

Mission Statement

Our school provides a safe environment to encourage innovation, celebrate and respect differences, promote excellence and a life-long love for learning. Encourage confidence in children for them to grow as individuals in a happy, positive environment. Fostering good communication with parents, staff and community.

PATHWAY TO THE
FUTURE

Annual Plan
2023

School Charter
2023-2025

Strategic Plan
2023-2025

I like this school
because you have
lots of
opportunities.

This school is great
it has helped me get
better at my work.
I feel much more
confident.

This school is great
it has helped me get
better at my work.
I feel much more
confident.

I like being in a little
school .You get more
opportunities to take
part.

Hillside has
encouraged me to go
out of my comfort
zone and have a go at
new things.

I think that
Hillside School
has encouraged
me to learn new
things and make

Hillside School

3935

School Charter

Strategic Plan

Annual Plan

2023– 2025

2023- 2025

2023

Our Vision

Pathway to the Future

What We Do At Hillside School(Mission Statement)

Our school provides a safe environment to encourage innovation, celebrate and respect differences, promote excellence and a life- long love for learning. Encourage confidence in children for them to grow as individuals in a happy, positive environment. Fostering good communication with parents, staff and community.

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Hillside Primary School Charter 2023-2025

The School's Vision

Our school aims to provide a safe environment to encourage innovation, celebrate and respect differences, and promote excellence and a lifelong love for learning. Encourage confidence in children for them to grow as individuals in a happy positive environment. Fostering good communication with parents, staff, Board of Trustees and community to instill pride in our school.

Introduction

Who We Are

Hillside School is situated in Browns township 9 kilometres from Winton in Southland. The school serves mainly a mixed farming community and families who are associated with related industries in the Browns, Hokonui, Lora Gorge and Springhills areas. We are a full primary with pupils from Year 1 to Year 8 situated in beautiful grounds with good tree shelter. It has an upgraded community adventure playground and running/activity track. The school is strongly supported by the parents and community who are committed in assisting the school to provide a well-balanced education for all students. We welcome students from outside our local area. The School roll ranges from 30 – 40 children. 75 % of our students are of New Zealand European descent with 9 % identifying with Maori being their first ethnicity and the remaining 16% representing Asian ethnicities. Our small rural school enjoys the cultural diversity it has and the Principal, Staff and school board are committed to provide a learning environment which promotes all cultures and ethnicity that makes up Hillside Primary School. We also belong to a cluster of rural schools who participate in sporting and cultural activities. We have a well-established school garden which the students take responsibility for. The garden began from an inquiry 10 years ago and has continued with students planning for its sustainability. Through the garden the children learn about environment issues, horticulture and the financial responsibility of growing and selling their produce.

Principles High expectations, inclusion, Learning to Learn, innovation, community, coherence, future focus, cultural diversity, Treaty of Waitangi. Our focus is on preparing learners for life in a global and ever-changing world. Our teaching begins with the belief that all students can learn and achieve and that teachers can make a difference for all students. At Hillside School, we have high expectations for our students and share these expectations with everyone involved in their learning. Through consultation with our community, we endeavor to provide teaching and learning programmes which reflect their priorities. We recognize the need to have highly effective teachers and support staff within our school and a commitment to providing on-going professional development for them. Effective teaching and learning programmes at Hillside School will be based on the following principles:

- Teachers use a range of evidence to identify students' learning needs and plan meaningful and relevant learning programmes which meet these needs.
- Teachers develop programmes that address the diverse range of learning needs and styles by using a range of instructional learning strategies.
- Teachers create a supportive, inclusive and stimulating learning environment where children are encouraged to take risks in their learning and create their own learning pathways.

- Teachers will maximize learning by building on what students know and help them to make connections across learning areas and to relevant life experiences.

At Hillside School we recognize that teaching can be enhanced when there are positive interactions between the learner, the school and the home. In order to foster these interactions we will:

- Involve the students in setting and monitoring realistic learning goals
- Provide opportunities for children to become self-motivated and self-regulated learners
- Report meaningful and relevant information about student's learning to parents, caregivers and school board and provide guidance on how to support their child at home.

National Education and Learning Priorities

The School Board of Hillside School are committed to success_ for all by_:

- Placing learners at the centre – ensuring that Hillside School of learning are safe, inclusive and free from racism, discrimination, and bullying.
- Having high aspirations for every learner, and support these by partnering with their whanau and communities.
- Reducing barriers to education for all, including for Māori and Pacific, disabled learners/akonga and those with learning support needs.
- Ensure that every learner/akonga gains sound foundation skills, including language, literacy and numeracy.
- Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning.
- Developing staff to strengthen teaching, leadership and learner support capability across the education workforce.

All students are given a range of learning opportunities and are expected to gain knowledge, skills attitudes and values as identified in the New Zealand Curriculum . The School's Curriculum Delivery documents outline procedures for effective planning of programmes to facilitate the individual learning needs of all the students at Hillside School.

We are committed to delivering learning programmes which meet different learning styles.

At Hillside we follow an inquiry approach to learning. We take a whole school approach to inquiry learning.

Building capability to use digital technologies to enhance current practice and open up new and different ways of teaching and learning

The Hillside School Board and staff are committed to develop a planned approach to e-learning and digital citizenship. Hillside School has undertaken Professional Development in digital technologies in order to provide creative and innovative ways to assist our students to become confident, connected, curious, citizens of our community and in a global context The school board is consistently focused on providing a modern learning environment which is resourced to promote learning that is personalized, student centred engaging and connected to the real world. Senior students have been provided with their own digital device which provides all senior students with increased opportunities to experience more independence and engagement in their learning. Junior Room students also have access to a range of digital devices for each student. At Hillside School we aim for success in learning for those with special education needs by ensuring they are identified and receive appropriate support. We aim to provide programmes which enable those with special education needs and abilities to reach their full potential. Transition between classes, schools and pre-school options are managed through the recording and

sharing of information. At Hillside School we run pre-school afternoons each term for preschoolers from the age of 4 and accompanied by a parent. This enables child and parent to familiarize themselves with school routines. In addition to these preschool afternoons N.E children will be offered at least 2 ½ days of schooling to make the transition to school a smooth process. Educational support materials are also supplied to those pre-school families to enhance the transition at the start of their schooling. Being a small school we encourage activities that promote transition and the sharing of learning between the classes. These activities include speeches, science fair, inquiry sessions, buddy reading, gardening and science afternoons. We are proud of the way we work together and the way this approach promotes learning and well-being for all our students.

2. A Safe Learning Environment

The Hillside School Board and Staff are committed to providing a safe physical and emotional environment for all students. Health and Safety policies and procedures are regularly reviewed to ensure all aspects of the school's physical and emotional environment are attended to. Our community is consulted every two years about the Health syllabus. Priorities and concerns are identified and the school's Health syllabus is amended accordingly.

3. Improving Outcomes For Students at Risk

Using a range of assessment tools and the NZ Curriculum statements we identify those students who are not achieving or are at risk of not achieving. Programmes and strategies for assisting these students are put in place. These programmes may include individual programmes, specialized teaching, group tuition and parent liaison. The school board are proactive in providing extra support for students who require it.

We regularly review all assessment procedures and the staff undertake professional development in new assessment initiatives. Improvement targets are identified each year based on assessment information collected. Targeted groups of students are monitored throughout the year in relation to their progress towards the identified target.

4. Improving Literacy and Numeracy

Hillside School places a high priority on improving student achievement in literacy and numeracy throughout the school. Procedures for identifying those students who are at risk of underachieving in literacy and numeracy are in place. During 2023 to 2025 we will be targeting the areas of Reading, Writing and Numeracy and ensuring that the objectives of the NZ Curriculum are included in the School's literacy and numeracy programmes. We will be reviewing the Reading, Writing and Mathematics programmes in order to ensure they reflect the intention of the National Curriculum and the needs of our students.

5. Effective use of Student Assessment The school's assessment policy outlines the assessment process for all students. It is designed to meet the needs of NAG 1 (i :ii) and NAG 2A on the basis of good quality assessment information which identifies students and groups of students who: Are not achieving, are at risk of not achieving or have special needs and identify aspects of the curriculum, which require particular attention

Teachers' gather sufficient data in order to:

- know the extent of student achievement
- determine further learning needs, and evaluate the effectiveness of both teaching and learning activities

6. Reporting- Supporting teachers and leaders capability to Analyse, interpret and respond to a wide range of data

Reporting will include reporting on individual and group achievement as well as the progress of students identified in the National education priorities. Reporting procedures are annually reviewed to assess their effectiveness as part of the self-review plan. We will be reporting to students, parents and the school board on students' progress and achievement in relation to the NZ Curriculum document twice a year and all other curriculum subjects over a 2 year cycle.

7. Improving Māori Outcomes – Māori Achievement-Building Cultural Responsiveness and capability to recognize and respond to cultural diversity.

Appropriate Maori consultation will take place to plan and set targets for Māori as outlined in School Policy. Te Reo and Tikanga Māori are taught explicitly on a regular basis and integrated into termly inquiries for all students. All reasonable steps will be taken to provide instruction in Te Reo Māori for those parents who ask for it. We will achieve this by:

- Consulting with the Māori community every 2 years.
- Continuing to deliver programmes and inquiries that integrate te reo Māori and tikanga Māori into their content. At Hillside School te reo Māori and tikanga Māori are given explicit focus on a regular basis in order to demonstrate the unique position of Māori culture.
- Providing Professional Development for staff in Tikanga Māori / Te Reo Māori if required
- Following consultations, plans are developed which sets out targets for improving outcomes for Māori students.
- The School reports and reviews the achievement of its Māori students in relation to targets and New Zealand Curriculum as scheduled in its strategic plan.
- All students take part in Kapa Haka and the School participates in the Murihiku Polynesian Festival most years.

Hillside School aims to implement programmes of learning that include reference to New Zealand's unique cultural diversity including knowing about our past heritage.

Programmes and inquiries are often chosen to:

- Identify with local and regional history.
- Observe and reflect on National days such as Waitangi Day and ANZAC Day.
- Identify local issues of importance and concern.
- Integrate the five principles of Ka Hikitia which are:
 - Treaty of Waitangi
 - Māori potential approach
 - Ako – a two way learning and teaching process
 - Identity, language and culture count
 - Productive partnership

8. Values

At Hillside School exploration and understanding of values will be an integral part of the interactions that occur within our classrooms.

Students will be encouraged to explore values and the links between beliefs, values, attitudes and behaviour.

Each year we focus on one main value which is given extra attention throughout the year. This value is also a focus in each inquiry and links the inquiries together.

Through their learning experiences, students will learn about:

- What they and others value
- The different things we can value such as attitudes, behaviours, concepts, people, relationships and objects.
- The things that are valued by New Zealand's culture, institutions and groups
- What other groups and cultures value.

Through their learning experiences, we will support and facilitate our students to develop their ability to:

- Identify and express what they value
- Explore, with empathy, what others value
- Critically analyze what people value and the resultant actions
- Discuss disagreements that arise from differences in what people value and negotiate solutions
- Make ethical decisions and act on them ensuring their behaviours and actions have integrity in terms of what they value

Recognising that this list is neither exclusive nor exhaustive

Students will be encouraged to value:

- Excellence by aiming high and by persevering in the face of difficulties
- Integrity, which involves being honest, responsible, accountable and acting ethically
- Curiosity, a driving force of learning
- Questioning, an attitude and skill central to learning and thinking
- Innovation, inquiry, and curiosity, by thinking critically, creatively and reflectively
- Diversity, as found in our different cultures, languages and heritages
- Equity, through fairness and social justice
- Community and participation for the common good
- Ecological sustainability which includes care for the environment.
- Respect themselves, others, human rights and the natural environment in which we live and interact.

At Hillside Primary School each year there is an overarching value which links each Term's inquiry. Over a period of 8 years we focus on all values e.g. Community and Participation, Environmental Sustainability, Innovation, Respect, Integrity, Excellence, Cultural Diversity and Equity.

In addition to this approach, each week at assembly we discuss with children ideas about the values that will be at the forefront of their thinking during that week.

9. Key Competencies

- The Key Competencies are “both end and means” (P 40 NZ Curriculum)
- They are:
- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

At Hillside School the key competencies underpin the learning areas. The curriculum and learning programmes at Hillside School provide challenging opportunities for students to use and develop the competencies in a range of complex and unfamiliar situations. Guidance and feedback assist students to develop and self-monitor their performance in relation to suitable criteria.

Throughout each inquiry the students are encouraged to reflect on how they have used the key competencies across the curriculum.

To assist in planning for the key competencies, teachers identify how the key competencies will be encouraged through specific learning activities

The key competencies are usually used in combination and are an integral part of everyday learning experiences for the children.

Teachers assist the students to understand what the key competencies mean and clarify the conditions that will help the competencies to develop. Teacher guidance and feedback assist students to develop and self-monitor their performance in relation to suitable criteria.

At the end of each inquiry the students are encouraged to reflect on how they have used the key competencies across the curriculum.

To assist in planning for the key competencies, teachers identify how the key competencies will be encouraged through specific learning activities.

10. Health and Nutrition

Hillside School is committed to promoting healthy food and nutrition for all learning programmes and practice which will:

- Help young people find accurate and unbiased information about healthy eating.
- Encourage young people to clarify their own ideas about making up healthy eating choices.
- Help young people understand the factors that influence their food and beverage choices and the effect of those choices on their well-being.
- Help young people develop the skills they need to make responsible decisions about healthy eating.
- To provide an environment that encourages and supports healthy eating.

11. Physical Activity

The Staff are committed to providing regular quality physical activity for all students. At Hillside Primary School we encourage all our students to take part in sporting activities and regularly use visiting experts for a range of sports and skills. We belong to the Central Southland Sports cluster. As part of this cluster we participate in athletics, cross country, touch rugby, basketball, soccer and a Central Tournament which provides all students from years 5-8 an opportunity to take part in a variety of sports. In 2023 we will be taking part in the Healthy, Active School's initiative for the second year. HALs works alongside schools to create sustainable planning and practices in Health and Physical Education to strengthen the well-being of our Tamariki. We will also be taking part in the Mitey Programme which focuses on mental health.

12. Learning Languages

Language and culture play a key role in shaping our personal, group, national and human identities. All languages are to be treasured.

At Hillside Primary School, we believe that by learning an additional language and its

related culture students come to appreciate that languages and cultures are systems, which are organized and used in particular ways to achieve meaning.

Procedural Information

Formulation of Charter and Strategic Plan for 2023-2025

- During 2022 the strategic and annual plans were reviewed at school board meetings. Developments were recorded.
- Consultation- During 2022 we have consulted with:

Parents:

About curriculum areas and what they considered we did well and what we could improve on. This feedback was analyzed by the school board and teaching staff and has assisted in the formulation of goals and development of curriculum areas

- The School Board have consulted with parents on the developments they would like to see over the next few years including school donations, parent involvement, school promotion.

During Terms 2 and 4 2022 assessment information was collected and this was used to assist with reporting to the school board and parents. Teaching staff work together to analyze assessment information and plan next steps for individuals and whole school. This information is used to identify strengths and weaknesses in curriculum areas. The strategic plan and annual plan are reviewed at each school board meeting.

- During Term 2 of 2022 we underwent an ERO review. We have used their suggestion of focusing on evaluation, in the reviewing of changes made to Mathematics delivery. During 2022 we started using the suggested format for this purpose. We will continue to use the suggested evaluation format for evaluations undertaken in 2023.

The Hillside School Board is Committed To Provide:

Student Achievement	Continuous improvement in student achievement and engagement paying special attention to the needs of priority learners. (See Achievement Targets page -)
Strategic Planning and Self Review	Strategic direction for the Hillside School through the Charter, policies , consultation and Self –Review.
Personnel	A positive, supportive environment for staff, through quality recruitment, performance management and continuous professional development.
Property and Finance	A safe, modern learning environment which is resourced to promote learning that is personalized ,student centred, engaging and connected to the real world.
Health and Safety	A safe, healthy physical and emotional environment for students, staff and our community.
Maori Education	Policies and practices that reflect the new Zealand’s cultural diversity and the unique position of Maori. The aim of Hillside School is to give Maori students the opportunity to know success as Maori.

Strategic Goals

Strategic Goal 1 Teaching and Learning

In collaboration, the School Board and staff will provide the highest possible learning outcomes for our students.

Strategic Goal 2 Quality of Education /Leadership and Assessment / self Review

Hillside School will be effectively and strategically governed and managed in order to grow achievement, wellbeing and environment for the school community.

Strategic Goal 3 Finance and Property

In collaboration, the School Board and Teaching staff will endeavor to provide a safe and effective teaching and learning environment for all students.

Strategic Plan

Teaching and Learning

Strategic Goal 1

In collaboration, the School Board and staff will provide the highest possible learning outcomes for our students.

2023	2024	2025
<p>1. Complete a deep, robust curriculum review of:</p> <ul style="list-style-type: none">• Reading programmes with a focus on areas of weakness as identified in assessment and self- review Processes. Focus on modern learning practice.• Science curriculum delivery ensuring it reflects and covers the intentions of the NZ curriculum with attention to modern learning practices.• Social Science curriculum delivery ensuring it reflects and covers the intentions of the NZ curriculum with attention to modern learning practices.• The inquiry process.• Plan to implement Aotearoa New Zealand’s Histories curriculum.• Continue to participate in the Healthy, Active Learning initiative for the second year.• Participate in the second year of Mathematics PLD. Review changes made.• Begin to familiarize ourselves with the NZ Curriculum refresh and revise curriculum areas under review.	<ul style="list-style-type: none">• e <p>1.1 Complete a deep ,robust curriculum review of:</p> <ul style="list-style-type: none">• Writing programmes with a focus on areas of weakness as identified in assessment and self - review processes. Focus on modern learning practice and use of PACT writing aspects.• Oral Language programmes with a focus on areas of weakness as identified in assessment and self-review processes. Focus on modern learning practice.• PE and Health curriculum delivery in relation to the inquiry learning process and the intentions of the NZ curriculum.• Focus on the NZ Curriculum refresh and revise the curriculum areas under review.• Participate in the third year of the Healthy Active Learning initiative.• Participate in the Mitey Programme.	<p>Complete a deep ,robust curriculum review of:</p> <ul style="list-style-type: none">• Mathematics programmes with a focus on areas of weakness as identified in assessment and self- review processes. Focus on modern learning practice. Mathematics assessment procedures with special attention to the moderation process and PACT• The Arts -Visual Art, Dance, Drama and Music. Review delivery of these curriculum areas ensuring they reflect the intentions of the NZ curriculum.• Focus on the NZ curriculum refresh and revise the curriculum areas under review.

<ul style="list-style-type: none"> • Participate in the Mitey Programme. 		
<p>1.2 Monitor reporting procedures and changes made in 2022.Start to review portfolios as part of the reporting procedures.</p>	<p>1.2.Continue to monitor reporting procedures.</p>	<p>1.2.Continue to monitor reporting procedures.</p>

Strategic Goal 2 Quality of Education /Leadership and Assessment / self Review

Hillside School will be effectively and strategically governed and managed in order to grow achievement, wellbeing and environment for the school community.

2023	2024	2025
<p>2.1 Engage in appropriate PLD for Mathematics, Reading, the HALS initiative., Aotearoa NZ Histories, Science and Social Science and the Mitey programme.</p> <p>2.2 Engage in PLD to support the implementation of the NZ Curriculum refresh.</p> <p>2.3 Further develop use of PACT and use of new features. Focus on ensuring new staff have support and training as appropriate.</p> <p>2.4 Continue to review appraisal procedures to ensure our procedures are being effective in the development of all staff. Continue Professional Growth Cycle for teaching staff and Principal.</p> <p>2.5 Work alongside School Evaluation Partner(Education Review Office)</p>	<p>2.1 Engage in appropriate PLD for Writing, Oral Language, PE and Health, Aotearoa NZ Histories and the Mitey programme.</p> <p>2.2 Continue to review appraisal procedures to ensure our procedures are being effective in the development of all staff. Monitor Professional Growth Cycle and review.</p> <p>2.5 Review consultation process.</p> <p>2.6 Work alongside School Evaluation Partner(Education Review Office)</p> <p>2.7 Focus on the use of new building developments in relation to educational practice and learning opportunities if appropriate.</p>	<p>2.1 Engage in appropriate PLD for Mathematics and the Arts.</p> <p>2.2 Continue to aim for school improvement on achievement and excellence with effective teaching across the school. This will be achieved through a range of self-review procedures to review teaching practices and evaluate their effectiveness and consider how to continue .e.g evaluations appraisal, achievement reports, SWOT analysis</p> <p>2.3 Focus on the use of new building developments in relation to educational practice and learning opportunities if appropriate.</p>

<p>2.6 Investigate ways to improve parent consultation process.</p> <p>2.6 Investigate ways to promote Hillside School in the community.</p>		
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Strategic Goal 3 Finance and Property

In collaboration, the School Board and Teaching staff will endeavor to provide a safe and effective teaching and learning environment for all students.

2023	2024	2025
<p>3.1</p> <ul style="list-style-type: none"> Complete the upgrade of the admin area, staffroom, middle room, break out areas as approved and funded by the Ministry. 	<p>3.1</p> <ul style="list-style-type: none"> . Complete the upgrade of the admin area, staffroom, middle room, break out areas, entrance as approved by the Ministry. 	<p>3.1</p> <ul style="list-style-type: none"> Actions as outlined by the Ministry.
<p>3.2 Review digital technology requirements throughout the school.</p> <p>3.3 Use feedback from consultation process to investigate future developments</p>	<p>3.2</p> <ul style="list-style-type: none"> To continue to investigate development of the new hall area . Carry out plans for the development of the new hall area as outlined in the action plan. <p>Plans will reflect curriculum needs.</p> <ul style="list-style-type: none"> Review and update action plan. Investigate funding. <p>3.3 Review digital technology needs throughout the school.</p> <p>3.4 Use feedback from consultation process to investigate future developments.</p>	<p>3.2</p> <ul style="list-style-type: none"> To continue to investigate development of the new hall area . Carry out plans for the development of the new hall area as outlined in the action plan. <p>Plans will reflect curriculum needs.</p> <ul style="list-style-type: none"> Review and update action plan. Investigate funding. <p>3.3 Review digital technology needs throughout the school.</p> <p>3.4 Use feedback from consultation process to investigate future developments.</p>

Supporting Documentation

To support us in improving student achievement:	To support us in developing good management practices and effective organizational systems	To support us in fostering positive community partnerships
<ul style="list-style-type: none"> • Achievement data. • School Policies • ERO Reviews and recommendations • Curriculum plans • Assessment schedules • Professional Development in relation to strategic goals. • PLD in digital technologies • PLD in annual focus area 	<ul style="list-style-type: none"> • Charter, policies, annual budget, BOT handbook. • Appraisal • Self-Review framework • Procedures for monitoring expenditure. • Ten year property plan • Board of Trustees job descriptions • Meeting minutes BOT, staff, sub committees . • MOE building priorities. • ERO recommendations and indicators • Report on Health every 2 years (2022) • Consult with Community every year on curriculum and achievement. • Consult with Māori community every year on curriculum and achievement. • Have plans in place to provide instruction in Te- Reo if parents request it. 	<ul style="list-style-type: none"> • Open door policy • Timely response to queries • Teachers, staff and Principal being visible in community. • Teachers and staff attending Home and School meetings, community events. • Communication by newsletters, Skool Loop, Facebook page, Website. • Communication with Early Childhood centres and other schools • Consultation procedures with parents and students.

<ul style="list-style-type: none"> • Achievement data. • School Policies • ERO Reviews and recommendations • Curriculum plans • Assessment schedules • Professional Development in relation to strategic goals. • PLD in digital technologies • NEMP guidelines • PLD in annual focus area 	<ul style="list-style-type: none"> • Charter, policies, annual budget, BOT handbook. • Appraisal • Self-Review framework • Procedures for monitoring expenditure. • Ten year property plan • Board of Trustees job descriptions • Meeting minutes BOT, staff, sub committees . • MOE building priorities. • ERO recommendations and indicators • Report on Health every 2 years (2022) • Consult with Community every year on curriculum and achievement. • Consult with Maori community every year on curriculum and achievement. • Have plans in place to provide instruction in Te- Reo if parents request it. 	<ul style="list-style-type: none"> • Open door policy • Timely response to queries • Teachers, staff and Principal being visible in community. • Teachers and staff attending Home and School meetings, community events. • Communication by newsletters, Skool Loop, Facebook page, Website. • Communication with Early Childhood centres and other schools • Consultation procedures with parents and students.
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Annual Achievement Targets

Curriculum Area- Reading

<p>Strategic Aim: For all students to be able to access the New Zealand Curriculum as evidenced by progress across the curriculum.</p>	<p>Annual Reading Goals</p> <ul style="list-style-type: none">• For all students to achieve at the expected level their end of year group.• For all students at the 6yr observation survey to be reading at the Green level• After 2 years at School to be a Purple level• After 3 years to be reading beyond Gold• From Year 4-8 students are expected to be reading at or beyond their age appropriate level based on the Probe Comprehension assessment
<p>Assessment Tools: 6yr observational survey, Literacy progressions, Benchmarks, SEA, running records, Probe, PAT , PACT.</p> <p>Baseline Data: At the end of 2022 assessment in Reading showed:</p> <p>Students achieving at expected level- 15 Students achieving beyond the expected level- 12 Students working towards the expected level 3</p> <p>Girls achieving at expected level- 8 Girls achieving beyond the expected level - 7 Girls working towards the expected level- 3</p> <p>Boys achieving at expected level-7 Boys achieving beyond the expected level- 5 Boys working towards the expected level- 0</p>	<p>Improvement Targets for Reading</p> <ol style="list-style-type: none">1. For all students who are working towards the expected level for Reading to make progress to move them to be reading “at” the expected level.2 For those students who are close to achieving “beyond ” the expected level to make progress to move them from “at” to beyond.

Asian students achieving at the expected level -2
 Asian students achieving beyond the expected level -3
 Asian students working towards the expected level- 0
 This information excludes students enrolling at School for the first time on or after the 1st March. Throughout the year the staff are monitoring and reporting to the Board on achievement of Maori students (cohort of 3) and special needs when appropriate

Actions To achieve goals	Timeframe	Monitoring and progress indicators	Led by	Resources and professional Development
<p><u>For All Students</u></p> <ul style="list-style-type: none"> • Encourage home support especially in Room 3 in reading. • Teacher Aide to continue to work in Junior Room at literacy time as appropriate. • Teacher Aide to continue to work with new entrants to focus on alphabet knowledge and sight words as appropriate. • Audit of Junior reading books has been completed and new reading material will be purchased. • Buddy reading to continue. • Continue to update tablets as required. 	<p>Throughout year for all actions..</p>	<ul style="list-style-type: none"> • 6yr observational Surveys of those students who turn 6 in 2023 • SEA assessment. • PAT,Probe, Benchmarks, PACT. • 6 week starting school assessment 	<p>Classroom teachers and Principal.</p>	<ul style="list-style-type: none"> • Ensure all reading resources are maintained and renewed as appropriate. • Use of online homework resources, will allow teachers to select individual tasks for specific needs • PD in reading, visual language and inquiry learning will assist in providing new ideas to enhance reading programmes for all year groups. • .Use of PACT will assist with planning reading opportunities.

<ul style="list-style-type: none"> • Focus on comprehension activities for some students. • Senior members of the junior room to support younger students especially with shared reading. • Investigate structured literacy/ phonics programmes to see if they are suitable for the Junior room. • Continue to increase use of digital technologies to enhance reading programmes. • Continue to use e-readers for supporting all readers with new material. • Use ideas from Reading PLD to support reading programmes. • Continue to provide support for students working towards the expected level or who just need more practise. • Monitor new students' reading routines. • Extend use of online activities to provide an increasing range of reading challenges. 				<ul style="list-style-type: none"> • Investing new resources for classroom reading programmes. • Encouraging community members to be involved eg reading to students, listening to students.
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<ul style="list-style-type: none"> • Continue to add new activities for personal reading time. • Continue to look for resources /activities that support reading for all levels. • Reading is a focus for the whole school in 2023. In the first instance we will be: • Collecting student voice about reading. • Reviewing documentation . • Becoming familiar with the curriculum refresh. • Investigating structured reading programmes to see if they would support our existing way of working. • Investigate Resource Cupboard / The Code as reading resources. • Use of PLD relating to Reading. • Use of community members to listen to children read or to read to them. • Continue the wide range of reading opportunities in senior room. • Continue to increase use of digital technologies to enhance reading programme. 				
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<ul style="list-style-type: none"> • Continue with personal reading programme for years 5-8. • Teacher Aide to work with 3 students in senior room. • Monitor reading routines of new students in senior room. 				
For Improvement Targets	Actions	Monitoring and Progress indicators/Timeframe	Led By	Resources and Professional Development
<p>Target 1 For all students who are working towards the expected level for Reading to make progress to move them to be reading “at” the expected level for their year group.</p>	<p>Identify students who are achieving working towards the expected level for Reading.</p> <p style="text-align: right;">Assessment data for</p> <p>Identified students will be reviewed and learning needs identified.</p> <ul style="list-style-type: none"> • Classroom strategies will be developed . <p>Learning support will be organized. This may be external support eg Reading Recovery or Teacher Aide support within school.</p> <ul style="list-style-type: none"> • Ongoing monitoring of targeted 	<ul style="list-style-type: none"> • Assessment information will be collected at regular intervals.(Termly) • PACT assessments will show progress and indicate aspects of reading progress that needs attention. Mid – year and end of year. 	<p>Classroom Teachers</p>	<ul style="list-style-type: none"> • PACT – Reading aspects • PAT comprehension • Running Records • Probe Comprehension assessments • Oral Language PLD • Digital Technologies PLD • Reading Recovery for those students who require it. • Literacy progressions. • NZ Curriculum • Teacher Aides. • RTLB involvement for as appropriate

<p>Target 2</p> <p>For those students who are close to working beyond the expected level to make progress to move them from “at” to beyond the expected level.</p>	<p>students’ progress by use of a variety of assessment tools.</p> <ul style="list-style-type: none"> • Classroom teachers will discuss progress/ support and ways to support at home with parents ,caregivers and whanau • All targeted students will receive individual support if identified as an appropriate course action. • Assessment data for targeted students will be collected and learning needs required to move students from at to above. • Classroom programmes/suppo rt will be developed and put in place. 	<ul style="list-style-type: none"> • Teachers are able to identify the needs of students and either plan individual programmes or precise teaching within the class programme. 	<p>Classroom teachers.</p>	<ul style="list-style-type: none"> • Teacher Aide support for those students who need extra assistance. • PACT – Reading aspects • PAT comprehension • Running Records • Probe Comprehension assessments • Reading PLD
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	<p>Assessment information will guide the reviewing of support programmes.</p> <ul style="list-style-type: none"> Classroom teachers with parents, caregivers and whanau ways to support students at home. 			<ul style="list-style-type: none"> Digital Technologies PLD Literacy progressions NZ Curriculum expectations. Use of new Sheena Cameron reading resource. And ideas from PLD. Use of resources that
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Analysis of Variance- 2023

Actual Outcomes Term 1 and 2	Reasons for Variance	Further Development (2024)

Annual Achievement Targets

Curriculum Area – Writing

<p>Strategic Aim: For all students to be able to access the New Zealand Curriculum as evidenced by progress across the curriculum and in relation to the curriculum levels.</p>	<p>Annual Writing Goals</p> <p>Goal / Target</p> <p>For each student to be achieving at the expected level for their year group.</p>
<p>Assessment Tools: 6Yr Observation Survey, Literacy Progressions, SEA, PACT.</p> <p>Baseline Data: At the end of 2021 assessment in Writing showed:</p> <p>Students achieving at expected Level 16</p> <p>Students achieving beyond the expected Level 11</p> <p>Students working towards the expected Level 3</p> <p>Girls achieving at expected Level 11</p> <p>Girls achieving beyond the expected Level 6</p> <p>Girls working towards the expected Level 1</p> <p>Boys achieving at expected Level 5</p> <p>Boys achieving beyond the expected Level 5</p> <p>Boys working towards the expected Level 2</p> <p>Asian students achieving at the expected level 2</p>	<p>Improvement Target</p> <p>1 For those students who are working towards the expected level for their age group to make progress to move them to “at” the expected level..</p> <p>2 .. For those students who are close to working beyond the expected level to make progress to move them from working at the expected level to beyond the expected level</p>

<p>Asian students achieving beyond the expected level 3 Asian student working towards the expected level 0</p> <p>This information excludes students enrolling at School for the first time on or after the 1st March. Throughout the year the staff are monitoring and reporting to the Board on achievement of Maori students (cohort of 3) and special needs when appropriate.</p>				
Actions To Achieve Goals	Timeframe	Monitoring and Progress Indicators	Led by	Resources and Professional Development
<p><u>Annual Goals For All Students</u></p> <ul style="list-style-type: none"> • Continue to provide support for those students who are working towards the expected level. • Continue to use activities that integrate writing and reading. • Continue teacher aide support at writing time • Update digital devices as appropriate. 	<ul style="list-style-type: none"> • Throughout the year for all actions. 	<ul style="list-style-type: none"> • Conferencing with students. • PACT –mid-year and end of year assessments. • At each pre-school afternoon assess progress. Discuss with parents ways to practise these skills • Teachers to become more familiar with PACT aspects and 	<p>Class Teachers-</p>	<ul style="list-style-type: none"> • Continue to use Sheena Cameron resources. • Investigate a range literacy resources including resources for spelling. • Investigate PD for aspects of writing. • PD for PACT to continue as part of the support network and to continue with familiarizing ourselves with full use of PACT. • PD for digital technologies will

<ul style="list-style-type: none"> • Continue to with 1 to1 support for students working towards the expected level. • Continue with sight word writing for New Entrants and personal writing for year 1. • Investigate spelling programme for Juniore students and senior students. • Continue personal experience writing for year one students. • Use ICT apps to assist with writing for all students. • Focus on editing skills with Juniors. • Continue to teach a range of writing genre for all students. • Explicit teaching of editing and proof reading • Ensure there is a balance of writing tasks throughout 		<p>can spontaneously know what aspect are being addressed in writing sessions.</p> <ul style="list-style-type: none"> • PACT and Learning Progressions will help to monitor quality of writing. • Increased independence for all students with the writing process including digitally. • Increased accuracy in communicating ideas for a range of purposes. • Yr 5-8 with individual devices- instant monitoring is allowing teacher to have more timely knowledge of student understanding. 		<p>also provide enhanced practise for writing programmes.</p>
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<p>the year. E.g creative as well as information.</p> <ul style="list-style-type: none">• Continue rich writing opportunities for inquiry.• Continue to carry out guided writing for a variety of purposes and to focus on language features, punctuation and vocabulary.• Focus on explicit teaching of punctuation and spelling conventions.• Use student voice when reviewing writing programme• Continue to use PACT writing aspects to assist with planning for writing• Continue to use older student and ex –student’s writing to provide good models and show the purpose				
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<p>of writing and that writing is valued and enjoyed by others.</p> <ul style="list-style-type: none"> • Extend use of online opportunities for writing. • Extend ways to share students' writing. 				
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For Improvement Targets	Actions	Monitoring and Progress Indicators/ Timeframe	Led By	Resources and Professional Development
<p>Target 1 For all students who are working towards the expected level to make progress to move them to "at" the expected level.</p>	<ul style="list-style-type: none"> • Analyse assessment data and determine needs of identified student • Develop classroom programmes which will assess the meeting of learning needs of identified student • Individual support provided • Ongoing monitoring using a variety of assessment tools including PACT. • Analyse mid-year and end of year 	<ul style="list-style-type: none"> • Assessment information will be collected at regular intervals • PACT assessments will show progress and indicate aspects of writing progress that needs attention. Mid – year and end of year. 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • PACT – Writing aspects • Literacy Progressions • NZ Curriculum statements. • Writing Exemplars. • Writing PLD • Digital Technologies PLD • Teacher Aides

<p>Target 2 For those students who are close to achieving “above” the appropriate level to make progress to move them from “at” to beyond the expected level</p>	<p>data to inform progress and to plan for next steps</p> <ul style="list-style-type: none"> • Teachers will be participating in a range of professional development if available. • Teacher Aide will be working with new entrants and targeted students • Investigate outside agencies to support students who are working towards the expected level. • Continue with Covid 19 URF for identified students. • Identify students who are close to moving above the expected level. • Analyse assessment data to determine particular learning needs of targeted students • Develop or revise classroom writing programmes to meet the needs of the targeted group 	<ul style="list-style-type: none"> • Teachers are able to identify the needs of students and either plan individual programmes or precise teaching within the class programme. • PACT assessments will show progress and indicate aspects of writing progress that needs attention. Mid – year and end of year. 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • PACT – Writing aspects • Digital Technologies PLD • Literacy progressions • Exemplars /student writing. • NZ Curriculum statements. • Teacher Aides. • Writing PLD • Peer support .
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	<ul style="list-style-type: none"> • Discuss with parents, caregivers and Whanau ways to support students writing at home • Ongoing monitoring of targeted students' writing. <p>Analyze mid-year and end of year data to inform progress and plan next steps.</p>			
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Annual Achievement Targets

Curriculum Area – Mathematics

<p>Strategic Aim: For all students to be able to access the New Zealand Curriculum as evidenced by progress across the curriculum and in relation to the NZ Curriculum levels</p>	<p>Annual Mathematics Goals</p> <p>Goal / Target</p> <p>For each student to be achieving at their expected level for their year group as outlined in the NZ Curriculum and Numeracy Stages.</p>
<p>Assessment Tools: SEA, PACT, Gloss, I KAN, JAM, PAT Mathematics</p> <p>Baseline Data: At the end of 2022 assessment in Mathematics showed:</p> <p>Students achieving at the expected level 17 Students achieving beyond the expected level 8 Students working towards the expected level 4</p> <p>Girls achieving at the expected level 13 Girls achieving beyond the expected level 3 Girls working towards the expected level 4</p>	<p>Improvement Targets</p> <p>Mathematics Goal</p> <p>For all students who are working towards the expected level in Mathematics to make progress to move them to “at” the expected level for their age group.</p>

<p>Boys achieving at the expected level 4 Boys achieving beyond the expected level 5 Boys working towards the expected level 2</p> <p>Asian student achieving at the expected level 3 Asian students achieving beyond the expected level 2 Asian students working towards the expected level 0</p> <p>This information excludes students enrolling at School for the first time on or after the 1st March. Throughout the year the staff are monitoring and reporting to the Board on achievement of Maori students (cohort of 3) and special needs when appropriate</p>	
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Actions To Achieve Goals	Timeframe	Monitoring and progress indicators	Led by	Resources and Professional Development.
<p><u>Annual Goals for all students</u></p> <ul style="list-style-type: none"> • Continue with teacher aide providing support for students who are working towards expected level. • Continuing to work with mixed ability groups so students working towards the expected level are exposed to 	<p>All activities are ongoing throughout the year.</p>	<ul style="list-style-type: none"> • Reporting initiatives at staff meeting. • Increased confidence in students. • Discussions about progress of students especially after assessments. • Discussions with teacher aides in order to review programmes. 	<ul style="list-style-type: none"> • All teaching staff • All teaching staff • All teaching staff. • All teaching staff 	<ul style="list-style-type: none"> • NZ Maths website. • Maths Cluster PLD(funded) • Appropriate PD opportunities • Purchasing of resources for specific needs and to update resources.

<p>learning concepts they need and concepts they will learn in the future.</p> <ul style="list-style-type: none"> • Look into Mathletics (APP) for next year as it is NZ based, links to specific learning well and is an independent fun follow up activity. • Continue to reinforce classroom work in homework tasks. • Find good, early finishing activities or ICT activities to consolidate learning. • Continue with Teacher Aide working with students working towards the expected level. • Continue to Take part in Cluster Maths PLD • Working with Averil Lee on long term planning and assessment. 		<ul style="list-style-type: none"> • Students progress to more advanced groups . • Extension for some students • Parental involvement. • Progress in basic facts • Continuous review of programmes. 		<ul style="list-style-type: none"> • Purchasing games for a variety of maths areas .
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<ul style="list-style-type: none">• Use of new delivery schedule.• Using evaluation process to evaluate effectiveness of new schedule.• Continue to expand flexible groupings.• Continue to use ways of assessing students in a more flexible way.• Continue to use structured basic fact approach. • Find good, basic fact activities to strengthen this area of Maths. • Continue with homework that is being taught in the class- beginning a week after content is introduced. • Continue with Study Ladder for years 4,5,6,7 and 8 to reinforce learning especially for home learning or for early finishers.				
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<ul style="list-style-type: none">• To continue with use of digital technologies to enhance maths programme.• Continue to provide homework that supports learning in the class where appropriate.• Use varied strategies in the classroom to meet all learning styles.• Ensure that assessment information is shared with the people involved in class/student teaching.• Organize more opportunities for maintenance. • Continue to use a range of discussion and diagrams to elaborate information.• Continue with updating of equipment and stocktake.				
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<ul style="list-style-type: none"> Highlight areas that PACT show needs attention and use similar examples. <p>Attend PD where available.(PLD cluster)</p>				
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For Improvement Targets	Actions	Monitoring and progress indicators/ Timeframe	Resources and Professional Development
<p>Target: For all students who are working towards the expected level in Mathematics to make progress to move them to “at” the expected level.</p>	<ul style="list-style-type: none"> Analyse assessment data to determine needs Individual programmes to be developed , Support to be provided e.g Teacher Aide Review programmes and make changes where appropriate. Discuss with parents, caregivers and Whanau ways to support students at home Assessment data will be collected mid-year and at the end of the year, analysed and used for reporting and planning next 	<ul style="list-style-type: none"> Monitor progress after each Maths area has been completed by assessment . PACT will highlight areas that need attention and also will outline next steps learning. Mid- year and end of year assessment Teachers to report to families about student progress at parent/teacher interviews(March and August) and in written report(July and December) 	<ul style="list-style-type: none"> PD opportunities where appropriate. Teacher Aide support. PACT

	steps PD opportunities will be arranged for all Staff.		
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Analysis of Variance -2023

Actual Outcomes	Reasons for Variance	Further Development

Annual Plan 2023 (Business as usual completes the legal requirements within NAGS and NEGS)

Strategic Goal 1

Teaching and Learning

In collaboration, the School Board and staff will provide the highest possible learning outcomes for our students.

<u>Goal</u>	<u>Actions</u>	<u>Resources Required/ Responsibility</u>	<u>Monitoring and progress indicators</u>	<u>Completed</u>
1.1 Complete a deep, robust curriculum review of: <ul style="list-style-type: none">• Reading programmes with a focus on areas of weakness as identified in assessment and self- review Processes. Focus on modern learning practice.• Science curriculum delivery ensuring it reflects and covers the intentions of the NZ curriculum	<ul style="list-style-type: none">• Carry out a SWOT analysis.• Develop action plans.• Incorporate ideas from parental and student surveys.• Carry out actions. Eg investigating reading resources that will meet individual needs	<ul style="list-style-type: none">• Teaching Staff• Teaching staff	<ul style="list-style-type: none">• The SWOT analysis will confirm the areas we are succeeding in and also identify areas of weakness and opportunities which will form actions for the action plan.• Action plan will be monitored termly	

<p>with attention to modern learning practices.</p> <ul style="list-style-type: none"> • Social Science curriculum delivery ensuring it reflects and covers the intentions of the NZ curriculum with attention to modern learning practices. • The inquiry process. • Plan to implement Aotearoa New Zealand's Histories curriculum. • Continue to participate in the Healthy, Active Learning initiative for the second year. • Participate in the second year of Mathematics PLD. Review changes made. • Begin to familiarize ourselves with the NZ Curriculum refresh and revise curriculum areas under review. 	<p>and enhance class reading programmes. Ensuring that EOTC activities reinforce inquiries.</p> <ul style="list-style-type: none"> • Monitor action plans termly. • Research PD opportunities. • Review all curriculum documentation. <ul style="list-style-type: none"> • Attend PLD throughout year and review documentation and practice accordingly. 		<p>and reviewed accordingly and new initiatives and actions will be added as required.</p> <ul style="list-style-type: none"> • Teachers will become more confident with the use of the PACT for Reading and will use assessment to inform planning. • Teachers will benefit from PLD opportunities. • All documentation relating to curriculum delivery and assessment will be reviewed. 	
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<ul style="list-style-type: none"> • Participate in the Mighty Programme. 	<ul style="list-style-type: none"> • The Mighty Programme starts in Term 4. 			
<p>1.2 Monitor reporting procedures and changes made in 2022. Start to review portfolios as part of the reporting procedures.</p>	<ul style="list-style-type: none"> • Continue to use new report format for Term 2 and possibly Term 4 . • Survey parents on the effectiveness of the new report in order to make changes. • Review portfolios. 	<ul style="list-style-type: none"> • Teaching Staff 	<ul style="list-style-type: none"> • The SWOT analysis will confirm the areas we are succeeding in and also identify areas of weakness and opportunities which will form actions for the action plan. • Action plan will be monitored termly and reviewed accordingly, and new initiatives and actions will be added as required. • Teachers will benefit from PLD opportunities and new programmes to build confidence in certain areas. 	

Analysis of Variance- 2023

Actual Outcomes	Reasons for Variance	Further Development
1.1	1.1	1.1
1.2		

Annual Plan 2023 (Business as usual completes the legal requirements within NAGS and NEGS)

Strategic Goal 2

Quality of Education /Leadership and Assessment / self Review

Hillside School will be effectively and strategically governed and managed in order to grow achievement, wellbeing and environment for the school community.

<u>Goal</u>	<u>Actions</u>	<u>Resources Required</u> <u>Who</u>	<u>Monitoring and progress indicators</u>	<u>Completed</u>
2.1 Engage in appropriate PLD for Mathematics, Reading, the HALS initiative., Aotearoa NZ Histories, Science and Social Science. 2.2 Engage in PLD to support the implementation of the NZ Curriculum refresh.	2.1 <ul style="list-style-type: none">Investigate PLD opportunities.Ensure all staff are available to attend. 2.2Attend PLD. Review existing documentation. 2.3 Focus on features of PACT in staff meetings.	<ul style="list-style-type: none">Teaching staffAdvice from outside agencies Principal and staff	<ul style="list-style-type: none">PLD being undertaken.Actions from PLD implemented in classroom programmes..	

<p>2.3 Further develop use of PACT and use of new features. Focus on ensuring new staff have support and training as appropriate.</p> <p>2.4 Continue to review appraisal procedures to ensure our procedures are being effective in the development of all staff. Continue Professional Growth Cycle for teaching staff and Principal.</p> <p>2.5 Work alongside School Evaluation Partner(Education Review Office)</p> <p>2.6 Investigate ways to improve parent consultation process.</p> <p>2.7 Investigate ways to promote Hillside School in the community.</p> <p>.</p>	<p>Continue to use information from PACT assessment in reports to parents.</p> <p>2.4</p> <ul style="list-style-type: none"> Continue to keep updated about developments to appraisal process for staff and Principal and make changes where appropriate. <p>2.5</p> <p>Work alongside Suzanne Lewis- in using evaluation process.</p> <p>2.6 Develop an action plan which outlines ways in which we could improve the consultation process.</p> <p>2.7</p> <p>Develop an action plan which outlines ways in which we could promote Hillside School in the local and wider community.</p>	<p>Teachers</p> <ul style="list-style-type: none"> PLD around certain curriculum areas. Teachers <p>2.4</p> <ul style="list-style-type: none"> All staff Principal to undertake staff appraisals. Independent appraiser to undertake Principal appraisal. <p>2.5</p> <p>Teaching staff and School Board</p> <p>2.6 Principal, Staff. Board</p> <p>2.7</p> <p>School board and staff.</p>	<ul style="list-style-type: none"> Teachers to show confidence in using new PACT format. Increased consistency in assessment. Use of PACT aspects in class programmes. <p>2.4</p> <p>Teacher reflections will show development in teaching practise.</p> <p>2.6 More parents will contribute to consultation process.</p>	
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Annual Plan 2022(Business as usual completes the legal requirements within NAGS and NEGS)

Strategic Goal 3

Finance and Property

In collaboration, the School Board and Teaching staff will endeavor to provide a safe and effective teaching and learning environment for all students.

<u>Goal</u>	<u>Actions</u>	<u>Resources Required</u>	<u>Monitoring and progress indicators</u>	<u>Completed</u>
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<p>3.1</p> <ul style="list-style-type: none"> Complete the upgrade of the admin area, staffroom, middle room, break out areas as approved and funded by the Ministry. 	<ul style="list-style-type: none"> Work with Ministry ,architect and project manager to carry out property developments throughout the school. Develop an action plan which outlines the organization for preparing the school for the alterations ensuring the continuation of the smooth running of the school. 	<ul style="list-style-type: none"> School board and staff. staff 	<ul style="list-style-type: none"> Plans for development of school refurbishments will be agreed on and an action plan will be developed. Developments will be completed 	
<p>3.2 Review digital technology requirements throughout the school</p> <p>3.3 Use feedback from consultation process to investigate future developments</p>	<ul style="list-style-type: none"> Make an action plan to support this goal. The upgrade will also affect what we need to purchase. 	<p>Staff School Board</p>	<ul style="list-style-type: none"> We will have a clear idea of what is needed over the few years and we can ensure we have the funds to cover expenditure. 	

		<ul style="list-style-type: none"> • Staff, School board. 	<ul style="list-style-type: none"> • Action plan will be developed and new equipment will facilitate the development of digital fluency for all students. 	
	<ul style="list-style-type: none"> • Analyze feedback and add to action plans if appropriate. 	School Board	Development of ideas suggested by parents.	

Analysis of Variance 2023

Actual Outcomes	Reasons for Variance	Further Development

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