Well Developed.
Monitoring PD Team			
Resourcing \$1000			

FINANCE	ACTION	KEY OUTCOMES	RESPONSIBILITY	DEADLINE
<p>1. A small surplus Budget in 2021</p>	<p>1.1 Budget for a small surplus in 2019</p> <p>1.2 Monthly finance committee meetings to review and check monthly reports and follow up with any areas of overspending and action plan as necessary. Strategic reporting below, at or above expected progress.</p>	<ul style="list-style-type: none"> • Continue a surplus in 2019 as per 2010/2011/2012/2013/2014/2015/2016/2017/2018/2020 • Resourcing strategically in line with school priorities (BES Leadership) • School finance practices aligned with BES practice 	<ul style="list-style-type: none"> • BoT • Finance committee 	<ul style="list-style-type: none"> • January 2021 • March 31 2021 • Monthly BoT Meetings 2021
<p>2. Resource strategically</p>	<p>2.1 Align school finances with strategic goals and school priorities</p> <p>2.2 Monthly finance committee meetings to review and align practices with FISH handbook and BES practice</p>	<ul style="list-style-type: none"> • School finance practices aligned with BES practice 	<ul style="list-style-type: none"> • BoT • Finance committee 	<ul style="list-style-type: none"> • Term 1-4 2021 • Term 1-4 2021 • Term 1-4 2021

	2.3 Fund staffing from teacher salaries not operational grant			
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PROPERTY	ACTION	KEY OUTCOMES	RESPONSIBILITY	DEADLINE
1. Develop BoT Property reporting	1.1 Embed BoT reporting to report on property progress	<ul style="list-style-type: none"> • Well informed BOT • Effective strategic property reporting and review. 	<ul style="list-style-type: none"> • Principal/DP 	<ul style="list-style-type: none"> • 2021 Monthly BoT reports
2. To monitor the Flaxmere College rebuild programme	2.1 To inform the BOT of rebuild progress 2.2 To inform BOT of landscaping project of the school	<ul style="list-style-type: none"> • Well informed BOT. • To promote the school to the community 	<ul style="list-style-type: none"> • Principal/DP 	<ul style="list-style-type: none"> • 2021

HEALTH and SAFETY	ACTION	KEY OUTCOMES	RESPONSIBILITY	DEADLINE
1. Review Student and staff Wellbeing	1.1 Ask Your Team survey issued to review student and staff wellbeing	<ul style="list-style-type: none"> • Safe learning environment 	<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • 2021
2. To embed the Health and Safety Committee into decision-making in the school.	2.1 Implement Health and Safety guidelines. 2.2 Continue Health and Safety Act PD for all staff. 2.3 Continue to implement school Health and Safety	<ul style="list-style-type: none"> • Safe learning environment 	<ul style="list-style-type: none"> • H& S Committee/BoT 	<ul style="list-style-type: none"> • 2021

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	<p>policy and procedures to align to H&S Act.</p> <p>2.4 Report monthly to BOT</p>			
<p>3. Provide EAP Services to staff</p>	<p>3.1 Offer EAP Services to staff to support staff wellbeing</p>	<ul style="list-style-type: none"> • Staff Wellbeing 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • 2021

PERSONNEL	ACTION	KEY OUTCOMES	RESPONSIBILITY	DEADLINE
1. Build relational trust	1.1 Continue to develop open honest transparent procedures and practices 1.2 Provide regular opportunities for staff feedback and review 1.3 Provide PLD for staff on professional learning conversations	<ul style="list-style-type: none"> • High trust environment • Highly productive environment 	<ul style="list-style-type: none"> • Principal • SLT 	Terms 1-4 2021
2. Implement collaborative practices	2.1 Embed shared vision. 2.2 Continue to analyse school data collaboratively as a whole staff	<ul style="list-style-type: none"> • Collaborative data analysis, target setting and action planning • Staff ownership 	<ul style="list-style-type: none"> • Principal • SLT 	<ul style="list-style-type: none"> • Terms 1-4 2021
3. Increase professional learning for staff	3.1 Embed professional learning communities 3.2 Develop restorative practice, culturally responsive practice , discursive practise and Mana potential 3.3 Develop leadership opportunities for staff to build distributive leadership	<ul style="list-style-type: none"> • Staff participate in weekly PLG to improve the quality of teaching and learning and student achievement • Increased staff capacity to build culturally responsive relationships and 	<ul style="list-style-type: none"> • Principal • SLT 	<ul style="list-style-type: none"> • Terms 1-4 2021

		teaching and learning practices		
<ul style="list-style-type: none"> • Good employer 	4.1 Implement good employer policy.	<ul style="list-style-type: none"> • High trust environment • Highly productive work environment 	<ul style="list-style-type: none"> • Principal • BOT 	<ul style="list-style-type: none"> • Terms 1-4 2021
PROFESSIONAL DEVELOPMENT	ACTION	KEY OUTCOMES	RESPONSIBILITY	DEADLINE
1. Align professional development with school strategic goals and key priorities	1.1 Ensure staff prof. learning is aligned with school priorities: Teaching and learning, leadership, Māori/Pacific achievement, NCEA alignment	<ul style="list-style-type: none"> • Building capacity within the school according to school needs and areas for development 	<ul style="list-style-type: none"> • Principal • SLT 	<ul style="list-style-type: none"> • Terms 1 2021
1. Continue school wide PD – staff meetings and personalised to individual staff PLD needs.	1.2 Professional learning provided to all staff, aligned to appraisal goals and individual staff learning needs	<ul style="list-style-type: none"> • Increased staff capacity. 	<ul style="list-style-type: none"> • Principal • SLT 	<ul style="list-style-type: none"> • Terms 1-4 , 2021

2021 SELF REVIEW PROGRAMME

REVIEW TYPE	AREA OF REVIEW	TERM 1 2021	TERM 2 2021	TERM 3 2021	TERM 4 2021
Strategic	<ul style="list-style-type: none"> • Charter • Strategic Goals • Consultation 			v	v v
Regular	<ul style="list-style-type: none"> • Policy • Principal Performance • Curriculum • Budget • Board Process 	v v	v v v	v v	v v v v

<p>Emergent</p>	<ul style="list-style-type: none"> • New Government Initiatives • New Local Initiatives • ERO identified areas for development and review 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>√</p>	<p>√</p> <p>√</p>
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