



FRANKLEY SCHOOL CHARTER: 2012, 2013, 2014

OUR MISSION:

Create a challenging inquiry based learning community to develop the gifts and talents of all our students.

OUR VISION:

Inspiring creative learners and confident communicators who are prepared to make a positive difference.

OUR VALUES:

Our children will stand tall like the Kahikatea, able to make intelligent choices and to learn from their actions, respecting themselves, others and the environment.

OUR STRATEGIC GOALS:

- Goal 1:** Provide the children of Frankley School with learning opportunities that are of a high quality and recognise the primary importance of Literacy and Numeracy.
- Goal 2:** To develop the interests, talents and social skills of the children at Frankley School.
- Goal 3:** In designing an effective learning environment Frankley School will develop policies and practices for all its children that reflect New Zealand's cultural diversity including the unique position of Maori culture.
- Goal 4:** Respond to rapid change and adapt to new innovations critical to the future development and success of the children in our school.
- Goal 5:** Ensure structures are in place within our school to meet the physical, emotional and spiritual needs of our children.
- Goal 6:** To implement programmes of self-review and continued self-development for board, staff and students alike.

OUR TEACHING BELIEFS:

Foundation Skills to be in place	We believe that...	basic literacy and numeracy are the foundation skills that all other learning is built on
Teachers as Learning Activators	We believe that...	Teachers will ensure all students develop both foundation and future skills and their particular talents so as to achieve their personal best – to always try to better their best
Classrooms to inform and celebrate student creativity	We believe that...	Classrooms will be safe predictable places to ensure all students know what, where, why, how and when
Students as Learners	We believe that...	Students need to develop the key competencies and the habits of mind required to thrive in a fast changing future world. They need to develop all their talents and gifts
Teachers to introduce challenging learning experiences	We believe that...	Teachers will inspire learners and provide opportunities for students to develop their talents and gifts

OUR SCHOOL WILL BE A PLACE WHERE...

OUR STUDENTS:

- Are happy to be and appreciate learning together
- Enjoy learning and experience success
- Participate in goal setting and are committed towards achieving their goals and doing their best
- Develop strategies for coping with challenge / change
- Take increasing responsibility for their own actions and learning
- Behave in socially accepted ways – make appropriate choices

Thinking

- Using creative, critical and metacognitive processes to make sense of information

OUR TEACHERS & SCHOOL STAFF:

- Are caring and consistent in their approach
- Provide a warm and supportive environment
- Promote high levels of expectation, quality, excellence
- Provide needs and interests based programmes
- Provide effective & appropriate role models
- Promote positive school relationships
- Have clearly defined roles and responsibilities and are empowered

Relating to others

- Interacting affectively with a diverse range of people in a variety of contexts

OUR SCHOOL ENVIRONMENT:

- Is a safe, happy and caring place
- Recognises all types of excellence and supports individual differences
- Enhances our teaching and learning programmes
- Is welcoming and responsive.
- Is a preferred choice of school for families

Using languages texts and symbols

- Working with and making meaning of the codes of which knowledge is expressed

OUR PARENTS/CAREGIVERS:

- Encourage and value learning at school and home
- Recognise and support the goals, objectives values and policies of the school.
- Are informed participants in the education process
- Are involved in their school

Managing Self

- Self motivated and seeing themselves as capable learners with a can do attitude.

Participating and contributing

- Actively involved in communities.



STRATEGIC PLAN

2012 - 2014

- Goal 1:** Provide the children of Frankley School with learning opportunities that are of a high quality and recognise the primary importance of Literacy and Numeracy.
- **Specific Objective 1:** To support the development and implementation of school curriculum delivery
 - **Specific Objective 2:** To support the implementation of the recently released New Zealand Curriculum
- Goal 2:** To develop the interests, talents and social skills of the children at Frankley School.
- **Specific Objective 1:** To support and further develop the school's quest programme
 - **Specific Objective 2:** To provide leadership opportunities for students.
- Goal 3:** In designing an effective learning environment Frankley School will develop policies and practices for all its children that reflect New Zealand's cultural diversity including the unique position of Maori culture.
- **Specific Objective:** To implement a curriculum that reflects and includes reference to New Zealand's unique cultural diversity including knowing about our past heritage
- Goal 4:** Respond to rapid change and adapt to new innovations critical to the future development and success of the children in our school.
- **Specific Objective 1:** To develop and enhance the school based network and intranet systems and provide additional ICT resources for staff and student use. (National standards, social changes)
 - **Specific Objective 2:** To provide property, equipment and resources that respond to the changing needs of our students and teachers.
- Goal 5:** Ensure structures are in place within our school to meet the physical, emotional and spiritual needs of our children.
- **Specific Objective:** To make provision for students with special physical, social and emotional needs.
- Goal 6:** To implement programmes of self-review and continued self-development for board, staff and students alike.
- **Specific Objective:** To resource appropriate programmes of professional development for all staff and BOT members.
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Goal 1: Provide the children of Frankley School with learning opportunities that are of a high quality and recognise the primary importance of Literacy and Numeracy.

We seek to implement a curriculum plan based on the identified needs and interests of pupils at Frankley School. This curriculum will integrate Literacy, Numeracy, into the daily lives of students and ensure pupils' needs and areas for school improvement in these areas are identified and planned for

National Standards

- All students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement in relation to National Standards.
- National Standards are used effectively to support improvement in student outcomes. Students have ownership of their learning and know what to do to achieve National Standards.

STRATEGIES: What we will do to achieve this goal.

OUTCOMES: What the goal will look like when achieved.

1. An emphasis will be given to Literacy and Numeracy programmes at all levels of the school and especially in the junior area.

2. Teaching and learning programmes will be implemented that provide a range of activities and experiences in each learning area.

3. A range of opportunities will be provided to motivate and engage students in Literacy, Numeracy, Health & Physical Education School programmes will include such activities as Life Education Trust, DARE, Maths week, Book week, Spelling quiz, Speech contests, debates etc

- Focused planning & teaching offers learning opportunities to all students across each of these (and all other) curriculum areas.
- Teaching & learning programmes meet individual needs through a coordinated school-wide approach.
- Enriched, language based teaching & learning programmes are evident throughout the school.
- Classroom organization and management promotes and develops independent learning and learners.
- The classroom is a learning community where everyone, including the teacher is a learner and learning conversations and partnerships are encouraged.

- Classrooms offer a variety of teaching and learning models and activities within these essential curricula.
- Pupils are regular participants in a variety of academic, sporting and cultural activities.

<p>4. Literacy, Numeracy, Health & Physical Education activities will be emphasized when school homework activities are set.</p> <p>5. Teaching and learning programmes will where possible be related to everyday situations.</p>	<ul style="list-style-type: none"> • Students are aware of the importance and part Literacy and Numeracy plays in their everyday lives.
<p>6. Learning outcomes will be developed with, communicated to and shared with students.</p>	<ul style="list-style-type: none"> • Students know and are able to communicate what they are learning and doing and why. • Students are able to articulate and discuss what, how and why they are learning.
<p>7. 'Quality feedback' and feed-forward will be provided to students through discussion, teacher marking and self and paired marking.</p>	<ul style="list-style-type: none"> • Feedback and feed-forward processes are evident and are being implemented routinely within all classes at each level of the school.
<p>8. Curriculum activities and experiences will be designed to cater for and develop different talents, interests and learning styles.</p>	<ul style="list-style-type: none"> • School procedures are identifying varied learning styles and pupil interests. • Opportunities are provided throughout the school to develop leadership skills.
<p>9. Expectations of student achievement in core learning areas will be set at challenging levels and targets for improvement identified and reported on annually.</p>	<ul style="list-style-type: none"> • School reporting procedures reflect known areas of need and improvement. • Annual achievement targets are identified and being reported on. • Assessment practices are used effectively to identify students who are at risk over 'under-achieving'.
<p>10. New assessment tools will be sourced and existing tools revised to identify students at risk through under-achievement.</p> <p>11. Ways in which the needs of talented students may be met will be explored and implemented. This will include the implementation of appropriate indicators.</p> <p>12. Professional development in Literacy, Numeracy, Health & Physical Education will be planned on a school-wide basis and through the appraisal process.</p>	<ul style="list-style-type: none"> • Special needs committee to coordinate a school wide approach to identifying, supporting and monitoring students with identified needs. • The majority of student needs being catered for within classroom programmes. • Programmes of assistance are available for students with identified needs / abilities. • Focused assessment and school reporting based on evidenced data. • Assessment evaluations are being used for future planning and teaching decisions. • Annual MOE reporting requirements are being met.

<p>13. School-wide responsibilities for Literacy, Numeracy, Health & Physical Education will be allocated.</p>	<ul style="list-style-type: none"> • Staff involvement in on-going professional development in Literacy & Numeracy, Physical education & Health. • Teacher professional development will focus on improving teaching and learning programmes and outcomes.
<p>14. Staff strengths and interests in Literacy, Numeracy, Health & Physical Education will be identified and encouraged.</p>	<ul style="list-style-type: none"> • Literacy and Numeracy coordinators/leaders are appointed and are carrying out defined responsibilities. • School procedures and structures identify staff with both strengths and development needs within these areas.
<p>15. School Literacy, Numeracy, Health & Physical Education needs will be identified and focused upon in the annual budget and in team spending.</p>	<ul style="list-style-type: none"> • The school is well resourced in the areas of Literacy, Numeracy, Physical Education & Health in order to support the teaching and learning programmes.
<p>16. Parents and caregivers will be encouraged and supported to take an active involvement in students' learning and classroom programmes.</p> <p>17. Relevant information will be provided to parents and caregivers in the areas of Literacy, Numeracy, Health & Physical Education</p>	<ul style="list-style-type: none"> • Parents are active participants in their child's learning programme and the opinions / ideas of those involved in the school community are being considered. • The school community encourages, supports and assists in the provision of a healthy lifestyle. • Curriculum achievement, strengths and targets are being reported to the school community. • Parents, caregivers and Whanau are being informed about how to support their children's learning and development in Literacy, Numeracy Physical Health & Well-being.
<p>18. The involvement of outside advisors e.g. Advisors, Health Nurse and Sport Taranaki will be promoted and encouraged.</p>	<ul style="list-style-type: none"> • Advising agencies have a visible presence within the school. • Involvement of support personnel and agencies e.g. RTLB, RT Lit, GSE

National Standards Targets

2012

2012 NUMERACY TARGETS

GOAL / TARGET	YEAR LEVEL	GROUP SIZE (Ind, small, class)	BASELINE DATA	RESOURCING / ASSESSMENT
<i>List the goal(s) / targets for 2012</i>	<i>Middle School</i>	<i>Small 3 or 4 pupils</i>	<i>What is the starting point? Use specific levels/numerical data etc)</i>	<i>How do you intend spending the funding? List methods/tools used to measure progress</i>
To improve our student achievement after their second year at school in mathematics in relation to the National Standards	Year 2	Small group	<p>In relation to the standards: 3 % well below 12 % below</p> <p>6% of boys well below – 2/37 6% of boys below – 0/37</p> <p>0% of girls well below 6% of girls below</p> <p>One Maori student is identified in this group as well below</p>	<p>The targets will be to move these children to the stage expected for their level within the curriculum.</p> <p>In relation to the standards all these students will progress to their year level in this Learning area.</p>
In relation to the standards all these students will progress more than one year in this Learning area.	Year 5	Small groups and individual support	<p>Year 6 (2012) 33% of our students are below, with another 8% well below</p> <p>Year 3 (2012) 18% are below and 3% are well below</p>	<p>To identify knowledge gaps in our students and increase their knowledge in these areas. These will be within FNWS, BNWS, Fractions, Groupings and place value and basic facts To implement a learning support programme for numeracy that will assist at risk children in mathematics.</p> <p>We will employ teacher aides to assist with the programme, making resources, and storage of these.</p>

				Teacher released for testing, working and up skilling tutors. Our goal is to move these children on through increasing their knowledge
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Literacy Goals and Targets for 2012

GOAL / TARGET	YEAR LEVEL	GROUP SIZE (Individual, small, class)	BASELINE DATA	RESOURCING / ASSESSMENT
<i>List the goal/s for 2012 i.e. Where do you hope to get by the end of the programme?</i>	<i>Middle School</i>	<i>Small. 3 or 4 pupils</i>	<i>What is the starting point? Use specific levels, numerical data etc.</i>	<i>How do you intend spending the funding? List methods/tools used to measure progress</i>
Target Goal 1: to improve our student achievement in reading in the first year of school in relation to the National Standards	Y0-1 To move all students identified as below and well below to be achieving at blue level and above by the end of their first year. To move this student by one standard		In relation to the standards: 35% well below - 10/38 22% below - 10/38 15% boys well below - 6/19 13% boys below 5/19 8% girls well below - 4/21 13% girls below - 5/21 Writing achievement of Maori students: 1 maori student identified and achieving at below.	<ul style="list-style-type: none"> ▪ Class teachers identify targeted students ▪ Analyse entry data. ▪ Identify ways to engage boys in learning; <ul style="list-style-type: none"> ❖ Explicit visual schedule for task bd. Including oral, written, phonic, reading art and ICT practice with physical tasks built in. ❖ Chunking activities ❖ Opportunities to move around the room. ▪ Follow the Phonological program implemented 2010 <ul style="list-style-type: none"> ❖ 15 min specific instructional strategies ❖ Group chn throughout the syndicate to maximise specific instruction for each . ▪ Teacher aides to be in each of the Junior classrooms for 3 hours. <ul style="list-style-type: none"> ❖ PD in phonics for these aides

	<p>Year 2</p> <p>To move the 5 students identified as below to be achieving at Turquoise level and above by the end of their 2nd year.</p>		<p>0% well below - 0/27 16% below - 5/27</p> <p>0% boys well below -0/27 16% boys below - 5/27</p> <p>8% girls well below - 0 13% girls below - 0</p>	<ul style="list-style-type: none"> ▪ Purchase all the Ashton Scholastic Jill Eggleton readers at Emergent, red, yellow, blue, green and orange. 9 separate titles at each level = 54 x 6 books of each level = 234 books
<p>In relation to the standards all these students will progress more than one year in this Learning area.</p>	<p>Year 6 (2012)</p> <p>Year 4 (2012)</p>	<p>Groups /1:1 support</p> <p>Groups /1:1 support</p>	<p>40% of this group are below and another 10% are well below.</p> <p>31% after three years at school are below</p>	<p>To provide teacher aid support in the classrooms to support these children with their goals.</p> <p>To help increase our spelling resources to enable students to improve their spelling skills to help address this in their writing.</p> <p>To provide PD for our teachers of these children with special reference to teaching writing with boys.</p> <p>To allow some small group teaching where a specific need has been identified. This will also be for a specific time to allow other children access to small group support. (This may be with a teacher aide)</p> <p>To purchase extra resources to support the learning needs of these children.</p>

To improve our 3rd year anniversary 2011 students (2012 Year 4) student's achievement in Writing in relation to the National standards.

Current Situation	Specific Target:	Strategies:	Results:	Analysis:	Evaluation: (Where to next)
<p>38% of our 3rd year anniversary 2011 students were below. (This is 24% of current year4's)</p>	<p>In relation to the standards all these students will progress more than one year in this Learning area.</p>	<p>To provide teacher aid support in the classrooms to support these children with their goals.</p> <p>To help increase our spelling resources to enable students to improve their spelling skills to help address this in their writing.</p> <p>To provide PD for our teachers of these children with special reference to teaching writing with boys.</p> <p>To allow some small group teaching where a specific need has been identified. This will also be for a specific time to allow other children access to small group support. (This may be with a teacher aide)</p> <p>To purchase extra resources to support the learning needs of these children.</p>			

To improve our Year 6(2012) student's achievement in Mathematics in relation to the National standards.

Current Situation	Specific Target:	Strategies:	Results:	Analysis:	Evaluation: (Where to next)
<p>Year 6 (2012) 32% of our students are below, with another 6% well below</p>	<p>In relation to the standards all these students will progress more than one year in this Learning area.</p>	<p>To identify knowledge gaps in our students and increase their knowledge in these areas. These will be within FNWS, BNWS, Fractions, Groupings and place value and basic facts To implement a learning support programme for numeracy that will assist at risk children in mathematics.</p> <p>We will employ teacher aides to assist with the programme, making resources, and storage of these.</p> <p>Teacher released for testing, working and up skilling tutors.</p> <p>Our goal is to move these children on through increasing their knowledge</p>			

To improve the writing achievements of our 2012 Year 6 boys and girls in relation to the National Standards.

Current Situation	Specific Target:	Strategies:	Results:	Analysis:	Evaluation: (Where to next)
<p>38% of this group are below and another 10% are well below.</p> <p>Well below Y5 10%</p>	<p>I In relation to the standards all these students will progress more than one year in this Learning area.</p>	<p>To provide teacher aid support in the classrooms to support these children with their goals.</p> <p>To help increase our spelling resources to enable students to improve their spelling skills to help address this in their writing.</p> <p>To provide PD for our teachers of these children with special reference to teaching writing with boys.</p> <p>To allow some small group teaching where a specific need has been identified. This will also be for a specific time to allow other children access to small group support. (This may be with a teacher aide)</p> <p>To purchase extra resources to support the learning needs of these children.</p>			



Goal 2: To develop the interests, talents and social skills of the children at Frankley School.

We seek to encourage staff and students to be reflective practitioners focusing on our core teaching and learning beliefs and our core school values.

STRATEGIES: What we will do to achieve this goal.

OUTCOMES: What the goal will look like when achieved.

1. Teaching and learning programmes across all levels will reflect the core values and beliefs we hold.

- There is an identifiable and agreed school values and belief system.
- Staff and students and parents are able to communicate effectively what is special about Frankley School.

2. Written guidelines and expectations regarding our agreed school culture and curriculum delivery will be provided for all staff.

- Staff are aware of and are implementing the philosophy and intent of 'The Frankley Way'.

3. Teachers and students will be actively involved in goal setting, reflection and self-review.

- Students are actively engaged in the learning process.
- Teachers are involved in self-review and reflection.

4. Expectations of achievement and quality work will be shared, discussed, communicated and understood.

- High levels of expectation, quality and excellence are evident.
- Teachers and students are actively seeking to improve.
- Students are able to articulate what 'quality' is.

5. A focus on the understanding and development of higher order thinking skills, problem solving strategies and risk taking.

- An understanding and application of Thinking Skills and questioning skills is evident throughout the school.

<p>6. Staff development programmes on learning styles, multiple intelligences, higher order thinking and questioning etc.</p>	<ul style="list-style-type: none"> • Staff are involved in on-going professional development relating to learning styles, multiple intelligences and higher order thinking skills. • Teachers demonstrate an awareness of their own 'teaching style'
<p>7. The implementation of teaching and learning programmes that focus on and reflect learning styles, intelligence traits and higher order thinking and questioning.</p>	<ul style="list-style-type: none"> • Teaching and learning programmes reflect learning styles, multiple intelligences and higher order thinking skills. • There is an element of 'choice' available to students within learning activities.
<p>8. Resources and budget allocations to provide the best possible resources for staff and students.</p>	<ul style="list-style-type: none"> • Teaching and learning programmes are effectively resourced and maintained.
<p>9. Review / establish community consultation procedures.</p>	<ul style="list-style-type: none"> • The school community feels welcome in the school and has the opportunity to become involved in, and contribute to, the life of the school.
<p>10. Encouragement of parental involvement in school activities parent help, coaching, parent help, reading assistance etc</p> <p>11. Parent / caregiver surveys.</p> <p>12. Exit surveys. – Year 6 students and other school leavers</p>	<ul style="list-style-type: none"> • Pupils are consulted and engaged in relation to school programmes and activities.
<p>13. Establish school position of responsibility for school 'publicity and information'. (Marketing)</p>	<ul style="list-style-type: none"> • School publicity and information dissemination is a defined responsibility.
<p>14. Maintain regular formal / informal reporting opportunities to parents/caregivers. E.g. School, team, class newsletters, directory lists, email address, new parent contact, new family afternoon sessions, before and after class contact etc.)</p>	<ul style="list-style-type: none"> • Parents/caregivers and the community are well informed regarding the school's activities, progress and achievements.
<p>15. Establish a resource base of personnel, experts and community facilities.</p>	<ul style="list-style-type: none"> • The skills and resources within the community are being utilized to enhance school activities and learning opportunities.



Goal 3: In designing an effective learning environment Frankley School will develop policies and practices for all its children that reflect New Zealand's cultural diversity including the unique position of the Maori culture.

We wish to provide adequate and appropriate resources for every Māori student, acknowledging that being Māori is an advantage and understanding that all Māori learners are inherently capable.

STRATEGIES: What we will do to achieve this goal.	OUTCOMES: What the goal will look like when achieved.
<ol style="list-style-type: none"> 1. Liaise with resource Teacher Maori and related personnel. 2. Board, staff and resource teacher consultation / meeting(s). 3. Consultation with Maori parents/whanau & community. 4. Where appropriate and possible and should our community desire take reasonable steps to provide Tikanga Maori and Te Reo Maori for those children whose parents ask for it. 5. Make changes to the teaching and learning programmes in order to reflect identified needs resulting from the analysis made. 	<ul style="list-style-type: none"> • The local R T Maori has a presence within the school and is access by staff. • Consultation with the Maori community occurs informally / formally. • Maori parents / whanau are consulted regarding the education and progress of Maori pupils. • The school responds accordingly to the best of its ability and resources in such circumstances. • The cultural diversity within our school is being recognised and valued.
<ol style="list-style-type: none"> 6. Increase bicultural signage within the school. 	<ul style="list-style-type: none"> • Where appropriate bi-cultural signage is evident within the school.
<ol style="list-style-type: none"> 7. Develop class environments and programmes to visually reflect bicultural heritage e.g. displays, art work Use of Te Reo 8. Curriculum plans to include elements of Tikanga Maori, New Zealand's and local history. 9. Activities to involve the expertise of local Maori community i.e. Marae visits, hangi... 10. Make available Kapa Haka opportunities / Liaison with local High School. 11. Plan multicultural celebrations – food preparation, dance & music. 12. Invited performances in the Arts to reflect cultural diversity. 	<ul style="list-style-type: none"> • Our bicultural heritage is reflected in our school programmes and environment.
<ol style="list-style-type: none"> 13. Staff professional development / resources to support and improve personal knowledge and correct pronunciation in Te Reo Maori. 	<ul style="list-style-type: none"> • Professional development and guidance is being made available for staff.

14. Purchase of books and other resources to enhance awareness and interest on cultural diversity.	<ul style="list-style-type: none">• Resources and materials are available and accessible for teacher use.
15. Budget for resources to support planned strategies.	<ul style="list-style-type: none">• School financial resources are being made available in order to meet identified needs.



Goal 4: Respond to rapid change and adapt to new innovations critical to the future development and success of the children in our school.

We wish to resource our school with quality staff who will act in the best interests of the pupils as they endeavour to meet learning and ICT “21st Century Learning” skills in place.

STRATEGIES: What we will do to achieve this goal.	OUTCOMES: What the goal will look like when achieved.
1. Examination of the ideas and strategies that will assist and encourage our students to use ICT to enhance their learning and our teachers to enhance their practice.	<ul style="list-style-type: none"> ICT will be integrated into the teaching and learning programmes operating within the school.
2. Exploration of the concept of the ‘digital’ classroom. i.e. Interactive whiteboards, data projectors etc.	<ul style="list-style-type: none"> Latest technologies are being made available to staff and students. Staff have access to, and are engaged on professional development in ICT.
a.	<ul style="list-style-type: none"> Responding to rapid change and adapting to new innovations critical to the future development and success of the students in our school by providing learning experiences relevant to individual needs and community aspirations.
3. ICT leaders and senior staff to attend ICT conference(s) where appropriate.	<ul style="list-style-type: none"> Conferences attended
4. Development of a school based intranet and network system.	<ul style="list-style-type: none"> School administration practices are enhanced through the use of ICT. Intranet is in place and being accessed by staff
5. Development of ICT skills benchmarks/standards	<ul style="list-style-type: none"> Clear documentation of student expectations.
6. Implementation a planned programme of ICT replacement / purchasing.	<ul style="list-style-type: none"> Modern and reliable software and hardware is available and accessible to staff and students.
7. Provision of laptops for all teachers and designated ancillary and support staff personnel.	<ul style="list-style-type: none"> Teachers and other designated staff have access to laptop computers for classroom and home use.

8. Re-design existing school website with new hosting and enhanced user friendly options

- Website is redesigned, is accessible and able to be updated on a regular basis.




Goal 5: Ensure structures are in place within our school to meet the physical, emotional and spiritual needs of our children.

We wish to resource our school with quality staff who will act in the best interests of the pupils as they endeavour to meet learning, physical, social and emotional needs.

STRATEGIES: What we will do to achieve this goal.	OUTCOMES: What the goal will look like when achieved.
1. Job descriptions are explicit outlining tasks and expected outcomes and performance indicators.	<ul style="list-style-type: none"> All staff are aware of their responsibilities and the expectations involved in these.
2. Development of a delegation based management structure.	<ul style="list-style-type: none"> Staff are consulted and involved in the decision making processes.
3. Teacher professional standards, Teacher Council requirements and school performance management requirements will be communicated to all staff.	<ul style="list-style-type: none"> The school management structure is flexible and is able to be adapted and respond to the changing needs of the school.
4. Implementation of an annual performance management process for all staff.	<ul style="list-style-type: none"> A robust and effective performance management system is in place. Performance management processes meet required MOE expectations.
5. Provision of support and guidance for staff with career advancement aspirations.	<ul style="list-style-type: none"> Staff are supported in their roles and have access to ongoing professional development.
6. Provision of annual BOT Staff scholarship opportunity to encourage further professional and personal development.	<ul style="list-style-type: none"> Professional development guidelines are in part determined by the annual performance management procedures.
7. Professional development for senior management in performance management skills and relevant leadership responsibilities.	<ul style="list-style-type: none"> Senior management staff are provided with training and experiences in line with their leadership aspirations.
8. Review appointment process and practice – on-going.	<ul style="list-style-type: none"> Staff with appropriate and relevant skills that meet identified needs are actively sought.
9. Staff consultation regarding teaching and management appointments.	<ul style="list-style-type: none"> The best person for the position is appointed. The principles of EEO are recognized and are being implemented by the BOT.
10. Maintenance of an EEO data base.	<ul style="list-style-type: none"> The BOT meets 'Good Employer' obligations.
11. To make provision for students with special physical, social and emotional needs.	<ul style="list-style-type: none"> Students with special physical, social, health or related needs are identified and actions are being taken to meet their identified needs.
12. Implement identification procedures for those students who may	<ul style="list-style-type: none"> Resources to meet physical, social or health needs are available

possess special physical, social or health needs. 13. Provision of guidance and counselling to meet identified needs.	and accessible to all students. • Equity issues are being met.
14. Ensure that school facilities and resources are accessible to all students.	• Financial review procedures are determined and are being actioned. • School financial practices meet MOE requirements.
15. To provide an effective financial management process that supports school requirements. 16. Existing financial management procedures will be reviewed as part of a regular process. 17. The annual budget will first and foremost support teaching and learning programmes. 18. Sources of possible school sponsorship will be explored.	• The annual budget supports the schools Teaching & Learning programme. • Locally raised funds support the schools financial planning and needs.
19. Avenues of obtaining MOE funding from outside the Operations Grant will be explored on an annual basis.	• All avenues of MOE funding are being sought and where possible accessed.
To provide property, equipment and resources that respond to the changing needs of our students and teachers.	
20. Review and update as necessary the existing 5 – 10 year property plan.	• A current property development plan is in place and reviewed according to schedule.
21. To conduct staff/student/parent survey.	• The ideas and aspirations of the school community consultation are being sought and considered.
22. Implementation of grounds improvement programme.	The school grounds are attractive, safe and reflect school standards and expectations.
23. To provide an environment ensuring the physical and emotional safety of the students and staff.	• Students feel safe, happy and want to be at school.
24. Implement a school wide positive behaviour plan.	• Schools philosophy of Pride, Respect & Standards is evident.

<p>25. Implement and practice the school philosophy of “Inspiring creative learners” 26. Implement Fair Play Codes of Conduct 27. Use of HOMS</p>	<ul style="list-style-type: none"> • Students are taking responsibility for choices and actions.
<p>28. Health programmes to cover self-esteem, Keeping Ourselves safe, Changes at Puberty (where appropriate).</p>	<ul style="list-style-type: none"> • Students and staff are able to manage challenge and change.
<p>29. Statements of student rights / responsibilities revisited regularly.</p>	<ul style="list-style-type: none"> • Positive relationships are evident operating within a climate of trust
<p>30. Implement safety procedures for all activities taking place outside the classroom.</p>	<ul style="list-style-type: none"> • Students are consulted and feel pride and ownership for their school. •
<p>31. Staff development in EOTC</p>	<ul style="list-style-type: none"> • Risk Analysis management strategies are in place. • Staff are trained, confident and competent to conduct programmes in EOTC
<p>32. Staff training in first Aid – Jan 28th 2011 – 2 year certificate</p>	<ul style="list-style-type: none"> • All staff are encouraged and funded to achieve and maintain a First Aid certificate.
<p>33. Scheduled Hazard, maintenance, safety checks.</p>	<ul style="list-style-type: none"> • The school environment and practices meet health and safety recommendations. • The school complies with regulatory and legislative requirements.
<p>34. Scheduled review and practice of Emergency Management procedures.</p>	<ul style="list-style-type: none"> • Emergency management procedures meet MOE and civil defence guidelines, are practised and reported on to the Board of Trustees

	<p>Goal 6: To implement programmes of self-review and continued self-development for board, staff and students alike.</p> <p>Frankley School recognises that the pursuit of school improvement and better outcomes for students is based upon constructive, planned and purposeful self-review.</p>	
<p>STRATEGIES: What we will do to achieve this goal.</p>		<p>OUTCOMES: What the goal will look like when achieved.</p>
<p>1. Development and implement a review process of school policies and procedures.</p>	<ul style="list-style-type: none"> • School policies, procedures and practices are reviewed and updated on a cyclical, planned and regular basis. • A school programme of self-review and development focusing on school improvement, response to change and the meeting of identified needs is in place. 	
<p>2. Include parent / caregiver, student and community consultation in this process</p>	<ul style="list-style-type: none"> • Parents, caregivers and the community are provided with a variety of opportunities to contribute towards the school review processes. 	
<p>3. Liaise with outside agencies, advisory services and other 'expertise' as appropriate.</p>	<ul style="list-style-type: none"> • Outside agencies have a welcomed and regular presence with school operating procedures. 	
<p>4. Develop and implement a curriculum development and review plan.</p>	<ul style="list-style-type: none"> • A curriculum review schedule is developed, implemented and itself reviewed on a regular basis. 	
<p>5. Involve parent / caregiver, student and community consultation. In this process.</p>	<ul style="list-style-type: none"> • Parents, caregivers and the community are provided with a variety of opportunities to contribute towards the school curriculum review processes. 	