



# Frankley School

2021-2023

This document contains the Strategic and Annual goals of the Frankley School Board of Trustees.  
All stakeholders of Frankley School were consulted.

Principal's' endorsement: Sarah Horton-Morris

Board of Trustees' endorsement: Nathan Mumby

Submission Date to Ministry of Education: March 01 - 2021

Strategic Goal One:

**Te Kākano**

**Community Culture (NAG 1, 2, 5)**

*Strengthen home and school partnerships through the development of culturally responsive practices*

<b>Objective</b>	<b>Specific Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Monitoring</b>
<p>➤ Whānau/caregivers of pupils, and the community, are kept fully informed of what is happening at the school and of future events.</p>	<p>➤ Review SeeSaw expectations</p>	Merryl McAllister	Term 1	SeeSaw Good Practice	<b>June:</b>  <b>November:</b>
	<p>➤ Continue work on Frankley School Vision and implement community wide, including sandblasting into footpaths by council, and signage. We want our vision 'dripping from the walls'. Work with students re practical examples of Vision-what each statement looks like. MASAM to work with MAC to look at teaching history through tohu and Vision statements</p>	Leadership team, teaching staff, BOT NPDC	Term 1 - 4	PLD budget Mark Osborne MASAM	<b>June:</b>  <b>November:</b>

	➤ Website training for Leadership and Admin staff	Sarah Morris	Term 1	Filament	<b>June:</b>  <b>November:</b>
	Redesign permission form for sharing of images etc	Unit holder	Term 1	Schooldocs template	<b>June:</b>  <b>November:</b>
	➤ Implement SchoolDocs for Policy and Procedure. Staff to attend workshop on important links. Information added to new website and password sent to community via newsletters	Frankley School Board of Trustees and Robyn King	Term 1 -2	Schooldocs	<b>June:</b>  <b>November:</b>
<b>Objective</b>	<b>Specific Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Monitoring</b>
➤ To ensure students and parents are clear about progress and achievement in relation to Curriculum Expectations and feel comfortable and empowered to ask questions about how to support the next step of learning	➤ Information sessions on Vision, Guiding Principles and Capabilities, also highlighting localised curriculum	Leadership team, Teaching Staff and Frankley School Board of Trustees	Term 3 and 4	Bek Galloway Mark Osborne Damon Ritai	<b>June:</b>  <b>November:</b>

Objective	Specific Actions	Responsibility	Timeframe	Resourcing	Monitoring
<p>➤ Make new families and tamariki full participating members of Frankley School whānau and our community.</p>	<p>➤ Celebrate our diverse cultures through identification, displays, mahi tahi , cultural evening-dance. Acknowledge special days within our hubs and language weeks to be identified throughout the year</p>	<p>Tania Scott, Geraldine Irvine, MASAM, Mahi Tahi Team approach</p>	<p>Term 1- 4</p>	<p>Manaakitanga budget</p>	<p><b>June:</b></p> <p><b>November:</b></p>
	<p>➤ Cultural audit of our learning environment to plan Next Steps</p>	<p>Sarah Morris MASAM</p>	<p>Term 1</p>	<p>Research other schools and MOE CORE Education template</p>	<p><b>June:</b></p> <p><b>November:</b></p>
	<p>➤ Track attendance and lateness closely at Leadership meetings and work with staff to communicate expectations with whānau -Reflect with teachers ‘why would I want to be in your hub’. Identify any barriers and support whānau. Put termly data into newsletter</p>	<p>Leadership Team</p>	<p>Term 1- 4</p>	<p>eTap Tutama Wahine o Taranaki SENCO/MASAM David Galbraith</p>	<p><b>June:</b></p> <p><b>November:</b></p>
	<p>➤ Fix flag pole and identify flags from different countries that are represented at our school to purchase and fly at different times</p>	<p>Student led</p>	<p>Term 2-3</p>	<p>SFRC</p>	<p><b>June:</b></p> <p><b>November:</b></p>
	<p>➤ Regular engagement afternoons/sessions with diverse groups to identify their needs and hear their voice. Identify support person/people from the specific culture.</p>	<p>Leadership team and teaching staff throughout Mahi Tahi sessions</p>	<p>Term 1 - 4</p>	<p>Manakitanga budget</p>	<p><b>June:</b></p> <p><b>November:</b></p>

Strategic Goal Two:

**Te Ako**

**Learning to Learn (NAG 1, 2, 3, 4, 5)**

*All students are supported to achieve success in their learning through a balanced curriculum that reflects our School Vision and Programmes reflect government priorities*

<b>Objective</b>	<b>Specific Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Monitoring</b>
➤ Implement the principles of 21st century learning with cohesiveness and consistency across collaborative hubs.	➤ Introduce <i>Agency</i> and Hauora capabilities across the hubs	Leadership team	Term 1 - 4	Leading Learning Bek Galloway PLD budget	<b>June:</b>  <b>November:</b>
	➤ Revisit Communication for consistency across hubs and ensure all resources are in Admin Handbook for staff to access	Merryl McAllister	Term 1 - 4	Bek Galloway Admin handbook updated	<b>June:</b>  <b>November:</b>
	➤ Introduce and use visuals for Purposeful Learning. Hubs work together to plan Purposeful Learning to support consistency. Use the term Akoranga.	Bonnie Mills Merryl McAllister	Term 1 -4	Visual in Admin Handbook Bek Galloway	<b>June:</b>  <b>November:</b>

	<ul style="list-style-type: none"> <li>➤ Learn about and Implement new digital technologies curriculum content</li> </ul>	Unit holder	Term 1 - 4	technology.tki.org.nz Kia Takatū ā-Matahiko Frankley Curriculum	<b>June:</b>  <b>November:</b>
	<ul style="list-style-type: none"> <li>➤ Restorative - 15 minute self survey for staff to follow up on UBRS.</li> </ul>	Sarah Morris	Term 2	Teaching for Positive Behaviour Teaching%20for%20Positive%20Behaviour%20(1).pdf Chantal Hofstee	<b>June:</b>  <b>November:</b>
<b>Objective</b>	<b>Specific Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Monitoring</b>
<ul style="list-style-type: none"> <li>➤ That staffing is used effectively to best meet student needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Change Teacher Appraisal to Professional Growth Cycle</li> <li>➤ 1:1 coaching opportunity for all teacher</li> </ul>	Sarah Morris	Term 1 - 4	Teacher's Council Template	<b>June:</b>  <b>November:</b>
	<ul style="list-style-type: none"> <li>➤ Ensure Teacher Aide job descriptions are updated and match Collective Agreement rubric</li> </ul>	Sarah Morris Bonnie Mills	Jan 2021	Support Staff in Schools Collective Agreement	<b>June:</b>  <b>November:</b>
	<ul style="list-style-type: none"> <li>➤ Support PLD for teacher aide for ESOL programme- CELTA Course Online</li> </ul>	Sarah Morris	Term 3	Teacher Aide PLD pilot fund Cover for face to face course time - 25 hours Chromebook for after school hours to support online delivery	<b>June:</b>  <b>November:</b>
	<ul style="list-style-type: none"> <li>➤ Part time staff employed to support Akoranga and Literacy/Numeracy learning in response to numbers and needs in hubs Te Pihinga, Te Puāwai and Te Tinihanga.</li> </ul>	Sarah Morris	Term 1	Staffing Units for maths	<b>June:</b>  <b>November:</b>

<ul style="list-style-type: none"> <li>➤ To build and maintain Collaborative Teaching Team and Environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Workshop x 2 with focus on: <ul style="list-style-type: none"> <li>-Communication</li> <li>-Understanding what makes people tick</li> <li>-Building Positive Environments</li> </ul> </li> <li>1:1 Coaching for Professional Growth Cycle</li> </ul>	Sarah Morris	Term 1-ongoing	Jenny Gray Team Builder          Sarah Morris	<b>June:</b>          <b>November:</b>
<b>Objective</b>	<b>Specific Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Monitoring</b>
<ul style="list-style-type: none"> <li>➤ Personalised learning programmes will be offered, based on quality assessment data, that result in improved learning outcomes for individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make target and priority learners visual for staff</li> </ul>	Bonnie Mills MASAM	Term 1	eTap	<b>June:</b>          <b>November:</b>
	<ul style="list-style-type: none"> <li>➤ Assessment Intervention Year 0-3 to support Science of Reading and Structured Literacy Programmes</li> </ul>	Bonnie Mills Brendon Anderson	Term 1 - 4	Literacy Budget and Staffing RTLb support	<b>June:</b>          <b>November:</b>
	<ul style="list-style-type: none"> <li>➤ Pilot Decodables programme with target students in Te Pihinga</li> </ul>	Bonnie Mills	Term 1 - 4	Literacy budget and Staffing	<b>June:</b>          <b>November:</b>
	<ul style="list-style-type: none"> <li>➤ Implement Navigating the Journey Programme. Inform parents of the content and timing of implementation</li> </ul>	Leadership team	Term 1-2	Navigating the Journey	<b>June:</b>          <b>November:</b>
	<ul style="list-style-type: none"> <li>➤ Introduce hub tracking for Akoranga for Te Puāwai, Te Kākano, Te Pihinga and Te Tinihanga</li> </ul>	Bonnie Mills Rachel James	Term 2-4	Template	<b>June:</b>          <b>November:</b>
		Merryl McAllister	Term 2-4	Template	<b>June:</b>

	➤ Introduce individual tracking for Tūhono and Kahikatea				<b>November:</b>
	➤ Introduce music, dance, drama and yoga sessions across hubs with additional teachers	Jan Aiello, Kristina Watson, Hayley Ford, Wendy Parkes, Mahi Tahī unit holder	Term 2-3	Music budget Staffing Tu Manawa funding	<b>June:</b>  <b>November:</b>
	➤ Support for ESOL learners and teachers. ESOL matrix used thoroughly to track learners progress	Bonnie Mills SENCO Leah Uhlenberg	Term 1-4	ESOL Matrix TA PLD	<b>June:</b>  <b>November:</b>
	➤ Refocus on 2020 target learners	Sarah Morris Hayley Ford Hub teachers	Term 1	Tracking Data from 2020 AoV 2020	<b>June:</b>  <b>November:</b>
	➤ Surfing lessons for all Year 6 students	Year 6 teachers Sarah Morris	Feb 20 and 21	Staffing Surf Taranaki Grants	<b>June:</b>  <b>November:</b>
	➤ Continue to develop internal Evaluation using the ERO cycle template on Literacy with a focus on Year 0-3	Sarah Morris, Bonnie Mills, Rachel James and Tina Johnson	Term 1 - 4	eTap/ERO documents MOE -Cathie Newton	<b>June:</b>  <b>November:</b>

<b>Objective</b>	<b>Specific Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Monitoring</b>
➤ Māori students are engaged in their learning and are achieving	Refer to MASAM plan				



educational success with pride in their unique identity, language and culture.					
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Strategic Goal Three:

**Te Taiao  
Our Environment (NAG 1, 2, 4, 5)**

*To utilise the Frankley School environment and ensure the school is resourced effectively so personnel can provide excellent teaching and learning opportunities and management.*

Objective	Specific Actions	Responsibility	Timeframe	Resourcing	Monitoring
➤ Our school facilities/resources are maintained to an excellent standard and developed/improved where necessary.	➤ Revisit Cyclical Maintenance plan and adjust	Nathan Mumby and Sarah Morris	Term 1	edservices-cloud based	<b>June:</b>  <b>November:</b>
	➤ Administration block to be planned and building to commence	Nathan Mumby, Sarah Morris in consultation with stakeholders and MOE	TBC	MOE funded capital project	<b>June:</b>  <b>November:</b>
	➤ Versatile shed to be installed for Caretaker, Health and PE equipment and SFRC storage	Nathan Mumby	Term 1	BoT funded and approved by MOE	<b>June:</b>

					<b>November:</b>
	➤ Replace sink in Te Puāwai	Sarah Morris	Term 1	R&M	<b>June:</b>
	➤ Create asset replacement and maintenance cleaning schedules	Sarah Morris, Rangi Trinder, BOT	Term 2 - 3	Template	<b>November:</b> <b>June:</b>
	➤ Identify and implement sustainable practices with staff and tamariki - including pest control and waste practices	Te Taiao Leadership team Students passing in skills	Term 2 - 4	Mounga Project TRC Community/ta mariki and whanau	<b>November:</b> <b>June:</b>
	➤ Furnish one existing classroom in a manner conducive to 21st century learning	Sarah Morris	Term 1 and 2	Furniture supplier \$7,500	<b>November:</b> <b>June:</b>
<b>Objective</b>	<b>Specific Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Resourcing</b>	<b>Monitoring</b>
➤ Digital fluency equipment is available for all students, working correctly and up to date.	➤ Replacement of 5 Digital displays equipment	Brendon Anderson	Term 1 - 2	DT budget	<b>June:</b>  <b>November:</b>
	➤ Distribute technology across the hubs to support numbers and programmes. Purchase more devices if we are eligible for TSB grant	Brendon Anderson	Term 1	TSB Digital Technology Plan	<b>June:</b>  <b>November:</b>

Māori Achieving Success as Māori Education Plan 2021

We recognise that what benefits Māori learners, is also of rich benefit to all others. This is consistent with Tātaiako and Ka Hikita, the notion that learning through a context that is relevant to Māori, is not at the exclusion of others, rather, everyone benefits.

This plan focuses greater attention on the sustainable development of tikanga at Frankley School

**Linked to Strategic Goal 1 and 2:**

*-Strengthen home and school partnerships through the development of culturally responsive practices*

*-All students are supported to achieve success in their learning through a balanced curriculum that reflects our Mission and Values. Programmes reflect government priorities*

- Staff continue to be educated around tikanga and te reo Māori
- All students experiencing Māori culture in an authentic manner
- Māori achieving success as Māori
- Trustees, leadership and staff responding to whānau, communities, iwi or government priorities.
- Manaakitanga and Whanaungatanga a focus

Action	When	Resourcing	Responsibility
Term 1 2020			
<p>Goals set from 2020 Self-review of the MASAM Framework - to be developed</p> <p>“The school and other stakeholders have some awareness of, and some respect for the position of the local iwi in terms of the local stories and culture” - <b>currently here</b></p> <p>“The school and other stakeholders are aware of, and respect the position of the local iwi in terms of the local stories and culture and is embedded in the school curriculum and evidenced widely in the schools teaching practise.” - <b>goal</b></p>		<p>MASAM framework Damon Ritai MAC</p>	<p>Sarah, MASAM, MAC</p>

<b>Unpack with staff and plan together</b>			
Poroaki to become a norm	Ongoing	Manaakitanga budget if needed	MASAM, Mahi Tahi (Year 6 learners)
Whakatau to welcome new whānau at the beginning of each term	Ongoing	Manaakitanga budget	Anna, Sarah, Mandy, Tania Robyn/Leah - kai Speakers - Brendon Rei, Rangī Trinder, Brendon Anderson, Lyndon Young
STIN interviews - Meeting with each parent to identify the aspirations for their tamariki. What achieving success as māori means. Include whānau in learning opportunities		STIN day February eTap	Whole Staff
Te Ao Maori link to realigned Frankley School Vision Tohu introduced to the community	Term 1	Damon Ritai MAC	Sarah, BOT, Community involvement, MASAM
Support Māori whānau with links to Iwi if needed	Ongoing	Damon Ritai Educationally Powerful Connections with Parents and Whānau ERO November 2015	MASAM
Tikanga mō te kai - discuss tikanga/kawa around kai and how this looks at Frankley School - clear guidelines for use of kai mats etc.	Teacher Only Day Term 1	Damon Ritai MASAM	MASAM, All staff
Formalised development plan of Te Reo strategy (the why) plan for staff and tamariki linked to kapa haka	Term 1	Facebook Seesaw Template Damon Ritai	MASAM and Sarah
Junior Kapa Haka to be developed from Years 1-3 - weekly session with Anna Trinder	Begin in Term 1 Ongoing	Matapaepae Urwin	MASAM, Junior Kaiako, Leadership team

Targets set for Raising Māori Achievement in Reading and Agency based on AoV 2020	Term 1 and ongoing	Educationally Powerful Connections with Parents and Whānau ERO November 2015	Leadership, Whole staff sharing
Whakangahau - to share learning with whānau	Every 2 weeks	Hubs	Leadership team
Kapa haka initiated for the year -Parents and whānau invited along to the sessions	Ongoing	Matapaepae Urwin \$4,000	MASAM/Kapa Haka leader
Vision - Tū Kaha, Tū Manaaki, Tū Ako - senior students to work with Matapaepae on writing and composing a waiata that shares our vision.	Start in Term 1	Matapaepae Urwin	MASAM, Sarah
Tuakana/Teina opportunities -Big buddies-Year 6 leaders -Shared Reading opportunities -collaborative hub work	Ongoing	Kahikatea Te Kakano	Tania, Wendy and Te Kākano team
Staff PLD - He Tikanga Whakaaro paper - all will be completed by end of Term 1 He Papa Tikanga being offered to new or interested kaiako - Danika, Jess, Amanda? Mandy currently studying He Papa Tikanga	Ongoing	Te Wānanga o Aotearoa	MASAM
Pepeha Staff to display their own pepeha visually in their hubs and in the school entrance. This will allow everyone to have the ability to welcome and introduce themselves confidently. Staff will practise at Mahi Tahī and other school events, e.g. Meet the Teacher. Support staff to develop their pepeha also.	By the end of Term 1	Damon Ritai MASAM	MASAM, All staff
Iwi Map / World Map	By the end of Term 1	MASAM	MASAM, Hub Kaiako

To be displayed in each hub with the children identified as to where they have come from, whether in NZ or rest of the world. NZ Māori tamariki to be identified on iwi map			
<b>Term 2 2020</b>			
Investigate local Māori people(historical stories) to link our Values/Vision. This will give more meaning to our vision. Develop a kete of narratives that will be included in our curriculum *Touch the grass, know the stories		Damon Ritai	MASAM, Leadership team
Tracking of targets	Refer to schedule	Admin handbook/visuals	Leadership team
Iwi map in office area and world map	Term 2		MASAM
Celebrate Puanga/Matariki - Biannual Noho Marae at Muru Raupatu	June/July	Damon Ritai/Trinder whānau Matapaepae Urwin	MASAM, Mahi Tahī - Whole staff involvement
Koha to Muru Raupatu - how can we as a kura give back to Muru Raupatu marae (staff, students, community)	Term 2	Damon Ritai Kenny/Rangi Trinder - Marae Trustees Matapaepae Urwin	MASAM, tamariki, community
Cultural Audit throughout the school	Term 2	Matapaepae Urwin	MASAM, Sarah
<b>Term 3 2020</b>			
Tracking of Targets	Refer to schedule	Admin hand book/visuals	Leadership team
Kapa Haka - Tatarakihi performance	TBC	Matapaepae Urwin	MASAM, Mahi Tahī - Whole staff involvement
<b>Term 4 2020</b>			
AoV targets			Leadership team
Kapa Haka end of year Celebration. Collect	TBC	Matapaepae Urwin	Anna, Tania, Mandy, Leadership team

voice of whānau		Manaakitanga budget	Whole staff - support
Kapa Haka- Puanga performance	TBC	Kapa Haka budget	Tania

## Personnel - Professional Learning & Development 2021

The plans puts in action the strategies to attract, support and develop the highest quality staff.

- Professional learning that is directly focused on lifting student achievement-linked to strategic plan/annual improvement plan and enhanced by TAI
- Professional learning that is characterised by;
  - mirroring what we want to see happening for our learners
  - empowering teachers
  - providing conditions for innovation and creativity
  - aligning to our school vision
  - groups/whole staff or 1:1
- Collaborative practices - Mahi Tahi(staff meetings)- on what we need-"What's on top"
- Career pathways and aspirations being supported
- An appreciative and inquiring mindset - modelling our Frankley School Vision and Guiding Principles

Action	When	Resourcing	Responsibility
<u>Leadership Development</u>			
<p><u>Principal</u> -Sarah will attend 4 Hui in New Plymouth with her PLG with local Principals.</p> <p>NZPF conference - NPPA Conference-Leadership Team - 1 day conference in NP</p>	<p>Ongoing</p> <p>2-4 August TBC</p>	<p>No cost</p> <p>Principal's budget</p>	<p>Sarah Morris Evaluation Associates</p>

<i>NPPA middle leaders</i>	<i>Term 2- 4 3 sessions over the year</i>	<i>NPPA membership \$200</i>	<i>Bonnie Mills Merryl McAllister</i>
<b>Data and Assessment- eTap, NZCER</b>	TBC	TBC	Leadership Team
<b>Building and Maintaining A Connective and Collaborative Team-All teaching staff</b> -Communication -Understanding what makes people tick -Building Positive Environments	Term 1	2 workshops *Feb 16 Mahi Tahi The Team Building Co <i>PLD budget</i>	Sarah Morris
Provide 1-1 coaching opportunities for all staff.	Ongoing		Sarah Morris/Leadership - through appraisal and leadership goal setting
Chantal Hofstee - Clinical Physiologist - About the brain "This makes sense given how the brain works" -Giftedness and fetal alcohol	2 sessions throughout the year	\$480 per session x 2 -if needed MOE funding may be a consideration	Sarah Morris
Christine Braid- Massey University - Science of Reading	March	<i>\$50 per person</i>	Bonnie Mills
Agency Capability Professional Development	2 Feb 19 March 24/25 May 4 June 16/17 August	<i>PLD budget -Approx \$9000-dependent on travel costs  Will apply for Centrally funded PLD in 2021</i>	Sarah Morris
Digital Technologies and Hangarau Matihiko learning	Mahi Tahi sessions	<i>No cost</i>	Brendon Anderson
Decodables - Literacy		Staffing Resources purchased from Literacy budget	Bonnie Mills/Brendon Anderson
Occupational Therapist - Paula Matheson - Fine Motor Skills - Handwriting -sensory approach		\$80 per hour Hours to be confirmed if needed	Sarah Morris
David Galbraith-Unleashing greatness within your team. A workshop on building epic teams who make great shit happen both	Teacher Only Day	PLD Budget Koha	Sarah Morris



at work and in their lives – and with that, in our world.			
Inside Out - Rainbow Community	TBC	TBC-Koha	Sarah Morris
Navigating The Journey PLD	Mahi Tahi Term 2	Family Planning \$ 5 per year level - digital resource	Merryl McAllister
Revalidation and or/Essential First Aid Course for support staff, PCT and teachers	Dec 17 202 Feb 1 2021	\$1500 NZ Red Cross	Sarah Morris
TAs encouraged to take part in NZEI PLD initiative pilot programme	Term 1 - 4	No charge as part of collective agreement	Sarah Morris
Play based learning the Why and How- Akoranga  Development in Year 2 and 3 to reflect change set up in hubs using new visual	Term 2	Te Kākano Mahi Tahi Bek Galloway support  Observations and planning together	Bonnie Mills/Rachel James
Frankley School Vision Development and Integration	Term 1-4	Mark Osborne \$1000	Leadership Team and BOT
Incredible Years (Wendy Parkes and Tina Johnson)	Term 1 -2	6 days relief(staffing) MOE	Bonnie Mills
Māori Achievement Collaboration-Pepeha for staff -Tikanga and Kawa sustainability for staff, BOT Waiata, tikanga and te reo strategy plan to be developed- Being very clear about what skills and knowledge our learners will leave with	Ongoing March 19	Damon Ritai Kai(manaakitanga budget) Mahi Tahi	MASAM

SNZ Water Skills for Life Poolside sessions	22 Feb 1 April	SNZ-Water Skills for Life Cecile Elliott <i>No cost</i>	Sarah Morris
Maintain subscriptions to a range of professional education magazines and periodicals	Ongoing	\$500	Leadership