



**Christ The King Catholic School**  
Owairaka - New Zealand

# **School Improvement Plan 2017**

## IMPROVEMENT PLAN: SPECIAL CATHOLIC CHARACTER

### STRATEGIC GOAL

Ensure the Special Catholic Character and unique Josephite charism of Christ the King Catholic School is reflected in everything we do

#### Annual Goals 2017

- Further develop our school culture focused on positive behaviours that align fully with the school's charism so everyone feels valued and supported – Everyone belongs; everyone has a part to play.
- Continue to implement effective Religious Education programmes to help students grow in their knowledge and understanding of their Catholic faith
- Extend opportunities for greater student leadership and participation in liturgical celebration and outreach/ service activities

#### Annual Targets

- To foster a positive, inclusive school culture
- Religious Education programmes will be conducive to effective, up-to-date teaching and learning pedagogies: use of Digital resources; differentiation; value-added assessment
- Provide opportunities for greater student ownership and participation in liturgical celebration and outreach/ service activities

### Key Improvement Strategies

Target	Planned action	Indication of progress	Resourcing	Variance
To foster a positive, inclusive school culture	<ul style="list-style-type: none"> <li>• TODs and staff meetings have focused on 'agreed norms' to ensure shared understanding of what contributes to a positive school culture - ensure espoused theories are in use</li> <li>• Effective systems and communication will ensure everyone knows and owns their part in the contribution of a positive school culture including students, whanau and BOT</li> <li>• Opportunities for regular community feedback has been sought and acted upon.</li> <li>• Devise/revise policies and procedures to address bullying issues at school/ in the workplace</li> </ul>	<p>Teacher Only Days and staff meetings have provided the platform to co-construct 'agreed norm' frameworks/ unpacking of:</p> <ol style="list-style-type: none"> <li>1. the Code of Ethics for staff in Catholic Schools/ School values and Charism statements</li> <li>2. an effective team environment leading to an authentic learning organisation</li> </ol> <p>Communications systems are improved and refined- everyone has a job to do and is doing it well</p> <p>Community has provided constructive feedback to the</p>	<p>Carolyn Phillips from CDA to facilitate TOD in January Approx. cost of \$250</p> <p>MOE Advisors to facilitate a series of staff meetings focused on 'An inclusive, responsive learning culture' Approx cost: Koha donation</p> <p>Surveymonkey tool at an approximate</p>	

	<ul style="list-style-type: none"> <li>• Administer the NZCER Teacher Workplace survey at the beginning of Term 3</li> <li>• Engage fully in Year 3 of MOE funded PB4L taking school to next stage which is to ensure lessons are planned to compliment our values system and to reinforce the OUR WAY AT CTK Framework.</li> <li>• Regular communication with key stakeholders around OUR WAY AT CTK</li> </ul>	<p>school for consideration with a view to continuous school improvement.</p> <p>BOT has devised a policy in line with current H and S legislation around providing a safe learning environment and workplace. Procedures have been developed to support the policy.</p> <p>Staff workplace survey will reflect an improved and positive workplace culture.</p> <p>Regular lessons as an integral part of the school's curriculum are part of routine planning. Students showing greater awareness of OUR WAY AT CTK through deliberate action.</p>	<p>cost of \$250</p> <p>NZCER survey costs of approx. \$500</p> <p>PLD contingency fund for particular workshops focused on school culture \$1200</p> <p>\$10,000 PB4L funding towards advertising/ teacher release/ digital signage</p>	
<p>Extend opportunities for greater student leadership and participation in liturgical celebration and outreach/service activities</p>	<ul style="list-style-type: none"> <li>• Students will work with the DRS to help in coordinating special Masses, liturgies and outreach activities</li> <li>• Students will actively be involved in acts of 'LOVE and SERVICE' within the school and wider community</li> </ul>	<p>Students will have taken collective ownership for coordinating special Masses, liturgies and outreach activities</p> <p>Year 5-8 students will have an annual retreat focused on servant leadership</p> <p>Outreach and service activities will target local and global need</p> <p>Networks will be strengthened with other Catholic schools through the involvement in the COL</p>	<p>DRS release time</p> <p>Retreat costs at approximately \$10 per child</p>	

## IMPROVEMENT PLAN: TEACHING AND LEARNING (ako)

### STRATEGIC GOAL

Provide a responsive curriculum to ensure learning, progress and achievement for ALL

#### Annual Goals 2017

- Clarify and promote consistently effective teaching practice that supports the school's new direction (ERO 2016) – particular focus on pedagogy that promotes learner agency and ensures responsive, innovative and Inclusive practice.
- Determine the cornerstones for a refocused curriculum (ERO 2016) – consider an authentic values-based curriculum that incorporates Intensive Oral Language (ESOL strategies); Experience through Play; Critical Thinking and Digital Immersion.

#### Annual Targets

- Regular planning and evaluating of teaching practice will ensure that the school is meeting the learning needs of all students
- Align student learning needs, with the professional learning and development of teaching staff
- Use evidence, evaluation and inquiry regularly to monitor student achievement and to improve teaching practice
- Teaching and learning programmes foster and empower greater student/learner agency

### Key Improvement Strategies

Target	Planned action	Indicators of progress	Resourcing	Variance
Regular planning and evaluating of teaching practice will ensure that the school is meeting the learning needs of all students	<ul style="list-style-type: none"> <li>• Active reference to and monitoring progress towards the school's RAP: <a href="https://docs.google.com/document/d/1dMYapIMYiZsHUFBhzwBN0AHeVeEjwJrkBBzVbVP1nrU/edit">https://docs.google.com/document/d/1dMYapIMYiZsHUFBhzwBN0AHeVeEjwJrkBBzVbVP1nrU/edit</a></li> <li>• Guidance and support for staff to plan responsive and differentiated learning programmes</li> </ul>	<p>All students are making progress and there are streamlined tracking/monitoring systems in place to consider progress towards school-wide goals</p> <p>Teachers have engaged in purposeful PLD and are competently differentiating programmes of work that meet the particular needs of learners.</p> <p>Appraisal is framed around 'Teaching as Inquiry' and there is evidence to show impact of action on student outcomes</p>	<p>EUCANZ Appraisal resource materials: <a href="https://educationcouncil.org.nz/content/appraisal-professional-learning-and-resources">https://educationcouncil.org.nz/content/appraisal-professional-learning-and-resources</a></p> <p>Series of MOE facilitated PLD workshops focused on giving/receiving feedback as part of the appraisal process</p> <p>Senior Advisor (MOE)</p> <p>Approx. costs \$200 Koha and travel</p>	

<p>Align student learning needs, with the professional learning and development of teaching staff</p>	<ul style="list-style-type: none"> <li>● Funding for 4 staff members to complete series of on-line seminars to fully unpack the ELLPs with view to share this learning with all staff</li> <li>● Oral Language is a major component of all classroom programmes</li> <li>● Continue school wide PLD in Mathematics and PB4L</li> <li>● Deliberate focus on developing greater 'learner agency' by exploring learning dispositions and engaging in PLD</li> <li>● Junior School teachers and learning assistants to engage in the WHANAKE PILOT PROJECT - PLD offered by RTLB services around 'readiness for school'</li> </ul>	<p>Teachers are well equipped to complete ELLP assessments Strategies to support and engage ESOL learners is evident</p> <p>Teachers and whanau understand 'agency' and learners are showing greater ownership for learning as partners in education</p> <p>Woolf Fisher research data reflects positive shifts around learner agency</p> <p>Junior curriculum has been revised to reflect strategies and opportunities to engage students as they develop skill/competency in early-years reading, writing and mathematics.</p>	<p>MOE funding for 8 days release so 4 staff can complete on-line seminars MOE Income for ELLP PLD: \$2400</p> <p>Woolf Fisher research (AKO HIKO) Approx Cost \$2300 for 5 year research period</p> <p>AKO HIKO termly toolkits</p> <p>RTLB funding of approximately \$2000 for teacher/learning assistant training and release</p>	
<p>Use evidence, evaluation and inquiry regularly to monitor student achievement and to improve teaching practice</p>	<ul style="list-style-type: none"> <li>● Refined systems are in use to monitor/track student progress and achievement</li> <li>● Opportunities for teachers to video and critique their own practice - engage in learning conversations with a critical friend and/or appraiser</li> <li>● Evaluate the impact and effect of teaching practice, PLD, learner support by gathering evidence in relation to improved student outcomes (work with staff to determine evidence sources)</li> <li>● Deepen teacher understanding of 'Teaching as Inquiry' and the gathering of evidence towards meeting the PTCs as an integral part of the appraisal process at CTK</li> </ul>	<p>Target groups are entered onto the SMS. Achievement data is regularly gathered and analysed</p> <p>Group Learning Plans are co-constructed with target students and their whanau. Termly monitoring of progress and variance</p> <p>Teachers are capably inquiring into their practice with a view to continuous improvement to impact learner achievement</p>	<p>COL involvement - PLD cluster and school-wide with Cognition facilitators</p> <p>Across School Teacher in a mentor role Within School Teacher leadership opportunity (time and remuneration)</p> <p>Release time for PLD at approx cost of \$1200</p>	

<p>Teaching and learning programmes foster and empower greater student agency</p>	<ul style="list-style-type: none"> <li>Continued focus on Learn, Create, Share pedagogy across the school- students and teachers are clearly articulating new <b>LEARN</b>ing, what is being <b>CREATE</b>d and how learning is being <b>SHARE</b>ed</li> <li>Deliberate focus on developing 'student agency' by exploring learning dispositions and engaging in PLD</li> </ul>	<p>Learn, Create, Share is evident in all planning - students will be starting to use the LCS framework to discuss and evaluate their learning</p> <p>Students will be taking greater ownership of their learning goals and the action needed for progress and achievement towards these goals</p>	<p>PLD around learner agency through AKO HIKO toolkits</p> <p>L,C,S termly staff meeting and on-going support from Manaiakalani Outreach</p>	
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## IMPROVEMENT PLAN: PARTNERSHIP, NETWORKS and ENGAGEMENT (*Whanaungatanga*)

### STRATEGIC GOAL

Encourage creative ways to develop and foster a supportive and engaged community

#### Annual Goals 2017

- Strengthen the learning partnership with parents and whanau (ERO 2016) - Schedule regular curriculum workshops, consultation evenings and social events.
- Enhance partnerships with the AKO HIKO Cluster of schools and the Central Catholic School's COL

#### Annual Targets

- Termly curriculum workshops, and/ or whanau information evenings have been held to further foster/empower partnership
- Ensure the community is aware of the school's work with AKO HIKO and the Central Catholic School's COL

### Key Improvement Strategies

Target	Planned action	Indicators of progress	Resourcing	Variance
Termly curriculum workshops, and/ or whanau information evenings have been held to further foster/empower partnership	<ul style="list-style-type: none"> <li>● The SMT, Curriculum Leaders, School staff, PTFA, the SWiS and other agencies will work collaboratively to plan and organise parent meetings and curriculum workshops</li> <li>● Ensure timely communication and promotion of any meetings, workshops, social events</li> <li>● Explore ways to utilise students as leaders in communicating with whanau</li> </ul>	<p>Regular meetings have been held.</p> <p>Evaluations and feedback from these meetings has been used for future planning and on-going school improvement</p> <p>Communication has been effective and timely</p> <p>Classroom sites and blogs will be shared with whanau</p> <p>Student leaders act as ambassadors to share information with whanau</p> <p>Student progress and achievement information is shared through face2face meetings and through written communication</p>	\$500 budgeted for community engagement refreshments	

<p>Ensure the community is aware of the school's work with AKO HIKO and the Central Catholic School's COL</p>	<ul style="list-style-type: none"> <li>● To inform the community of the involvement and progress of the school's network and connection with AKO HIKO and the Central Catholic Schools COL</li> <li>● Continue to engage in WOOLF FISHER research as an integral part of Manaiaikalani Outreach and share outcomes with staff, BOT and wider community</li> <li>● Community members are aware of the benefits of the school forging close partnerships with other schools.</li> <li>● School staff engage fully in cluster-wide PLD by contributing and actively participating in Cluster initiatives.</li> </ul>	<p>Written communication through newsletters and the school website will provide important information about the school's involvement with AKO HIKO and the Central Catholic School COL.</p> <p>School staff have contributed positively to the success of Cluster initiatives and have gathered supporting evidence as part of the appraisal process</p> <p>School's BOT and members of the SMT have attended Cluster forums and have gained further insight into the collaborative 'projects' of AKO HIKO and the Central Catholic Schools COL</p>	<p>\$1000 MOE funding for COL schools to go into COL account for initial set-up costs.</p> <p>Woolf Fisher research (AKO HIKO) Approx Cost \$2300 for 5 year research period</p> <p>COL Lead teacher - funding from MOE and COL for release and remuneration of \$8000 per annum</p>	
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## IMPROVEMENT PLAN: IDENTITY, LANGUAGE and CULTURE (*Tangata Whenuatanga*)

### STRATEGIC GOAL

Encourage and raise awareness of NZ's cultural diversity and the unique position of the Maori culture

#### Annual Goals 2017

- Further enhance and embed Te Reo and Tikanga Māori within the school, allowing children to show progress in their ability to speak the language of Aotearoa as they move through the school
- Continue to seek ways to acknowledge, celebrate and 'tap into' the rich diversity of our school community.
- PLD has targeted culturally responsive and inclusive practices

#### Annual Targets

- PLD has targeted staff, leadership and whanau capacity to be culturally responsive and inclusive
- Curriculum mapping has ensured opportunities to celebrate our school's cultural diversity and the unique position of the maori culture

### Key Improvement Strategies

Target	Planned action	Indicators of progress	Resourcing	Variance
Further enhance and embed Te Reo and Tikanga Māori within the school, allowing children to show progress in their ability to speak the language of Aotearoa as they move through the school	<ul style="list-style-type: none"> <li>• Lead teacher to assist staff to plan the authentic integration of Te Reo Maori into rich concept planning</li> <li>• Learning progression framework to be developed</li> <li>• Plan to visit a local marae during the school year</li> </ul>	<p>Lead teacher has assisted staff to develop a Curriculum Action Plan</p> <p>Te Reo Maori is authentically woven into classroom programmes</p> <p>Students are more familiar with marae protocols and are showing an increasing awareness of Tikanga Ma</p>	\$500 to Subsidise trip costs for Marae visit	

<p>Continue to seek ways to acknowledge, celebrate and 'tap into' the rich diversity of our school community.</p>	<ul style="list-style-type: none"> <li>● Build upon the success of the 2016 Cultural Showcase that saw every student actively participate in a cultural group with parents/community members in leadership roles to support these groups</li> <li>● The Learning Languages programme at CTK will see our engagement in Year 1 of the MLA programme through the Confucius Institute</li> <li>● HIP activities will include activities that celebrate our diversity</li> </ul>	<p>More parents/whanau actively engaging with the school to plan and prepare a cultural showcase event</p> <p>HIP provides opportunities for greater exposure to ARTS/CULTURAL activities</p> <p>MLA programme has been implemented with teachers and students experiencing some success with Mandarin Language Learning.</p>	<p>Advertising/promotional materials for Cultural event</p> <p>\$800 for items required for a school event (ARTS BUDGET)</p> <p>MLA in school one day a week (funded through the University and the Confucius Institute)</p>	
<p>PLD has targeted staff, leadership and whanau capacity to be culturally responsive and inclusive</p>	<ul style="list-style-type: none"> <li>● Access in-house and specialist support to guide staff in culturally responsive pedagogies to improve the outcomes of target groups that include PI students and disengaged MELAA males.</li> <li>● Staff will be deliberate in their selection of resources/materials to engage students from diverse ethnic groups.</li> <li>● Teachers will encourage student voice in sharing 'first world' experiences/ roaming in the known - draw on prior knowledge to make educationally powerful connections</li> </ul>	<p>Through PLD, staff have become more aware of culturally responsive pedagogy and practice. Staff will have explored the concept of Culturally Responsive Pedagogy in relation to the 'Five Capabilities': Organisational, Evaluative, Instructional, Parents/Family/Whanau, and Cultural &amp; Linguistic responsiveness &amp; inclusiveness in order to identify opportunities for development</p> <p>Staff have developed their understanding of the MOE documents, Tataiako and the Pasifika Education Plan (PEP)</p> <p>Relationships are based on high trust, respect, acceptance and inclusion to ensure all members of the school community feel a sense of belonging</p>	<p>COL involvement Within School Teacher - leadership opportunity</p> <p>Access to MOE advisors to guide staff through the evaluative framework; Ka Hikitia and PEP</p>	

## IMPROVEMENT PLAN: HEALTH, SAFETY and WELLNESS

### STRATEGIC GOAL

Provide a safe environment that allows full participation by ALL

#### Annual Goals 2017

- Put strategies in place that will encourage healthy food and nutrition for the students of CTK.
- Investigate and implement strategies that will improve understanding about care for self, others and the environment.

#### Annual Targets

- Health Education programmes will have particular focus on nutrition and wellness
- Care for self, others and the environment will be a priority focus area through our continued involvement in PB4L.

### Key Improvement Strategies

Target	Planned action	Indicators of progress	Resourcing	Variance
Health Education programmes will have particular focus on nutrition and wellness	<ul style="list-style-type: none"> <li>● A working committee of staff ,students and whanau will review and evaluate the school from a 'HEALTH PROMOTING' lens and an 'ENVIRO' lens with the view to develop an action plan for continuous improvement</li> <li>● SMT and lead teacher to work with SWiS and other agencies to promote the importance of good nutrition to parent community through newsletters, meetings and partnership programmes</li> <li>● Classroom programmes are focused on aspects of good health with attention to nutrition, exercise and sleep for wellness</li> </ul>	<p>An action plan is co-constructed with realistic goals and targets with focus on a healthier community</p> <p>Information about health and wellness is being shared via communication channels Students are showing greater awareness of 'everyday' and 'treat' foods - lunchboxes are reflected better choices</p> <p>Students have become more aware of the nutritional value of food</p>	Life education programme in Term 4 at a cost of \$5 per student	
Care for self, others and the environment will be a	<ul style="list-style-type: none"> <li>● OUR WAY AT CTK framework to be 'launched'</li> <li>● At CTK we See a Need and Respond: Student leadership programmes see students assuming responsibility as</li> </ul>	<p>Students working with PB4L team to ensure OUR WAY AT CTK is known and actioned</p> <p>School wide focus on Care and Respect</p>	Auckland Council waste wise programme	

<p>priority focus area through our continued involvement in PB4L.</p>	<p>Playground Peacekeepers (mentors/big buddies); Kids For Christ (pastoral leadership); Breakfast Club etc.</p> <ul style="list-style-type: none"> <li>● Pastoral care systems are in place to ensure support for members of the community</li> <li>● School has continued to support different charitable organisations</li> <li>● Awareness and mindfulness programmes around care for the environment</li> </ul>	<p>through assemblies and rich concept plans</p> <p>We have raised funds for Lenten appeal; Cans for Christmas; Cancer Society etc</p> <p>Enviro team to work across the school to commence work towards being an ENVIRO SCHOOL - recycling and reusing.</p>		
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## IMPROVEMENT PLAN: Learning with Digital tools/ AKO HIKO

FOCUS	Expected Outcomes	Tasks	Resources	Evidence of Progress	<u>Variance</u>
Digital classrooms	All teachers in the Ako Hiko cluster and in 1:1 classrooms at CTK are supported in a way that provides the best outcomes for learning with chromebooks	Professional development across the cluster Continued support from Manaiakalani Outreach/ PLD	Digital technology lead teacher	Ongoing monitoring of PLD facilitation re digital immersion	
Schoolwide PLD	Integration of Google Apps across the school will be evident SAMR model is understood and evident as part of the planning	All staff using GAFE (Google Apps for Education) Support admin staff to increase skills / move existing work to Google Docs	Manaiakalani Outreach PLD	Ongoing monitoring of PLD schoolwide facilitation	
Cybersmart Policy Development	A clear understanding of cybersmart practices evident throughout the entire school	PLD at staff meeting and team meeting level as an ongoing focus	Cybersmart curriculum resources	Staff meetings Shared docs Netsafe seminar Communication with whanau	
iPads and digital tools in Year 1-3 classrooms	Digital technologies are used to enhance learning	8-10 i-pads available for use in each classroom Learn, Create , Share model evident in teaching and learning programmes.	PLD facilitation Lead teacher	Ongoing monitoring team meeting minutes Evaluations	
Home/School Partnership	Parents will have greater understanding of the use of IT to support teaching and learning.	Regular workshops with parents led by lead teachers and students	Ako Hiko support Lead teacher	Parent feedback	

## IMPROVEMENT PLAN: Progress and Achievement against National Standard benchmarks

Focus	Expected Outcomes	Tasks	Evidence of Progress	<u>Variance</u>
<p><b>Reading</b></p>	<p>To improve performance against Nat Stds with particular focus on the achievement of MELAA and Pasifika students</p> <p>Reading support programmes make a difference to learner progress and achievement</p> <p>Learners to make accelerated progress in writing as evident through value-added asTTle writing assessment tasks</p>	<p>Increase access to Reading Recovery/ Quick 60/ ELA programmes through strategic staffing and resourcing</p> <p>Engage in PLD around culturally responsive practices to engage MELAA and pasifika students</p>	<p>Closely monitor/ track and respond to student progress and achievement in Reading</p> <p>The number of students reading AT National Standard in Reading will increase</p> <p>Clean data of students enrolled in 2016 and in 2017 will be compared to show 'value-added' progress and achievement</p> <p>Reading Recovery/ Quick 60/ ELA programmes make a positive difference to learner progress and achievement</p>	
<p><b>Writing</b></p>	<p>To improve performance against Nat Stds with particular focus on the achievement of MELAA and Pasifika students</p> <p>Learners to make accelerated progress in writing as evident through value-added asTTle writing assessment tasks</p>	<p>Best practice strategies for teaching writing will be shared, considered and implemented</p> <p>Staff PLD framed around common practices, consistency and streamlined approaches in the use of writing frameworks and assessment rubrics</p> <p>Providing rich opportunities for writing through EOTC; talk moves; practical experience etc...</p>	<p>Careful scaffolding and modelling in all classrooms</p> <p>Daily writing</p> <p>Teachers confident in the use of NS Illustration and asTTle tools</p> <p>Students as confident writers for a genuine audience</p> <p>Every child making progress as evident in value-added asTTle writing results</p>	

		Improved moderation/ opportunities to moderate cluster-wide with AKO HIKO schools		
<b>Mathematics</b>	<p>Planning will be streamlined and differentiated to target particular learning needs</p> <p>To improve students' ability to problem solve across all strands of Mathematics</p> <p>Develop knowledge of mathematical concepts and vocabulary</p> <p>To improve performance against Nat Stds with particular focus on the achievement of MELAA students and Pasifika boys</p> <p>Integrate Mathematics and digital learning</p>		<p>Closely monitor/ track and respond to student progress and achievement in Mathematics</p> <p>Greater consistency in programme planning and delivery aligned to school expectations</p> <p>Value-added data will show improved results against the National Norms and National Standards</p> <p>Evidence will show students are self-directing their learning in Mathematics. Learner agency is developed - students to identify their own mathematical strengths and needs</p>	

## IMPROVEMENT PLAN: Personnel

FOCUS	Expected Outcomes	Tasks	Evidence of Progress	<u>Variance</u>
<p>BOT Election - succession planning</p>	<p>New parent representatives are appointed as school trustees through the 2016 bi-election</p> <p>New staff trustee is elected</p> <p>Trustees engage in personal and professional learning</p>	<p>Raise the profile of the role of school trustees to ensure parents stand for election</p> <p>The BOT will be proactive in promoting the elections and encouraging of parents to consider getting involved</p>	<p>Successful election with improved participation from the school's community</p> <p>Trustees well-versed in school governance/ pro-active members of the BOT/ visible in school community</p> <p>Greater number of trustees engaging in PLD</p>	
<p>KEY PERSONNEL INDUCTION</p>	<p>Newly appointed staff will have successfully transitioned to their new roles</p> <p>Job-descriptions will have been negotiated and co-constructed to ensure clarity of delegated areas of responsibility</p> <p>Principal has supported the individual professional learning needs of key personnel</p>	<p>Formal meetings prior to the school year commencing to ensure all new staff members have general info; access codes; keys; student data etc.</p> <p>In the first few weeks of Term 1 the SMT will re-consider 'leadership folios' based on particular strengths and interests</p> <p>SMT will have access to Leadership PLD and will be encouraged to participate in AP/DP PLGs</p> <p>Principal will offer on-going support and guidance to new members of the team</p>	<p>Regular SMT meetings</p> <p>Productive, supportive, high trust relationships are evident across the team</p> <p>SMT members given adequate release time</p> <p>Job-descriptions are negotiated - SMT members are assuming responsibility for 'delegated leadership portfolios' as reflected in co-constructed job descriptions</p>	



<p>APPRAISAL</p>	<p>Appraisal of staff is a shared leadership responsibility</p> <p>Revised systems in place to include SMT walkthroughs, learning evaluations, coaching conversations and the collecting of evidence against the PRTs using a digital folio (google site for appraisal)</p>	<p>Assign appraisers to appraisees</p> <p>SMT to oversee the development of google appraisal site</p> <p>Continuous learning conversations around inquiry goals</p>	<p>SMT members share the appraisal of staff</p> <p>Revised systems are in place that include SMT walkthroughs, learning evaluations, coaching conversations and the collecting of evidence against the PRTs using a digital folio (google site for appraisal)</p>	
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## IMPROVEMENT PLAN: PROPERTY

FOCUS	Expected Outcomes	Tasks	Evidence of Progress	<u>Variance</u>
Playgrounds	Basketball hoops will be erected  Playground markings will be repainted	Gather competitive quotes Seek BOT approval Commence the work to enhance the playgrounds	Basketball hoops and new markings are evident	
Recycling waste stations	Cleaner/ greener environment	Enviro team to drive initiative around waste awareness with a view to improve the amount of waste the school generates  New bins will be placed in the school to encourage conscious recycling	Students are aware of environmental issues/concerns due to waste  Engage in Waste Wise programme or an adapted version of this  Reduced landfill waste	
Digital signage	Digital Signage to be erected  Improve communication with the community  Promote school achievement/news	Allocation of funds through BOT's annual budgeting process  Liaison with Auckland Diocese property group and CTK Parish to propose digital signage and confirm location within Parish/school grounds  Consultation with sign writers for competitive quotes	Digital signage to be installed during 2017  More informed community of learners - positive feedback from whanau about digital signage	

<p>5YPP/ 10YPP REVIEW</p>	<p>5YPP and 10YPP to be reviewed and evaluated to give more accurate projections of work to be actioned</p> <p>Clarity around the property work the Diocese will oversee and the maintenance work the BOT is responsible for</p> <p>Prioritise work needing to be done so as to allocate appropriate funds in 2017</p>	<p>Contract work to the Watershed Group to evaluate/review current plans</p> <p>BOT to work collaboratively with the Watershed group to develop more accurate 10YPPs and 5YPPs</p> <p>Principal and BOT to become more familiar with MOE guidelines around the expenditure of property funding that is allocated</p>	<p>Revised 5YPP and 10YPP will give more accurate figures of work to be prioritised/planned and budgeted for</p>	
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