

2018 Miramar Central School's Annual Plan

20.12.17 JT-S & ET; 17.01.18 ET Reviewed [MCS Action Plan 2017-2018](#), 31.01.18 Leadership Team, 1.02.18 Staff, 12.02.18 Updates made; 20.02.18 BOT approved

1. Promote excellence through the principles, values and key competencies of the New Zealand Curriculum.

Annual Goals	Expected Outcomes	Strategies	Resources	Who is responsible	Review/Variance
1.1 To use the key competencies (KC's), Ka Hikitia and the 7 ESOL Principles to frame our Teaching and Learning experiences.	The key competencies, Teina/Tuakana relationships, Ka Hikitia (MAP - Maori Action Plan), PEP (Pasifika Education Plan) and 7 ESOL Principles will be used to frame our teaching and learning experiences.	Leadership Team with class teachers will arrange scheduled buddy class and exchange activities. Use the 7 ESOL Principles to provide the framework for planning teaching and learning for all learners. Continue the focus on the development of the KC's and Ka Hikitia in learning programmes. Consultation & Development of MAP and PEP action plans.	From the outset and throughout the year using the NZ Curriculum, Active Teams, our Charter, Ka Hikitia, 7 ESOL Principles and Tataiako documents. Consultation and development of MAP and PEP. 2017-2018 MCS Action Plan.	Leadership Team, Learning Support Team and class teachers. School Community.	Term 1: Term 2: Term 3: Term 4:
1.2 To build student agency opportunities through inquiry approaches. Students are empowered learners using the school inquiry model.	Use the MCS Inquiry Model when planning and designing teaching and learning activities. Student led learning within curriculum areas.	The MCS Overview was developed by the Leadership Team and will be used to focus and coordinate planning. Unit plan curriculum delivery will use the inquiry approach with increasing emphasis on student directed learning.	MCS Inquiry document and attachments. Utilise staff and student input. 2017-2018 MCS Action Plan.	Leadership Team, Learning Support Team, Active teams and class teachers.	Term 1: Term 2: Term 3: Term 4:

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1.3 To use the e-Learning Planning Framework and Digital Technologies Curriculum to engage, extend and empower students.	Digital Technologies Curriculum & e-learning as a tool will engage and empower students particularly with respect to Language, Inquiry and Mathematics (Mathletics) development.	The Digital Technologies Curriculum & e-Learning Planning Framework will be used by staff to inform their programmes. Having 1:2 devices across the school.	e-learning will be considered and planned in to Unit Plans and class programmes. ICT Budget \$14,000 leases MOE \$14,400 Technician \$41,500 2:1 devices \$4,000 NORRCOM \$2,200 Training, AV& Website Total- \$71,800 1 Fixed Term Unit - \$4000 MOE	Leadership Team, Learning Support Team, Digital Technology Active Team - shared role and class teachers.	Term 1: Term 2: Term 3: Term 4:
1.4 To continue developing an integrated appraisal system for	Teachers will effectively meet The Code and 6 Professional Standards	Consolidate and build on the appraisal and coaching system further developed in 2017 based	Continue to use the Educational Council EDUCANZ resources provided in July 2017	Leadership Team co-constructing with teachers, and Maths Facilitator	Term 1: Term 2: Term 3: Term 4:

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<p>teachers to enable them to improve their practice.</p>	<p>Criteria, PAC (target students) observations and Tataiako principles. Teachers will have a collective understanding of collaborative practice. Student engagement is enhanced.</p>	<p>on teachers understanding and collaboratively meeting The Code, 6 Standards, PAC observations, PCT (practice & development) and Tataiako principles.</p>	<p>(Our Code Our Standards) to inform the MCS Performance Management and Appraisal components. 2017-2018 MCS Action Plan.</p> <p>PCT programme by MOE (school funds release)</p> <p>Maths PLD MOE - 300 hours PLD from Maths Facilitator (2018 & 2019)</p>	<p>Tutor Teachers</p>	
<p>1.5 To continue to learn and embed PB4L and UBRS (Understanding Behaviour Responding Safely) practice school wide.</p>	<p>All staff will participate in PB4L (2018 tier 1 2nd yr) & UBRS school-wide training in order to provide a positive school climate for the personal, social and academic growth of students and staff. Lesson plans developed to reinforce our school's values.</p>	<p>Staff will participate as required in the training and development sessions provided by MOE & PB4L Team and Coach leads at school. Development and application of the school matrix and lesson plans. Reinforce PB4L during whole school assemblies, and events. Development of new</p>	<p>The PB4L Leadership Team will develop an Action Plan for staff engagement in the programme.</p> <p>PB4L Budget: \$10,000 MOE MAPA - Managing Actual or Potential Aggression. MOE</p>	<p>All participants are responsible for their roles as assigned by the PB4L Leadership Team Principal, Team Leader, Coach. Outside providers.</p>	<p>Term 1: Term 2: Term 3: Term 4:</p>

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		<p>'C'cards (celebration). Modify behaviour records; regular recording & analysis to inform and monitor impact of PB4L. Off site PLD for Coach and Lead who work with the wider team termly.</p>			
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2. Provide opportunities for students to be confident in using words and numbers.

Annual Goals	Expected Outcomes	Strategies	Resources	Who is responsible	Review/Variance
2.1 To accurately use OTJ's to inform student curriculum levels. These will be	Student levels and next step learning will be achieved along with specific suggestions for	Teachers will use the NZ Curriculum document as the basis for planning and meeting school targets.	Facilitated via PLD Literacy and Mathematics. 2017-2018 MCS Action Plan. Active Teams who will meet	Leadership Team Curriculum Leads and Class Teachers	Term 1: Term 2: Term 3: Term 4:

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used effectively to support the improvement in student outcomes	parental guidance that will enhance student learning.		regularly. Budgets: Literacy: \$8,000 Mathematics: \$6,000		
2.2 To use assessment tools effectively to inform teacher practice (identify, inform, plan, track, reflect, review)	Professional development will be achieved through PB4L, data analysis, Maths Centralised PLD for all staff to improve student outcomes and enhanced teacher pedagogy.	Will be led by the Leadership Team, Cognition Education with the focus on continually improving the student outcomes, OTJ's and teacher practice.	Assessment Timeline This will be planned and implemented throughout the year in tandem with interim and anniversary reporting. 2017-2018 MCS Action Plan. Assessment: \$5,000	Leadership Team, Learning Support Team, Cognition Education and all class teachers.	Term 1: Term 2: Term 3: Term 4:
2.3 To focus on the development of Collaborative Practice (coaching & teacher inquiry) to enhance teaching and learning.	Teachers will develop their understanding of collaborative practice and explore the possibilities this offers for improved pedagogy and collective strength. Creating a physical environment conducive to learning (MLE and school grounds).	Reconfigure our school teaching and learning structures to allow for the development of coaching and collaborative practice (Coaching, Teacher inquiry) in tandem with meeting The Code and The 6 Standards and inquiry foci. Upgrade of our learning facilities to be conducive to teaching and learning	Planned as part of our Performance Management system. 2017-2018 MCS Action Plan. Appraisal system. PLD in this area will be provided via a coaching process, Maths PLD, with guidance from the Leadership Team. Budget - 5YP, 10YP and gardener	Leadership Team, buddy coaching pairs, Tutor teacher and teaching staff. Gardener. BOT and LT	Term 1: Term 2: Term 3: Term 4:

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		programmes.			
2.4 To use targeted Learning Support to provide for students who have identified learning needs i.e. ELL (English Language Learners), Special Education (ORS), G&T and remedial students.	Students in need of learning support will be identified and enabled through targeted resources and support. This will be evidenced by accelerated learning for students below The NZ Curriculum.	The Learning Support system will be facilitated and monitored by the whole Leadership Team, TA's and teachers (Google Tracking sheet), as well as teachers responsible for ELL students. The DP and AP will oversee this with Learning Support Team. ELL is taken by a teacher underwritten by the Board. ORS students will be provided for by the Special Education Teachers in Kowhai.	Responsibilities along with unit allocations will be in place at the beginning of the year. Lead worker 0.4 FTTE and targeted PLD. Budget: ELL Teacher 0.7FTTE Management Unit allocated for LS and Special Education. 2017-2018 MCS Action Plan MOE Budget: Reading Recovery 0.3 FTTE \$25,000 SEG T/A 0.6 FTTE \$33,000 TFEA T/A 0.7 FTTE \$34,000 ESOL T/A \$ 34,500 MOE STEPS T/A \$14,000 ORS T/A \$109,500 MOE Library T/A \$12,000 IT T/A \$15,500 Rainbow Reading T/A \$16,500 Total: \$294000 Maths MOE PLD	Leadership Team, Learning Support Team, Lead Teachers, Special Ed and ELL Teachers and Teacher Aides. Input from MOE Lead Worker.	Term 1: Term 2: Term 3: Term 4:
2.5 To embed Mathletics to	Mathletics will daily enable teachers to tailor	Professional development through Maths Active	PD provided Maths Active Team Leader and DT Active	Leadership through DT Active Team.	Term 1: Term 2:

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improve student mathematical skills and understanding and allow for greater student directed learning for years 1-6.	learning for each student, promote student agency and enhance teacher Future Focussed Learning. Teachers to incorporate Mathletics in their maths program leading to improved student outcomes and self regulation.	Team Leader as part of in-house training and development with students and parents. Teacher inquiry focus, professional learning conversations, student independent opportunities and peer observations.	Team. DT Chromebooks. 2017-2018 MCS Action Plan Budget: \$6200 - Mathletics Maths PLD MOE	Maths Team Leader. All class teachers.	Term 3: Term 4:
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3. Recognise and celebrate diversity.

Annual Goals	Expected Outcomes	Strategies	Resources	Who is responsible	Review/Variance
3. 1 To embed the School Values in our Charter of Mana (Respect), Mana Motuhake (Independence), and Whanaungatanga (Community) into all	The values will be reflected in the behaviour and learning of all those involved in the school, resulting in positive feedback from our school and wider community.	Staff will determine what each value means and looks like as described in the charter document, why it is important and how we can emphasise these with our students creating this culture as a school.	Values unpacked from School Charter and an explicit summary of our school purpose will be achieved as a staff activity during TOD. Ideas will be noted and a plan will be developed and be enacted in the class and school	Leadership Team, PB4L Team, and all school staff. The Board.	Term 1: Term 2: Term 3: Term 4:

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<p>aspects of school activities.</p>		<p>The Key Inquiry Concept for 2018 developed with staff 'He waka eke noa' A canoe that we are all on together. Termly inquiry foci on Community (T₁), Independence (T₂), Respect (T₃), all the school values and student directed learning(T₄). PB4L assemblies will embed one value every second week.</p>	<p>programme. PB4L lessons on the three values and the development of the PB4L matrix.</p>		
<p>3.2 To continue the active recognition of different cultures and their impact on the learning of our school.</p>	<p>The different cultures in the school will be recognised, included and celebrated. Diversity in our school is recognized and valued by all.</p>	<p>The Cultural Active Team will develop a plan of cultural focus to be included as part of the school and class programme. Respect will be the value in T3. PB4L team.</p>	<p>The Culture Active Team will meet regularly and feed into the school programme via staff meetings. Budget \$4,000 FaCE plus One Fixed Term Unit MOE</p>	<p>The Leadership Team with The Cultural Active Team Staff</p>	<p>Term 1: Term 2: Term 3: Term 4:</p>
<p>3.3 To cater for the needs of Gifted and Talented students</p>	<p>Early identification of G&T Talented students will lead to increased opportunities to demonstrate and extend their abilities.</p>	<p>The Learning Support Programme will investigate and activate Gifted and Talented student programmes through classroom and extra-curricular provision ie. Maths extension for senior students, Science,</p>	<p>Once the Learning Support programme is developed in term 1, children who are identified as gifted or needing enrichment will be provided with a suitable programme in an endeavour to meet their</p>	<p>Leadership and Learning Support Teacher.</p>	<p>Term 1: Term 2: Term 3: Term 4:</p>

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		ICAS, Otago PC. Referral to MindPlus class on-site for those who qualify.	needs. MindPlus G&T class on-site. Lunch time Art classes. Music itinerant teaching. ICAS competitions		
3.4 To make the Arts feature as an integral part of the school programme	The Arts – (MDD Music, Dance, Drama, and Visual Art) will be a focus throughout the year providing opportunities for students to benefit culturally and aesthetically.	The Arts Active Team will look at this initially and will promote planned opportunities for the Arts and Music. A specialist teacher will take The Arts – (MDD Music, Dance, Drama, and Visual Art) across the school, while class teachers are on CRT. 2018: WOW 2019: Production	A specialist teacher. Arts Active Team will meet regularly. CRT is allocated for an Arts focus for each class 2 days a term. Budget: The Arts \$4,150 FaCE 2 Fixed Term Units (Music and Art). MOE CRT Release Teacher allocation.	The Leadership and Arts Active Team. CRT Arts focus release teacher	Term 1: Term 2: Term 3: Term 4:
3.5 To create inclusion as a norm when considering class and school practices.	Inclusion in school, the local community, and wider society will be the norm wherever possible in the best interests of each child. Kowhai students integrated in mainstream classes and community, as much as possible to suit their needs.	Classroom ecology and class treaties to embed inclusion and PB4L principles. Inclusion will be embedded and made explicit across the school for children with special needs linking to their IEP's. Where possible, Kowhai	PLD around Special Education and provision will guide and facilitate inclusive practices.	Leadership Team, Learning support Team and Leader Special Education. Class teachers.	Term 1: Term 2: Term 3: Term 4:

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		students are fully involved in their mainstream class.			
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4. Foster strong connections between home, school and the community.

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4.1 To engage and use e-channels through collaboration, confirming and sharing information about the school and school-related activities with families.	E-channels (Google docs, Google calendar - events, email, website, school docs, blogs, video, VisTab admin) of communication will provide timely, effective and engaging information to families.	Use all forms of media to enable us to reach all members of our school community. Newsletters sent out using eTap(SMS) every second week. Google Year Calendar of events. SchoolDocs for Policies and Procedures.	Leadership Team, Active Teams, teachers and especially the Digital Technology Team. School Docs, School Interviews, website & VisTab admin register Budget: 1 Fixed Term Unit. MOE VisTab, School Interviews & School Docs \$3,000 Website: \$252	Leadership Team, ICT Active Team - shared lead role, Teina and Tuakana teams, Class Teachers, Admin staff, and BOT.	Term 1: Term 2: Term 3: Term 4:
4.2 To include all types of communication to reach and engage our students and our school community.	The website and school communication systems will be up to date and engaging,	The school website will be our main avenue for initiating engagement. Staff will use all the means at our disposal to	The MCS website, phone, emails, forums, surveys, 3 Way Conferences (School Interviews), Meet the Teacher, Open Days,	Board, Leadership Team, Staff, Curriculum Team and Digital Tech Active Team, students and	Term 1: Term 2: Term 3: Term 4:

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	<p>with curriculum information evenings for the school and our community. Opportunities to develop student learning and participation.</p>	<p>communicate and reach parents/caregivers and the wider school community (class blogs, phone, email, face-to-face, weekly home learning sheets, termly letter). The school newsletter will be produced every 2 weeks (odd weeks).</p>	<p>BO Curriculum information, FaCE events, Student Entrepreneur Market Day opportunity, Community Consultation evenings and facebook will all be used as appropriate.</p>	<p>school community.</p>	
<p>4.3 To involve the Community in 'Fun' events to foster 'Whanaungatanga'</p>	<p>Students, parents and staff will become involved in fun activities to develop a sense of community and belonging.</p>	<p>Use the FaCE support and House System to devise a termly event for family participation in sporting activities designed by students</p>	<p>Use House system and school sports resources. FaCE events Student Fundraisers Food Fair Cultural Focus week: Africa School Discos Athletic Days Open mornings Meet new family morning Cultural Week Art Club displays Music Events Kowhai Christmas Party Salvation Army Christmas Party Orange Day Parade EOTC Science & Book Fair</p>	<p>Student committee to design and implement with help from staff. Active teams FaCE The Board</p>	<p>Term 1: Term 2: Term 3: Term 4:</p>

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			Outside events visiting Matariki breakfast School enviro projects		
4.4 To inform our community about key areas of School Operation and Education.	Our school community will be involved and informed about key areas of school operation including our Charter, Annual Plan, SchoolDocs: Policy & Procedures, Curriculum reviews, Information evenings, PB4L, MAP, PEP and inclusion.	The Board/FaCE relationship will be developed to determine worthwhile areas in which to focus.	This will be addressed and facilitated by the Board and the Leadership Team, with help from FaCE. MAP (Maori Action Plan) PEP (Pasifika Education Plan)	Board and Leadership Team. Cultural team. Teachers newsletter. FaCE and School community.	Term 1: Term 2: Term 3: Term 4:
4.5 To engage with our local Community of Learning (CoL)	Following our 'Expression of Interest' participate as a member of the Local CoL to help improve student outcomes in writing, maths and science.	Keep informed of developments and participate in CoL (Communities of Learning) meetings with the DP. Use CoL strategies and interventions to assist MCS's charter and annual plan.	CoL meetings off site. CoL Funding \$1,000 MOE Budget: \$2,000	Leadership Team, BOT, CoL members, and delegated representatives.	Term 1: Term 2: Term 3: Term 4:
4.6 To increase BOT knowledge through NZSTA governance training	Board members to enhance their governance role.	Engage in NZSTA training opportunities as they become available.	NZSTA training programme 2017-2018 MCS Action Plan	Board of Trustees	Term 1: Term 2: Term 3: Term 4:

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