



# Frankley School

2022

## Principal's Report - March 2022

Current Roll as of March 7 2022 - 309

Evacuation Drill - 18 February 3 minutes completion

Playground March check complete

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## SchoolDocs 2021 Review Schedule Term 1

### Term 1 Attestation

Risk Management - ✓

School Planning and Reporting- Analysis of Variance to MOE ✓

Notes - . Annual Report to MOE by May 31 2022. Report to be published on website

Police Vetting for Non teachers ✓ This includes support staff and camp supervision

Reporting and Recording Accidents, Medicines, Managing Minor/Moderate Injury, Illness ✓

Equal Employment Opportunities(EEO)-**Equal Employment Opportunities**

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without **bias or discrimination**. All schools are required by the Public Service Act to be "good employers", that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year's compliance.

To achieve this, the board:

- appoints a member to be the **EEO** officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

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>Monitoring</b>	<b>Dates</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>➤ Use Frankley School shared language of learning in Seesaw posts. Regular sharing of hub learning by teachers and students</p>	<p>Teaching staff are working hard to connect with whānau during Red Protection Framework. All connected learning is now linked to <a href="#">Frankley School website</a> to support families isolating. Devices are being distributed to support whānau.</p>	
	<p>➤ Embed Frankley school vision community wide, including sandblasting into footpaths by council, and tohu vinyl on hall. We want our vision ‘dripping from the walls’. Work with students re practical examples of Vision- what each statement looks like.</p> <p>➤ Art specialist to unpack tohu with staff and tamariki. Certificates and newsletters to promote and celebrate the vision in action</p> <p>Find out about which lines of communication to use with whānau</p>		

<b>Objective</b>	<b>Specific Actions</b>	<b>Monitoring</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> </ul>	<ul style="list-style-type: none"> <li>➤ Information sessions on Capabilities and Structured Literacy</li> </ul>		

<b>Objective</b>	<b>Specific Actions</b>	<b>Monitoring</b>	<b>Dates</b>
<ul style="list-style-type: none"> <li>➤ Make new families and tamariki full participating members of Frankley School whānau and our community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Action Cultural audit Next Steps -Details in MASAM planning</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Regular engagement afternoons/sessions with diverse groups to identify their needs and hear their voice. Identify support person/people from the specific culture. This work will used to inform for strategic planning with the NELPS at the forefront</li> </ul>		

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>Monitoring 7.03.2022</b>	<b>Dates</b>
➤ Implement the principles of 21st century learning with cohesiveness and consistency across collaborative hubs.	➤ Develop and Introduce Hauora capability across the hubs		
	➤ Revisit Communication and writing moderation ➤ Revisit Thinking and Agency to embed, including Frankley Agency definition and Be Proactive	Communication, Agency and Thinking Capabilities reviewed on Teacher Only Day. Our vision and Guiding Principles were also at the forefront to link all of our mahi together for new staff.	
	➤ Design an Akoranga programme that reflects the Frankley continuum, that includes agency. Unpack continuum with staff	Akoranga programmed developed further after teacher only day. The school is on a 2 year cycle to ensure curriculum coverage.	
	➤ Unpack New Zealand Histories curriculum and link to school vision		
	➤ Learn about and Implement new digital technologies curriculum content. Integrate learning with mathematics.		
			Health and PE unit holders briefed on Keeping Ourselves Safe. It will be

	<ul style="list-style-type: none"> <li>➤ Keeping Ourselves Safe programme to be implemented in term 2</li> </ul>	implemented in term 2 after staff professional development. Information will be shared with whānau as well.	
	<ul style="list-style-type: none"> <li>➤ Development of behaviour management plan to link with Hauora capability and School Vision</li> </ul>	Behaviour Management Plan confirmed and put into practice. A behaviour form has been included on eTap to help collate data. Teachers have used scenarios to practice using the rubric. The plan has been linked to School Docs. Staff will continue to review the effectiveness of the behaviour management plan at Mahi Tahi.	
<b>Objective</b>	<b>Specific Actions</b>	<b>Monitoring</b>	<b>Dates</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>➤ Continued Professional Growth Cycle with the inclusion of School Vision in goal setting</li> <li>➤ Distribute mentor responsibility for coaching for teachers and support staff</li> </ul>	Sarah Morris and Bonnie Mills are sharing support staff appraisal. These will begin in Week 7.	
	<ul style="list-style-type: none"> <li>➤ Board to undertake a school needs analysis and consultation, particularly in regard to future needs of our school's management structure</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ ESOL programme set up using trained TA</li> </ul>	Leah Uhlenberg has started working with a large group of ESOL students. Initial testing has been completed. Bonnie Mills to complete an online interview with MOE.	
	<ul style="list-style-type: none"> <li>➤ Art specialist, and Enviro Project teacher role created to support Akoranga and schoolwide projects, including MASAM plan</li> </ul>	Meetings conducted to plan out MASAM and enviro mahi for the year. Timeframes and budget established. Stakeholders contacted to support implementation. Geraldine Irvine and Kristina Watson hold the units for this work. Bonnie Mills is MASAM lead while Anna Trinder is on leave.	

➤ To build and maintain Collaborative teaching Team and environment	➤ Use feedback from teaching culture survey to create a Leadership plan to build on recommendations		
	➤ Regular Support Staff meetings	Bonnie Mills is holding support staff meetings every Thursday morning. These sessions are to keep staff up to date with Policy and procedure, and current school information.	
<b>Objective</b>	<b>Specific Actions</b>	<b>Monitoring</b>	<b>Dates</b>
➤ Personalised learning programmes will be offered, based on quality assessment data, that result in improved learning outcomes for individuals and groups	➤ School wide Physical and Health Education cycle developed, and implemented, with student voice		
	<ul style="list-style-type: none"> <li>➤ Structured Literacy fully implemented for years 0-3</li> <li>➤ The Code Spelling programme implemented years 3-6</li> <li>➤ Target Structured Literacy programme with target students in Years 5 &amp; 6</li> </ul>	Structured Literacy implemented across the Year 0- 3. Testing for the Code has been completed for Year 4- 6 to give baseline data for teachings staff to begin hub spelling programmes. Structured Literacy target groups have started with Bonnie Mills.	

	<ul style="list-style-type: none"> <li>➤ Assessment Intervention Year 0-3 to support Science of Reading and Structured Literacy Programmes. This included the purchase of comprehensive assessment software that will allow us to identify students who will need additional support through intervention programmes, teacher aides, digital technology accommodations or different ways of learning. Pinpoint difficulties with areas such as working memory, phonological awareness, processing speed and cognitive processing, key areas which need to be developed and strengthened for students to make accelerated progress across the whole school curriculum.</li> </ul>	<p>Brendon Anderson has started initial testing with the purchased assessment software. He has identified children to trial the process with. At our next Board meeting he will present the programme and the plan for implementing it, in consultation with Bonnie Mills.</p>	
	<ul style="list-style-type: none"> <li>➤ Continue to implement Navigating the Journey Programme. Inform parents of the content and timing of implementation</li> </ul>	<p>Navigating the Journey has commenced in term 1. The theme is: Establishing a positive learning environment Te whakarite i tētahi ao ako huapa</p>	
	<ul style="list-style-type: none"> <li>➤ Introduce the Frankley Akoranga Framework school to support curriculum coverage over time</li> </ul>	<p>Akoranga Framework introduced to teaching staff by Bek Galloway. Across the hubs <i>Hauora</i> was selected as the first theme.</p>	
	<ul style="list-style-type: none"> <li>➤ Neurodiverse learning opportunities outside of school as a tool to support students</li> </ul>	<p>We have 2 students attending Head Office, with the support of their whānau.</p>	
	<ul style="list-style-type: none"> <li>➤ Investigate opportunities for alternative programmes such as jiu jitsu, art therapy, Boot Camp (mentoring) EOTC linked to Hauora Capability development and behaviour management</li> </ul>		
		<p>ESOL matrix completed and submitted by Bonnie Mills.</p>	



	<ul style="list-style-type: none"> <li>➤ Support for ESOL learners and teachers. ESOL matrix used thoroughly to track learners progress</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Wellbeing survey for tamariki</li> </ul>	Draft survey to be reviewed by Leadership before being used with our tamariki. Input has been received from MOE curriculum leads.	
	<ul style="list-style-type: none"> <li>➤ Continue to develop internal Evaluation using the ERO cycle template on Literacy with a focus on Year 0-3</li> </ul>		
<b>Objective</b>	<b>Specific Actions</b>	<b>Monitoring</b>	<b>Dates</b>
<ul style="list-style-type: none"> <li>➤ Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture.</li> </ul>	Refer to MASAM plan		

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	Monitoring	Dates
<p>➤ Our school facilities/resources are maintained to an excellent standard and developed/improved where necessary.</p>	<p>➤ Revisit Cyclical Maintenance plan and adjust</p>	<p>WSP to support this plan alongside 10YPP.</p>	
	<p>➤ Administration block to be planned and building to commence</p>	<p>Planning meetings underway for project to commence end of term 1.</p>	
	<p>➤ New additional playground</p>	<p>This project will be led by Kahikatea, commencing term 2. Bonnie Mills is also investigating a pump track.</p>	
	<p>➤ Paint crossing on grounds 'rainbow'</p>	<p>This project has been discussed with Geraldine Irvine in her role as Enviro teacher in 2022. The project will</p>	
	<p>➤ Replace sink in Te Puāwai</p>		
	<p>➤ Complete development of playground area</p>	<p>Geraldine Irvine and Kristina Watson planning phase 2.</p>	
	<p>➤ 5YA planning to commence</p>	<p>Underway with WSP</p>	
	<p>➤ Identify and implement sustainable practices with staff and tamariki - including pest control and waste practices: worm farm, composting etc</p>		
	<p>➤ Demolish bike ramps and replace</p>		
	<p>➤ Furnish new hubs in a manner conducive to 21st century learning</p>	<p>New furniture purchased for 3 new hubs.</p>	

Objective	Specific Actions	Monitoring	Dates
<ul style="list-style-type: none"> <li>➤ Digital fluency equipment is available for all students, working correctly and up to date.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase device ratio across hubs</li> </ul>	<p>New Ipads ordered with Capital Grant money from Toi Foundation and from ops grant</p>	
<ul style="list-style-type: none"> <li>➤ Digital fluency equipment to provide tamariki hands-on - planning, designing and making their own digital technology equipment. This will enhance the revised Technology Curriculum with respect to Digital Technologies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Purchase Micro:Bits, Makey-Makeys and robotics</li> </ul>		

## Māori Achieving Success as Māori Education Plan 2022

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

<b>Action</b>	<b>Timeframe</b>	<b>Monitoring</b>	<b>Date</b>
<b>Tikanga for Arts implemented</b>			
<i>Geraldine Irvine's Harakeke Resource to be shared with staff</i>	Term 1		
<i>Damon Ritai to provide a copy of the Māori symbols explained, as used at MAC</i>	Term 1		
<i>Carving the school pepeha (bone) to use as a teaching tool in each hub.</i>	Term 1 -4		
<i>Create a school doc to outline expectations for all staff involved in Mahi Toi</i>	Term 1		
<i>Tohu unpacked with tamariki and staff</i>	Term 1		
<b>Implement Next Steps from 2021 Cultural Audit</b>			
<i>Vision more visible (hall)</i>	Term 1	Hall repainted. Graphix to install tohu after recommended wait time.	
<i>Welcome signs in Te Reo Māori (bilingual)</i>	Term 1 - 2	Complete	
<i>Creare more Mara(gardens)- learn more about Maramataka Māori</i>	Term 1 - 4	Geraldine Irvine and Bonnie Mills met with grandparent to support Māori planting plan and expectations.	

<i>Carved Pou at the gate to celebrate local Māori</i>	Term 1 -4		
<i>Display of taonga in admin area</i>	Term 1		
<i>Fly New Zealand and Tino Rangatiratanga Flag</i>	Term 1 - 4		
<i>Ensure greetings are in Māori . This can be extended to more languages over time</i>	Term 1 - 4	Visual created by Bonnie Mills. This is next to the admin phone. Expectations will come through appraisal. Role modeling by staff occurring daily.	
<a href="#"><i>Māori alphabet on walls of hubs</i></a>	Term 1		
<i>Start consultation with Ngāti te Whiti about Waharoa(Gateway) outside the Whare Hui (Hall) to define our entrance for welcoming manuhiri</i>	Term 2		
<i>Create regular whānau hui check ins for consultation and working parties</i>	Term 1 - 4		
Support Māori whānau with links to Iwi if needed	Ongoing		
Purchase permanent/sustainable kai mats now that will last longer. <a href="#">Possible Ideas</a> <a href="#">Mangopare Mat</a> <a href="#">Korero Mat</a>	Term 2- 4		
Junior Kapa Haka	Begin in Term 1 Ongoing		
Tuakana/Teina opportunities across other hubs within the school.	Term 1 - 4	On hold due to Red Protection Framework	
Targets set for Raising Māori Achievement in Reading and Mathematics based on AoV 2021. Tracked throughout the year.	Term 1 and ongoing		

Attendance for Māori students tacked		Leadership checking attendance weekly. This is included in Mahi Tahi and team meetings. Wellbeing phone calls made to check in.	
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		
Pepeha- new staff to learn school 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 Tahi and other school events, e.g. Meet the Teacher.	By the end of Term 1		
Iwi Map / World Map 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	By the end of Term 1	Maps have been priced.	
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			
Celebrate Puanga/Matariki - Biannual Noho Marae at Muru Raupatu	June/July		
Koha to Muru Raupatu - how can we as a kura give back to Muru Raupatu marae (staff, students, community)	Term 2		
Kapa Haka - Tatarakihi performance	TBC		
Kapa Haka end of year Celebration. Collect voice of whānau	TBC		

Kapa Haka- Puanga performance	TBC		
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## Personnel - Professional Learning & Development 2022

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 Professional Growth Cycle
- 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	Monitoring	Date
Principal Springboard Trust Strategic Leadership for Principals Programme PLG with local Principals. NZPF conference NPPA Conference-Leadership Team - 1 day conference in NP NZEI Te Riu Roa workshop to equip principals to work with	Ongoing  14-16 September 10 March 31 March 1 April	Springboard hui has commenced. Sraah Morris meeting with Capacity Partner every 2 weeks.  STIR- PLD postponed due to COVID-19	

<p>their staff and communities to stop institutional racism. The workshops are led by <a href="#">STIR - Stop Institutional Racism</a> - and focus on examining our own personal views using storytelling while learning strategies on how to move things forward.</p> <p>MAC Hui with Damon Ritai</p>	4 dates TBC	First MAC hui attended 8.03.2022. Fitzroy School shared their journey.	
Deputy Principal NPPA middle leaders	Term 2- 4 3 sessions over the year	Bonnie Mills attending NPPA middle leaders. She is also on the exec for this group.	
Tailored Leadership Programme to support coaching - Team Leaders, Principal and Deputy Principal	5 sessions throughout 2022	Leadership team had their first session with Nadia Ballentine from edLead. We had to identify..” Our success as a team relies on people feeling this...”	
Data and Assessment- eTap, NZCER	Ongoing		
Provide 1-1 coaching opportunities for all staff.	Ongoing		
Education Outdoors New Zealand	Term 2 or 3 Dates yet to be confirmed		
<p>Massey University - Structured Literacy</p> <p>Session 1 Revisit SL Session 2 SL and Fluency building Session 3 The Code and Morphology</p> <p>Bonnie Mills will also provide feedback/feedforward through observations, coaching and modelling of explicit teaching of Structured Literacy</p>	<p>Tuesday 1 March Tuesday 8 March Tuesday 29 March</p>	Two sessions have been completed with Massey University. Bonnie Mills is modelling Structured Literacy sessions for teachers.	
Child Matters	Friday 4 February	Attended by teaching and support staff	



Hauora Capability	Ongoing		
Head Office <i>Support students with advanced yet complex learning needs, by providing the intellectual and creative challenges they crave, while allowing them to learn with like-minded peers in a supportive environment</i>	As required		
School Policy and Procedures	Ongoing to reflect Frankley School policy review	Ongoing with staff	
NELP understanding development to support School Charter 2023	Term 1 - 4		
Cognition Education - Maths Leadership	Term 1 - 4 Dates to be confirmed	Jess Knudesen has attended her first session for beginning teachers. This was online.	
Akoranga and Localised Curriculum Professional Development	Wednesday 2 February Other dates to be confirmed	First teacher only day with Bek Galloway held on 2 Feb. Bek continues to follow up with individual questions from staff.	
Digital Technologies and Hangarau Matihiko learning	Mahi Tahī sessions	Brendon Anderson reviewed staff knowledge, and is taking small sessions during Mahi Tahī.	
Math Professional Development for staff	Mahi Tahī sessions	Maths unit holders have completed first session at Mahi Tahī. This involved Number Sense, and collected teaching staff voice around teaching Mathematics.	
Frankley Curriculum Induction for new staff	January 26 2021 Mahi Tahī sessions	Completed.	
Crisis and Media Training Planning	Term 1		
Revalidation and or/Essential First Aid Course for support staff and teachers	Dec 17 202 Feb 1 2021	Completed.	

Frankley School Vision Development and Integration	Term 1-4		
Māori Achievement Collaboration- Developing Vison through narratives and pepeha	Ongoing		
SNZ Water Skills for Life Poolside sessions	Friday 11 February	One session on land complete due to pool leak. Another session booked for March.	
Maintain subscriptions to a range of professional education magazines and periodicals	Ongoing		